



www.hattrick-project.eu/

Toolkit for FootbaLLL Workshops – Games and Exercises

Wenceslao Avila-Miranda

Holger Bienzle

Marcus Lemke

Maren Satke

Boian Savtchev

John Vrolings



This project has been funded with support from the European Commission
(Reference: 502368-LLP-1-2009-1-AT-GRUNDTVIG-GMP)

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



INDEX – GAMES AND EXERCISES	2
1. WOODEN MAN	4
2. HUMAN SPRING	5
3. CHAIN TAG	6
4. WHEEL BARROW RACE	7
5. LA OLA TRUST RUN	8
6. FLIP THE TARP	9
7. FOLDING RULE	10
8. FOOTBALL AGAINST RACISM	11
9. DRESS CODE	12
10. PUNCTUALITY (CULTURAL AWARENESS DISCUSSION FOR PLAYERS)	14
11. RELIGION: CULTURAL AWARENESS DISCUSSION FOR PLAYERS	16
12. REMOTE CONTROLLED	18
13. PENALTY-EGG-KICK	19
14. MINE SWEEPER	20
15. B-CREATIVE	21
16. BUCKET ON FEET	23
17. WIN-WIN ARM WRESTLING	24
18. PENALTY – KNOWLEDGE QUIZ	25
19. KNOW YOUR NEIGHBOUR	28
20. DOCUMENTATION	29
21. DISCUSSION: IS UNFAIRNESS ALLOWED?	30
22. PENCIL DEAL	31
23. BODY AND LANGUAGE	32
24. HOW FOOTBALL CAN HELP ME	34
25. MY DREAM COACH/PARENT	35
26. HIT TARGET/BULL'S EYE	37
27. STREET SOCCER CHALLENGE TRICKS	38
28. ULTIMATE FRISBEE FOOTBALL	39
29. BAFA' BALL	41
30. PANNA RESPECT BATTLE	43
31. THE NET	44
32. RIVER OF CROCODILES	45
33. SETTING OBJECTIVES/FULL VALUE CONTRACT	47
34. TEST AND DISCUSSION	48
35. GROUP IDENTIFICATION	50
36. FOUR (MULTI) GOAL GAME	52
37. HALF WAY LINE GAME	53
38. KEEP AWAY HANDS BALL	54



SOCIAL
COMPETENCES



SELF
MANAGEMENT



SPORTS-
MANSHIP



INTERCULTURAL
AWARENESS



COMMON
VALUES



Recommended
time for this
exercise / game



COMMUNICATION
SKILLS



Recommended
part / element
of the workshop



TEAM SPIRIT /
FAIR PLAY

1. WOODEN MAN



max. 5 minutes



1. introduction, 2. training activities

Rationale

- The exercise allows team members to feel safe in the group, to know that one can depend on his colleague.
- The exercise makes the team stronger, develops team spirit and mutual trust.
- It is a good exercise to use when a group has to get used to each other, to stress that the team has a common goal and that the co-operation in a team is a strong instrument to achieve the goals

Aim

- Mutual trust;
- A quick way to build a strong bond between team members;
- Raising awareness that a strong team bond feels good for the individuals.

Short description of the planned execution

All team members stand in a circle, not further than approximately 1 - 1,5 meter radius. The circle is very tight. Everyone stands very close together.

One stands in the middle with the eyes closed, arms straight down along the body, straight back and legs.

The person in the middle falls like a barrier in a random direction.

The circle players make sure that the "Wooden Man" doesn't fall down. They catch him / her and push them back to the centre of the circle and he

falls in another direction.

After a few pushes and falls (max. 20 seconds) the middle person trades places with another player.

The players must be instructed to play fair, nobody may be dropped. It is a matter of trust and safety.

Tips

- Make sure that all team members are able to be the Wooden Man.
Raise equality, everyone has to trust the group. Individuals that doubt, have a lack of trust in the rest of the group.
- Convince everyone to participate. Don't betray trust!

Material	nothing, just enough players
People	at least 8 to make a tight circle
Purpose	It is used as an icebreaker, a starter. Players feel confident, at ease when it is well played. It gives a sort of team rush when everybody is involved

2. HUMAN SPRING



15 minutes



1. introduction, 2. training activities

Rationale

- Players work on trust and practice assertiveness.

Aim

- Participants are assertive and don't need to hide their insecurity by macho-behaviour.

Short description of the planned execution

- Participants go in pairs and stand up face to face in a distance of ca 1 meter. With slightly outstretched arms and their hands on the height of their shoulders and their palms facing to the partner, they now slowly fall against each other and then bounce backwards, by pushing away from the palms of the partner.
- Then they slightly increase the distance between them, if both agree, and fall and bounce backwards and so on.
- This goes on as long until one of the partners says that they have reached the highest possible safe distance between them.

Tips

Debriefing:

- How did the decision to stop come up?
- How easy/hard was it for the one who decided to stop the activity?
- How easy/hard was it for the one who wouldn't have stopped at that moment, to stop the activity?
- What did you learn that you can keep for football/professional life?

Material	no material needed
People	total number of participants doesn't matter – work in pairs
Purpose	workshop or a special unit of a football training

3. CHAIN TAG



5-15 minutes



1. introduction, 2. training activities

Rationale

- The exercise stresses the importance of co-operation and communication. The more a team works together, the better the result will be.

Aims

- By direct communication and focus on common targets players learn to work together and work towards a common goal

Short description of the planned execution

- All players stand individually in a bordered square. The size depends on the number of players (e.g. 8 players – 20x20 m).
- One of the players is the hitman. He has to catch another player by touching.
- The player who has been touched has to hold hands with the hitman. Together they chase the next victim, who once caught, adds to the

chain by holding hand. The chain gets longer. The longer it gets, the more communication is necessary to be successful. It is only allowed to catch a player when the chain is completely intact.

- The game ends when all players are caught.

Tip

- The last survivor gets a reward or privilege.
- A complicating factor could be to permit only one player in the chain to give orders.

