

European Football for



Development Network

**EFDN**



**Welcome**  
through football



**TOGETHER WE ARE #Morethanfootball**



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# I. INTRODUCTION

## TRAINING MANUAL

The Welcome Through Football projects aim to assist in the integration and inclusion of recently arrived young refugees, asylum seekers and young people with a migrant background.

EFDN have had experience in coordinating Welcome Through Football since 2019, and used this experience to update the Training Manual. The current Manual contains activities provided by the Welcome through Football project partners. These activities are related to the 3 Steps of the Welcome through football Methodology, which is explained in this Manual as well. For additional information, recommendations and challenges about projects similar to the Welcome through Football, you can read our Practitioners Guide available on our website:

[www.welcomethroughfootball.eu](http://www.welcomethroughfootball.eu)



# THE WELCOME THROUGH FOOTBALL METHODOLOGY

**EDFN developed and tested a 3 Step Methodology to support refugees to integrate in European society.**

Each step has its own purpose, partner requirements, and challenges; below is a summary, with more detailed information about different challenges and proposed solutions later in this guide. In addition to this document, EDFN also produced a 'Best Practice Handbook' which gives further information about how this framework was developed and examples of other projects which may provide inspiration or partnership opportunities.



## 'SOCIALISATION TO SPORTS'

In this phase the key task is to engage participants with your sessions, helping them to build networks in their new community and enjoy playing sport.

Over 12 weeks football is used to overcome both physical inactivity and social isolation, primarily through simply playing the game in a fun and safe environment. You can also introduce further activities such as beginning to introduce language lessons or offering support in dealing with traumatic experience. The overall aim is to establish a positive relationship with the participants and to build a platform in preparation for Steps 2 and 3.

As this will be the start of the programme it is the one requiring the most organisation, especially when running Welcome through Football for the first time; you will need to source staff, kit and equipment, venue(s), as well as finding your participant group. Due to the involvement of refugees/ asylum seekers, organisers need to be fully aware of particular challenges, such as the importance of location, additional kit requirements, language barriers or psychological support. To create an effective programme it is likely that you will need to establish a number of new partnerships and additional time will be required in the project planning phase.



## 'SOCIALISATION IN SPORTS'

The primary focus of Step 2 is to start building skillsets of participants, using the sports setting to provide a safe space to develop their abilities and grow in confidence. In addition to the weekly football sessions, participants engage more widely in the sports environment, taking on additional roles to 'player'. Chosen activities will depend on the group and their particular needs/age/gender and your own local context.

It is often in this phase that local language is specifically taught; other skills that you could work on include management/mentoring, for example having participants take on coaching/refereeing roles, either within their own

group or potentially working with others at your club/foundation. A great opportunity might be new Welcome through Football participants just starting Step 1; you could also include them with off-field activities, such as asking them to help the organisation of the programme or other duties at your club. Some partners might be suitable to work alongside at this stage, but it is likely this will be predominantly club/foundation based.

The introduction to a more structured programme, where they also have more responsibility than just turning up to play, will help develop individual learning paths to guide them to Step 3.



## 'SOCIALISATION THROUGH SPORTS'

Step 3 is aimed at integrating refugees and asylum seekers into their wider communities, with a particular focus on preparing them for education, volunteer roles or employment, either inside or outside of sport.

Again the activities will be based on individual need, your environment and available support – you may have to seek additional help from alternative sources. In some cases the focus may be guiding/ connecting individuals to the appropriate institution or employer for their next step, however, not all participants will be able to move directly into these settings, so instead your aim will be continuing to build general skills. The objective is to ensure that they

are prepared and confident to make the next step and are able to integrate more fully in society.

It is likely that partnerships will be an important asset at this stage; they might be the practitioner if running formal sessions, potential educator/employer or simply providing advice and guidance as per the needs of the individual/group. Perhaps your club is already running appropriate programmes (for example Scoring for Jobs Matchdays) that you can direct your participants towards. If the participant is keen to continue their footballing journey you can support their transition into a local grassroots team or coaching/refereeing programme with your local FA.



# Welcome through football

## OBJECTIVES

The general objective of the Welcome Through Football project is to provide young refugees and asylum seekers tools to integrate and build capacity and capabilities, with the help of football.

The main goals that the programme wants to achieve are:

- To develop local Welcome Through Football programmes for young refugees, asylum seekers and young people with a migrant background
- To promote the benefits of being physically and socially active in their communities.

- To raise awareness about a healthier lifestyle and how being physically and socially active will benefit them and their communities.
- To facilitate the integration of people with difficulties within local communities

The Welcome through Football has a focus on providing with the skills and tools to integrate its participants into the labour market and into the learning setting, where they can pursue further education.





**Welcome**  
through football

# SOCIAL ACTIVITIES





# BAKING COOKIES

|   |                              |   |
|---|------------------------------|---|
| <b>NAME OF THE ACTIVITY</b>   | Baking cookies               | <b>THEME</b><br>Cooking   |
| <b>AGE GROUP</b>  | All ages                     |   |
| <b>GROUP SIZE</b>   | Max 10                       |   |
| <b>DURATION</b>   | 1 hour                       |   |
| <b>STEP</b>   | 1-2                          |   |
| <b>VENUE / LOCATION</b>   | Kitchen in the Community Hub |   |
| <b>MAIN OBJECTIVE(S) OF THE ACTIVITY</b>  |                              | To improve players dribbling ability and their appreciation of time and space to exploit and be direct. |
| <b>EQUIPMENT NEEDED</b>   |                              |   |
| <b>STAFF NEEDED</b>   |                              | <b>OUTCOMES</b>   |
| <ul style="list-style-type: none"> <li>Ingredients</li> <li>Materials for baking (oven, mixer, ..)</li> </ul>   | 1-2 coaches                  |   |
| <ul style="list-style-type: none"> <li>Social skills: sharing things, be patient, be aware of each other</li> <li>Good for the team spirit</li> <li>Learning new words and specific terms (language)</li> <li>Independence</li> </ul> |                              |   |

## DESCRIPTION OF THE ACTIVITY

Start mixing all the ingredients and make the dough.  
 Roll out the dough and cut out the different figures  
 Bake the cookies in the oven and wait  
 Decorate the cookies  
 Eat and share the cookies with others.

## PROGRESSIONS AND/OR VARIABLES OF THE ACTIVITY

More complex cookies or dishes



## WHAT WORKED WELL

Using their fantasy and creativity

## WHAT DID NOT WORK WELL

Making the dough  
 Cleaning afterwards

## IMPACT ON PARTICIPANTS

Try something new  
 Another activity than sports

## WHAT CHALLENGES AND/OR RISKS COULD YOU FACE BEFORE, DURING, AND AFTER THE ACTIVITY?

Not enough dough for everybody

## RECOMMENDATIONS TO SHARE

Enough space  
 While the cookies are in the oven, provide an alternative activity  
 Make a task list



# LASER TAG

|                             |                    |   |
|-----------------------------|--------------------|---|
| <b>NAME OF THE ACTIVITY</b> | Laser Tag          | <b>THEME</b><br>Teamwork, play  |
| <b>AGE GROUP</b>            | All ages           |   |
| <b>GROUP SIZE</b>           | Any group size     |   |
| <b>DURATION</b>             | Any                |   |
| <b>STEP</b>                 | 1                  |   |
| <b>VENUE / LOCATION</b>     | A Laser Tag centre |   |
| <b>EQUIPMENT NEEDED</b>     |                    | <b>MAIN OBJECTIVE(S) OF THE ACTIVITY</b><br>Teamwork, socialisation away from football, play, fun |
| A Laser Tag centre          |                    |   |
| <b>STAFF NEEDED</b>         |                    | <b>OUTCOMES</b><br>Increased friendships, teamwork  |
| 1 or 2x coach / staff       |                    |   |

## DESCRIPTION OF THE ACTIVITY

Laser Tag is a simple concept, but it can be a useful activity away from football to create positive relations between people. Like football, it removes a language barrier.



### WHAT WORKED WELL

Anyone can pick it up with some basic instructions, playing in teams creates a good teamwork environment.

### WHAT DID NOT WORK WELL

The initial description of the activity can be difficult to get across to those who have never played, but sharing videos can help.

### IMPACT ON PARTICIPANTS

Fun and enjoyment, friendlier relationships with other players.

### WHAT CHALLENGES AND/OR RISKS COULD YOU FACE BEFORE, DURING, AND AFTER THE ACTIVITY?

General health and safety are explained prior to playing. There are no major risks.

|                                 |   |
|---------------------------------|---|
| <b>RECOMMENDATIONS TO SHARE</b> | It can be used as an end-of-block celebration activity, or early on in the block to increase friendships. |
|---------------------------------|---|



# ANIMAL STARTING 11

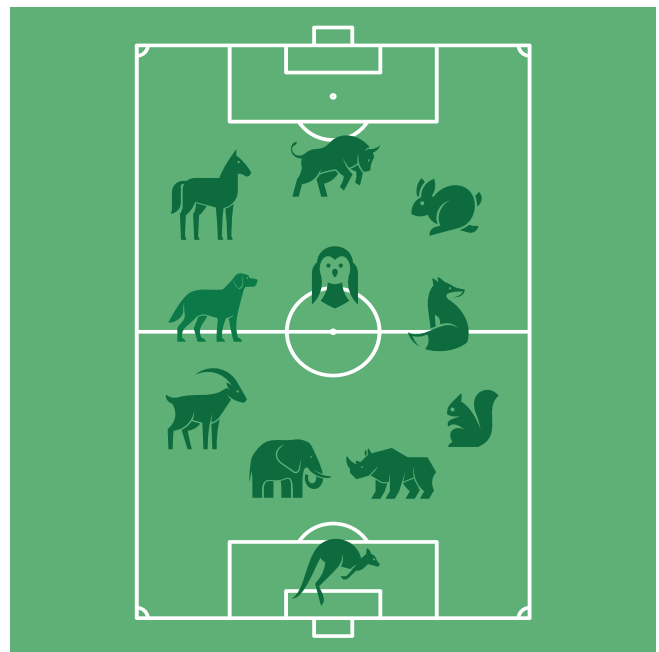
|  |                      |   |
|--|----------------------|---|
| <b>NAME OF THE ACTIVITY</b>  | Animal starting 11   | <b>THEME</b><br>Communication skills, team work and creative thinking   |
| <b>AGE GROUP</b>   | All ages             |   |
| <b>GROUP SIZE</b>  | Any group size       |   |
| <b>DURATION</b>  | 20-40 mins           |   |
| <b>STEP</b>  | 2                    |   |
| <b>VENUE / LOCATION</b>  | Indoors or Outdoors  |   |
| <b>EQUIPMENT NEEDED</b>  | <b>STAFF NEEDED</b>  | <b>MAIN OBJECTIVE(S) OF THE ACTIVITY</b><br>To help participants bond together socially and collaborate effectively as a team.  |
| <ul style="list-style-type: none"> <li>Flipchart paper,</li> <li>marker pens,</li> <li>Animal cut outs,</li> <li>blu tack</li> </ul> | 1-2 members of staff |   |
|  |                      | <b>OUTCOMES</b><br>Increased social bonding<br>Increased team efficiency<br>Increased confidence<br>Increased communication<br>Increased feelings of togetherness<br>Increased levels of teamwork |

## DESCRIPTION OF THE ACTIVITY

Participants are split into groups of 3-4 and asked to choose which animals should play in which position on the pitch for their 'Animal starting 11'. Participants have to work together to decide which animal and their unique characteristics best suit a certain playing position and give a rationale for their decision (e.g. Cat to be a goalkeeper because of their quick reactions). Groups then need to present their team and present the reasons for their selections to the rest of the groups.

## PROGRESSIONS AND/OR VARIABLES OF THE ACTIVITY

Groups can choose their own team name, create their own club badge, and decide on a team manager and club captain.



## WHAT WORKED WELL

The activity is easy to implement, understandable and allows group interaction and teamwork.

## WHAT DID NOT WORK WELL

Language can be a barrier, so participants can use actions to describe the reasons for their selection as well as use the support of a translator.

## IMPACT ON PARTICIPANTS

Participants feel stronger connected to each other after working together as a team.

## WHAT CHALLENGES AND/OR RISKS COULD YOU FACE BEFORE, DURING, AND AFTER THE ACTIVITY?

Facilitators may need to be aware of cultural barriers between participants from different countries or different regions of the same country.



# ANIMAL UNITED

|  |                              |  |
|--|------------------------------|--|
| <b>NAME OF THE ACTIVITY</b>  | Animal United                | <b>THEME</b><br>Teamwork & Communication   |
| <b>AGE GROUP</b>   | All ages                     |  |
| <b>GROUP SIZE</b>  | 10-15                        |  |
| <b>DURATION</b>  | 1 hour                       |  |
| <b>STEP</b>  | 2                            |  |
| <b>VENUE / LOCATION</b>  | Classroom / Community Centre |  |
| <b>EQUIPMENT NEEDED</b>  | <b>STAFF NEEDED</b>          | <b>MAIN OBJECTIVE(S) OF THE ACTIVITY</b>   |
| <ul style="list-style-type: none"> <li>Animal cards</li> <li>Skills cards</li> </ul> | 2 x staff                    | <ol style="list-style-type: none"> <li>Identifying team skills</li> <li>Identifying quality team skills of animals and how they would work together as a 'football team'</li> <li>Making a 'football team' made up of 11 different animals based on their strengths related to each position of the pitch</li> <li>Presenting back the ideas and thought processes behind the making of our team.</li> </ol> |
|  |                              | <b>OUTCOMES</b>  |
|  |                              | <ol style="list-style-type: none"> <li>Understanding important team skills</li> <li>Positive communication</li> <li>Presentation skills</li> <li>Supporting team members</li> </ol>  |

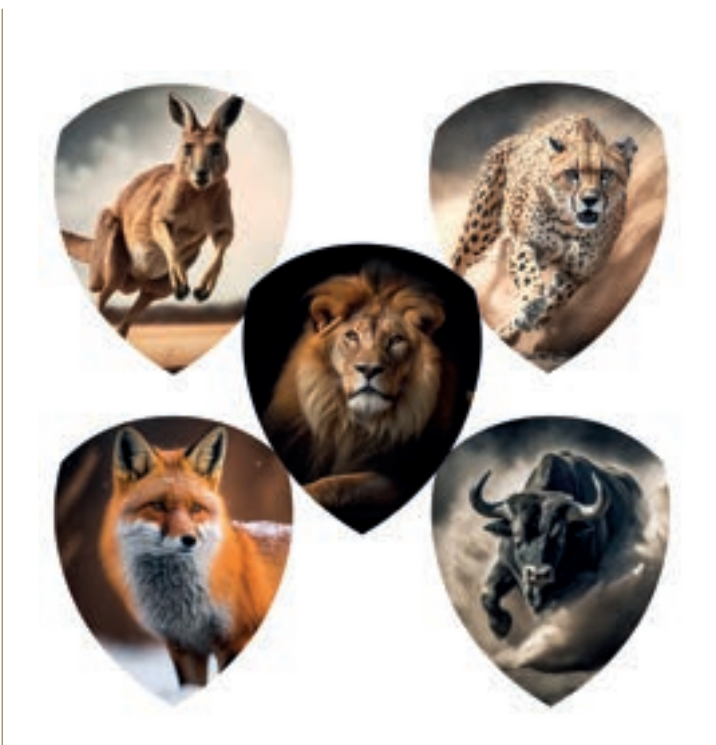
## DESCRIPTION OF THE ACTIVITY

1. Discuss Team skills (i.e leadership, resilience etc)
2. Allocate strengths to team members (animals)
3. Compile team based on strengths
4. Present findings

## PROGRESSIONS AND/OR VARIABLES OF THE ACTIVITY

You need one more goal than there are players for one team. So for 4v4 you have 5 goals (10 cones), and for 6v6 you have 7 goals (14 cones).

