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# Training Material for the FootbaLLL Coach Course Activities Module 1-4, Evaluation

Veronika Avila  
Holger Bienzle  
Alexandre Labatut  
Roberta Lo Bianco  
Tom Mitchell  
Maren Satke  
Karim Sefiat  
Craig Winstanley



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# 1. GROUP DISCUSSION

## „WHAT MAKES A GOOD OR BAD TEAM?“



20 minutes

### Rationale

This activity will provide coaches with an understanding of how teamwork can impact upon young male migrants and disadvantaged youth in the wider society

### Aim

- Gain an understanding of what teamwork is
- Gain an understanding of the benefits of teamwork on performance

### Short description of the planned execution

- In groups the coaches will discuss what makes a good and a bad team and why.
- Here they can also provide examples from their experiences as a coach.
- This is a suitable activity for the introduction part and is no more than a discussion to get the coaches points of view.
- This should be written on a flip chart or smart board and coaches can come to the front and add ideas themselves.

### Tips for the coach educator

Consider the wider issues, e.g. off the field issues such as social climate.

Essentially this activity is to gain an understanding of the coaches' previous experiences working with team. Coaches should consider their own experiences in sport and life to share with the group. This hopefully could spark discussions of how the coaches perceive good and bad teams.

Material	Large sheet of paper, pens, white-board
People	Coaches and Coach Educator
Purpose	To discuss what makes a good or bad team

## 2. GROUP DYNAMICS/GROUP DEVELOPMENT



30 minutes

### Rationale

This activity will provide coaches with an understanding of how teams develop and can impact upon young male migrants and disadvantaged youth in the wider society

### Aim

- Gain an understanding of the importance of teamwork and team development
- Gain an understanding of practical/applied activities to enhance team development
- Gain an understanding of how a team develops

### Short description of the planned execution

Consider the stages of team development:

- Forming – identifying individual behaviours, initial teambuilding activities,
- Storming – potential problems that may arise within a group of this nature,
- Norming – how might football promote norming,
- Performance – how would you know when a group/team has reached this stage?

See 3.1. (Theoretical Input) for further information – to create a mini lecture on this topic. From

this coaches will then discuss the following question in relation to the case study below considering the stages of team development:

- Give examples of how you as a coach would promote / develop the case study team for each stage?

### Tips for the coach educator

Consider the non sporting issues such as social and economic climate. Coaches should consider their own experiences in sport and life. Consider examples of multicultural elite sporting teams in football today. Allow as much discussion as possible from participants.

Material	Case Study (see above)
People	However many in the class
Purpose	To discuss how to develop a team / group



## 3. EGGXERCISE



50 minutes

### Rationale

This exercise aims to create self reflections about the different roles in a team, and how decisions are taken.

### Aim

- Learn more about group dynamics while doing a task
- problem solving
- communication
- teamwork and project management in a group

### Short description of the planned execution

In small groups, ask participants to make a container that protects the egg from a fall of 5 meters.

Rules: You do not need to use all the material but you are not allowed to add anything. Nothing is to be attached to the egg.

After that, all the groups gather and present the containers (a presentation on the name of the container, characteristics, quality and advantages, a market strategy for the new product). Listen to presentations, drop the eggs, and see if the container fulfills the job.

### Tips for the coach educator

Suggestions for debriefing:

- What different kind of roles did you have in the group? (example time keeper, conflict handler)
- How did you make decision?
- Did every one participate?
- If you translate this situation to a youth exchange: what did you learn about project management?

For personal reflection:

- What did you do?
- What did you not do?
- How could you improve your work in a group?

Material	For each group: 1 egg, 5 sheets of A4-paper, 1 packet of chewing gum, 12 tooth picks, scotch, 12 paper clips, 4 balloons, 1 marker, 4 rubber band, 5 straws, some string
People	minimum 4 participants
Purpose	To find common solutions to solve a problem and to explain it/ work in group

## 4. WE COMPLETE EACH OTHER



### Flexible timing

#### Rationale

This exercise aims to show that we are all different in a team and that it's important to realize it.

#### Aims

- Team building
- Acceptance between a group which contains both deaf & not deaf participants.

#### Short description of the planned execution

- Divide the group into couples; make sure to have in each pair a deaf and a not deaf participant, using earplugs (or similar).
- In each couple ask the not deaf participants to cover their eyes with a scarf (or similar). The not deaf participant stands blindfolded behind the deaf participant and hold him/her from the shoulders.
- Now you start giving oral directions for each couples, so that the blindfolded participant who can hear will try to direct the deaf participant who already can see.
- You can also make the exercise more complicated by asking pairs to carry objects and move them from a place to another.

#### Tips for the coach educator

Following the exercise you can start a debate by asking questions:

- About their feelings;
- Obstacles
- Teamwork
- Cooperation
- Did they feel the need of their partner?
- Can they implement it without a partner?
- What can we learn from this exercise?

Material	Something to blindfold half of the group and earplugs.
People	2-4-6-8 participants (in peer)
Time	Flexible timing
Purpose	To increase cooperation and trust

## 5. PAPER TOWERS



25 minutes

### Rationale

This initial activity is relating to the team building and to negotiate different points of view coming to a common decision.

### Aims

This initial team building activity encourages partnership working and teamwork

### Short description of the planned execution

Step-by-step description:

- Divide the participants into group of no more than six.
- Explain that you want them to plan and then construct paper towers. The object is to build the highest tower without it collapsing.
- Explain that each member of the group should contribute to the planning stage and that no building can take place without the whole group's approval.
- Hand out newspaper and sticky tape.
- Give the groups 15 minutes to build their towers.
- Stand well back!

### Tips for the coach educator

Reflection and evaluation:

At the end of the 15 minutes, invite the groups one at a time to consider how well they co-operated, whether anybody was excluded from the exercise (and why and how they felt about it) and how they achieved consensus.

When all the groups have fed back, encourage the whole group to examine all the towers. Ask the group with the highest tower to explain how they achieved this.

If time allows, get the whole group to reflect on what they might have achieved single-handedly.

Material	Newspapers, sticky tape, a watch
People	minimum 6 participants
Purpose	To find common solutions and increase the value of partnership



## 6. BRAINSTORMING: WHAT IS LEADERSHIP?



10 minutes

### Rationale

This activity will give different inputs relating the concept of leadership.

The free flow of ideas is the characteristic of this activity.

### Aims

- To share different points of view about leadership.
- To give a general vision of the topic.

### Short description of the planned execution

After the brainstorming, a shared definition of leadership should be developed.

The following task is to choose the most important words, negotiating in a group and coming to a common definition of leadership.

### Tips for the coach educator

This is a suitable activity for the introduction part. It's a preparatory part before deepening into the concept.

Material:	No material
People:	5- 10 participants
Purpose:	To have a general overview of the leadership

## 7. PRESENTATION OF THE MOVIE CLIP: “REMEMBER THE TITANS” FOLLOWED BY DEBATE AND QUESTIONS



30 minutes

### Rationale

This movie permits to the participants to have an example of two different leadership's styles in the same team and to see which the consequences of an internal conflict are.