Materials	4 pylons to border the square
People	minimum number of 8 players
Purpose	workshop activity or warming up game of a football training

4. WHEEL BARROW RACE



10 minutes



2. training activities, 4. practical games

Rationale

- The exercise is meant to optimize co-operation. Players have to adapt to the others pace and act as a real team.

Aims

- By working together achieve the maximum result. Finding the optimal pace by taking notice of each others capacity.

Short description of the planned execution

- This race is meant as a relay race played by teams of 2 players. One is wheel barrow, the other is carrier. The wheel barrow walks on both hands while his legs are carried by the carrier.
- They walk / run as fast as possible to the other side where the roles are swapped.

- The first team to get back to the finish is winner.

Tip

- A complicating factor is to carry a load on the wheel barrows back e.g. a ball or pylon.

Materials	no specific material needed
People	total number of participants doesn't matter – work in pairs
Purpose	workshop or a relay race during a football training

5. LA OLA TRUST RUN



10 minutes



1. introduction, 4. practical games

Rationale

- Participants and the group can experience trust. This can be used both as a warming-up or cooling down exercise.

Aims

- Participants know if they want to work well in a team you need trust. And trust derives from fairness, keeping to rules and empathy.

Short description of the planned execution

- The participants stand up in two rows facing each other in a distance of about 1,5 m. They stretch out their arms on the height of their shoulders so they form something that looks like a guard of honour. 5 meters in front of the two rows stands the first volunteer waiting for the agreed signal to start and to run through the guard of honour. Just when the runner is about passing the first pair, they move up their arms then the second pair and so on: la-

ola-like. Of course the group may make some noise.

Tip

- The trainer has to make it plain to the group that they must raise up their arms in time: Security goes first and it is meant as a trust exercise and not a test of courage!

Materials	no materials needed
People	at least seven persons, the more people, the more fun
Purpose	can be used for any occasion training, workshop, warming-up, cooling down.

6. FLIP THE TARP



10 minutes



4. practical games, 5. reflection

Rationale

- At the end of the exercise, both groups interchange their experiences.
- The exercise allows team members to feel how important it is to work as a group, to know that everyone depends on each other.
- The exercise makes the team stronger, develops team spirit and mutual trust.
- It is a good exercise to use when a group has to get used to each other, to stress that the team has a common goal and that the co-operation in an team is a strong instrument to achieve the goals.

Aims

- Mutual trust.
- A quick way to build a strong bond between team members.
- Raising awareness that a strong team bond feels good for the individuals.

Short description of the planned execution

- The whole group will be divided in two groups, each group is standing on a tarp, canvas or blanket (about. 4 x 6 Meter), which is spread on the floor. the group's task is to turn the canvas, the bottom upwards. without a group member leaves it or touch the ground outside of it.
- The following rules apply:
- If one of the group members Touch in any form or by any part of the body the ground

outside the trap, the exercise starts again from the beginning.

- Before the tarp its turned it should be folded, so many times as possible. By each fold, the tarp will be folded in the half its longest side.
- The number of folds that the group wants to perform, shall be made known beforehand to the coach.
- If The group doesn't reaches its self-set goal, the exercise starts again.

Tips

- By the group can be arranged a time in which the task have to be solved. The coach must "punish lapses" consistently.
- Missteps "and / or non-achievement of the number of folds can be punished additionally by the fact that the next time they attempt one member of the group plays blind (blindfold, etc.).
- The exercise is useful for both indoor and outdoor.

Materials	2 tarpaulins, blankets or sail clothes of 4x6 meters each
People	at least 8 to make a tight circle
Purpose	It is used as an icebreaker, a starter players feel the strength of the team, have to work closely together. It gives a sort of team rush when everybody is involved.

7. FOLDING RULE



10 minutes



4. practical games, 5. reflection

Rationale

- This exercise shows the importance of communication and teamwork for a common strategy building and success.

Aims

- Participants are willing and able to communicate in the job and can work with others on a common strategy and benefit by the success of the company.

Short description of the planned execution

- Each group should consist of at least six persons. They stand in two rows facing each other and pointing out their forefinger, like if they were holding a pistol. You put on their fingers a folding rule which you still hold while explaining their task. Ask the group to lower the folding rule to the ground without anyone losing the contact to it. If that should happen, the group has to start again. Make sure that everyone has understood the task. If you now let go the folding rule it's very likely that the group will lift it!

Tip

- Let the group try by itself and don't spoil the learning effect by solving it too early. If they want to give up or if it takes a very long time, give a hint how they could succeed or let them try again after a short break.
- Only by communication and a common strategy the group will manage to lower the rule.

Debriefing:

- What happened?
- From your point of view: How did the group solve the task?
- How could you use your insights for football? Are there parallels to professional life?

Materials	one or more folding rules
People	small groups, at least 6 participants
Purpose	could be used in a workshop or as an activity in regular football training.

8. FOOTBALL AGAINST RACISM



45 minutes



2. training activities, 4. practical games

Rationale

- This discussion is about:
- Recognise the incidence of racial conflict in the clubs and tackle with any forms of racist speech, actions and body language. Understand how to deal with accusations of racism. Understand how to respond in a positive way.

Aims

- Participants to share common understanding of how football and racism can not go together and know how to respond to and tackle with racist remarks.

Short description of the planned execution

- Warm-up Discussion:
Are there people from different national or ethnic backgrounds playing with you?
Do you have a problem with people from different cultures playing together?
Are you sometimes impatient with people who have different backgrounds to yours?
Is the colour of skin important to be a good football player?
Can you name a few football stars of foreign or immigrant origin?
Can people of foreign or immigrant origin become good football players?
- Watch the Football Against Racism video at <http://www.youtube.com/watch?v=EjB9wDXzZXE>

- Post video discussion:

Have you experienced racism in your club? In what way?
How do you respond to and tackle with racist remarks?
Can football tolerate racism?
Can football help kick racism out of football?
Comment on the quotes below:
Football unites, racism divides!
Racism is created and anything that has been created can be undone! (Samuel Eto'o).
Black or white, we all have football under our skin! (Eusebio)
Who is your favourite football star of foreign origin? What do you like about him?