- Add extra goals for the younger age groups.
- Make this easier or harder by increasing/ decreasing the space available, the number of passes required as well as the time available to complete a certain amount of goals.





# SURF CLASS

|  |            |   |
|--|------------|---|
| <b>NAME OF THE ACTIVITY</b>                          | Surf Class | <b>THEME</b><br>Summer Camp   |
| <b>AGE GROUP</b>                                     | U18        |   |
| <b>GROUP SIZE</b>                                    | 18         |   |
| <b>DURATION</b>                                      | 1 hour     |   |
| <b>STEP</b>  | 1-2        |   |
| <b>VENUE / LOCATION</b>                              | Beach      |   |
| <b>COLLABS / PARTNERS</b><br>Portuguese Red Cross    |            | <b>MAIN OBJECTIVE(S) OF THE ACTIVITY</b><br>Provide new experiences to beneficiaries.   |
| <b>STAFF NEEDED</b><br>4 coaches.<br>2 surf teachers |            |   |
|  |            | <b>OUTCOMES</b><br>Promote voluntary activity in sport.<br>Promote social cohesion through sport.<br>Social inclusion in and through sport. |

## DESCRIPTION OF THE ACTIVITY

The group met in the morning on the beach and had the opportunity to participate in an introductory surfing class.

## PROGRESSIONS AND/OR VARIABLES OF THE ACTIVITY

- Perform another type of activity:
- Paintball
  - Rock climbing



### WHAT WORKED WELL

Coexistence between all beneficiaries and staff outside the football field.

### WHAT DID NOT WORK WELL

The weather.

### IMPACT ON PARTICIPANTS

Living new experiences outside their daily routine.

### WHAT CHALLENGES AND/OR RISKS COULD YOU FACE BEFORE, DURING, AND AFTER THE ACTIVITY?

Since the activity is carried out at sea, it is important to know if all participants know how to swim, and to define some rules before starting the activity.



# 'PROPER PIERKE'

|  |  |  |                     |   |  |  |
|--|--|--|---------------------|---|--|--|
| <b>NAME OF THE ACTIVITY</b>  | 'Proper Pierke'                            | <b>THEME</b><br>Community activity   |                     |   |  |  |
| <b>AGE GROUP</b>   | All ages                                   |  |                     |   |  |  |
| <b>GROUP SIZE</b>  | Any group size                             |  |                     |   |  |  |
| <b>DURATION</b>  | 2 hours                                    |  |                     |   |  |  |
| <b>STEP</b>  | 2  |  |                     |   |  |  |
| <b>VENUE / LOCATION</b>  | The neighbourhood                          |  |                     |   |  |  |
| <b>MAIN OBJECTIVE(S) OF THE ACTIVITY</b>   |  | <ul style="list-style-type: none"> <li>- Raising awareness about the importance of a clean environment</li> <li>- Stand up for a clean neighbourhood</li> <li>- Giving a signal to the neighbourhood and the city about illegal dumping waste</li> </ul> |                     |   |  |  |
| <b>OUTCOMES</b>  |  |  |                     |   |  |  |
| <table border="0"> <tr> <td><b>EQUIPMENT NEEDED</b></td> <td><b>STAFF NEEDED</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• Waste grabber,</li> <li>• fluorescent vests,</li> <li>• garbage bags,</li> <li>• gloves</li> </ul> </td> <td>                     2 or more community coaches and volunteers                 </td> </tr> </table> |  | <b>EQUIPMENT NEEDED</b>  | <b>STAFF NEEDED</b> | <ul style="list-style-type: none"> <li>• Waste grabber,</li> <li>• fluorescent vests,</li> <li>• garbage bags,</li> <li>• gloves</li> </ul> | 2 or more community coaches and volunteers | <ul style="list-style-type: none"> <li>- Working together, having responsibility for their own neighbourhood</li> <li>- The participants are moving while cleaning, which promotes their health</li> </ul> |
| <b>EQUIPMENT NEEDED</b>  | <b>STAFF NEEDED</b>                        |  |                     |   |  |  |
| <ul style="list-style-type: none"> <li>• Waste grabber,</li> <li>• fluorescent vests,</li> <li>• garbage bags,</li> <li>• gloves</li> </ul>  | 2 or more community coaches and volunteers |  |                     |   |  |  |

## DESCRIPTION OF THE ACTIVITY

We come together in the afternoon at the community hub in New Ghent, named De Serre. There we distribute the necessities to collect waste together throughout the neighbourhood.

We split up into groups, a community coach or volunteer walks with each group.

The parents of the children are also welcome to help with cleaning.

Afterwards the helpers get a drink and something to eat in the community hub.



### WHAT WORKED WELL

- Nice moment together to eat and drink afterwards in the community hub
- Great commitment from the participants to collect waste
- Creating a clean neighbourhood and understanding the importance of this activity

### WHAT DID NOT WORK WELL

- In bad weather there were few participants in the activity

### IMPACT ON PARTICIPANTS

- The participants have a broader vision of how to deal with waste and illegal dumping
- Increasing community feeling, they stand up for the cleanliness of their own neighbourhood

### WHAT CHALLENGES AND/OR RISKS COULD YOU FACE BEFORE, DURING, AND AFTER THE ACTIVITY?

- Make sure that not always the same participants are present at Proper Pierke. We need to reach different participants

PLAY

# SECRET POSITIVE COACH

|  |                                   |   |
|--|-----------------------------------|---|
| <b>NAME OF THE ACTIVITY</b>  | Secret Positive Coach             | <b>THEME</b><br>Positive coaching   |
| <b>AGE GROUP</b>   | All ages                          |   |
| <b>GROUP SIZE</b>  | 8+                                |   |
| <b>DURATION</b>                 | 15 min                            |   |
| <b>STEP</b>  | 2                                 |   |
| <b>VENUE / LOCATION</b>  | Football fields                   |   |
| <b>EQUIPMENT NEEDED</b>  | <b>STAFF NEEDED</b>               |   |
| <ul style="list-style-type: none"> <li>A ball,</li> <li>shirts to make teams,</li> <li>football field</li> </ul> | Preferably 1 coach for each team. |   |
|  |                                   | <b>MAIN OBJECTIVE(S) OF THE ACTIVITY</b>  |
|  |                                   | <ul style="list-style-type: none"> <li>To notice the positive coaching</li> <li>To get them to recognise the difference between positive and negative coaching</li> <li>To be more vocal themselves and to start to coach more in a positive way</li> </ul> |
|  |                                   | <b>OUTCOMES</b>   |
|  |                                   | See the impact on participants  |

## DESCRIPTION OF THE ACTIVITY

You divide the group in 2 teams and let them play a game, whether it's a game of possession or just a regular match or any other variant. Before the game starts you (secretively) appoint one player of each team to be the 'secret positive coach'.

Right before kick-off everyone gathers around you and you explain to everyone there is a secret positive coach in their team and the other team. The main goal is not to win the match, the real winners are the ones who after the game can tell who the positive coaches were.

## PROGRESSIONS AND/OR VARIABLES OF THE ACTIVITY

- You could add a negative coach to point out the difference and have them talk about it. How they feel when they are coached negatively and the difference when they are coached positively.
- You could appoint a secret positive coach at the beginning of the training for the whole training.

## WHAT WORKED WELL

- Talk about coaching positively regularly, especially sessions before this training exercise.
- Get someone vocal to do it first
- Gather around afterwards to talk about coaching and how to do it positively

## WHAT DID NOT WORK WELL

- Kids starting to make fun of being extremely positive or extremely negative
- When the game gets tense or feisty it can be hard to still be positive
- Sometimes they forget about their role

## IMPACT ON PARTICIPANTS

- The kids that are chosen usually like the role they have to 'play' and take it seriously
- Being coached positively by their peers has a different effect than being coached positively by their coaches
- Sometimes other kids notice it and start doing it as well. Although sometimes that's just to make it more difficult to guess who the right one is
- The positive coaches usually leave with a very good feeling

## WHAT CHALLENGES AND/OR RISKS COULD YOU FACE BEFORE, DURING, AND AFTER THE ACTIVITY?

- Make sure to differentiate in whom you pick. Don't always pick the one you know will do a good job, instead take the ones who might find it a challenge.
- Being shy might be a stumbling block, but also an opportunity to work on that.
- Some kids will misuse the power they're given and make a joke out of it. Be sure to nip this in the bud
- Same goes for people laughing with the positive coach
- Make sure nobody notices who you appoint as a positive coach



# MAKE YOUR OWN (ANIMAL) TEAM

|   |                             |   |
|---|-----------------------------|---|
| <b>NAME OF THE ACTIVITY</b>   | Make your own (animal) team | <b>THEME</b><br>Positive Coaching   |
| <b>AGE GROUP</b>  | 10+                         |   |
| <b>GROUP SIZE</b>   | 8+                          |   |
| <b>DURATION</b>   | 30 min                      |   |
| <b>STEP</b>   | 2                           |   |
| <b>VENUE / LOCATION</b>   | Football field              |   |
| <b>EQUIPMENT NEEDED</b>   |                             | <b>MAIN OBJECTIVE(S) OF THE ACTIVITY</b>  |
| <ul style="list-style-type: none"> <li>Paper and markers</li> <li>A ball,</li> <li>shirts to make teams,</li> <li>football field</li> </ul> |                             |   |
| <b>STAFF NEEDED</b>   |                             | <ul style="list-style-type: none"> <li>Learn to think about the positive aspects of a player</li> <li>Learn to make decisions</li> <li>Communication, learn to say what they want and what they think</li> <li>Learn to work together and listen to each other</li> </ul> |
| 1 coach for each team.  |                             |   |
|   |                             | <b>OUTCOMES</b>   |
|   |                             | Making their own team<br>Fun<br>See the positive aspects of someone or something  |

|  |  |
|--|--|
| <b>DESCRIPTION OF THE ACTIVITY</b>   | <b>PROGRESSIONS AND/OR VARIABLES OF THE ACTIVITY</b>   |
| <p>There are 2 parts:</p> <p><b>Part 1: Thinking and writing</b><br/>                 Divide the group in 2 teams and give them a paper and marker. They have 10 minutes to make their own team, but they can only use animals. So they have to think about the strengths and the positive aspects of the animals. They will need this during the game. Then they have a few minutes to present their team to the coaches and the other team.</p> <p><b>Part 2: Playing</b><br/>                 Now they have to take a position and keep in mind the qualities of the chosen animal. They do not have to 'act' like the animal, but only try to use the positive and right qualities.<br/><br/>                 After the game we discuss how it went.</p> | <ul style="list-style-type: none"> <li>Switch the animals with the other team</li> <li>Don't say which animal they chose, but try to guess afterwards</li> </ul> |


|   |  |   |  |
|---|--|---|--|
| <b>WHAT WORKED WELL</b>   | <b>WHAT DID NOT WORK WELL</b>  | <b>IMPACT ON PARTICIPANTS</b>   | <b>WHAT CHALLENGES AND/OR RISKS COULD YOU FACE BEFORE, DURING, AND AFTER THE ACTIVITY?</b> |
| <ul style="list-style-type: none"> <li>Choosing the animals was fun and also interesting to hear about the qualities</li> <li>Talk about the positive aspects</li> <li>Playing the game was challenging but also fun</li> </ul> | <ul style="list-style-type: none"> <li>Sometimes they forgot about their (animal) role</li> <li>It is not always easy to come to an agreement and to listen to each other</li> </ul> | <ul style="list-style-type: none"> <li>They focus on the positive aspects</li> <li>They try something new</li> <li>Responsibility for making their own decisions</li> <li>Using their fantasy</li> <li>Speaking in group</li> </ul> | Does everyone feel safe to share things?<br>Make sure they won't laugh with each other     |

|                                 |                              |
|---------------------------------|------------------------------|
| <b>RECOMMENDATIONS TO SHARE</b> | Help them with some examples |
|---------------------------------|------------------------------|



TALK

# PLAYERS TALKS – TRACK AND FIELD

|  |                                 |                                   |   |
|--|---------------------------------|-----------------------------------|---|
| NAME OF THE ACTIVITY   | Players Talks – Track and Field | THEME                             | –   |
| AGE GROUP  | U18                             | MAIN OBJECTIVE(S) OF THE ACTIVITY | Demonstrate that it is possible for migrants to succeed in their life goals, regardless of their origin and life experiences.<br>Get to know the expectations, professional and personal, of the beneficiaries. |
| GROUP SIZE   | 20                              | OUTCOMES                          | Integration of refugees into society.<br>Personal development.<br>Equal opportunities.<br>Migrant issues.   |
| DURATION  | 1 hour                          | EQUIPMENT NEEDED                  | –   |
| STEP   | 2                               | STAFF NEEDED                      | –   |
| VENUE / LOCATION   | Classroom or other type of room |                                   |   |

## DESCRIPTION OF THE ACTIVITY

We gathered the group in the auditorium where they had the opportunity to hear the experiences of two Olympic athletes from S.L. Benfica, who are also Brazilian emigrants and are successfully integrated into the club's Olympic project.



## WHAT WORKED WELL

Participants felt comfortable enough with the speakers to share some of their professional and personal experiences and expectations.

## WHAT DID NOT WORK WELL

Some of the kids may not feel comfortable enough to talk in public about their experiences/expectations. It's important not to force kids to talk.

## IMPACT ON PARTICIPANTS

The understanding that there are other people who have similar problems but who managed to fulfil their dreams. It's important to work hard and don't give up.

## WHAT CHALLENGES AND/OR RISKS COULD YOU FACE BEFORE, DURING, AND AFTER THE ACTIVITY?

Choose a topic that is of interest to the beneficiaries.  
Choose someone they can identify with.