### Aims

- Analyse a conflict about different leadership's styles
- To reflect on the possibilities to coexistence of different leadership

### Short description of the planned execution

The participants watch a movie clip or read a text which deals with different leadership styles.

After the visual input there is a discussion focusing on the role of the coach as a trainer and the different leadership styles.

### Questions:

- Which coaching method, do you think, is the most effective on a sporting level? And on an educational level?

- Do you think that working on values and ideas in a team can produce performance effect in a sporting environment? If so how?
- Do you think difference is a strong point for a group or do you think differences can slow the growth of a group? Why?
- Do you prefer a democratic or an authoritarian leadership style? Which one you think is the most appropriate?
- Do you think it is possible to integrate different coaching approaches in the same group?
- Reflection about 'Who am I as a trainer'? What is my own leadership style?

### Tips for the coach educator

The educator should let the participants watch the entire part of the movie (10 minutes) allowing them to understand the context of the situation.

Material	Link of the part of the movie you have to watch : <a href="http://www.youtube.com/watch?v=A0Knh3o_6xs">http://www.youtube.com/watch?v=A0Knh3o_6xs</a>
People:	5- 10 participants
Purpose:	To realise that different kind of leadership can coexist

## 8. GROUP DISCUSSION ABOUT CONFLICT MANAGEMENT



50 minutes

### Rationale

This activity will permit to the participants to have a general overview about when the conflict happens and what are the different solutions found by the coaches.

Alternatively a presentation of a conflict situations and reflection about

‘How the coach as an adult educator can intervene in these conflicts?’

### Aims

- To analyse the different kind of conflicts
- To understand when conflicts happen
- To share solution on how to solve the conflicts

### Tips for the coach educator

The educator should enhance the experiences of the coaches taking up the solutions they have found and stimulate new reflections.

### Short description of the planned execution

- Reflection about ‘why conflict may happen’?: Ask the participants to discuss their experiences about the possible reasons for the conflicts that they have faced.
- Sharing of experiences
- Forum theatre: Ask the participant to role play a scene of conflict (they should decide together which conflicts they want choose to represent) i.e. people taking the roles of players and coaches. (Division of roles/ conflict/ resolution of conflicts)

Material:	papers and pens
People:	5- 10 participants
Purpose:	To analyse different conflict situations and share experience to solve them

## 9. DIFFERENT LEADERSHIPS



40 minutes

### Rationale

Explanation of the importance of the exercise in relation to the goals of the workshop.

This activity has the aim to make new reflections in the coaches about their role as a leader and your own leadership style.

### Aims

- Learn the importance of communication connected to the role as a leader
- Distinguish different styles of leadership and to know their own style and how to handle it

### Short description of the planned execution

Background knowledge (see Manual for the coach educator 3.2. "Leadership", p. 16)

- Fiedler (1967) suggested that there are 2 categories of leadership: Task-orientated and Person-orientated
- There are 3 main types of leadership style: Autocratic, Democratic and Laissez-faire.
- Leaders are either Prescribed or Emergent

Ask participants to work on these questions:

1) Do you ever feel the need to use leadership in your day to day sporting life?

Think of some good leaders in top class sport and write down what makes

them good. Does a leader in educational sport differ from a manager at a top class level?

2) Practical task:

Each person in the group should lead (not teach) the group in a chosen

activity (individual, team or racket as directed) adopting the different leadership styles in turn. For each style, think about the main key points before working with your group on how you will demonstrate the styles to the rest of the class. (A good role play would demonstrate the key points, strengths and weaknesses nicely!)

3) Write down the key points of the following 2 categories:

- Category - Task-orientated leadership
- Category - Person-orientated leadership

4) Highlight some of the strengths and weaknesses of each style:

- Autocratic
- Laissez faire
- Democratic

5) Now put the styles of leadership into the categories (best fit): Are there any in between styles or mixtures of styles?

- Task-orientated
- Person-orientated

6) Which practical situations would you use these different styles in?

- Autocratic:
- Laissez-faire:
- Democratic:

7) After carrying out the task, evaluate what happened (you could also draw on your own past experience) by discussing what was effective/less effective and what problems and potential problems arise from use of the differing styles.

8) What leadership styles do you adopt in your day to day sporting life?

### **Tips for the coach educator**

The coach educator should facilitate the process of reflections with questions and supporting their answers.

Material	flipchart, video screen, projector, laptop, movie clip
People	5-10 participants
Purpose	To analyse the different kind of leadership and to be aware of their style of leadership



## 10. QUALITIES, CHARACTERISTICS AND ROLES OF SPORTS LEADERS



75 minutes

### Rationale

This exercise aims to create self reflections about the different leadership style.

### Aims

- Stimulate the reflection of the participants on the role of the leader/ characteristics and qualities

### Short description of the planned execution

Participants are split into small groups. Using the equipment provided, devise a simple activity and then elect a leader. The leader should carry out the activity with their group. Devise more activities, so that everyone in the group has a chance to be the leader.

This practical can be adapted to most tasks in football.

Questions for debriefing:

- What qualities did the leader display during the activity?
- What characteristics did the leader display during the activity?
- What roles did the leader adopt during the activity?

- How effective do you think the leader was? (Support your thoughts with evidence.)

### Tips for the coach educator

The trainer has to coordinate the reflections in a group, giving the space to talk to everyone. He should facilitate the group's process enhancing the opinions of all participants in order to let them free to give own opinion.

Material	Balls, pitch, flipchart
People	5-10 participants
Purpose	to put them into the shoes of a leader and analyse the different behaviours of the different leaders. It's a practical training with theoretical input.

## 11. TRUST ME



40 minutes

### Rationale

It's a game aiming to stimulate a dynamic process in a group. The choice of the leader has to be explained and it could be an occasion to discuss about who is a good leader?

- How you can decide who will be the leader?
- How did you feel when blindfolded?
- Did you trust your leader?
- Did you trust your co workers?
- What did you need when blindfolded?
- How about new members in the group?

### Aims

- Develop mutual trust, team spirit, self esteem
- Stimulate reflection about the role of the leader and the other roles in a team as in a group.

### Tips for the coach educator

Debriefing: enhance the importance of all roles in a team, the mutual trust and the team spirit

Recommended Timing: game: 10 minutes ; questions: 20 minutes; debriefing: 10 minutes

### Short description of the planned execution

Step by step schedule of the planning and execution of the activity with a clear description of the role of the trainer, the duration and the use of resources.

Divide the groups into teams of four. One person from each team is blindfolded. Another is the leader of the team. The participants have to decide who will be the leader. They have to instruct the blindfolded person to go from one side of the room to the other. The two remaining team members are the assistants of the leader. They have to make sure that the blindfolded person does not bump into anything. Neither the leader nor the assistants are allowed to touch anything.

The discussion afterwards focuses on seven questions:

Material	blindfold
People	5-10 participants
Purpose	mutual trust, team spirit, self esteem, reflections about the role of leader and the other roles in a team like in a group

## 12. WORKSHOP ON CONFLICT TRANSFORMATION



180 minutes

### Rationale

This activity is useful to stimulate the reflection on the dynamics of conflicts in training groups, the demands they place on trainers, and the self-awareness and skills necessary to intervening in and exiting from such conflicts.