Tip

- Follow the 3 steps as above:
1. Warm-up Discussion 2. Video 3. Post video discussion

Material	video
People	small groups, at least 6 participants
Purpose	to be used in a workshop

9. DRESS CODE



45 minutes



1. introduction, 3. evaluation

Rationale

- This discussion shows the importance of attitudes, intercultural issues, codes, proper communication and building a common attitude, shared understanding of the rules and behavioural codes, building common strategy and patterns for successful performance and good team-spirit.

Aims

- Participants to develop proper attitudes towards the football club environment; recognize the difference; develop intercultural awareness and skills; share common understanding of the rules; develop cultural sensitivity and proper behavioural modes.

Short description of the planned execution

- This is topic-based Cultural Awareness Discussion for Players that can be produced in different languages to be done with the players.
- It can be presented orally or on paper as a 5-10 minute discussion during breaks or when appropriate situations arise, posing questions to be answered.

Content:

Dress Code discussion: Agree or Disagree

1. I think differences in dress code for faith or other reasons should not be accepted.

2. The only reasons for imposing a common dress code are health and safety and public decency.
3. The way individuals dress is their own responsibility.
4. The club should have no influence.
5. The way individuals dress is their own responsibility.
6. If what you wear isn't against club regulations, they shouldn't interfere.
7. The fact that I don't like how you dress doesn't give me the right to criticise or ridicule you.
8. How will you change what you think, what you say or do at the club?

Steps:

- Present the issues/questions one by one and discuss with the players.
- Encourage the individual members of the group to give reasons and different views.
- When reach an agreement ask players individually: How will you change what you think, what you say or do at the club
- Conclusions.

Tip

- Present the issues/questions one by one and discuss with the players.
- Encourage the individual members of the group to give reasons and different views.
- When reach an agreement ask players individually: How will you change what you think, what you say or do at the club.
- Try to achieve common conclusions.

Materials	oral or paper
People	small groups, at least 6 participants
Purpose	to be used in a workshop or on the pitch during breaks.

10. PUNCTUALITY (CULTURAL AWARENESS DISCUSSION FOR PLAYERS)



10 minutes



1. introduction, 3. evaluation

Rationale

- This discussion shows the importance of attitudes, intercultural issues, codes, proper communication and building a common attitude, shared understanding of the rules and behavioural codes, building common strategy and patterns for successful performance and good team-spirit.

Aims

- Participants to develop proper attitudes towards the football club environment; recognize the difference; develop intercultural awareness and skills; share common understanding of the rules; develop cultural sensitivity and proper behavioural modes.

Short description of the planned execution

- This is topic-based Cultural Awareness Discussion for Players that can be produced in different languages to be done with the players. It can be presented orally or on paper as a 5-10 minute discussion during breaks or when appropriate situations arise, posing questions to be answered.

Content:

Punctuality Discussion: Agree or disagree

1. If you arrive late for training or a game, you shall be criticized.
2. It is essential to do what and when you promise.

3. People from different cultures have different attitudes to time.
4. It is important to respect different attitudes to time.
5. As long as you are a good player a poor flexible attitude to punctuality is OK.
6. Punctuality is important and affects discipline and performance.
7. How will you change what you think, what you say or do at the club?

Source:

Based on the Training4Diversity materials (developed with the participation of Boian Savtchev, HATTRICK Project member)

Steps:

- Present the issues/questions one by one and discuss with the players.
- Encourage the individual members of the group to give reasons and different views.
- When reach an agreement ask players individually: How will you change what you think, what you say or do at the club
- Conclusions.

Tip

- Support timid players to contribute too. Make sure that they have a safe environment in which they dare to speak up.

Materials	oral or paper
People	small groups, at least 6 participants
Purpose	to be used in a classroom or on the pitch during breaks.

11. RELIGION: CULTURAL AWARENESS DISCUSSION FOR PLAYERS



10 minutes



1. introduction, 3. evaluation

Rationale

- This discussion shows the importance of attitudes, intercultural issues, codes, proper communication and building a common attitude, shared understanding of the rules and behavioural codes, building common strategy and patterns for successful performance and good team-spirit.

Aims

- Participants to develop proper attitudes towards the football club environment; recognize the difference; develop intercultural awareness and skills; share common understanding of the rules; develop cultural sensitivity and proper behavioural modes.

Short description of the planned execution

- This is topic-based Cultural Awareness Discussion for Players that can be produced in different languages to be done with the players.
- It can be presented orally or on paper as a 5-10 minute discussion during breaks or when appropriate situations arise, posing questions to be answered.

Content:

Religion discussion: Agree or disagree

1. Religion has no place in any club or organisation.

2. It is inappropriate to cater for one religion and ignore others.
3. It's important to be sensitive to other's religious feelings and beliefs.
4. It is good to accommodate their requirements where possible.
5. Time-off should be allowed for religious practice, where possible.
6. How will you change what you think, what you say or do at the club?

Source:

Based on the Training4Diversity materials

(developed with the participation of Boian Savtchev, HATTRICK Project member)

Steps:

- Present the issues/questions one by one and discuss with the players.
- Encourage the individual members of the group to give reasons and different views.
- When reached agreement, ask players: How will you change what you think, say or do? Conclusions.

Tip

- Be especially aware of the fact that there can occur fundamental differences between people about the value of religion. Make sure that there is a respectful way of communication on

this subject. Define rules of behaviour on beforehand.

Materials	oral or paper
People	small groups, at least 6 participants
Purpose	to be used in a workshop or on the pitch during breaks.

12. REMOTE CONTROLLED



15 minutes



1. introduction, 3. evaluation, 5. reflection

Rationale

- The blind person feels the relevance of listening to the right voice and to communicate.
- The seeing person experiences responsibility and importance of communication.

Aims

- Participants know they have responsibility for themselves and for others and thus aiming for communication and willing to support others.