# VISITING SPORT GAMES

|                             |                      |   |
|-----------------------------|----------------------|---|
| <b>NAME OF THE ACTIVITY</b> | Visiting Sport Games | <b>THEME</b><br>Visiting Sport Games/Events   |
| <b>AGE GROUP</b>            | U18                  |   |
| <b>GROUP SIZE</b>           | 40                   |   |
| <b>DURATION</b>             | 1h 30 min            |   |
| <b>STEP</b>                 | 2 & 3                |   |
| <b>VENUE / LOCATION</b>     | Stadium              |   |
| <b>EQUIPMENT NEEDED</b>     | —                    |   |
| <b>STAFF NEEDED</b>         | —                    | <b>MAIN OBJECTIVE(S) OF THE ACTIVITY</b><br>Provide an opportunity to understand the country's sports culture, by viewing different modalities. |
|                             |                      | <b>OUTCOMES</b><br>Cultural awareness/understanding.<br>Integration of refugees into society.<br>Promote social cohesion through sport.         |

## DESCRIPTION OF THE ACTIVITY

Beneficiaries had the opportunity to watch a football match at Estádio da Luz, a rugby match with the Portuguese national team and a hockey match between S.L. Benfica.



### WHAT WORKED WELL

All beneficiaries enjoyed the activity.

### WHAT DID NOT WORK WELL

The behaviour of some of the beneficiaries.

### IMPACT ON PARTICIPANTS

Understand the sports culture of the country where they live.

### WHAT CHALLENGES AND/OR RISKS COULD YOU FACE BEFORE, DURING, AND AFTER THE ACTIVITY?

Some of the beneficiaries might not be on their best behaviour. Cultural differences.



# FOOTBALL WATCH ALONG

|   |                      |  |
|---|----------------------|--|
| <b>NAME OF THE ACTIVITY</b>   | Football Watch along | <b>THEME</b><br>Social   |
| <b>AGE GROUP</b>  | 16+                  |  |
| <b>GROUP SIZE</b>   | Maximum 50           |  |
| <b>DURATION</b>   | 3 hours              |  |
| <b>STEP</b>   | 2 & 3                |  |
| <b>VENUE / LOCATION</b>   | Bramall Lane         |  |
| <b>COLLABS / PARTNERS</b><br>FURD, City of Sanctuary, Mears Housing |                      |  |
| <b>EQUIPMENT NEEDED</b><br>• TV<br>• chairs<br>• refreshments       |                      |  |
| <b>STAFF NEEDED</b><br>3 staff                                      |                      | <b>MAIN OBJECTIVE(S) OF THE ACTIVITY</b><br>Improved social connections through a shared love of watching football           |
|   |                      | <b>OUTCOMES</b><br>Brought people together and allowed better interactions to occur than when they are in the accommodation. |

## DESCRIPTION OF THE ACTIVITY

We brought a group of refugees to Bramall Lane to watch England vs Iran football match during the World Cup. Refreshments were served and there was also a pool and PlayStation 4's for the people to use.



|  |                                    |  |  |
|--|------------------------------------|--|--|
| <b>WHAT WORKED WELL</b><br>Shared celebrations of goals, and happy moments.<br>Opportunity to see the stadium. | <b>WHAT DID NOT WORK WELL</b><br>- | <b>IMPACT ON PARTICIPANTS</b><br>Social skills improved, and memories created. | <b>WHAT CHALLENGES AND/OR RISKS COULD YOU FACE BEFORE, DURING, AND AFTER THE ACTIVITY?</b><br>None, it was a fantastic event |
|--|------------------------------------|--|--|

|                                 |   |
|---------------------------------|---|
| <b>RECOMMENDATIONS TO SHARE</b> | Shared opportunities to watch movies, live sporting events etc. are not often experienced by the people we worked with – they loved the opportunity and we will definitely do it again. |
|---------------------------------|---|



**Welcome**  
through football

# TRAINING EXERCISES





# MEETING

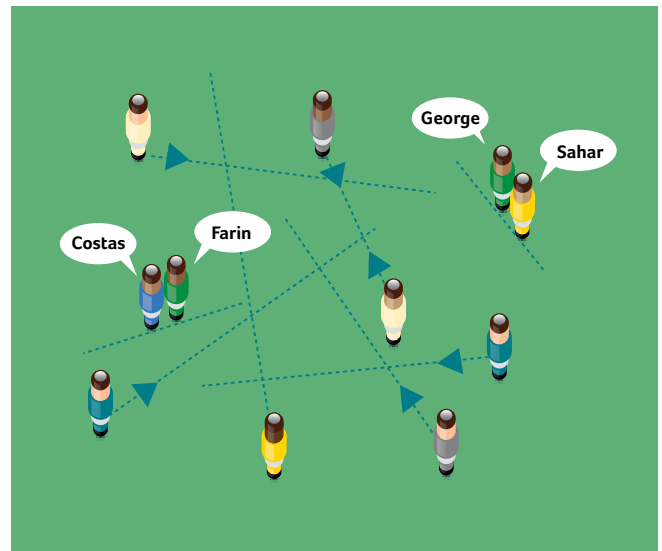
|                              |                |   |
|------------------------------|----------------|---|
| <b>NAME OF THE ACTIVITY</b>  | Meeting        | <b>THEME</b><br>Team Building   |
| <b>AGE GROUP</b>             | 7-11           |   |
| <b>GROUP SIZE</b>            | 15-20          |   |
| <b>DURATION</b>              | 15-20 min      |   |
| <b>STEP</b>                  | 1              |   |
| <b>VENUE / LOCATION</b>      | Football field |   |
| <b>STAFF NEEDED</b><br>Coach |                | <b>MAIN OBJECTIVE(S) OF THE ACTIVITY</b><br>Team Building   |
|                              |                | <b>OUTCOMES</b><br>This exercise is made for Team Building. The main outcomes are to let the young athletes meet each other and develop a friendly environment. |

## DESCRIPTION OF THE ACTIVITY

All children run freely in the area. When they meet someone in front of them, they shake hands and say their name.

## PROGRESSIONS AND/OR VARIABLES OF THE ACTIVITY

The coach gives visual and verbal stimulants instead of a handshake; hug; jump in the air; put hands in the air...



### WHAT WORKED WELL

Every participant started to learn each other's names. It was a really fun activity.

### WHAT DID NOT WORK WELL

Some of the kids can be shy at the beginning of the exercise

### IMPACT ON PARTICIPANTS

Participants really enjoyed the exercise

### WHAT CHALLENGES AND/OR RISKS COULD YOU FACE BEFORE, DURING, AND AFTER THE ACTIVITY?

The language barrier, since many participants can potentially have difficulties pronouncing names.

|                                 |   |
|---------------------------------|---|
| <b>RECOMMENDATIONS TO SHARE</b> | We recommend this activity for the first sessions for the participants to get to know each other. |
|---------------------------------|---|

|                            |  |
|----------------------------|--|
| <b>ADDITIONAL COMMENTS</b> | A coach can also participate and meet all the participants |
|----------------------------|--|



# PLATES

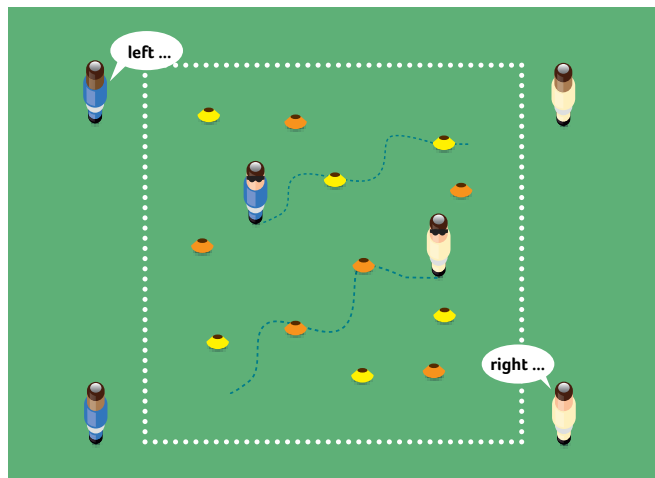
|   |                |  |
|---|----------------|--|
| <b>NAME OF THE ACTIVITY</b>   | Plates         | <b>THEME</b><br>Communication                        |
| <b>AGE GROUP</b>  | 7-11           |  |
| <b>GROUP SIZE</b>   | 15-20          |  |
| <b>DURATION</b>   | 15-20 min      |  |
| <b>STEP</b>   | 1              |  |
| <b>VENUE / LOCATION</b>   | Football field |  |
| <b>EQUIPMENT NEEDED</b>   |                | <b>MAIN OBJECTIVE(S) OF THE ACTIVITY</b><br>Fun Game |
| <ul style="list-style-type: none"> <li>Plates of 2 different colours</li> </ul> |                |  |
| <b>STAFF NEEDED</b>   |                | <b>OUTCOMES</b><br>Better communication skills       |
| Coach   |                |  |

### DESCRIPTION OF THE ACTIVITY

Divide the participants into two groups. One player from each team enters the square. These two players have their eyes closed. Inside the space, there is an equal number of 2 coloured cones. His teammates help him vocally pick up the same coloured cones. Whoever collects the cones first, gets a point for his team.

### PROGRESSIONS AND/OR VARIABLES OF THE ACTIVITY

Place two players from each team in the space



### WHAT WORKED WELL

Communication, Fun

### WHAT DID NOT WORK WELL

Language barriers. Make sure teams know how to communicate in that language. (You can also teach them basic orientations ex. left right)

### IMPACT ON PARTICIPANTS

Developed better communication skills, trusting teammates, having fun

### WHAT CHALLENGES AND/OR RISKS COULD YOU FACE BEFORE, DURING, AND AFTER THE ACTIVITY?

The main concern in this exercise is the language barrier. Make sure the one who gives the information speaks the same language or can communicate with the other participant.

**RECOMMENDATIONS TO SHARE** We recommend this activity for the first sessions for the participants to get to know each other.

**ADDITIONAL COMMENTS** A coach can also participate and meet all the participants



# TRAP

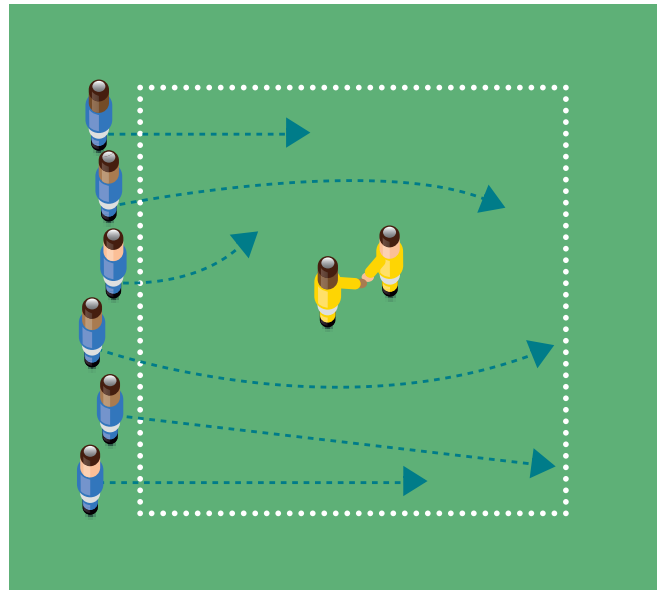
|                              |                |   |
|------------------------------|----------------|---|
| <b>NAME OF THE ACTIVITY</b>  | Trap           | <b>THEME</b><br>Fun Game  |
| <b>AGE GROUP</b>             | 7-11           |   |
| <b>GROUP SIZE</b>            | 15-20          |   |
| <b>DURATION</b>              | 15-20 min      |   |
| <b>STEP</b>                  | 1              |   |
| <b>VENUE / LOCATION</b>      | Football field |   |
| <b>STAFF NEEDED</b><br>Coach |                | <b>MAIN OBJECTIVE(S) OF THE ACTIVITY</b><br>Fun Game  |
|                              |                | <b>OUTCOMES</b><br>Participants learn to work together towards goals and they learn to communicate and make decisions together. |

## DESCRIPTION OF THE ACTIVITY

Form a square space. Two children from the group hold hands and will be mousetrap. The rest will be mice. The mice try to cross the opposite line without getting caught in the trap. Any mouse caught, automatically fills in the rest of the trap. The winner is the last mouse that will not be caught.

## PROGRESSIONS AND/OR VARIABLES OF THE ACTIVITY

Add balls to the mice



### WHAT WORKED WELL

Really fun game, participants tried their best to anticipate the space and work together.

### WHAT DID NOT WORK WELL

Some participants are waiting for others to go first.

### IMPACT ON PARTICIPANTS

Mice participants learn to work together to trick the 2 who are chasing.

### WHAT CHALLENGES AND/OR RISKS COULD YOU FACE BEFORE, DURING, AND AFTER THE ACTIVITY?

-

|                                 |   |
|---------------------------------|---|
| <b>RECOMMENDATIONS TO SHARE</b> | Make sure you switch all the players to be mousetrap. |
|---------------------------------|---|

|                            |  |
|----------------------------|--|
| <b>ADDITIONAL COMMENTS</b> | Make sure you translate the activity so that all participants understand the task. |
|----------------------------|--|



# BIB GRAB

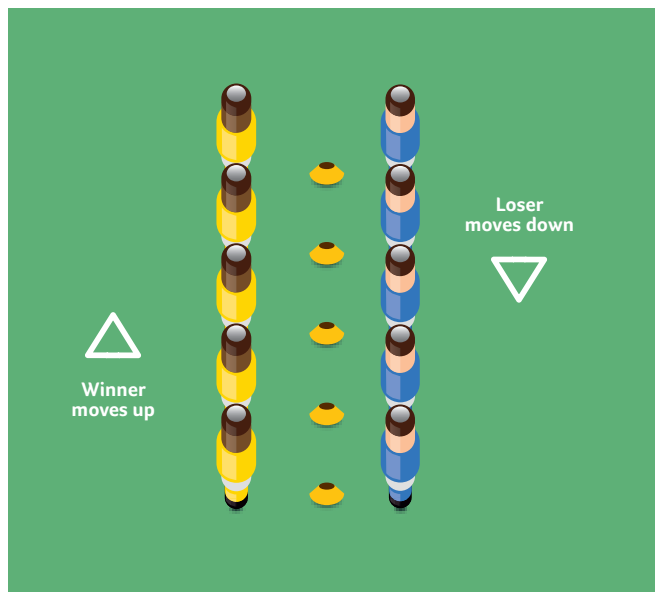
|   |                       |   |
|---|-----------------------|---|
| <b>NAME OF THE ACTIVITY</b>   | <b>Bib Grab</b>       | <b>THEME</b><br>Fun / Listening / Focus                                     |
| <b>AGE GROUP</b>  | <b>All ages</b>       |   |
| <b>GROUP SIZE</b>   | <b>Any group size</b> |   |
| <b>DURATION</b>   | <b>10 min</b>         |   |
| <b>STEP</b>   | <b>1</b>              |   |
| <b>VENUE / LOCATION</b>   | <b>Football field</b> |   |
| <b>EQUIPMENT NEEDED</b>   |                       | <b>MAIN OBJECTIVE(S) OF THE ACTIVITY</b><br>Mental and physical warm-up     |
| <ul style="list-style-type: none"> <li>1 Bib between 2 players</li> <li>Cones</li> <li>balls</li> </ul> |                       |   |
| <b>STAFF NEEDED</b>   |                       | <b>OUTCOMES</b><br>Getting to know other participants and playing with them |
| Coach   |                       |   |

## DESCRIPTION OF THE ACTIVITY

In pairs, each person stands over a bib and under instruction places their hands on an area of the body shouted by the coach - head, knees, shoes etc. and eventually, says "bib" and the first one to grab a bib wins and moves up towards the "top league" and the loser moves down.