### Aims

- Allow participants to reflect on conflicts that have involved them (in whatever way) in training contexts, and to further reflect on themselves in conflict situations
- Consider how such conflicts relate to perceptions of or instrumentalisations of cultural diversity.
- Engage with relevant theoretical perspectives on conflict development, and the different types of intervention open to trainers in positions of group responsibility.

### Short description of the planned execution

1.CONFLICT: DEVELOPING A BETTER UNDERSTANDING (75 min)

#### STEP 1:

What does conflict mean to me (in the context of training, youth work, the environment I live in)?

- Individual reflection (mind map or ½ DNA) - 15 minutes

Participants are invited to use an associative method (DNA) to think of what conflict means to them personally. Based on that a short clarification of terms related to conflict (positive and

negative definitions of conflict, conflict types, dynamics, escalation), conflict transformation (what it is and is not, strategies, techniques).

#### STEP 2:

- Working in pairs/triads with a focus on 'locating oneself in conflict' – as an actor (map of ME and CONFLICT with guiding questions on the kind of relationships one develops when in conflict) - 30 minutes

Participants are asked to choose a conflict from youth work that concerns them personally, and draw it on a half a flipchart paper in form of a mind map.

Once this is done, participants share their conflicts in pairs or triads.

#### STEP 3:

- Whole group round up leading to the introduction of Conflict Analysis (focus on perception and misperceptions raising in conflict situations, conflict escalation) - 30 minutes

2. CONFLICT TRANSFORMATION AS MEANS OF LEARNING: FROM ANALYSIS TO INTERVENTION (90min)

#### STEP 1:

Cultural diversity as a source of conflict?

Importance of conflict analysis – How do I read a situation?

- Introduction of some tools for conflict analysis, discussion about their usefulness and application in relation to intercultural learning (45 minutes)

Based on participants personal conflict maps (ME and conflict), participants discuss the different tools and their usefulness and limitations depending on a particular conflict situation.

### STEP 2:

Transforming Conflict – Introduction to basic intervention techniques: How do I engage/intervene? What am I responsible for/ and not responsible for? How do I as an educator ensure that conflict becomes a learning experience?

- Participants were given a short input with certain tips on how to intervene. This is followed by a rounding debate. (45 minutes)

### Tips for the coach educator

The trainer has to coordinate the reflections in a group, giving the space to talk to everyone. He should facilitate the group's process enhancing the opinions of all participants in order to let them free to give own opinion.

Material	enough flipchart papers, coloured markers, flipchart
People	5-10 participants
Purpose	to analyse the different ways/steps to resolve conflicts

## 13. NONVIOLENT CONFLICT RESOLUTION AUGUSTO BOAL OPPRESS THEATRE - FORUM THEATRE



60 minutes

### Rationale

This activity is focused on promoting the understanding and learning about conflict resolution in a nonviolent way.

the one already described): intercultural awareness, intercultural skills, knowledge about the own culture, capacity to re-evaluate the own cultural prejudices and stereotypes, respect for the other cultures, openness, tolerance

### Aims

- Understand the positive face of conflict.
- Understand the difference between conflict and conflict resolution, learning that conflict is always challenging and synonymous of opportunity, instead the way we resolve it can be either negative or positive.
- Discover the main factors that facilitate positive and nonviolent conflict resolution: communication, active listening, empathy, respect for difference and for others, flexibility, creativity, desire to resolve it, capacity to abdicate, capacity to assume the own wrong (if it happens), reconciliation.
- Practice the skills necessary to nonviolent conflict resolution (NCR): communication, active listening, empathy, flexibility, creativity.
- Reflect and develop the values/attitudes needed in the NCR: respect for difference and for others, desire to resolve it, capacity to abdicate, capacity to assume the own wrong (if it happens), reconciliation.
- Practice specific skills and attitudes necessary to resolve an intercultural conflict (plus

### Short description of the planned execution

1st activity:

In order to understand and to make participants aware of the own way to resolve conflicts ask them to position themselves (body position) in front of the conflict (represented by the facilitator). After everyone has done this ask them to say something short about the own position/way to resolve conflicts.

2nd activity:

- Explain to the group they will perform a short theatre scene that will represent a conflict. Give some information on Boal's theory behind the theatre.
- Explain to the participants that the good result of the activity will depends on their involvement and concentration. Ask them to be serious in the performance and to put themselves in the place of the characters they will represent.



- There will be 2 groups, each with a different conflict, and each will play the audience part, one at a time.
- Both groups will receive a paper with some instructions that they will have to use to create the scene. The scene will be a conflict and shows NO resolution.

### Rules:

- The scene will last max 3 min
  - All will have to be involved
  - After the 1st play the group will play it a second time
  - During the 2nd play the audience can intervene by changing one of the actors words or actions in order to bring about a positive solution – this person will take the place of the actor in the scene
  - To ask to intervene shout STOP
  - It's possible to change just one actor at a time
  - It's possible to try diverse times to reach a solution, but with a time limit
- 
- After both scenes and respective intervention from audiences a reflection will follow.
  - FOR THE LEADER: Before the debriefing do a short activity to make participants come out of their roles. This can consist in an activity with movement in which all will have to rise

their arms up at the same time they scream, representing symbolically the action of putting the character out of the body and with it all the negative feelings felt during the theatre.

### Tips for the coach educator

The trainers should facilitate the theatre, stimulating the participants to be active

### Timings:

- 20 min to create and prove the scene
- 3 min to represent it
- 20 min to play it 2nd time and intervention of audience
- 30 min debriefing

Material	flipchart, pens
People	5-10 participants
Purpose	Using Forum theatre as a mean to express and share own way to see and resolve the conflicts.

## 14. “CONFLICT IS...”



180 minutes

### Rationale

This activity is focused on the concept of conflict. Using an initial brainstorming, it promotes ideas of different definitions of conflict and after, a common definition of conflict through a group negotiation.

### Aims

- To let the participants reflect on the concept of conflict
- To share own conflict concept with the others' concept
- To work together to decide a common definition of conflict

### Short description of the planned execution

- Divide a large sheet of paper into columns, each headed by a letter of the alphabet. For the purposes of this exercise choose letters A to H.
- Ask participants individually to brainstorm conflict words. Each should try to provide at least one word for each letter (for example A-anger, B-broken...). A nominated scribe can write down the words as they are called out, or each individual participant can simply add them to the chart. There is no debate or questioning at this stage about why certain words have been chosen. (5 minutes)
- Once the chart is completed (it's good to have a strict time limit), people can ask each other questions about their chosen words – what certain words mean, how they are connected

with conflict, and so forth. But no judgments are to be passed. (3 minutes)

- Participants split into pairs or groups of three and select a letter from the chart. (It is best if each pair or group has a different letter). They then draft a short communication to an extra-terrestrial alien who has never heard of conflict, explaining what it is. Each group should use the words listed under their letter. The communications are then shared with the whole group. (10 minutes)
- Mixing participants into new groups of four or five, ask each group to create a brief definition of conflict in the form of a slogan. These could all start with 'Conflict is ...'. Then let each group try to think of an imaginative way to present their definition. They could use tableaux, involving everyone in the presentation. Extra time will be needed if a presentation is to be prepared. (10 minutes)

### Reflection and evaluation:

Back in the whole group, participants are invited to reflect individually on their experience of interaction between group members.