HATTRICK competences

- Self management
- Communication skills
- Team spirit

Short description of the planned execution

- Split the group in pairs. One of each pair is blindfolded; the other one has his blindfold ready around his neck. The blindfolded person gets two foam rubber balls. The task is now to shoot as many other pairs as possible. Only the blind folded one may touch the balls.

The seeing person must not touch the blindfolded but can give him instructions by speech. After every successful shot the roles are swapped. Now the formerly seeing person is blind folded and throwing the balls and vice versa. The pairs count their roll changes.

Tips

- Safety first: The seeing person has to watch out for arms etc.

Debriefing

- What was difficult? How could you manage?
- Is it possible to benefit from that in football/real life?

Materials	form rubber balls and blindfold for every participant
People	at least 6 persons
Purpose	workshop or activity in regular football training

13. PENALTY-EGG-KICK



20-30 minutes



2. training activities, 4. practical games

Rationale

- The intention is to show that teamwork and creativity can solve many obstacles.

Aims

- The participants are willing and able to work in a team and develop strategies “out of the box”. They become creative team players.

Short description of the planned execution

- This exercise is an idea based on the classical exercise „the great egg drop“.
- Basically it's about a teaming exercise by developing and building a device together that is capable of protecting an egg from a fall of at least 3 m.
- So the goal is to adapt it to the possibilities of a football pitch.
- Divide the team in at least two sub teams.
- Provide office supplies such as scissors, tape, paper, glue but also old newspapers, straws, balloons, etc. and of course ... eggs
- (it is a good idea to have spare eggs, if a team should break their egg before the kick).
- The task is, to build a construction round the egg in ten minutes so that the egg will survive a penalty kick into the goal.
- You can award the most creative construction or collect names for it.
- Finally you celebrate the penalty-kick of the egg devices and if the egg remains intact the team wins.

- Debrief everyone about the role they had in the sub-team (for proposal of debriefing questions see tips below).

Tips

Debriefing Questions

- What was your role in the team?
 - What did the others do?
 - What was good?
 - What could have been better?
 - How would you work if you would do this exercise another time?
 - Do you see parallels to football/professional life?
- This – especially the debriefing – will take a while. If you calculate rather quick 5 minutes for each participant to answer the questions, it will take an hour for twelve participants!

Materials	office supplies such as scissors, tape, paper, glue but also old newspapers, straws, balloons, etc. ...1 egg/team and spare eggs.
People	small groups each should consist of at least four participants
Purpose	could be used in a workshop or as an activity in regular football training

14. MINE SWEEPER



15 minutes



1. introduction, 3. evaluation, 5. reflection

Rationale

- The blind person feels the relevance of listening to the right voice and to communicate.
- The seeing person experiences responsibility and importance of communication.

Aims

- Participants know they have responsibility for themselves and for others and thus aiming for communication and willing to support others.

Short description of the planned execution

- Two players form a team. One of them is blindfolded (e.g. by a scarf) and has to cross a minefield. The field is bordered by pylons (at least 20 x 20 m) and the mines are balls, pylons or the like and mustn't be touched by the blindfolded person. The seeing person has to guide the blindfolded person from the outside of the field by instructions.

- If there are more players on the minefield, it is even more difficult, because each has to focus on the voice of his partner.
- Instead of commands by voice you could think of other signals like clapping or snapping.

Tips

Debriefing

- What was difficult? How could you manage?
- Is it possible to benefit from that in football/real life?

Materials	pitch, 4 pylons and blindfolds, mines (paper, balls, pylons...)
People	Two players form a sub-team
Purpose	could be used in a workshop or as an activity in regular football training

15. B-CREATIVE



50-60 minutes



2. training activities, 4. practical games

Rationale

- Having to be creative, presenting your ideas and getting feedback by the participation of your team mates raises empathy and respect for the trainer's task as this is the daily business of a trainer.
- Another effect is the awareness of need of rules. Rules you need for your training/game part and rules you need if you want your presentation to be heard and seen by your team mates.

Aims

- The participants understand the need of rules, have empathy and treat others like they want to be treated.

Short description of the planned execution

- "Be creative" is divided into two parts: the first part wants to give participants opportunity to be creative themselves, the second part is about presenting yourself and your ideas.
- Split team into small groups with 3 - 5 persons.
- Let the small groups choose which material they want to use or let the trainer assign special material to the small groups.
- Each small group develops a little game or exercise with the material. If they copy something they did before, make them to vary at least something. The goal is to be crazy, innovative and creative.
- Let the small groups think for them self for a while, if they have difficulties give them small

ideas or hints, so that the exercise is still theirs.

- When each small group has developed something, give them the opportunity to play, try and practice and maybe to improve their game/exercise.
- Next step is the presentation of each small group: let them present their exercise by a short explanation and demonstration. Let the others take part for a while.
- After presentation and test phase enter a quick feedback-round (it really should be quick as you don't want the players to cool down or to slow down their enthusiasm):
 - Creators: what do you like about your training/game?
 - Others: what do you like about the training/game?
 - Together: what could be improved / modified?
 - The trainer may give a feedback on the basis as an expert, too.

- Repeat the last two steps for every small group.
- The activity can be framed in a way that you want the players to give the chance to experience to be a trainer. Maybe it's even possible to take over some trainings/games for future training designs.

Tips

- Questions for debriefing in a last round in plenum:

- Allow to put on training jackets, as this could take a while.
 - What did you like about being a trainer?
 - What could have helped you?
 - If you should formulate one rule for your training, what would it be?

Materials	anything you can provide: balls, ropes, pylons, benches, rings...
People	small groups 3 -5 persons, plenum people, the more fun
Purpose	football training but also workshop

16. BUCKET ON FEET



40 minutes



2. training activities, 3. evaluation

Rationale

- This exercise shows the importance of communication and teamwork for a common strategy building and success.

Aims

- Participants are willing and able to communicate in the job and can work with others on a common strategy and benefit by the success of the company.