## PROGRESSIONS AND/OR VARIABLES OF THE ACTIVITY

Add in other instructions - number 1 or 2 has to chase down the other player to a line behind bibs - add in a ball to dribble away with instead of grabbing bib that the other player has to chase down and get.



### WHAT WORKED WELL

Always gets people laughing and smiling and introduced to new people/members and ready for main session.

### WHAT DID NOT WORK WELL

Difficulty understanding accents/instructions from the coach for different nationalities

### IMPACT ON PARTICIPANTS

Great intro to the theme of the project - FUN

### WHAT CHALLENGES AND/OR RISKS COULD YOU FACE BEFORE, DURING, AND AFTER THE ACTIVITY?

Participants not understanding the drill

|                                 |   |
|---------------------------------|---|
| <b>RECOMMENDATIONS TO SHARE</b> | <b>Use it! Great way to start session with a smile.</b> |
|---------------------------------|---|



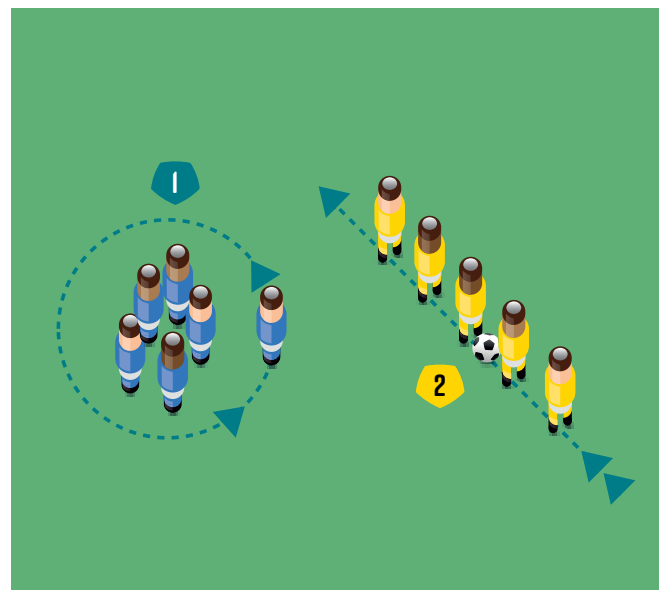


# THE ROUNDABOUT

|  |                |   |
|--|----------------|---|
| <b>NAME OF THE ACTIVITY</b>                            | The roundabout | <b>THEME</b><br>—   |
| <b>AGE GROUP</b>                                       | All ages       |   |
| <b>GROUP SIZE</b>                                      | 2x 5-10        |   |
| <b>DURATION</b>  | 5-10 min       |   |
| <b>STEP</b>  | 1              |   |
| <b>VENUE / LOCATION</b>                                | Football field |   |
| <b>EQUIPMENT NEEDED</b>                                |                | <b>MAIN OBJECTIVE(S) OF THE ACTIVITY</b><br>Teambuilding/communication/coordination |
| <ul style="list-style-type: none"> <li>Ball</li> </ul> |                |   |
| <b>STAFF NEEDED</b>                                    |                | <b>OUTCOMES</b><br>Strengthening of said objectives                                 |
| Two people for counting                                |                |   |

## DESCRIPTION OF THE ACTIVITY

The group is being separated into two teams. Team one throws a ball somewhere, Team two catches it, builds a line and passes the ball back to the last person through their legs. While doing so, Team one builds a tight circle with one person running around it. The completed rounds will be counted until team two has finished passing the ball. Team two shouts, throws the ball somewhere and the activities change again.



### WHAT WORKED WELL

The goals were reached:  
The participants communicated well and had fun.

### WHAT DID NOT WORK WELL

In the beginning, it was a bit hard to explain to the participants.

### IMPACT ON PARTICIPANTS

Teambuilding/communication skills/fitness/shared values / competition -> main goals of football are represented and strengthened

### WHAT CHALLENGES AND/OR RISKS COULD YOU FACE BEFORE, DURING, AND AFTER THE ACTIVITY?

Depending on the age group you are using this on, it might happen that the value of the activity is not seen, as you are not touching the ball with the feet.



# THE SNAKE

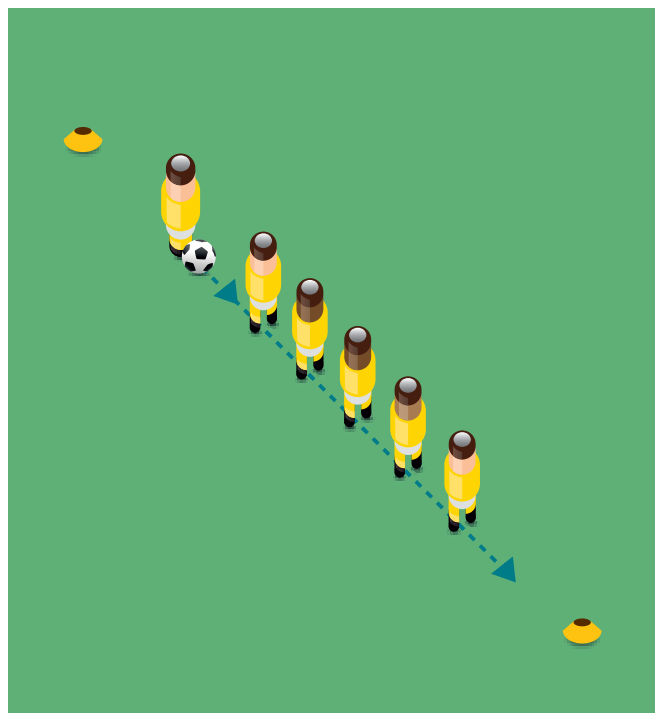
|  |                |   |
|--|----------------|---|
| <b>NAME OF THE ACTIVITY</b>  | The snake      | <b>THEME</b><br>—   |
| <b>AGE GROUP</b>   | All ages       |   |
| <b>GROUP SIZE</b>  | 5-10           |   |
| <b>DURATION</b>  | 5-10 min       |   |
| <b>STEP</b>  | 1              |   |
| <b>VENUE / LOCATION</b>  | Football field |   |
| <b>EQUIPMENT NEEDED</b>  |                | <b>MAIN OBJECTIVE(S) OF THE ACTIVITY</b><br>Coming forward together |
| <ul style="list-style-type: none"> <li>• Ball</li> <li>• Cone</li> </ul> |                |   |
| <b>STAFF NEEDED</b>  |                | <b>OUTCOMES</b><br>Teambuilding/skills                              |
| —  |                |   |

## DESCRIPTION OF THE ACTIVITY

The participants form a line. The last player passes the ball through the legs of all, until the first person can stop it, dribble to the end and repeat it. You can start from a starting point or you define a finish.

## PROGRESSIONS AND/OR VARIABLES OF THE ACTIVITY

Can be competitive in two groups or just collaborative in one group.



## WHAT WORKED WELL

The all-over atmosphere of pushing each other forward

## WHAT DID NOT WORK WELL

The group size should not exceed 10 people as passing gets harder the more people are in a group.

## IMPACT ON PARTICIPANTS

Understanding of being part of the team, accepting failure of self and others.

## WHAT CHALLENGES AND/OR RISKS COULD YOU FACE BEFORE, DURING, AND AFTER THE ACTIVITY?

If there is a too big gap in the passing skills, people might get angry about few. This is to avoid.



# THE SNAKE II

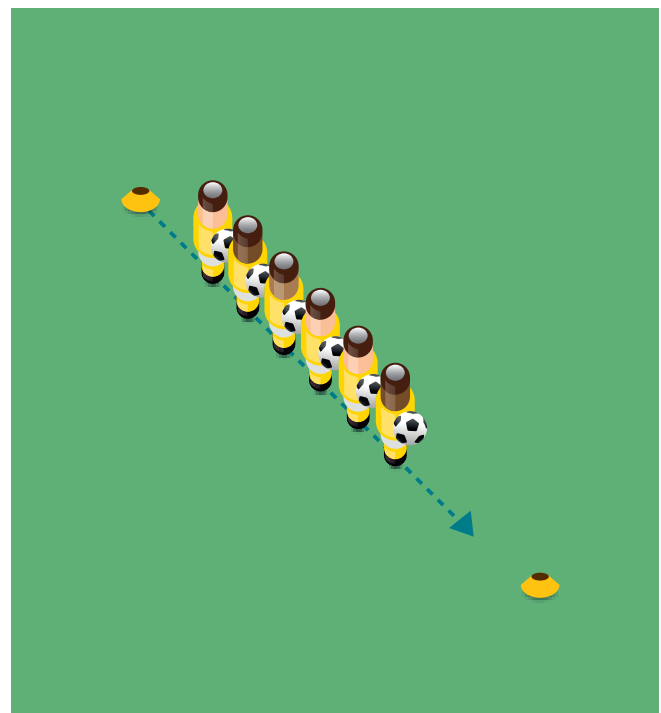
|   |                |   |
|---|----------------|---|
| <b>NAME OF THE ACTIVITY</b>   | The snake II   | <b>THEME</b><br>Problem-solving, teamwork and communication   |
| <b>AGE GROUP</b>  | All ages       |   |
| <b>GROUP SIZE</b>   | 5-10           |   |
| <b>DURATION</b>   | 5-10 min       |   |
| <b>STEP</b>   | 1              |   |
| <b>VENUE / LOCATION</b>   | Football field |   |
| <b>EQUIPMENT NEEDED</b>   |                | <b>MAIN OBJECTIVE(S) OF THE ACTIVITY</b><br>To improve players dribbling ability and their appreciation of time and space to exploit and be direct.   |
| <ul style="list-style-type: none"> <li>As many balls as participants</li> </ul> |                |   |
| <b>STAFF NEEDED</b>   |                | <b>OUTCOMES</b><br>Improved dribbling ability (close control and directness)<br>Improved understanding of time and space<br>Improved team dynamics with a sense of competition<br>Improved balance and coordination |
| -   |                |   |

## DESCRIPTION OF THE ACTIVITY

Two or more teams. The participants form a line and place the ball between their belly/ chest and the back of the person in front. They get closer to each other on command and are no longer allowed to touch the ball with their hands. Now they have to start walking towards a certain finish. +1 point if a ball falls down, -5 for the first team to reach the goal. The least points wins.

## PROGRESSIONS AND/OR VARIABLES OF THE ACTIVITY

Also possible in one team, without competition



### WHAT WORKED WELL

Communication and support

### WHAT DID NOT WORK WELL

Too young children could not coordinate well enough which was frustrating for them at times

### IMPACT ON PARTICIPANTS

Communication, strengthened balance, understanding of dynamics in the group, understanding that concentration is more important than being fast

### WHAT CHALLENGES AND/OR RISKS COULD YOU FACE BEFORE, DURING, AND AFTER THE ACTIVITY?

Too young children could not coordinate well enough which was frustrating for them at times



# DRIBBLE THE COACH

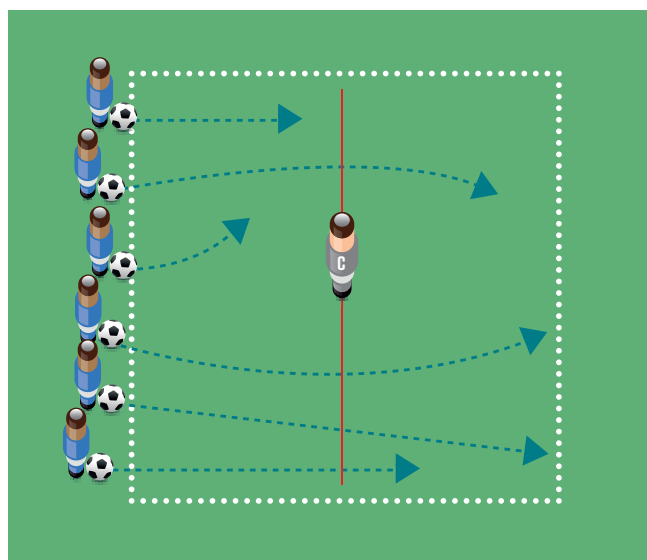
|   |                   |   |
|---|-------------------|---|
| <b>NAME OF THE ACTIVITY</b>                             | Dribble The Coach | <b>THEME</b><br>Fun Game                                  |
| <b>AGE GROUP</b>  | 7-11              |   |
| <b>GROUP SIZE</b>                                       | 15-20             |   |
| <b>DURATION</b>   | 15-20 min         |   |
| <b>STEP</b>   | 1                 |   |
| <b>VENUE / LOCATION</b>                                 | Football field    |   |
| <b>EQUIPMENT NEEDED</b>                                 |                   | <b>MAIN OBJECTIVE(S) OF THE ACTIVITY</b><br>Fun-Technical |
| <ul style="list-style-type: none"> <li>Balls</li> </ul> |                   |   |
| <b>STAFF NEEDED</b>                                     |                   | <b>OUTCOMES</b><br>Dribbling and driving at a speed       |
| Coach   |                   |   |

## DESCRIPTION OF THE ACTIVITY

Form a square space. The coach is in the middle of the square. Each player has a ball on their feet and tries to get from one side of the square to the other. The coach tries to steal the balls. Any player who loses his ball automatically becomes a teammate with the coach. The winner is the last one who will be left with the ball on his feet.

## PROGRESSIONS AND/OR VARIABLES OF THE ACTIVITY

Instead of football balls, we can put small balls or tennis balls.



### WHAT WORKED WELL

Participants dribbled and learned to anticipate the space between them, and the place they need to dribble the coach.

### WHAT DID NOT WORK WELL

Some players did not dribble and waited for others to go first, thus making it unfair. They should all go by some pace.

### IMPACT ON PARTICIPANTS

Fun game where they learn to dribble and anticipate space

### WHAT CHALLENGES AND/OR RISKS COULD YOU FACE BEFORE, DURING, AND AFTER THE ACTIVITY?

Some players did not dribble and waited for others to go first, thus making it unfair. They should all go by some pace.