- How did the group draft its letter to the alien?
- How did the group agree upon its definition?
- (Were they surprised by anyone else's definition?).
- Was it easy to get to a slogan on conflict?
- There are other questions that might be asked. Have they learnt anything about conflict from this exercise?
- Are they clearer now? Do they feel that any crucial aspect has been missed out?

### Tips for the coach educator

The educator should ask the participants to reflect individually after the activity in groups.

Material	Large sheet of paper, pens
People	5-10 participants
Purpose	To negotiate together about a

common definition for the conflict

## 15. CULTURAL DIFFERENCES AND SIMILARITIES ON VALUES AND BEHAVIOURS LINKED TO THE TERM “RESPECT”



30 minutes

### Rationale

This exercise focus on understanding, that different culture might have both different and similar values and behaviours. As cultures differ from each other, the attitudes, which might express respect of each other, might differ from one culture to another. The coaches/players reflect and exchange their personal values regarding the term “respect”. It helps to understand different personal attitudes of coaches (or players) in football (soccer) deriving from culture.

### Aims

Together with the players, coaches will identify which cultural values and behaviours are common within the team and will be useful to develop a positive team-spirit and trust within team.

### Short description of the planned execution

#### 1. Input by trainers/ self reflection

- What is culture?
- What do we need to know about a culture my own culture (and that of others) to be able to respect each other?

#### 2. Exchange in pairs:

- Think about the attitudes of the players in my team.

- Can I identify any differences in relation to respect in my culture and what is not respected in the culture of others?

#### 3. Debriefing in plenary

### Tips for the coach educator

The educator could prompt and lead the coaches in their discussions and exchanges in order to find a maximum of cultural differences to analyse.

Material:	pictures from magazines which show scenes, gestures of respect (if available)
People	8-12 participants
Purpose	reflection about cultural differences and similarities on values and behaviours linked to the term “respect”

## 16. CASE STUDIES – EARNING RESPECT



50 minutes

### Rationale

This activity will show to the coaches some examples of famous players who are seen as very respectable people for their implication in extra sportive activities. They have earned a strong respect because they use their notoriety in order to develop association against racism or to help disadvantaged young people.

### Aims

- To stimulate a reflection on the concept of respect
- To stimulate a reflection on culture and its impacts in the behaviour of the players

### Short description of the planned execution

The trainer presents stories about famous football players who show their social skills as players and as individuals, e.g. they earned respect through important choices in social contexts and on the other players with poor attitudes will be shown as well. This activity can be presented in PowerPoint or it can be varied through focusing on experiences of the coaches through case studies.

Options:

a) The coaches will analyse in small groups why football players earn respect or bad feedback and identify specific attitudes which can affect this?

- From their point of view what do they see as good or bad behaviour?
- Does culture or personality influence that kind of behaviour?

b) Each group summarises its results on a flip chart. At the end of the session the groups will present their results in the plenary.

c) During the group's presentations, the trainer will summarise the important points. As a next step, the trainer identifies together with the participants the attitudes of respect as intercultural competencies. The results will be documented on flipchart paper and the trainer will give a final statement how personal and cultural strengths can influence positive team performance and performance in social communities as well.

### Tips for the coach educator

The trainer should facilitate the reflection process of the coaches

### Resources/Appendixes

Lilian Thuram





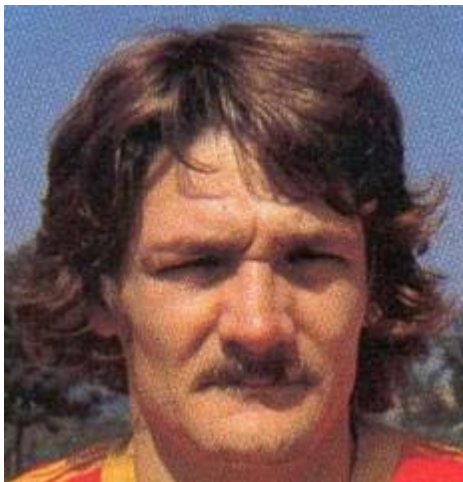
**Lilium Thuram** is a famous football player very well known for his technical capacity as defender of the French National Team, but also for his incredible activism on Human Rights defence and for the challenge against racism and social exclusion of young people living in the suburbs of Metropolitan cities.

In 2005 he won the “Altro Pallone” award, a critical alternative to the famous “Golden Ball” dedicated to the best sport man active in children and adolescence solidarity actions.

In 2008 Thuram created the “Anti Racism Foundation”, with the hope that in the future the world can be based on civil connivance and on integration, going over all diversities and different skin colours.

This year the National Parliament convoqued Thuram to contribute to the “White Book on Intercultural Dialogue”. It was the occasion for him to speak about his story and to denounce the problem he had to face in Italy for his “different origin”.

### **Astullio Mangiollio**



He was Lazio Club goalkeeper where he is still remembered for one of the bravest episode for a football player.

He had a double life: during his public one he was a good seria A goalkeeper, during his private life he cared for handicap children.

Accused to be too busy with his “social hobby” and neglect his football, during an important match in Rome, some Lazio supporters made a big banner with the words:

“Come back to your monsters”.

Mangiollio at the end of the match, leaving the pitch, took off his shirt and started to spit on it.

After this episode Mangiollio decided to leave football until the real values of sport will be founded again. In the same time he opened a youth centre in Piacenza for handicap children where he still works.

### **Paolo Maldini**



Paolo Maldini is one of the most famous football player of the world know for his long and successful career.

In 2001, UNICEF Italy decided to nominate Paolo Maldini “Goodwill Ambassador”

For his involvement of promoting thought his sport involvement, solidarity and sustain to UNICEF battles for vaccine in third world countries

During 2003 he sustained with a strong activism the campaign against sexual mutilation, sexual tourism and children soldiers especially in Congo.

## TRAINING ACTIVITIES MODULE 3: (L)EARN RESPECT

In 2006 the captain gave his voice in terms of contribution to one of the characters of an animation cartoon “L’isola va in città” dedicated and useful to fund UNICEF campaign “Unite for children , “Unite Against AIDS”

Material	stories of football players
People	5-10 participants
Purpose	To show examples of famous players who earned respect thanks to their social interests and their engagement in social actions.

## 17. FOCUS GROUP ABOUT EARN/LEARN RESPECT



40 minutes

### Rationale

Some words/concepts don't have the same signification in different cultures and this activity will help participant to understand these different perceptions of the respect in different cultures.

This exercise is concentrating on a reflection on the personal perceptions of values regarding the term respect.

### Aims

- Know the different meanings of respect in the different cultures
- Link the coaches' point of view of learn/earn respect to soccer

### Short description of the planned execution

The trainers should invite the participants to sit in a circle; they should explain to the focus group its aims; then they should start the questions.