Short description of the planned execution

- Participants lay down on the grass as close as possible in a circle side by side and stretch out their legs into the air towards the centre of the circle. On the feet the trainer puts a bucket full of water. Each foot should touch the bucket.
- Every participant is asked to take off the shoes as fast as possible and without spilling any water. It is typical that if too many people try this at the same moment without agreement, the bucket is dropped and the participants get wet. It takes some time until you agree on three or four people to hold the bucket with their feet so that one can take off his shoes without getting wet.

Tips

- This activity should only be played in warm and nice weather.
- Set a time limit to make it more vivid.

Debriefing

- How difficult did you find the task?
- How content are you with the process of solution?
- How content are you with the result?
- What was extraordinary successful?
- What did you learn that you can keep for football/professional life?

Materials	pitch, buckets with water, towels
People	4 - 6 persons per bucket
Purpose	could be part of football training or/and workshop

17. WIN-WIN ARM WRESTLING



30 minutes



2. training activities, 4. practical games

Rationale

- This exercise is not only for co-operation and teamwork, it shows that you sometimes have to pass on a short termed success to win in the long term.

Aims

- Participants think situations through if a little personal surrender can be a benefit for the team and in the long term for themselves.

Short description of the planned execution

- This exercise needs a table and two chairs or benches. Pick two players who are friends, have a good self esteem and are about the same strength. Frame the situation by stating that you won't play a game for fun but doing a demonstration. Say that you have matches, chips that count ten points.
- „I need two guys for arm wrestling. Each time you press down your opponents hand down on the table, you win a match/a chip. You have 60 seconds and during this time you may wrestle as many times as you want.”
- After this briefing you immediately start the exercise – no questions and no talking is allowed during the exercise.
- Usually it will go the way that the boys will fight their very best and exhaust their energy. At the end they may have wrestled two or three times.

- The next round is likely to look the same. At some point the strategic participants will ask for clarifying the rules. Now the players can discuss a cooperative strategy. Let the participants who come up with the idea of mutual win-and-lose show their cooperative and success strategy.

- Solution is that each partner has to loose alternately to win as many matches as possible. (www.locker-bleiben-online.de)

Tips

Debriefing:

- What has happened?
- Where is the parallel to the situation in a match/real life?

Materials	play money (chips, matches), table, chairs or benches
People	a large group and two self confident friends for arm wrestling
Purpose	workshop or activity in regular football training

18. PENALTY – KNOWLEDGE QUIZ



30-45 minutes



2. training activities, 4. practical games

Rationale

- The idea is raise intercultural awareness while playing a penalty shoot out.
- The game can either be played live or in a digital version on the computer.

Aims

- Raising inter cultural awareness, creating respect and awarding knowledge

HATTRICK Competences

- Self management
- Intercultural and social competence

Short description of the planned execution

- 70 questions to choose from. The answer True (T) or False (F) is stated behind each question:
 1. Many people from Mediterranean cultures stand closer than Western Europeans. T
 2. It is generally acceptable to be a little late for meetings in the North of Europe. F
 3. People from different cultures have different attitudes to time. T
 4. South Europeans never speak loudly. F
 5. A soft handshake and a soft voice is a cultural courtesy, it does not suggest

weakness of character or lack of confidence. T

6. Most Asian people prefer to express their opinions in the open. F
7. No-one is obliged to reveal personal life-style details to colleagues. T
8. Arriving late for a meeting is acceptable in the North of Europe. F
9. People have different ways of communicating. T
10. North Europeans and especially Scandinavians do not insist on having 'private space'. F
11. When people are aggressive it often means they are insecure. T
12. North Europeans use their hands when they talk. F
13. Confrontation is good if it clears problems and allows progress. T
14. Racial comments are acceptable. F
15. It's important to be sensitive to other's religious feelings and beliefs. T
16. Homophobic behavior or speech is acceptable within a team. F
17. People often prefer to discuss personal matters with those they feel close to. T
18. North Europeans like touching each other during conversation. F

19. It is normal in Middle Eastern society for the young people to do something to serve the old or the ill. T
20. In Japan women usually leave work when they get married or have children. T
21. Prayer times are not at all important for Muslim people. F
22. In southern cultures arriving 'on time' can mean up to 30 minutes late. T
23. North Europeans like to touch each other when speaking. F
24. South Europeans stand closer to each other when speaking. T
25. Muslim people do not eat pork. T
26. British people do not like talking about the weather. F
27. When eating French try everything and avoid leaving food on their plates. T
28. South Europeans never communicate through gesture when speaking. F
29. It is considered inappropriate to ask North Europeans about how much money they earn. T
30. All cultures greet each other in the same way. F
31. It is not normal or acceptable to kiss someone on the cheek when meeting in all cultures. T
32. It is considered inappropriate or offensive women to wear short skirts or shorts in Muslim countries. T
33. Muslim religion does not prohibit drinking alcohol. F
34. In certain countries it is acceptable to eat using your hands. T
35. In certain cultures it may be considered rude to look someone in the eyes. T
36. Jokes about race, gender, sex, disability or appearance can be considered inappropriate in many cultures. T
37. Asking a woman about her age is considered appropriate in Europe. F
38. Keeping your hands in your pockets when talking to someone is considered rude in most European countries. T
39. Talking about sexuality and homosexuality is natural in Muslim and Eastern cultures. F
40. Mediterranean cultures are noisier and more talkative than in the North of Europe. T
41. French and South European men do not look at women on the streets. F
42. Japanese avoid direct eye contact. T
43. Being 30 minutes early in Eastern Asia is considered on time. T
44. South Europeans never stand close to you when talking. F
45. Italian kiss on both cheeks instead of shaking hands on departure. T
46. Most European cultures never shake hands on meeting and on departure. F
47. Scandinavians are happy with a single kiss when greeting. T
48. French people kiss twice when meeting. T
49. Scandinavians, Germans and British always waive their hands when talking. F
50. North Europeans like to do just one thing at a time. T
51. British, North Americans, Germans, Austrians, Western Europeans and Scandinavians hate punctuality. F
52. People in Africa, India and Latin America have a very flexible concept re 'being on time'. T
53. Hand-shaking is very common in the North of Europe. T
54. In the South of Europe people never do more than one thing at a time. F
55. In Eastern Europe women must show up just a little late for a date! T