**RECOMMENDATIONS TO SHARE** Make sure all players try to dribble and not just roam around.

**ADDITIONAL COMMENTS** The speed with dribbling is important you can make some extra points for the ones that finish.



# DRIBBLING GAME

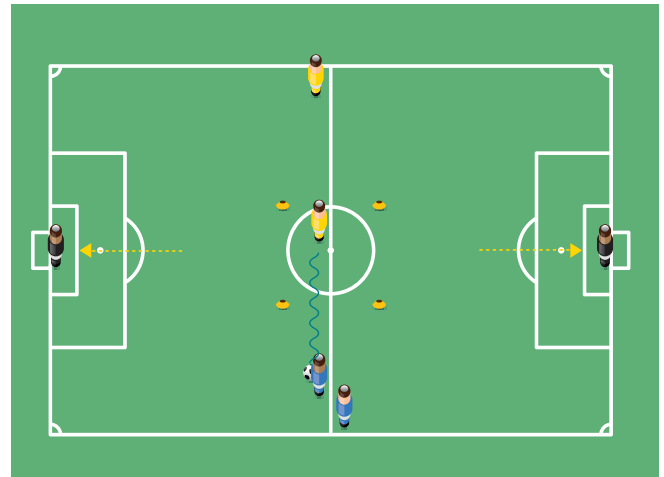
|   |                |   |
|---|----------------|---|
| <b>NAME OF THE ACTIVITY</b>   | Dribbling game | <b>THEME</b><br>Training exercise   |
| <b>AGE GROUP</b>  | U18            |   |
| <b>GROUP SIZE</b>   | 15             |   |
| <b>DURATION</b>   | 15 min         |   |
| <b>STEP</b>   | 1              |   |
| <b>VENUE / LOCATION</b>   | Football field |   |
| <b>EQUIPMENT NEEDED</b>   |                | <b>MAIN OBJECTIVE(S) OF THE ACTIVITY</b><br>Development of dribbling skills.<br>Defensive principles. |
| <ul style="list-style-type: none"> <li>4 marks/cones</li> <li>Balls</li> <li>2 Goals</li> </ul> |                |   |
| <b>STAFF NEEDED</b>   |                | <b>OUTCOMES</b><br>Promote voluntary activity in sports.  |
| 2 Coaches   |                |   |

## DESCRIPTION OF THE ACTIVITY

The player with the ball must enter the box, as well as the defender. Once inside the box, the player with the ball must try to dribble the defender, exit the box and try to score a goal. If the defender steals the ball, he can also try to score a goal.

## PROGRESSIONS AND/OR VARIABLES OF THE ACTIVITY

- The exercise starts with a pass to the other player.
- Drive/shoot with the non-dominant foot.



## WHAT WORKED WELL

All players improved their technique over time.

## WHAT DID NOT WORK WELL

In the beginning, some of the pairs were unbalanced (with different skill levels).

## IMPACT ON PARTICIPANTS

Learning to play in a team and against players from different countries, cultures, and religions.

## WHAT CHALLENGES AND/OR RISKS COULD YOU FACE BEFORE, DURING, AND AFTER THE ACTIVITY?

Be aware of possible conflicts between players.

## ADDITIONAL COMMENTS

The training has a previously chosen theme, which serves as linguistic and cultural training. We imagine that the theme is animals, with each goal the scorer must shout the name of an animal in Portuguese, which is never repeated. Whoever repeats the name, has the “punishment” - such as hugging the trainer as quickly as possible. The same technique is also used when replacing the theme, for example with numbers.



# BALL CHASER

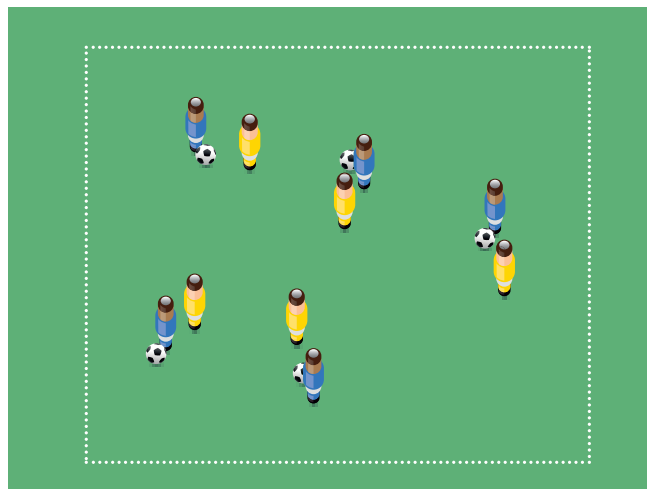
|  |                |  |
|--|----------------|--|
| <b>NAME OF THE ACTIVITY</b>  | Ball chaser    | <b>THEME</b><br>Training exercise  |
| <b>AGE GROUP</b>   | U18            |  |
| <b>GROUP SIZE</b>  | 15             |  |
| <b>DURATION</b>  | 10 min         |  |
| <b>STEP</b>  | 1              |  |
| <b>VENUE / LOCATION</b>  | Football field |  |
| <b>EQUIPMENT NEEDED</b>  |                | <b>MAIN OBJECTIVE(S) OF THE ACTIVITY</b><br>Development of driving and dribbling skills.<br>Development of individual defensive principles.  |
| <ul style="list-style-type: none"> <li>Balls</li> <li>4 Marks</li> </ul> |                |  |
| <b>STAFF NEEDED</b>  |                | <b>OUTCOMES</b><br>Promote voluntary activity in sports.<br>Promote social cohesion through sport.<br>Social inclusion in and through sport. |
| 1 coach  |                |  |

## DESCRIPTION OF THE ACTIVITY

Half of the group starts with the ball and the other half starts without the ball. Inside the box, the players with the ball should dribble the other players and the players without the ball must steal the ball.

## PROGRESSIONS AND/OR VARIABLES OF THE ACTIVITY

- Form teams of two or three.
- Only use the non-dominant foot.



### WHAT WORKED WELL

All players improved their technique over time.

### WHAT DID NOT WORK WELL

In the beginning, some of the pairs were unbalanced (with different skill levels).

### IMPACT ON PARTICIPANTS

Learning to play in a team and against players from different countries, cultures and religions.

### WHAT CHALLENGES AND/OR RISKS COULD YOU FACE BEFORE, DURING, AND AFTER THE ACTIVITY?

During the exercise, the coach must be aware of exaggerated aggressiveness and dangerous tackles.

### ADDITIONAL COMMENTS

The training has a previously chosen theme, which serves as linguistic and cultural training. We imagine that the theme is animals, with each goal the scorer must shout the name of an animal in Portuguese, which is never repeated. Whoever repeats the name, has the "punishment" - such as hugging the trainer as quickly as possible. The same technique is also used when replacing the theme, for example with numbers.

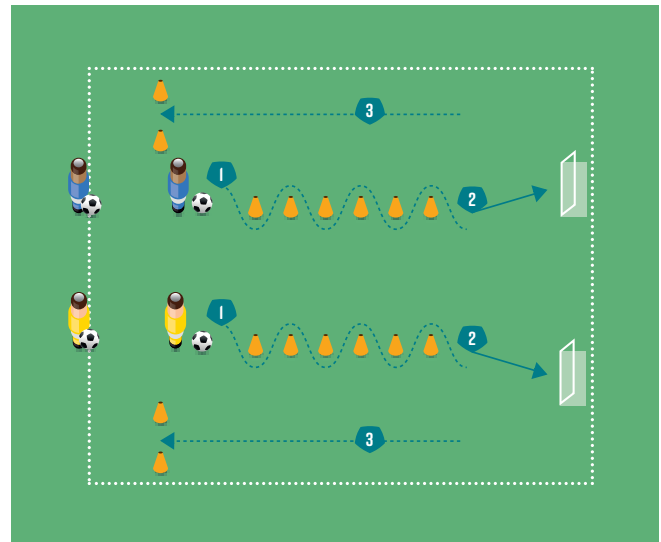


# COURIER WITH THE BALL

|  |                       |  |
|--|-----------------------|--|
| <b>NAME OF THE ACTIVITY</b>  | Courier with the ball | <b>THEME</b><br>Training exercise  |
| <b>AGE GROUP</b>   | U18                   |  |
| <b>GROUP SIZE</b>  | 15                    |  |
| <b>DURATION</b>  | 10 min                |  |
| <b>STEP</b>  | 1                     |  |
| <b>VENUE / LOCATION</b>  | Football field        |  |
| <b>EQUIPMENT NEEDED</b>  | <b>STAFF NEEDED</b>   |  |
| <ul style="list-style-type: none"> <li>Balls</li> <li>4 Marks</li> </ul> | 1 coach               |  |
|  |                       | <b>MAIN OBJECTIVE(S) OF THE ACTIVITY</b>   |
|  |                       | <ul style="list-style-type: none"> <li>Development of driving and passing skills.</li> <li>Development of the competitive spirit.</li> </ul> |
|  |                       | <b>OUTCOMES</b>  |
|  |                       | Promote voluntary activity in sports.<br>Promote social cohesion through sport.<br>Social inclusion in and through sport.                    |

## DESCRIPTION OF THE ACTIVITY

- Driving the ball between the cones.
  - Making a pass to the mini-goal.
  - Sprinting back to the gate.
- \* The next player only starts his run when his teammate passes the gate



### WHAT WORKED WELL

All players improved their technique over time.

### WHAT DID NOT WORK WELL

Some of the players didn't want to be teammates with each other.

### IMPACT ON PARTICIPANTS

Learning to play in a team and against players from different countries, cultures and religions.

### WHAT CHALLENGES AND/OR RISKS COULD YOU FACE BEFORE, DURING, AND AFTER THE ACTIVITY?

Risk of injury.

### ADDITIONAL COMMENTS

The training has a previously chosen theme, which serves as linguistic and cultural training. We imagine that the theme is animals, with each goal the scorer must shout the name of an animal in Portuguese, which is never repeated. Whoever repeats the name, has the "punishment" - such as hugging the trainer as quickly as possible. The same technique is also used when replacing the theme, for example with numbers.



# FOOTBALL TENNIS

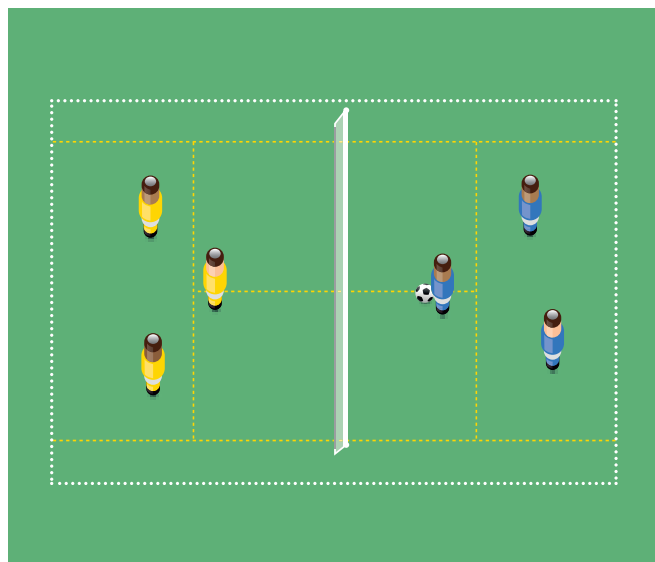
|  |                 |  |
|--|-----------------|--|
| <b>NAME OF THE ACTIVITY</b>  | Football Tennis | <b>THEME</b><br>Technique / Fun  |
| <b>AGE GROUP</b>   | Over 10         |  |
| <b>GROUP SIZE</b>  | 6-8 per game    |  |
| <b>DURATION</b>  | 30 min          |  |
| <b>STEP</b>  | 1               |  |
| <b>VENUE / LOCATION</b>  | Football field  |  |
| <b>EQUIPMENT NEEDED</b>  |                 | <b>MAIN OBJECTIVE(S) OF THE ACTIVITY</b><br>Focusing on technique and teamwork to win against opponents  |
| <ul style="list-style-type: none"> <li>Football Tennis net</li> <li>Tennis net</li> <li>Cones</li> </ul> |                 |  |
| <b>STAFF NEEDED</b>  |                 | <b>OUTCOMES</b><br>Better technical understanding of how to control and play the ball & working closely with team-mates to achieve a common goal |
| Coach / Referee  |                 |  |

## DESCRIPTION OF THE ACTIVITY

Football merged with Tennis in either 2v2 - 3v3 - 4v4 etc. No hands allowed.

## PROGRESSIONS AND/OR VARIABLES OF THE ACTIVITY

Can add in a one-touch rule for better players, more bounces allowed for poorer players etc.



### WHAT WORKED WELL

Participants enjoy the fun competitive element

### WHAT DID NOT WORK WELL

Some players technically struggle

### IMPACT ON PARTICIPANTS

More smiles on faces and improved technique


### WHAT CHALLENGES AND/OR RISKS COULD YOU FACE BEFORE, DURING, AND AFTER THE ACTIVITY?

Having correct equipment



BALL  
CONTROL

# THE GATE GAME

|   |                                   |  |
|---|-----------------------------------|--|
| NAME OF THE ACTIVITY  | The Gate game                     | THEME<br>Problem-solving, teamwork and communication   |
| AGE GROUP   | All ages                          |  |
| GROUP SIZE  | Teams of 4-6 players              |  |
| DURATION                     | 25-30 min                         |  |
| STEP  | 1                                 |  |
| VENUE / LOCATION  | Indoor or Outdoor sports facility |  |
| EQUIPMENT NEEDED  |                                   | MAIN OBJECTIVE(S) OF THE ACTIVITY<br>To improve players dribbling ability and their appreciation of time and space to exploit and be direct.   |
| <ul style="list-style-type: none"> <li>• Cones</li> <li>• Balls</li> <li>• Bibs</li> <li>• Whistle</li> </ul> |                                   |  |
| STAFF NEEDED  |                                   | OUTCOMES<br>Improved dribbling ability (close control and directness)<br>Improved understanding of time and space<br>Improved team dynamics with a sense of competition<br>Improved balance and coordination |
| 1-2 coaches   |                                   |  |

## DESCRIPTION OF THE ACTIVITY

**Pitch size:** 40 x 20 metres

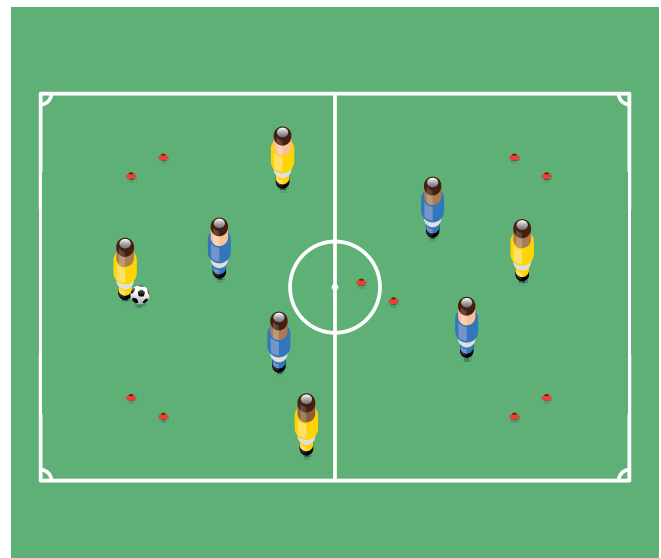
**Number of teams:** 2

**Set up:** The goals should be at least about 1m apart (depending on age and ability) and should be distributed around the pitch. To score a goal a player needs to dribble through a goal (gate). They can dribble through from either side. When the player gets a goal in this manner, they score one point for their team. If the player then goes on to score a second goal without the opposition winning the ball (must be through a different goal) they get 2 points for the second goal, and 3 points for the third goal etc.