Guiding questions

- Ask the participants to talk about their point of view of learn/earn respect
- Ask what the term respect means in terms of them focussing on soccer?
- Ask them if they experienced any situation in a football context where they did not feel they were being treated with respect?
- Did they recognize any cultural differences?

- And what did they learn from it for their further development as a coach?
- What did they do and what was their conclusion regarding this specific experience?
- What can trainers do to develop a respectful and trustworthy team?

### Tips for the coach educator

Major goal of facilitation is

- Collect useful information to meet goals of meeting.
- Introduce yourself and the co-facilitator, if used.
- Explain the means to record the session.
- Carry out the agenda - (See "agenda" above).

Material	no material
People	5-10 participants
Purpose	To be aware that cultural differences often have an influence in the perception of concepts like respect

## 18. “CHECK YOUR STEREOTYPES” – ACTIVITY ABOUT CULTURAL STEREO- TYPES AND PERSONAL EXPERIENCES ON DIVERSITY



60 minutes

### Rationale

This exercise is concentrating on a reflection of cultural stereotypes we have in mind and how we see ourselves and others might see us. We realise stereotypes about our own culture through reflection and exchange with others.

### Aims

- be aware of (cultural and individual) diversity within the team
- respect of cultural differences
- see cultural differences as a potential

### Short description of the planned execution

6 steps to learn respect of the other:

1. The Trainer will make a short introduction about cultural stereotypes. Then he/she collects cultural background of the Coaches on a flip-chart to make it visible for all. (10 min.)
2. Each Coach will write down on paper with flipchart pens max. 3 cultural values, representatives or behavioural attitudes, which might represent his own country. (10 min.)
3. Then the results on the papers will be collected side by side on the floor coaches will compare the results of each other (5 min.)

4. In a next step the Trainer will collect cultural background of players on a flip chart so that it is visible to all. Then Coaches will think about the cultural values, representatives, behaviours or attitudes of their players and write them also on paper (each country separately) (10 min.)

5. Afterwards they form small groups to share and discuss the results. (15 min.)

6. The trainer will moderate a reflection round together with the participants. Did they notice positive images or also negative images in their results? If so, try to find out the reason for this? Do these stereotypes fit personally to team members?

On the other hand players will do the same steps and at the end coaches and players will compare, share and discuss. (20 min.)

A possible outcome will be, that humans have different pictures of cultures in mind which might differ from one person to another and which might differ also if it is seen in general or specific regarding to an individual and also if it is seen from a personal perspective or seen from the perspective of another person.

Therefore general culture stereotypes (positive or negative) don't give a guarantee about individuals and their attitudes and behaviour. They might play a role when they are identified together with a certain person and even then we might get in communication and exchange first with this person, before starting to blame. We have to ask what is the reason for this behaviour and to start to get more knowledge about the circumstances of the individual.

### Tips for the coach educator

The trainer should be able to explain the reason for this exercise and what will be the outcome: players and coaches as well need to give respect to each other.

To do so, it includes awareness of diverse cultural potentials (e.g. language competences, respect to elder people, respect to coaches, fair play etc...) see them as a skill and earn respect from them.

The papers are anonymous and do not clearly identify the person who wrote on it. Only the

culture should be written on the paper as identification.

Material	flip chart, paper, flip chart pens
People	5-10 participants
Purpose	To be aware that cultural differences are important and represent a important potential for a team.



## 19. DO YOU REPRESENT A CULTURE TYPE? FIND OUT YOUR CULTURE TYPE



40-90 minutes (depending on variation)

### Rationale

The exercise is based on items and indicators of the “The synthetic culture lab” from Paul Pederson and Allen Ivey. Synthetic culture types are simplified value systems. Pederson and Ivey introduced similar to Hofstede’s and Trompenaars’ cultural dimensions, 4 synthetic culture types as Alpha, Beta, Gamma and Delta Cultures:

- Alpha – culture type with high power distance
- Beta – culture type with strong uncertainty avoidance
- Gamma – strong individualism
- Delta – high masculine

As the term “synthetic culture type” already implies, a synthetic culture might have something artificial and might not exist in real life. On the other side people intend to categorize their world. This exercise is useful to develop cultural awareness stereotyping and team development.

### Aims

- develop a framework for understanding other cultures
- enhance consultation skills in other cultures
- increase multicultural self awareness

The outcome of the exercise could be reflected under a critical point of few. It could lead to discussions within the team, how far categories would fit to personal identity and whether cate-

gorising would be helpful in intercultural working settings and if so, why type constructions are helpful or would lead to stereotyping.

You can do the exercise in certain variations as described on the following.

### Short description of the planned execution (2 variations)

#### 1. Discussion and reflection

The trainer asks the participants to read the cultural indicators on their hand out and to list their favourite indicators of personal values and behaviour.

After individual reflection they exchange in pairs (5 minutes each) and move on in a circle from one partner to another. Pairs change every 10' minutes and move on to the next partner. After pair exchanges the coordinator lists all values within the team on the board and record how many times values from each culture type were listed as positive or as negative. He/she explains each culture type according to Pedersen.

Read the Hand out (synthetic culture types)<sup>1</sup>

<sup>1</sup> Withers, Bill; Lewis Keami D.: American Management Association. The conflict and communication activity book. N.Y. 2003: Exercise 29, p.168-172, Handout p. 224-235

- Individual reflection
- Make a decision for one culture type
- Exchange your decision in Pairs
- Summary
- Discussion

## 2. Simulation

Activity by Pedersen/ with light variation (Duration 1.5hours)

source:

<http://faculty.soe.syr.edu/pedersen/common/cground.html>

### First part (identifying with different culture types):

Each participant will choose which synthetic culture he/she would like to act out during the simulation. All participants will learn the assumptions and rules of their synthetic culture.

The participants will form 4 teams (should be approximately the same number of people) regarding the 4 synthetic culture types. Then start with a football training session, where everybody tries to act within the cultural patterns of the chosen synthetic culture type, problems might occur, caused by the "outsiders" (other culture types):

The Coach will stop the game, if the team-members are not able to find a solution to handle the problem. Select a team of 2 consultants from each synthetic home culture who will visit the other three host cultures to help them deal with the problem of "outsiders."

The problems created by the "outsiders" in each synthetic culture will be discussed.(40 min.)

### Second part (Mediation)

By this time, each of the four small groups should have completed the above three tasks and be ready to do the following activities:

The first rotation will require sending teams of consultants from each synthetic home culture to each synthetic host culture for a ten minute consultation in role, followed by a ten minute debriefing out of role and ten minutes to report back to their home synthetic culture on what they learned.

- 5 minutes consultation

- 5 minutes debriefing
  - 5 minutes reflection/learning aspects
- The second rotation will follow the same pattern with the next synthetic host culture (another 15 minutes).

The third rotation will follow the same pattern with the final synthetic host culture (another 15 minutes).

Each synthetic culture group will report back to the assembled participants on how to find common ground and agreement between their own culture and persons from different cultural backgrounds. (20-30 minutes)

After negotiating they will play again - 10 minutes

Reflection - 10 minutes

- Do they recognize any change?
- What did they learn?