56. The British sometimes ask quite personal questions assuming the other person will appreciate their reasons. T
57. A handshake in Africa can last several minutes. F
58. Business and food do not mix! Italians don't talk business while eating. T
59. In Sweden and Bulgaria it is not considered rude or impolite to look your boss straight in the eyes. F
60. Germans will expect you to take off your shoes when entering their homes. T
61. You have to enter a Greek's house with your right foot first to indicate that you wish your host good luck for his personal and family life. T
62. If you are cold in someone's house in Norway it is polite to tell them to close the window. F
63. In Sweden continuous eye contact is considered rude or impolite between people who are not of equal rank. T
64. In Poland it is traditional for men to kiss a woman's right hand instead of shaking it. T
65. French, Italians and other South Europeans never touch when talking. F
66. The Swedes tend to say 'yes' while inhaling to indicate they want you to continue talking. T
67. Bulgarians nod their heads vertically when they mean 'no' and horizontally when they mean 'yes'. T
68. A good football player does not necessarily mean a good person. T
69. A lowly educated person always means a bad person. F
70. A poor person does not necessarily mean a bad person. T

Tips

- Award the winner.
- Let team members give examples by the answers for confirmation

Material	Shortlists of questions and answers, note book computer (for digital version), internet access
People	games can be played individually or in teams
Purpose	workshop activity

19. KNOW YOUR NEIGHBOUR



20-30 minutes



1. introduction, 3. evaluation

Rationale

- The idea is to let people learn to know each other (better) in a short time by asking questions, listening and reproduction of information.
- Listening skills are being well trained in this exercise.
- Players learn to be sincerely interested in a colleague.

Aim

- To train communication and presentation skills

Short description of the planned execution

- The group is divided in pairs.
- One is the interviewer who gets to know the other by asking questions that are not very common. The gathered information is to be presented to the rest of the group in a plenary session by the interviewer. The interviewed person has to confirm that the presented information is correct.

- The roles are swapped after 10 minutes.
- If the group is larger than 8 persons the presentations should not be given in one session. Choosing for different styles of presentation could keep it attractive.

Tips

- Encourage creative presentations
- If the group is large it is recommended to work in trios and have dual presentations

Materials	Necessary tools for creative presentations Notepads and pens
People	at least 8 players, divided in pairs or triplets
Purpose	workshop activity

20. DOCUMENTATION



undefined



2. training activities, 4. practical games, 5. reflection

Rationale

- Awareness of typical and extraordinary situations. Knowing that to other cultures apply other values.

Aims

- Participants reflect their situation and see the difference between others. They know and are tolerant towards other values.

Short description of the planned execution

- For this activity, you need more preparation and material.
- What you need is a video camera and as many as possible who are willing to film with it. (Maybe a short introduction in filming is a good idea.)
- Then you ask everyone to keep an eye on typical or extraordinary situations and to film them. These clips can be collected and discussed.
- Possible settings where these situations could be filmed are during the training (maybe by injured players) and during game by substitutes.
- If more teams would film and collect clips about situations and upload them onto a youtube HATTRICK channel other teams would

have the opportunity to see others and to compare and reflect those other settings, too.

Tips

- Situations could be: warming up, tricks, fouls, exercises, cool down, discussions, goals...
- Basic know how concerning the technical aspects of the camera and the making-of a film will increase the quality of the material. You can find useful tips and tutorials on the internet.

Debriefing

- What is special/common about the scene?
- What do you think about that?
- How do you explain your observations?
- Do you see similarities to your football/professional life?
- How will you behave in similar situations in future?

Materials	video camera, technical equipment, know-how, time
People	undefined
Purpose	this activity has a workshop character.

21. DISCUSSION: IS UNFAIRNESS ALLOWED?



60 minutes



4. practical games, 5. reflection

Rationale

- Players are sensitised for the topic of fair play. They get a systemic view on possible unfair situations and empathy for affected persons.

Aim

- Players know that their acting has consequences and others may suffer from their decisions. So they chose to be fair in every day life.

Short description of the planned execution

- Bring some photos and/or video clips of fair and unfair situations in football. Discuss if it is "fair", "unfair" or "unfair but tactical smart".

Debriefing:

- What happens if you are unfair?
- What doesn't happen if you are unfair?
- What happens if you are fair?
- What doesn't happen if you are fair?
- What do you think, the opponent thinks, when he is treated unfair?
- What could happen then?
- What did you learn that you can keep for football/professional life?

Tips

- This only works if the trainer is authentic and believable in terms of fair play. It is a discussion of values, so if you want that the players look up to you, you have to be a role model.
- Be careful not to look at specific players. That may lead to that they feel accused, ashamed or losing their face and that will make it more difficult to accept advice or to adopt behaviour. It's not about blaming anyone – you want to show alternative ways of behaviour!
- Make sure you have some insights on the topic you can share and present how you want to handle fair play in your team. You can even use "Full value contract" for that.
- You can find pictures of fairness and unfairness on the internet, e.g. by google's image-search. You should scale them on about the same size, print them out and maybe even laminate them.

Materials	video clips and/or photos
People	you can do this in a small or big group, or even use it for a personal coaching
Purpose	activity for a football team

22. PENCIL DEAL



30-40 minutes



3. evaluation, 5. reflection

Rationale

- The group practices negotiation, decision taking and strategy.

Aims

- Participants think situations through if situations can be turned into win-win benefit for the team and in the long term for themselves.

Short description of the planned execution:

- The group has to be divided into three smaller groups. One group gets broken pencils, one group gets a sharpener, the last group gets a stack of paper sheets.
- Each group chooses a group name (like “winners”, “kickers”). Now it’s their task to write their group name on as many paper sheets as possible. The groups have to negotiate!

The following rules apply:

1. The group members act like a team. It’s up to them how they want to take decisions.
2. The teams have to discuss propositions internally before they negotiate with other teams.
3. When a team gets a proposition, it has to be discussed internally by the team and then the other team is informed about the decision.
4. Only the provided material may be used.