## PROGRESSIONS AND/OR VARIABLES OF THE ACTIVITY

You need one more goal than there are players for one team. So for 4v4 you have 5 goals (10 cones), and for 6v6 you have 7 goals (14 cones).

- Add extra goals for the younger age groups.
- Make this easier or harder by increasing/ decreasing the space available, the number of passes required as well as the time available to complete a certain amount of goals.



## WHAT WORKED WELL

It is not just a dribbling game as passing and switching play is very important to find a player in space near a goal.

## IMPACT ON PARTICIPANTS

Players learn to manipulate the ball in creative ways to change direction and exploit space.

## WHAT CHALLENGES AND/OR RISKS COULD YOU FACE BEFORE, DURING, AND AFTER THE ACTIVITY?

This is a very tiring game, so you need to do it in short bursts. It is quite a physical game as well. The better dribblers love to compete to see who can get the most goals in a row.



# DRIVE PASS MOVE

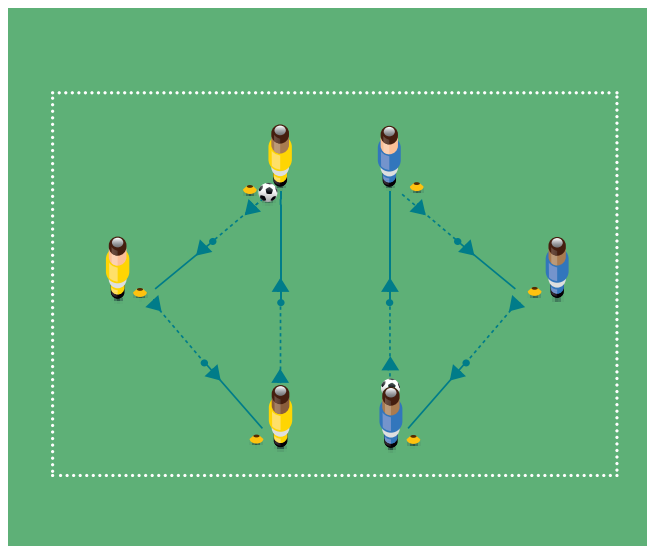
|   |                 |   |
|---|-----------------|---|
| <b>NAME OF THE ACTIVITY</b>   | Drive pass move | <b>THEME</b><br>Technique   |
| <b>AGE GROUP</b>  | 7-11            |   |
| <b>GROUP SIZE</b>   | 15-20           |   |
| <b>DURATION</b>   | 15-20 min       |   |
| <b>STEP</b>   | 1               |   |
| <b>VENUE / LOCATION</b>   | Football field  |   |
| <b>EQUIPMENT NEEDED</b>   |                 | <b>MAIN OBJECTIVE(S) OF THE ACTIVITY</b><br>Technique                     |
| <ul style="list-style-type: none"> <li>• Cones</li> <li>• Balls</li> <li>• Bibs</li> <li>• Whistle</li> </ul> |                 |   |
| <b>STAFF NEEDED</b>   |                 | <b>OUTCOMES</b><br>Participants learn to control, drive and pass the ball |
| 1-2 coaches   |                 |   |

## DESCRIPTION OF THE ACTIVITY

Form two isosceles triangles. In every corner is a player. It starts with the first player. He drives the ball to the second and in the middle of the distance he passes the ball. The same happens from side to side.

## PROGRESSIONS AND/OR VARIABLES OF THE ACTIVITY

Do a dribble before they pass.



### WHAT WORKED WELL

Ball control and learning the basics of kicking.

### WHAT DID NOT WORK WELL

Difficulty in passing due to the fact of different age groups working together.

### IMPACT ON PARTICIPANTS

Participants learned to kick and control the ball better than before.

### WHAT CHALLENGES AND/OR RISKS COULD YOU FACE BEFORE, DURING, AND AFTER THE ACTIVITY?

Due to the different ages within the group, it was difficult to make it run smoothly.

### RECOMMENDATIONS TO SHARE

One recommendation is to make a triangle with the bigger participants and one with the smaller ones (can differ the size of the triangle) or have a few of your best players help you coach the rest of the participants.



# PASSING SQUARE

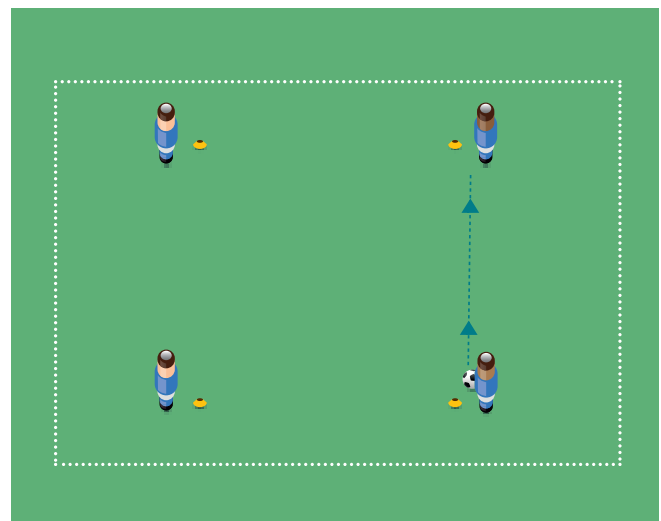
|  |                |  |
|--|----------------|--|
| <b>NAME OF THE ACTIVITY</b>  | Passing square | <b>THEME</b><br>Training exercise  |
| <b>AGE GROUP</b>   | U18            |  |
| <b>GROUP SIZE</b>  | 15             |  |
| <b>DURATION</b>  | 15 min         |  |
| <b>STEP</b>  | 1              |  |
| <b>VENUE / LOCATION</b>  | Football field |  |
| <b>EQUIPMENT NEEDED</b>  |                | <b>MAIN OBJECTIVE(S) OF THE ACTIVITY</b><br>Development of passing and driving skills.   |
| <ul style="list-style-type: none"> <li>Balls.</li> <li>4 marks.</li> </ul> |                |  |
| <b>STAFF NEEDED</b>  |                | <b>OUTCOMES</b><br>Promote voluntary activity in sports.<br>Promote social cohesion through sport.<br>Social inclusion in and through sport. |
| 1 coach  |                |  |

## DESCRIPTION OF THE ACTIVITY

- Driving the ball to the next player.
- Receive and pass the ball.
- Direct combination indirect combination.

## PROGRESSIONS AND/OR VARIABLES OF THE ACTIVITY

- Switch the direction of the exercise (counterclockwise).
- Use the non-dominant foot.



|  |  |                                   |  |
|--|--|-----------------------------------|--|
| <b>WHAT WORKED WELL</b>                        | <b>WHAT DID NOT WORK WELL</b>                  | <b>IMPACT ON PARTICIPANTS</b>     | <b>WHAT CHALLENGES AND/OR RISKS COULD YOU FACE BEFORE, DURING, AND AFTER THE ACTIVITY?</b> |
| All the players improved their passing skills. | In the beginning, communication was difficult. | Learning football-related skills. | Risk of injury.  |

|                            |  |
|----------------------------|--|
| <b>ADDITIONAL COMMENTS</b> | <p>The training has a previously chosen theme, which serves as linguistic and cultural training. We imagine that the theme is animals, with each goal the scorer must shout the name of an animal in Portuguese, which is never repeated. Whoever repeats the name, has the “punishment” - such as hugging the trainer as quickly as possible. The same technique is also used when replacing the theme, for example with numbers.</p> |
|----------------------------|--|



# FIRST TO 10

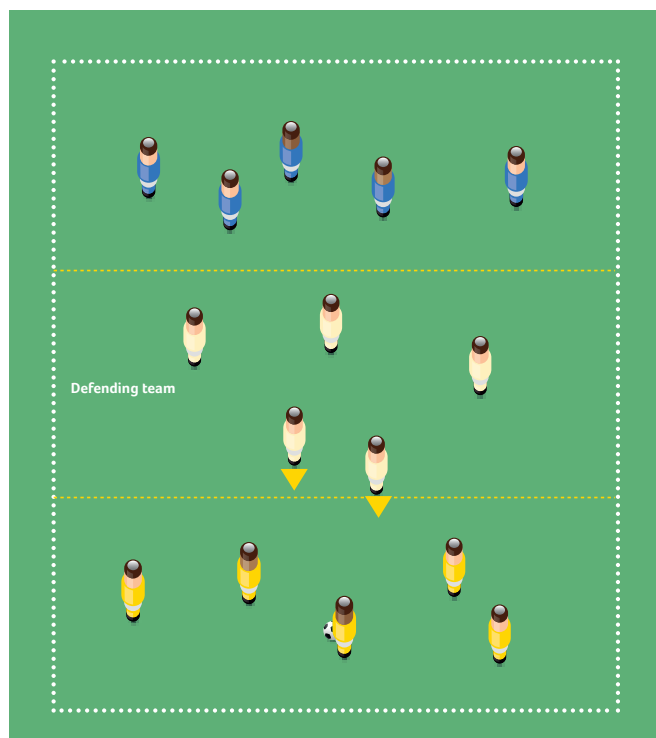
|  |                |   |
|--|----------------|---|
| <b>NAME OF THE ACTIVITY</b>  | First to 10    | <b>THEME</b><br>Possession  |
| <b>AGE GROUP</b>   | All ages       |   |
| <b>GROUP SIZE</b>  | Above 15       |   |
| <b>DURATION</b>  | 20-30 min      |   |
| <b>STEP</b>  | 1              |   |
| <b>VENUE / LOCATION</b>  | Football field |   |
| <b>EQUIPMENT NEEDED</b>  |                | <b>MAIN OBJECTIVE(S) OF THE ACTIVITY</b><br>Maintaining possession and working on speed and quality of passing. |
| <ul style="list-style-type: none"> <li>• Cones,</li> <li>• bibs</li> <li>• balls.</li> </ul> |                |   |
| <b>STAFF NEEDED</b>  |                | <b>OUTCOMES</b><br>Quicker at processing passages of play and different situations.                             |
| 1 coach  |                |   |

## DESCRIPTION OF THE ACTIVITY

5v5v5 (or more) possession over 3 areas – two teams of 5 working together with the other 5 acting as defending team - 2 of the defending team enter the opposing team’s box to press and the remaining 3 stay in the centre area to block the ball being transferred over. The aim is to make 10 passes and get the defending team a punishment. If defending team wins the ball they swap with the team that lost possession.

## PROGRESSIONS AND/OR VARIABLES OF THE ACTIVITY

- Add in an extra defender to make it 3
- Add a touch limit (2/3)



### WHAT WORKED WELL

The speed of play and focus are great.

### WHAT DID NOT WORK WELL

Individual ability may mean people who aren't as able, feel like they let the team down due to not being able to keep the ball

### IMPACT ON PARTICIPANTS

The speed of their play improves

### WHAT CHALLENGES AND/OR RISKS COULD YOU FACE BEFORE, DURING, AND AFTER THE ACTIVITY?

The instructions for the drill can be long and hard to understand



# PASSING AND HUNTING

|   |                     |  |
|---|---------------------|--|
| <b>NAME OF THE ACTIVITY</b>   | Passing and hunting | <b>THEME</b><br>Communication  |
| <b>AGE GROUP</b>  | 8+                  |  |
| <b>GROUP SIZE</b>   | Minimum 8           |  |
| <b>DURATION</b>   | 15 min              |  |
| <b>STEP</b>   | 1                   |  |
| <b>VENUE / LOCATION</b>   | Football field      |  |
| <b>EQUIPMENT NEEDED</b>   |                     | <b>MAIN OBJECTIVE(S) OF THE ACTIVITY</b>   |
| <ul style="list-style-type: none"> <li>A ball</li> <li>shirts to make teams</li> <li>a football field</li> <li>marking spots</li> </ul> |                     |  |
| <b>STAFF NEEDED</b>   |                     | <ul style="list-style-type: none"> <li>Communication (speak loud enough, use the “correct words”, use positive words to support your teammates, ..)</li> <li>Learn to ask the ball (verbal and non-verbal)</li> <li>Cooperation</li> </ul> |
| 1 coach   |                     |  |
|   |                     | <b>OUTCOMES</b>  |
|   |                     | Learn to communicate correctly<br>Increase self-confidence   |

## DESCRIPTION OF THE ACTIVITY

### Conversation with the players:

What is communication?  
Why do we need it? How can we use it during the training?

### Exercise:

- There are 2 teams: red and blue.
- There are 2 fields next to each other.

One team starts to pass the ball. When they have given 5 passes, one player of the other team starts hunting. If he can catch the ball, the ball will go to his team. If he can't catch the ball, after 5 more passes someone extra will help to hunt until the ball is taken. The rest of the team is always supporting the hunter.

Fun factor > which team can deal with the most hunters?

### After the training you can ask the players:

What part of the communication went well and what are the difficulties?

## PROGRESSIONS AND/OR VARIABLES OF THE ACTIVITY

- The hunters have to give hands
- Only non-verbal communication
- An extra player on the sideline



### WHAT WORKED WELL

- Communication between the players with the ball
- Communication after catching the ball, so that they can start again quickly

### WHAT DID NOT WORK WELL

- Sometimes it is difficult to count, someone in the team has to take this responsibility
- They have to react fast when they catch the ball

### IMPACT ON PARTICIPANTS

They learn how to communicate with each other.  
Supporting their own team.  
Even when they can't catch the ball, always be supportive and positive.

### WHAT CHALLENGES AND/OR RISKS COULD YOU FACE BEFORE, DURING, AND AFTER THE ACTIVITY?

Make sure that not always the same player goes hunting, they have to communicate well.