### Tips for the coach educator

Make sure that all Participants are working and taking part of this exercise

### Source

adapted from: Bill Withers, Keami D. Lewis. American Management Association. The conflict and communication activity book. N.Y. 2003: Exercise 29, p.168-172, Handout p. 224-235

<http://faculty.soe.syr.edu/pedersen/common/cground.html>

Material	Flipchart, paper, marker, Handout synthetic culture types
People	5-10 participants
Purpose	To develop cultural awareness stereotyping and team development

## 20. SAME STYLE - DIFFERENT CULTURE: FOOTBALL ATTITUDES IN DIFFERENT COUNTRIES/ CULTURES



50 minutes

### Rationale

Football plays a major part in nearly every country of the world. Within this exercise participants will find out if there are cultural differences in behaviour or tactics between players with diverse cultural background. First through self reflection on their own team, then through web-research and interviewing players. They will discuss their results in small teams and present them in the plenary.

### Aims

- To get to know the role of football including attitudes and behaviour in different countries (mainly of the countries of the players they have to coach)
- To find out similarities and differences to be able to understand the culture specific approach of players. Find out more about their personal limits of acceptance and be able to handle more sophisticated and critical situations regarding cultural differences.

### Short description of the planned execution

The trainer will give a short input as an introduction to the topic at the beginning. He organises the group divisions and moderates the process. Coaches should think first what they know or what do they think to know about certain behaviour during football training and games. Do they observe some specific attitudes on their players

what would they identify as cultural. After a first reflection and exchange within the small group (3-4 Coaches) coaches will compare their experience or presumption through web research and interviewing players. 1-2 Coaches will interview the players and the others will search for information in the web.

Results: Each group will produce a flipchart where the results are documented.

Timeframe: individual research: 20 min., Group activity 20 min., discussion in plenary 10 min.

### Tips for the coach educator

The Coaches will get to know cultural diversity – accept diversity as a resource to gain a better understanding about different cultural attitudes of their players. They will reflect critically own stereotyping through questioning about their own perceptions among certain cultures or nationalities. Coaches will also help their players reflect about their own behaviour and attitudes.

Material	PC access for every participant, Wifi
People	5-15 participants
Purpose	To realize that some player's behaviours or values are linked to cultural differences

## 21. VALUE CAP



30 minutes

### Rationale

This activity is focused to explore the important values of the participants. It's a good chance to get to know better, to strengthen the mutual understanding between the participants, to realise that each of us could have different values according to own culture. Moreover it foresees the work in a group in order to define the common values of the group.

### Aims

- To share values and to recognise the cultural differences
- To negotiate the common values of the group
- To strengthen the mutual understanding between the participants

### Short description of the planned execution

#### *Value wall 1*

Every participant receives three boxes on which each writes their most important values. When collecting the boxes you separate the "doubles". Have the participants build a wall with the remaining boxes. The structure of building is determined by the following questions:

- Which is the most important, most fundamental, highest value?

The participant could give a criterion for the construction (e.g. the most important one on top) but it could also be interesting to decide together.

It is possible to use all the boxes.

The main focus of this activity should be on the discussion and argumentation and not on the wall as such.

#### *Value wall 2*

The wall is constructed in four phases:

1. In the first phase (value cycle) have the participants search for different values. On a large sheet of paper - put in the middle of the group - everybody can write values. By reading and completing you will get a whole set of values. It is not necessary that these are values that they support.

2. Everybody now looks for five values that are fundamental in their own lives and that they write on a coloured sheet of paper. The five sheets together make a small wall. The participants also look for the value that represents the mortar that holds the construction together.

3. In the third phase everybody presents a small value wall to the group. After every presentation, the others can ask questions for clarification. It could even be more interesting to have them react from their own experiences. They point out resemblances or differences with their own perception, or put into words what struck them in the presentation of others.

4. In the fourth phase the participants build a large value wall together.

## TRAINING ACTIVITIES MODULE 3: (L)EARN RESPECT

To conclude, everybody has the opportunity to tell something about the wall, about the entire activity, about what moved them.

Material	Papers, boxes, pens
People	5-10 participants - small and large group possible
Purpose	To recognize the common values in a team and understand better cultural differences



## 22. FIND THE POTENTIALS OF DIVERSITY



40 minutes

### Rationale

We are different and in some parts we are similar! To have a good team performance we need to know the potentials of each other – same in private and in professional life.

In football it plays a major role, to place the potentials of each player on the right place of the pitch.

The exercise helps to get conscious about the potentials of diversity and to use the knowledge and experiences of different socio-cultural backgrounds. Participants will explore similarities and differences in their team and find out to use similarities but especially differences as a potential for high team performance.

### Aims

- To increase intercultural and diversity competence
- To be aware about diversity
- To be able to use diversity as a resource

### Short description of the planned execution

The trainer asks participants to split in pairs. Everybody interviews his/her partner and finds out 3 similarities and 2 differences. The interview partner should be someone he/she doesn't know or at least not well.

After they interviewed each other they reflect on this experience and think about what it could

mean in working together. How they could integrate their explored potentials of diversity in the team or in a specific working task.

There will be a final reflection round in the plenary.

### Tips for the coach educator

- The trainers should facilitate the reflection process of the participants providing input
- Timing: total time 40 minutes., intro 5 min., interview in pairs 20 min, reflection 10-15 min.)

Material	flip and pens for moderation
People	5- 12 participants, small and large group possible
Purpose	To understand that diversity is a strength and to know how to use it



## 23. CROSS-CULTURAL MEANING OF THE TERM RESPECT



45 minutes

### Rationale

There are universal values and cultural based values how to show or express respect to others. In some cultures it is valued very bad to talk without respect about a family member especially about the mother or elders of the family. In some cultures elders are the superiors to be respected first at all in any situation. In some cultures to take a shower naked in front of others would be shameful etc.

Each football team may have its one codex of respect, which might be the secret of power behind the technical skills of the team. If these aspects are not clear to all team-members, the team will not form a common and powerful unit.

This exercise will first help to find out personal values of respect (sometimes related to culture) and to form on a second step, common values as ground rules, which could be a certain trademark of the team.

The following exercise will help to find out the common and different values of respect within the team to be able to form a code of conduct, which will be respected by each team-member. This is related to Module 3 that aims to develop the participant's intercultural competences.

### Aims

- To raise awareness about different cultures among participants
- To make volunteers to understand what is culture and its specifics (background is not always evident).

### Short description of the planned execution

#### *First part*

Find out cultural or personal differences and similarities of attitudes which cause respect or opposite

Participants get 2 suggestions: "What you should do in your culture to be respected / judged?" (5 min max)

After participants are ready they are asked to show their answer non-verbally. They get 1 minute to show and then other participants should guess.

After all presentations collate questions for analysis are given. After summarising the analysis trainers come to presentation of "Iceberg" model of culture.

Instructions to Participants: Please think of 2 suggestions, find answers, write them down or remember them. Do not show it to anybody.

Now please try to show your answers / situations non-verbally and others have to guess what it was.