- The game is over when the time is up or all the sheets are written. By counting the tags you can find out the winner.

- Basically there are two possible outcomes:
 1. The might makes right
 2. Everyone wins (on all sheets stand all three names).

Tips

- In big groups you can play with six teams.
- You can give more or less time.

Debriefing sub teams:

- What was your goal?
- What did you think about the other teams?
- How did you come to your decisions?
- Were there reasons against your actual decision?
- How content are you with the result?
- What did you learn that you can keep for football/professional life?
- If there was a winner, tell your team about the possibility of the win-win-win situation.

Material	broken pencils, sharpener, paper sheets or notes
People	three or (if large group) six sub teams
Purpose	can be used as an activity in football training or even in Workshops

23. BODY AND LANGUAGE



30-45 minutes



3. evaluation, 5. reflection

Rationale

- This discussion shows the importance of attitudes, intercultural issues, codes, proper communication and building a common attitude, shared understanding of the rules and behavioural codes, building common strategy and patterns for successful performance and good team-spirit.

Aims

- Participants to develop proper attitudes towards the football club environment; recognize the difference; develop intercultural awareness and skills; share common understanding of the rules; develop cultural sensitivity and proper behavioural modes.

Short description of the planned execution

- This is topic-based Cultural Awareness Discussion for Players that can be produced in different languages to be done with the players.
- It can be presented orally or on paper as a 20 minute discussion (or 2 x10) during breaks or when appropriate situations arise, posing questions to be answered.

Content

- **Cultural Sensitivity and (Body) Language Discussion: Agree or disagree**

1. It is not necessary for foreigners and migrants to immerse themselves in the

local culture in order to be good players or do a good job.

2. Some foreigners and migrants have communication problems due to their language.
3. We should help foreigners and migrants improve their language proficiency.
4. Native speakers in the team adapt their use of language to accommodate non-native speaker team members.
5. Learning a new language takes time. We should be more tolerant and patient.
6. We should adapt our language to the needs of foreign and migrant players whenever possible.
7. Just because foreigners don't understand everything doesn't mean they are stupid.
8. I have previously found a teammate's (body) language strange or funny.
9. I have reacted badly to a teammate's (body) language.
10. (Body) Language can affect attitudes and relationships within the team.
11. (Body) Language can affect attitudes the team's performance.
12. (Body) Language plays only a minor part in communication.
13. A person's (body) language really affects what we think of them.
14. Foreigners should understand my (body) language. I don't have to adapt to them.
15. We need to accept that people have different ways of communicating.
16. When people are aggressive it often means they are insecure.

17. Confrontation is good if it clears problems and allows progress.
18. How will you change what you think, what you say or do at the club?

Source

- Based on the Training4Diversity materials
- (developed with the participation of Boian Savtchev, HATTRICK Project member)

Steps

- Present the issues/questions one by one and discuss with the players.
- Encourage the individual members of the group to give reasons and different views.
- When reach an agreement ask players individually: How will you change what you think, what you say or do at the club

- Conclusions.

Tips

- Make sure that everybody contributes.
- Stimulate the timid players.
- Offer a safe environment

Materials	paper
People	small groups, at least 6 participants
Purpose	to be used in a workshop or on the pitch during breaks

24. HOW FOOTBALL CAN HELP ME



45 minutes



3. evaluation, 4. practical games, 5. reflection

Rationale

- This discussion is about the prospects football can give to players and the importance of education for developing life-skills, successful performance and career.

Aims

- Participants to share common understanding of how football and education can help their personal and career development.

HATTRICK Competences

- Communication skills
- Common values / respect

Short description of the planned execution:

- This is a discussion activity with video, consisting of 3 parts:
1. Warm-up Discussion 2. Video 3. Post video discussion

Content

Warm-up Discussion

- Is football important for your personal success?
Would you like to make a career in football?
Is it enough to be a good football player to succeed?

Watch the How football can help the poor video at

<http://uk.eurosport.yahoo.com/video/01072010/58/football-help-poor.html>

Post video discussion:

- Can football contribute to the development in your area? In what way?
- Can football help poor children develop and get out of poverty?
- Shall parents support you? How?
- Is education important? Why?
- How can football stars influence your lives and the lives of the poor children?
- Who is your favorite football star? What do you like about him?
- Is talent enough to succeed? Do you agree with Patrice Evra that education is also very important?

Tips

- Follow the 3 steps as above:
1. Warm-up Discussion 2. Video 3. Post video discussion

Materials	video
People	small groups, at least 6 participants
Purpose	to be used in a workshop

25. MY DREAM COACH/PARENT



30-40 minutes



2. training activities, 3. evaluation,
4. practical games

Rationale

- This quiz shows the other perspective, i.e. how players see the ideal coach/parent. It also helps acting coaches analyse how players view their dream coach/parent.

Aims

- Participants and their coaches/parents afterwards reflect on their football environment; share common understanding of the prospective relationships, responsibilities and attitudes, building patterns for successful performance and development.

Short description of the planned execution:

- The idea of the My Dream Coach / My Dream Parent Quiz is to see players expectations regarding their coaches / parents and provide feedback to their acting coaches / parents.
- This is a quiz that will be produced in different languages to be taken by the players.
- Alternatively the questions can be presented in on any quiz interactive platform).

Content

- Quiz for players, 10 questions
- Answers can be just two options: Agree - Disagree

My Dream Coach Quiz:

1. My Dream Coach will encourage us to play for fun, and not necessarily to win.
2. My Dream Coach will care for my development as a footballer.
3. My Dream Coach will care for my personal development.
4. My Dream Coach will care for my health and safety.
5. My Dream Coach will not tolerate any offensive, abusive or insulting remarks toward me and other players, coaches, spectators, officials or parents.
6. My Dream Coach will not ridicule, abuse, or humiliate me when I make mistakes.
7. My Dream Coach will teach me how to become a good sportsman and play fair.
8. My Dream Coach will teach me how to respect other players.
9. My Dream Coach will teach me how to respect the rules of the game.
10. My Dream Coach will teach me how to accept responsibility for my own behaviour and performance.