# SCOTLAND SHOOTING DRILL

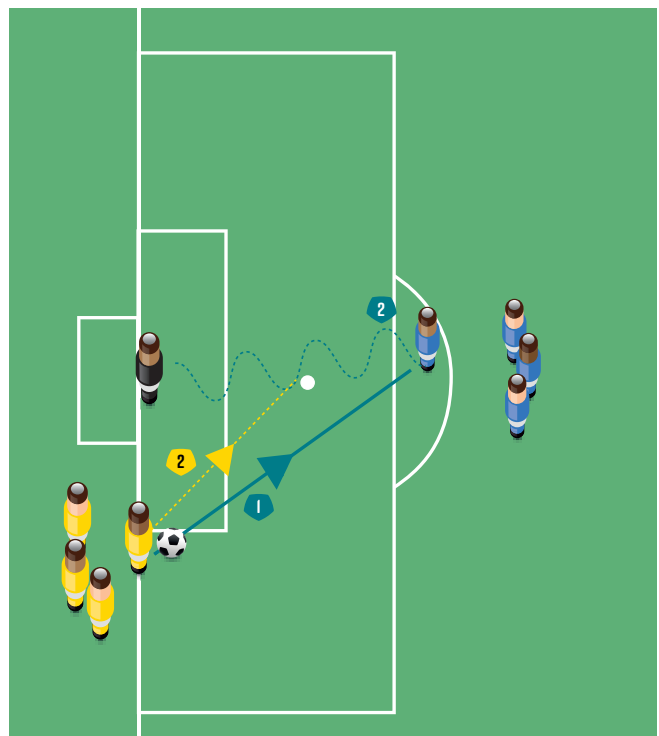
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|---|-------------------------|---|
| <b>NAME OF THE ACTIVITY</b>   | Scotland Shooting drill | <b>THEME</b><br>Shooting - 1V1  |
| <b>AGE GROUP</b>  | All ages                |   |
| <b>GROUP SIZE</b>   | Any group size          |   |
| <b>DURATION</b>   | Any                     |   |
| <b>STEP</b>   | 1                       |   |
| <b>VENUE / LOCATION</b>   | The penalty arary       |   |
| <b>EQUIPMENT NEEDED</b>   | <b>STAFF NEEDED</b>     | <b>MAIN OBJECTIVE(S) OF THE ACTIVITY</b>                              |
| <ul style="list-style-type: none"> <li>One set of goals</li> <li>two teams</li> <li>balls.</li> </ul> | 1 coach                 | Beat your opponent and defeat the other team on total goals scored.   |
|   |                         | <b>OUTCOMES</b>   |
|   |                         | Improved decision making, bringing flair out of individuals in 1v1's. |

## DESCRIPTION OF THE ACTIVITY

Half of the group will be next to the goal with a ball and the other players will start at the half circle at the edge of the box. The defender passes the ball to the attacker at the edge box and puts pressure. The attacker has four touches maximum to control the ball, go past the defender and shoot. Fast decision-making is required for this.

## PROGRESSIONS AND/OR VARIABLES OF THE ACTIVITY

- Fewer touches to make it difficult.
- Add in the touches that need to be within the half circle and closely controlled.
- To make it easier, a defender cannot come past the penalty spot.



### WHAT WORKED WELL

Simplistic drill with easy competition

### WHAT DID NOT WORK WELL

Levels of ability need to be matched in 1V1's

### IMPACT ON PARTICIPANTS

More smiles - everybody love shooting!

### WHAT CHALLENGES AND/OR RISKS COULD YOU FACE BEFORE, DURING, AND AFTER THE ACTIVITY?

Making sure pairs are matched up prior – or changing during



# 3X2+GOALKEEPER

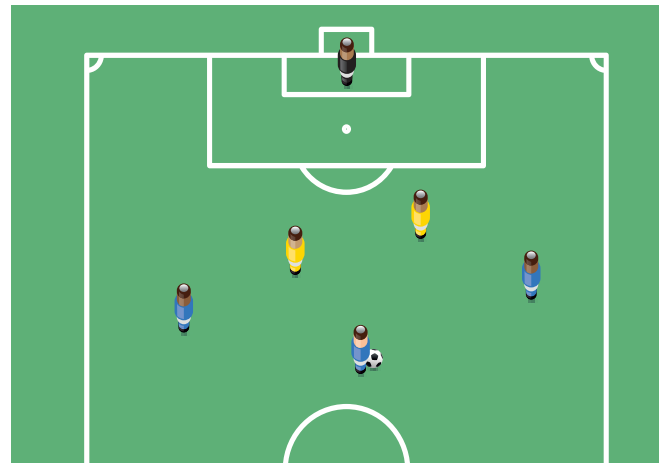
|   |                |  |
|---|----------------|--|
| <b>NAME OF THE ACTIVITY</b>   | 3x2+Goalkeeper | <b>THEME</b><br>Training exercise  |
| <b>AGE GROUP</b>  | U18            |  |
| <b>GROUP SIZE</b>   | 15             |  |
| <b>DURATION</b>   | 30 min         |  |
| <b>STEP</b>   | 1              |  |
| <b>VENUE / LOCATION</b>   | Football field |  |
| <b>EQUIPMENT NEEDED</b>   |                | <b>MAIN OBJECTIVE(S) OF THE ACTIVITY</b>   |
| <ul style="list-style-type: none"> <li>Balls.</li> <li>Colour vests.</li> </ul> |                |  |
| <b>STAFF NEEDED</b>   |                | <b>Offensive principles:</b><br>- Width<br>- Offensive cover<br>- Mobility<br><br><b>Defensive principles:</b><br>- Containment<br>- Defensive cover |
| 2 coaches   |                |  |
|   |                | <b>OUTCOMES</b>  |
|   |                | Promote voluntary activity in sports.<br>Promote social cohesion through sport.<br>Social inclusion in and through sport.                            |

## DESCRIPTION OF THE ACTIVITY

The exercise starts with a pass from defenders to the attackers. After they receive the pass, they should attack the opponent's goal, as fast as possible, taking advantage of the superiority (3vs2).

## PROGRESSIONS AND/OR VARIABLES OF THE ACTIVITY

- 2vs1
- 4vs2, 4vs3



## WHAT WORKED WELL

All players improved their technique over time.

## WHAT DID NOT WORK WELL

In the beginning, some of the pairs were unbalanced (with different skill levels).

## IMPACT ON PARTICIPANTS

Learning to play in a team and against players from different countries, cultures and religions.

## WHAT CHALLENGES AND/OR RISKS COULD YOU FACE BEFORE, DURING, AND AFTER THE ACTIVITY?

Be aware of possible conflicts between players.

## ADDITIONAL COMMENTS

The training has a previously chosen theme, which serves as linguistic and cultural training. We imagine that the theme is animals, with each goal the scorer must shout the name of an animal in Portuguese, which is never repeated. Whoever repeats the name, has the "punishment" - such as hugging the trainer as quickly as possible. The same technique is also used when replacing the theme, for example with numbers.



# COMBINATIONS

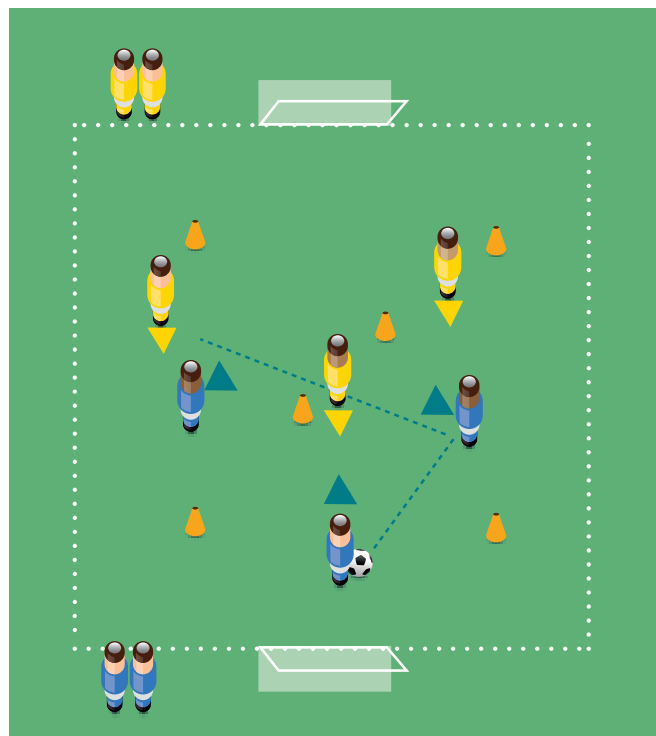
|   |                |   |
|---|----------------|---|
| <b>NAME OF THE ACTIVITY</b>   | Combinations   | <b>THEME</b><br>Quick passing and finishing   |
| <b>AGE GROUP</b>  | Above 10       |   |
| <b>GROUP SIZE</b>   | Above 6        |   |
| <b>DURATION</b>   | 20-30 min      |   |
| <b>STEP</b>   | 1              |   |
| <b>VENUE / LOCATION</b>   | Football field |   |
| <b>EQUIPMENT NEEDED</b>   |                | <b>MAIN OBJECTIVE(S) OF THE ACTIVITY</b><br>Playing the ball quickly and identifying combinations |
| <ul style="list-style-type: none"> <li>Two goals</li> <li>bibs</li> <li>balls</li> <li>cones</li> </ul> |                |   |
| <b>STAFF NEEDED</b>   |                | <b>OUTCOMES</b><br>Quicker thought processing   |
| 1 coach   |                |   |

## DESCRIPTION OF THE ACTIVITY

Two teams with pairs working through mannequins to make a minimum of 3 passes to the goal. Initially learning the angles. Once one pair has shot - they must run back and defend the other team, adding pressure and the need for quicker passes.

## PROGRESSIONS AND/OR VARIABLES OF THE ACTIVITY

- Add in extra player for 3v3 - less space
- Add in a touch limit for speedier play



### WHAT WORKED WELL

Speed of the game is good for keeping participants engaged.

### WHAT DID NOT WORK WELL

-

### IMPACT ON PARTICIPANTS

More smiles on faces, they like the pace of the game and the necessity to communicate in order to achieve success makes people use their voice!

### WHAT CHALLENGES AND/OR RISKS COULD YOU FACE BEFORE, DURING, AND AFTER THE ACTIVITY?

People running into mannequins!





# DIAGONAL GAME

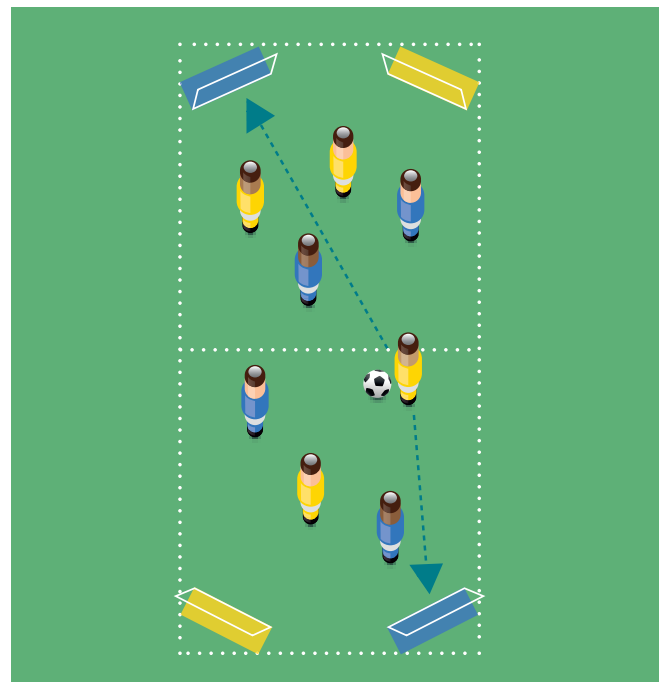
|   |                                   |  |
|---|-----------------------------------|--|
| <b>NAME OF THE ACTIVITY</b>   | Diagonal game                     | <b>THEME</b><br>Problem-solving, teamwork and communication  |
| <b>AGE GROUP</b>  | All ages                          |  |
| <b>GROUP SIZE</b>   | 4-6 players                       |  |
| <b>DURATION</b>   | 25-30 min                         |  |
| <b>STEP</b>   | 1                                 |  |
| <b>VENUE / LOCATION</b>   | Indoor or Outdoor sports facility |  |
| <b>EQUIPMENT NEEDED</b>   |                                   | <b>MAIN OBJECTIVE(S) OF THE ACTIVITY</b><br>Encourage players to communicate, and develop their teamwork skills as well as awareness on the pitch (checking and scanning). |
| <ul style="list-style-type: none"> <li>• Cones</li> <li>• Balls</li> <li>• Bibs</li> <li>• Whistle</li> </ul> |                                   |  |
| <b>STAFF NEEDED</b>   |                                   | <b>OUTCOMES</b><br>It really tests the players scanning and awareness skills and encourages diagonal movement.   |
| 1-2 coaches   |                                   |  |

## DESCRIPTION OF THE ACTIVITY

**Pitch size:** 40 x 20 meters  
**Number of teams:** 2  
**Set up:** All the goals are placed in the corners of the pitch. Both teams have two goals to attack, and two goals to defend.

## PROGRESSIONS AND/OR VARIABLES OF THE ACTIVITY

Progressions can include a minimum amount of passes required before a goal can be scored.



### WHAT WORKED WELL

Players get lots of opportunities for success and repetition of dribbling. The element of competition can help motivate players.

### WHAT DID NOT WORK WELL

Ensure praise is given to all players regardless of their score and appreciate the difference in ability levels. You can implement some individual challenges to differentiate the task.

### IMPACT ON PARTICIPANTS

Players become enthused by competition and are excited by the prospect of expressing themselves by dribbling the ball.

### WHAT CHALLENGES AND/OR RISKS COULD YOU FACE BEFORE, DURING, AND AFTER THE ACTIVITY?

This game can take a bit of time for the players to get used to attacking and defending in diagonal goals.