Debriefing questions

1. Was it difficult to find answers? Why?
2. What surprised you most? Why?
3. Did you notice any similarities? What kind? Why there are similarities?
4. What should we take into account while staying in different culture?

### *Second part*

Collect those parts of respectful behaviours being agreed by all team-members and design together a code of conduct signed by all team-members

### **Tips for the coach educator**

Instead of presenting answers non-verbally answers could be also given verbal.

Material	3 flipchart pages: 1 – to fix answers, 2 – questions, 3 – “Iceberg-Model”, 4 sheet of paper A4 format with debriefing questions; Post-it
People	10-20 participants
Purpose	to develop awareness about different cultures

## 24. INTERCULTURAL SIMULATION FOR HATTRICK FOOTBALL COACHES - HATT & TRICKERSTAN



90-100 minutes

### Rationale

By a simulation you can create culture clashes and experience culture shocks in a very short time. You can actually experience what it means to be abroad or to have foreign visitors. The final debriefing is crucial to deepen awareness and understanding for what has happened.

### Aims

Participants actually experience intercultural encounter. Experience is much stronger than just hearing or reading about it. The impressions are to be deepened by the trainer in a debriefing-round.

### Short description of the planned execution

#### Preparation

You need two rooms and a few hats for the people from Trickerstan.

Divide participants into two sub teams.

Let each sub team go in a separate room each. Provide a sheet of the respective culture to each participant they have to simulate but without letting them know the other culture. Give the groups about 20-30 minutes to read the background information and to practice the according rules.

Then you describe the plot (The people from a football club in Hatt want to buy a brilliant football player from Trickerstan) and let the Hattos visit

the Trickerers in the (bigger) room (now Trickerstan), simulating the sales discussion for 30 – 45 minutes.

#### *The Hattos*

The people from the country “Hatt” call themselves “Hattos”. Hatt has a good infrastructure, and huge industries, the country itself is poor in natural resources.

In our days the Hattos are quite business oriented people and live to work. They like to have good results. The Hattos think of time as a precious resource so they try to waste it as little as possible by talking in short and very direct meanings and would never do small talk or talk about private things. They even tend to interrupt their dialogue partner to save time. Hattos only shake hands when meeting and leaving and to seal a good deal. Otherwise they don’t really like body contact but Football is an exception where Hattos tolerate it.

In the history of the Hattos some famous philosophers of Hatt were inspired and influenced by humanistic ideals. So the Hattos in modern times still have very flat hierarchies and everyone is allowed to take part in discussions.

As already mentioned, the Hattos are business and result-oriented people. In discussions they like to come right to the point. However, a clear no is considered highly impolite, so they would never say directly “no”. Especially during a sales conversation Hattos avoid to say no because they wouldn’t want to do anything that adventures their affair.



Hattos really like to watch sports in their free time. Especially football is very popular. Because of this, football is an area where much money is made, which makes it extra attractive to the business oriented Hattos.

Maybe due to their business orientation the Hattos only have very few clever, playful and tricky football players. That is the reason why they like to buy two football players of Trickerstan.

### *Rules:*

- Hattos greet and seal business by a handshake. Otherwise they don't like body contact.
- Hattos communicate very directly by using short sentences, coming to the point.
- As an exception Hattos never say no directly but describe their attitude.
- Hattos interrupt their dialogue partner when they talk "too long".
- Hattos never talk about private things.
- Every member of a delegation from Hatt is treated equal and may speak out for the group.

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### *The Trickerers*

The Trickerers live in the rather rural country of Trickerstan. It's quite cold in Trickerstan, so everyone wears a cap. In the beginning it was for practical reasons, but now it also has become part of their personal identity and is like a typical national accessory.

They like harmony and are more process- than result oriented: They like to have good (and nice) discussions, and they work to live. To assure themselves of harmony and to make others feel like being a part of the group, the Trickerers like to touch each other with hands. They are very keen on small talk; very popular topics are climate change, farmers' harvest and family.

In the long and glorious history of Trickerstan many poets wrote songs and romantic poems about love, the beauty of the landscape and nature of the countryside. These poets are still adored and maybe because of this the Trickerers like to describe things in detail and to use pictures and metaphors in their speech.

While doing business the Trickerers want their partners to feel comfortable due to their need of harmony. When they have business partners from abroad they like to praise their country and to show the guests round. Trickerers expect a present from their partners before sealing the deal.

Football is very popular in Trickerstan: Almost everyone watches and plays football, the clever and tricky players are celebrated as heroes and the Trickerers are very proud of them. The typical scorer is popular, too but not as popular as the ball wizard.

### *Rules:*

- Trickerers wear hats.
- Trickerers greet by hugging and patting their right hand three times on the back of the other person.
- Trickerers like to touch each others with hands and always say "thank you".
- Trickerers use picturesque and describing language.
- Trickerers always have a leader in delegations.
- Trickerers who are not leader in a discussion may whisper with each other and whisper advices to their leader.
- Trickerers expect a present from their partners before sealing the deal.

### **Tips for the coach educator**

#### *Debriefing*

When you close the simulation session you ask the participants to come out of their role again.

Calculate for debriefing at least 15 minutes/person but ask a debriefing question each participant in the round and don't ask all questions one person in a row as this gets very dull and boring to the other participants waiting for their turn.

#### *Debriefing questions*

- How do you describe the simulation with one word?
- What were your expectations when you began?



- Which rules do you think apply for the other culture?
- How did you deal with that in the discussion?
- How did you feel in the situation?

### Timing:

- 30 minutes for framing, setting, explanations, preparation;
- 30 – 45 minutes the simulation itself.
- At least 15-20 minutes for each participant in debriefing. (Be prepared for more need of discussion!)

### Source

Developed by Marcus Lemke, **BUPNET (DE)**

Material	2 rooms, sheets with cultural rules for each participant; a hat for every Trickerer
People	suitable for a small group with 5 – 8 participants
Purpose	to develop intercultural awareness



## 25. MOTIVATION/CREATE MOTIVATION



30 minutes

### Rationale

This activity is focused on the analysis of the extrinsic and intrinsic motivation.

### Aims

- Stimulate a common understanding on motivation
- Provide knowledge on extrinsic (EM)/intrinsic motivation (IM)

### Short description of the planned execution

Split into two groups – one collecting information on extrinsic and one on intrinsic motivation – writing cards.

Each group has to think about which are the common extrinsic motivations of the players and the intrinsic motivation of the players.

Then in plenary, they should analyse those motivations and reflect on how to help the players to find a good balance between EM and IM.

### Tips for the coach educator

The coach educator should facilitate the plenary providing to the coaches some examples.

Material	paper, pens, scissor
People	5-10 participants
Purpose	This short activity belongs to a training for coaches for a better understanding of the motivations of the players to engage themselves in a football team.

## 26. HOW CAN WE ANALYSE DIFFERENT MOTIVATIONS OF PLAYERS?



50 minutes

### Rationale

This activity is focused on the exploration of the difference between intrinsic and extrinsic motivations and reflection concerning the motivation of the players

### Aims

- Reflect on the motivations of the players and how prevent the loss motivations that sometimes it can occurs in the players

### Short description of the planned execution

Ask the participants to share their experience of coaching in their team. What motivations do the players have?