# QUIET GAME

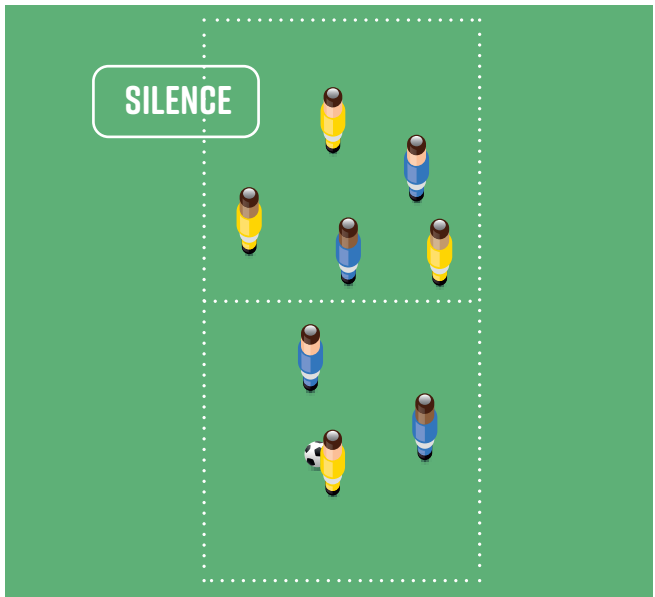
|   |                                   |  |
|---|-----------------------------------|--|
| <b>NAME OF THE ACTIVITY</b>   | Quiet game                        | <b>THEME</b><br>Teamwork and importance of effective communication   |
| <b>AGE GROUP</b>  | Any age                           |  |
| <b>GROUP SIZE</b>   | 10-18                             |  |
| <b>DURATION</b>   | 25-30 mins                        |  |
| <b>STEP</b>   | 1                                 |  |
| <b>VENUE / LOCATION</b>   | Indoor or Outdoor sports facility |  |
| <b>EQUIPMENT NEEDED</b>   |                                   | <b>MAIN OBJECTIVE(S) OF THE ACTIVITY</b><br>To help players understand the importance of effective communication as well as the various ways they can communicate with each other (verbal and non-verbal). |
| <ul style="list-style-type: none"> <li>• Cones</li> <li>• Balls</li> <li>• Bibs</li> <li>• Whistle</li> </ul> |                                   |  |
| <b>STAFF NEEDED</b>   |                                   | <b>OUTCOMES</b><br>1-2 coaches   |
| Problem-solving, teamwork and communication   |                                   |  |

## DESCRIPTION OF THE ACTIVITY

**Pitch size:** 40 x 20 metres **Number of teams:** 2 **Team sizes:** 4-6 players . Play this game as a normal game but sections of the game have no talking at all. The sound of silence makes the players aware of how important verbal communication is. Without verbal communication, players must find other ways of communicating such as pointing or a movement of the eyes. It goes without saying that other than the coach (and even this should be kept to a minimum), no parents or spectators should be coaching or offering advice from the side. This is very confusing for young players.

## PROGRESSIONS AND/OR VARIABLES OF THE ACTIVITY

You can make this easier or harder by increasing/ decreasing the space available, the number of passes required as well as the time available to complete a certain amount of goals.



## WHAT WORKED WELL

Taking players out of their comfort zone is a worthwhile exercise to do. However, the aims of the activity need to be clearly communicated to the team for them to 'buy in' to the activity and understand the rationale behind the activity design.

## WHAT DID NOT WORK WELL

For a more established group that is already working and communicating well with each other, this activity might not be that applicable.

## IMPACT ON PARTICIPANTS

This is a good activity for a new group, especially if they are not that familiar with each other or talk in different languages.

## WHAT CHALLENGES AND/OR RISKS COULD YOU FACE BEFORE, DURING, AND AFTER THE ACTIVITY?

Older participants may question the need to undertake such an activity as they already know how to communicate. In this situation, coaches can reinforce the principles of good communication to improve performance as a team.



# THE PLAYGROUND GAME

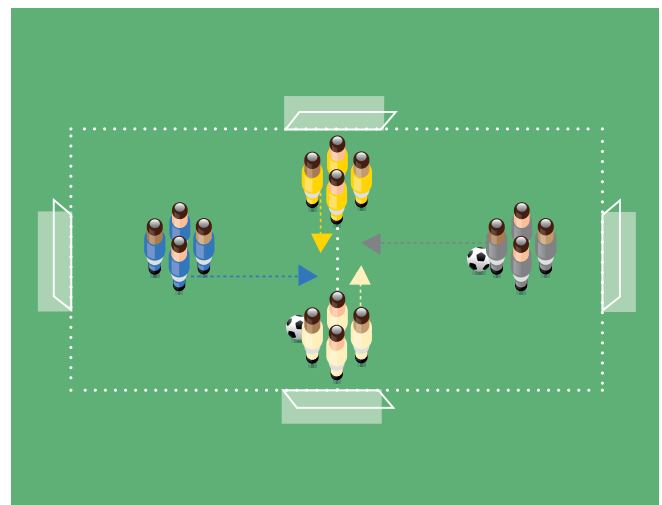
|  |                                   |   |
|--|-----------------------------------|---|
| <b>NAME OF THE ACTIVITY</b>  | The Playground game               | <b>THEME</b><br>Problem-solving, teamwork and communication |
| <b>AGE GROUP</b>   | 14+                               |   |
| <b>GROUP SIZE</b>  | 4 groups of 4 max                 |   |
| <b>DURATION</b>  | 25-30 mins                        |   |
| <b>STEP</b>  | 1                                 |   |
| <b>VENUE / LOCATION</b>  | Indoor or Outdoor sports facility |   |
| <b>MAIN OBJECTIVE(S) OF THE ACTIVITY</b>   |                                   |   |
| The objective is to see how your players react to chaotic situations and how they can solve problems for themselves.   |                                   |   |
| <b>OUTCOMES</b>  |                                   |   |
| Improved concentration and focus<br>Improved team work<br>Improved problem solving<br>Improved communication<br>Improved spatial awareness<br>Improved decision making |                                   |   |
| <b>EQUIPMENT NEEDED</b>  | <b>STAFF NEEDED</b>               |   |
| <ul style="list-style-type: none"> <li>• Cones</li> <li>• Balls</li> <li>• Bibs</li> <li>• Whistle</li> </ul>  | 1-2 coaches                       |   |

## DESCRIPTION OF THE ACTIVITY

**Pitch size:** 40 x 20 metres  
Play consists of two games running at the same time. One game plays left to right and the other plays across that pitch up to down.

## PROGRESSIONS AND/OR VARIABLES OF THE ACTIVITY

It can be made even more difficult by players wearing no bibs. You can make this easier or harder by increasing/ decreasing the space available, the number of passes required as well as the time available to complete a certain amount of goals.



### WHAT WORKED WELL

They will have to use scanning skills and get their heads up to see who is on their team, who the opposition is and who is playing the other game. Therefore communication is a key component for success in this activity.

### WHAT DID NOT WORK WELL

This activity needs to be closely monitored to ensure players don't become too exhausted by the demands placed upon them. Ensure success is achieved early by making it slow and spaced out in the beginning. Players may become demotivated if the challenge is too hard and too quick.

### IMPACT ON PARTICIPANTS

Improved understanding and appreciation of the importance of quick decision-making, planning ahead and effective communication.

### WHAT CHALLENGES AND/OR RISKS COULD YOU FACE BEFORE, DURING, AND AFTER THE ACTIVITY?

This activity needs to be closely monitored to ensure players have enough balance and coordination to navigate the chaos of space and time. Safety is paramount, so ensure players start the activity slowly.



# SMALL-SIDED TEAM PLAY

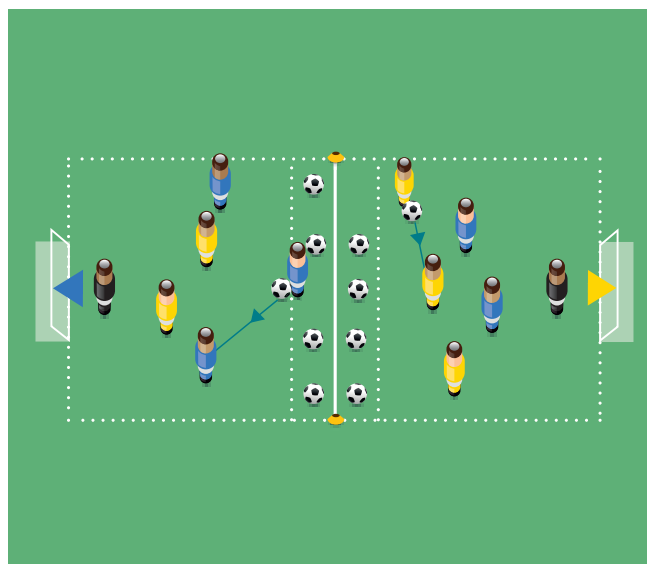
|   |                            |   |
|---|----------------------------|---|
| <b>NAME OF THE ACTIVITY</b>   | Small-sided team play      | <b>THEME</b><br>Team and communication  |
| <b>AGE GROUP</b>  | 18+                        |   |
| <b>GROUP SIZE</b>   | 12                         |   |
| <b>DURATION</b>   | 25 min                     |   |
| <b>STEP</b>   | 1                          |   |
| <b>VENUE / LOCATION</b>   | Small-sided football pitch |   |
| <b>EQUIPMENT NEEDED</b>   |                            | <b>MAIN OBJECTIVE(S) OF THE ACTIVITY</b><br>Regaining possession and playing the ball forward |
| <ul style="list-style-type: none"> <li>• Cones</li> <li>• Balls</li> <li>• Bibs</li> <li>• Whistle</li> </ul> |                            |   |
| <b>STAFF NEEDED</b>   |                            | <b>OUTCOMES</b>   |
| 1   |                            |   |

## DESCRIPTION OF THE ACTIVITY

1. Win the ball quickly
2. Positive attitude between defenders
3. When close down with a defender protect the ball
4. Create safe pass opportunities
5. Players not in possession should keep looking for space to receive a pass

## PROGRESSIONS AND/OR VARIABLES OF THE ACTIVITY

Space – Increase or decrease playing areas  
 Task – Alter conditions on the practice to suit the needs  
 Equipment – Offer the option of different-sized balls  
 Players – Challenge specific players within the activity  
 Speed – Quicker or slower (individual or group)



|                           |                               |  |  |
|---------------------------|-------------------------------|--|--|
| <b>WHAT WORKED WELL</b>   | <b>WHAT DID NOT WORK WELL</b> | <b>IMPACT ON PARTICIPANTS</b>                | <b>WHAT CHALLENGES AND/OR RISKS COULD YOU FACE BEFORE, DURING, AND AFTER THE ACTIVITY?</b> |
| Competitive, fun activity | Some communication broke down | Better communication<br>Building team morale | Set up challenges<br>Language barriers   |

**RECOMMENDATIONS TO SHARE**  
 A well-structured activity for adults that empowers the group through football activity. Great activity for groups who are keen to develop their football ability as well as team communication.



# 2 VS 2

|                      |                |
|----------------------|----------------|
| NAME OF THE ACTIVITY | 2 vs 2         |
| AGE GROUP            | All ages       |
| GROUP SIZE           | Any group size |
| DURATION             | 20 minutes     |
| STEP                 | 1              |
| VENUE / LOCATION     | Football field |

### THEME

### MAIN OBJECTIVE(S) OF THE ACTIVITY

- Fun small-sided activity
- Learn basic football calls in the national language (i.e. English)
- Learning 'buzz words' and terminology

### EQUIPMENT NEEDED

- Bibs
- Cones
- Balls
- targets

### STAFF NEEDED

1-2 coaches

### OUTCOMES

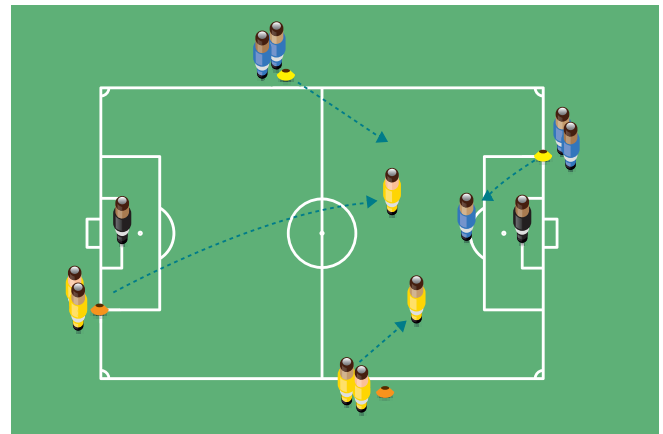
1. Can the player with the ball see your feet – to make a pass?
2. If you want the ball, how can you let your teammate?
3. How do you add more or less power to the ball when passing?
4. Why is the inside of your foot really good for passing the ball?

### DESCRIPTION OF THE ACTIVITY

1. Set Up / Move Up
2. Move Up / Close Up
3. Split Up / Play Up
4. Finish Up / Score

### PROGRESSIONS AND/OR VARIABLES OF THE ACTIVITY

Space – Increase or decrease playing areas  
 Task – Alter conditions on the practice to suit the needs  
 Equipment – Offer the option of different-sized balls  
 Players – Challenge specific players within the activity  
 Speed – Quicker or slower (individual or group)



### WHAT WORKED WELL

Fast-paced, fun  
 Focus on positive physical health

### WHAT DID NOT WORK WELL

Takes time for practice/  
 explanations

### IMPACT ON PARTICIPANTS

Language learning  
 Empowerment

### WHAT CHALLENGES AND/OR RISKS COULD YOU FACE BEFORE, DURING, AND AFTER THE ACTIVITY?

Breakdown in communication

### RECOMMENDATIONS TO SHARE

A fantastic way to incorporate the use of a new language into football activity and to make it fun, fast-paced and competitive.



# FOOTBALL TRAINING

|   |                   |   |
|---|-------------------|---|
| <b>NAME OF THE ACTIVITY</b>   | Football training | <b>THEME</b><br>Football  |
| <b>AGE GROUP</b>  | 16+               |   |
| <b>GROUP SIZE</b>   | 15                |   |
| <b>DURATION</b>   | 2 hours           |   |
| <b>STEP</b>   | 1                 |   |
| <b>VENUE / LOCATION</b>   | Football field    |   |
| <b>EQUIPMENT NEEDED</b>   |                   | <b>MAIN OBJECTIVE(S) OF THE ACTIVITY</b><br>Social, fitness, fun                                    |
| <ul style="list-style-type: none"> <li>Balls</li> <li>bibs</li> <li>cones</li> <li>goals</li> </ul> |                   |   |
| <b>STAFF NEEDED</b>   |                   | <b>OUTCOMES</b><br>Participants met new people, improved their skills and had a focus on their week |
| 2 coaches   |                   |   |
| <b>COLLABS / PARTNERS</b>   |                   |   |
| FURD  |                   |   |

### DESCRIPTION OF THE ACTIVITY

Football training for the group involving various drills, matches and tournaments

### PROGRESSIONS AND/OR VARIABLES OF THE ACTIVITY

You need one more goal than there are players for one team. So for 4v4 you have 5 goals (10 cones), and for 6v6 you have 7 goals (14 cones).

- Add extra goals for the younger age groups.
- Make this easier or harder by increasing/ decreasing the space available, the number of passes required as well as the time available to complete a certain amount of goals.

### WHAT WORKED WELL

Opportunities to play, learn and make new connections

### WHAT DID NOT WORK WELL

Conflict can arise between participants as some display aggressive characteristics

### IMPACT ON PARTICIPANTS

Improved fitness, improves social connections

### WHAT CHALLENGES AND/OR RISKS COULD YOU FACE BEFORE, DURING, AND AFTER THE ACTIVITY?

Conflict when disagreements occur

### RECOMMENDATIONS TO SHARE

Prepare players to play in fixtures/tournaments. Our participants have loved working towards matches and having a focus.



**Questions?  
In need of further information?**

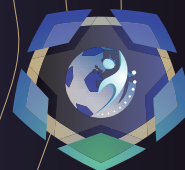
*Please contact us by phone or email:*



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