Ask the participants to provide some examples and anecdotes of motivations experienced by the players.

Guiding questions:

- What are the major motivations of young people playing football?
- How is it possible to create a balance between intrinsic and extrinsic motivation?

- How to prevent the risk of loss of motivation on the players?
- How is the relationship between the motivator and the players being motivated?

### Tips for the coach educator

The coach educator should facilitate the reflections of the coaches. In case that the coaches don't have anecdotes, the educator should give them some examples.

Material	No material
People	5-10 participants
Purpose	This short activity belongs to a training for coaches for a better understanding of the motivations of the players to engage themselves in a football team.

## 27. FINDING STRATEGIES – HOW COULD A COACH IMPROVE THE MOTIVATION OF PLAYERS



30 minutes

### Rationale

This activity is a discussion/reflections concerning the strategies to improve the motivation of the players.

### Aims

- To stimulate in the coaches in a reflection on the strategies to improve the motivation of the players to engage themselves in a football team and in their personal and professional life

### Short description of the planned execution

Reflection about the strategies that the coach can develop to improve the motivation of the players to:

- Fair Play
- Learn important values through playing

- Learn the importance of the engagement to reach aims and be successful playing football as well in their work and personal life.

### Tips for the coach educator

The coach educator should facilitate the plenary providing to the coaches some examples of his personal experience.

Material	No material
People:	5- 10 participants
Purpose:	training for the coaches on creating motivation among the players

## 28. VISUALIZATION



20 minutes

### Rationale

This activity should be carried out by the coaches with the players.

The trainers should teach the coaches how to carry out this activity.

### Aims

- To let the players visualise successful moment of the past and try to remember, through their senses, these experiences in order to recuperate their positive feelings.

### Short description of the planned execution

To practice visualization of a specific situation in their past where they have been very successful.

This will give them more self belief and self confidence within their sport.

Imaginery technique – visualization for the specific sensors e.g. sight, smell, feel, here, taste.

Learners will practice visualizing each of the different senses.

Learners will move onto visualization of their successful past experience.

### Tips for the coach educator

The coach educator should facilitate the discussion asking the participant to give examples of their successful moments and giving personal examples to.

Material	soft music
People	5- 20 participants
Purpose	To create an image of a positive, successful situation in order to motivate the players

## 29. MOOD SPACE



15 minutes

### Description

The trainer is in the middle with the participants around him or her.

The trainer says a comment about the workshop.

If the participants agree they move nearer to him or her.

Alternately each participant comments on the workshop and the others have to move closer or further away from him or her according to whether or not they agree with their opinions.

### Aims

- To receive a feed-back for each session;
- To identify what was working well and not so well in every session;

### Tips for the coach educator

Make sure that both are important and average team members are working and giving their own opinion.

Material	No material
People	5- 20 participants
Purpose	stimulate group bonding and taking responsibility for the evaluation of the sessions



### 30. SEQUENTIAL EVALUATION



15 minutes

#### Description

The trainers draw in advance on 4 flipchart papers (one paper with a sun, the second one with a sun and clouds, the third one with rain and lighting, the forth one with clouds); all the papers are put on the floor and separated by 2 ropes, forming 4 squares. One of the trainers is reading every session of the programme. After this participants move around in the square according to the success of the activity.

#### Aims

- To be aware of the fulfillment of the objectives for every session of the course.
- To give the possibility to the participants to express their position regarding the impact of every session;
- To receive a feed-back for each session;
- To identify what was working well and not so well in every session;

#### Tips for the coach educator

The trainer should facilitate the participants to provide feedbacks

Material	Flipchart paper, markers, rope
People	5- 20 participants
Purpose	stimulate group bonding and taking responsibility for the evaluation of the sessions

# 31. DART BOARD OF EVALUATION



15 minutes

### Description

Participants are asked to put marks with a marker on a drawn dartboard. The dartboard will be divided into 8 areas corresponding to the following elements:

- Group Dynamics;
- Atmosphere;
- Techniques, contents and methods used;
- Programme in general;
- Participant-team relations;
- New skills/ knowledge acquired
- Your own contribution;
- Trainers;

It gives a useful visual overview of the evaluation of participants on different elements in the programme.

There will be a scale on dartboard from centre to outer levels.

Centre: 12; others are 8, 4 and 1. This can provide a numerical evaluation for the final report.

### Aims

- To evaluate the feelings of the participants regarding different elements and horizontal dimensions of the training course.

- To receive a feed-back on different parts of the course;
- To identify what was working well and not so well

### Tips for the coach educator

Do not allow participants to go and put the marks all at the same time; do it one by one otherwise it will be chaotic.

Material	A drawn and colourful dartboard with the written elements; markers for each participant
People	5- 20 participants
Purpose	Evaluation of the whole training

## 32. DICE EVALUATION



60 minutes

### Description

Throwing the dice and finishing the sentence under the number.

- 1: I feel...
- 2: I would like to wish something to somebody...
- 3: I would like to thank somebody for something...
- 4: I learnt...
- 5: I understood...
- 6: I would like to say

### Aims

- Emotional evaluation is done by dice evaluation where participants have the chance to express their feelings before saying goodbye.

### Tips for the coach educator

The trainer should encourage participants to provide feedback

Material	Dice, flipchart board and flipchart papers
People	5-20 participants
Purpose	Emotional evaluation of training

## 33. NET-WORK FOR EVALUATION



15-45 minutes

### Description

The group stands close in a circle. The facilitator asks the group, to give feedback one-by-one to the group. "What could you learn from the group, what will you take home from here? What could you contribute? What are your future plans?"

The first person starts with a couple of sentences, holding a ball of string, then pass the string ball to somebody else. This way everybody has the opportunity to share his/her thoughts, and at the end a great net is weaved and gives the feeling "being connected to each other".

### Aims

- evaluation at the end of a training
- inspiring future networking of the participants

### Tips for the coach educator

The trainer should encourage participants to provide feedback

Material	a long-long ball of string
People	5-40 participants
Purpose	Final evaluation of training

## 34. CREATIVE THINKING –EVALUATION



30 minutes

### Description

Go back to the expectations discussed at the beginning of the course and reflect on whether the aims have been achieved or not.

Ask the participants to now imagine a row of different coloured hats.

Explain the characteristics of the hats:

- Blue hat: who coordinates the evaluation (trainer)
- White hat: information acquired / skills learnt (does not need to be justified)
- Red hat: expression of feelings (does not need to be not justified)
- Yellow hat: positive aspects of the workshop (need to justify)
- Black Yellow: negative aspects of the workshop (need to justify)
- Green hat: how you can change the negative aspects into positive aspects.

The participants will now put on each hat and make an evaluation.

### Aims

- Group discussion about their first expectations and if they were satisfied with the course.
- Analyse the training changing the points of views in order to have a complete evaluation

### Tips for the coach educator

The trainer should encourage participants to provide feedback according to the hats they are wearing.

Material	Coloured hats/ flipchart/ papers
People	5-10 participants
Purpose	Evaluation according different points of view (cognitive, emotional etc)