My Dream Parent Quiz:

1. My Dream Parent knows I play football because it is fun and I love the game.
2. My Dream Parent will encourage my development as a footballer.

3. My Dream Parent will know football shall be fun and not fight.
4. My Dream Parent will discuss my development with the coach.
5. My Dream Parent will not put pressure on me to play better.
6. My Dream Parent knows my efforts and performance are more important than results.
7. My Dream Parent will know safety is more important than winning.
8. My Dream Parent will support, trust and respect me even when I make mistakes.
9. My Dream Parent will not interfere during matches or training.
10. My Dream Parent will not tolerate any offensive, abusive or insulting remarks toward me and other players, coaches, spectators, officials or parents.

Steps

- Players do the quiz first.
- Then the whole group goes through the statements and discusses the issues, gives

reasons and different views, including adding new features.

- Then the results (after the session) are to/can be passed to the coaches / parents.

Tips

- Let the group do the quiz first.
- Then the whole group goes through the statements and discusses the issues, gives reasons and different views, including adding new features.
- Most important is the group to build/develop understanding on the issues discussed.
- Then the results (after the session) are to/can be passed to the parents.

Materials	Quiz: interactive or paper
People	small groups, at least 6 participants
Purpose	to be used in a workshop or on the pitch.

26. HIT TARGET/BULL'S EYE



15 minutes



3. evaluation, 5. reflection

Rationale

- Feedback on expectations fulfilled

Aims

- Organisation of evaluation and feedback.
- Awareness of successfulness of the workshop in groups.

HATTRICK Competences

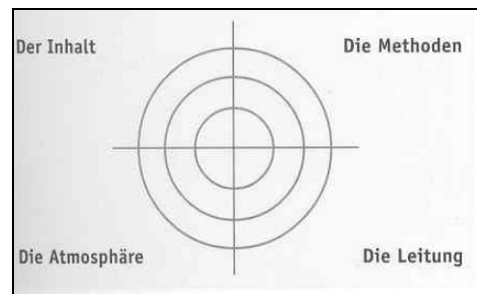
- Self management
- Communication skills

Short description of the planned execution

- The trainer prepares a flip chart with a target .
- Each participant will receive four glue points in different colours, with which he gives his assessment in the four quadrants.
- Make sure that both important and average team members are working and giving their own opinion.

Evaluation issues:

Der Inhalt	= Content
Die Methoden	= Approach
Die Atmosphäre	= Atmosphere
Die Leitung	= Trainer / teacher



Materials	Flip chart, glue points in different colours
People	undefined
Purpose	organizing feedback and encourage everybody to speak up.

27. STREET SOCCER CHALLENGE TRICKS



45 minutes



2. training activities, 4. practical games

Rationale

- Let players experience that achievements in sport lead to respect from others.
- Learn to earn respect by showing perseverance in learning the “coolest” trick.

Aims

- Raise awareness that one can achieve success and earn respect by working hard and keep on trying.
- Learning to not only being busy with your own achievement but also support and respect others for their performance.

HATTRICK Competences

- Self management
- Common values / respect

Short description of the planned execution

- On the pitch players start with copying a trick that was shown by a role model. Everybody practices individually to learn one (or a few) tricks.

- After a break the players present the trick they learned to the rest of the team.
- The team rewards the performance with an applause.

Tips

- Make sure that a role model can show some really cool tricks to make everybody eager to try hard to learn.
- Taste the enthusiasm and decide on behalf of that how long the practice part should continue.
- Offer easier alternatives for the ones who have poor skills.
- Make sure that everybody is able to present the learned trick.

Materials	balls, flat floor, music
People	undefined
Purpose	Learn and earn respect by hard work and proud performance

28. ULTIMATE FRISBEE FOOTBALL



45 minutes



2. training activities, 4. practical games

Rationale

- Sportsmanship, respect for other players, fair play, and having fun are considered central aspects of play, even when competition becomes intense. This is called 'spirit of the game.'

Aims

- Players experience that a game isn't less fun if it is played fair. By fair play they (l)earn respect.

Short description of the planned execution

- In this the rules are based on fairness. Usually it's played with a Frisbee. That can be a good idea to mark the special theme of this exercise and that it can be fun and variation in the routine of the training. Useful to close a session with.
- It should be possible to play it with a football, too.
- The rules of the game can be found on: http://en.wikipedia.org/wiki/Ultimate_frisbee#Traditional_Ultimate_5B11.5D
- (end zone could be the penalty area on the football pitch)

The UPA outdoor Ultimate field

- "By the rules of USA Ultimate, a standard game of Ultimate is played on a field 40 yards wide by 120 yards long, the length of which is divided into a 70 yard playing field with 25

yard end zones at each end. All play is seven on seven, with teams permitted a maximum roster size of 27 players. International WFDF rules use a field with smaller end-zones at 18 meters. There are usually 7 players on a team, unless there are fewer than 7 players on a team. In mixed Ultimate, at least 3 members of each gender must be on one team at a time.

- Play begins with the defensive team (usually determined by flipping two disks, or by rock, paper, scissors) fully within their end zone and the offensive team lined up on their end zone line. The defensive team player throwing the disc raises a hand to signal readiness to begin play. A player on the receiving team raises a hand to signal their readiness to begin play. After both sides have signalled their readiness, the defensive team throws ("pulls") the disc to the other team to begin play. This is equivalent to a kick off in American football, and happens to start each point.
- Once a player catches the disc or the disc is picked up, the player must come to a stop and have one foot planted as a pivot until after passing the disc to another player by throwing it (hand-offs are not permitted). The player has ten seconds to pass the disc, and this "stall" count must be announced, one through ten, by a defensive player within 10 feet of the offensive player in possession of the disc. This is called the "mark." If the ten seconds expire without passing the disc, if the disc is dropped on reception or during possession, if

the pass is blocked, intercepted or not caught, or if the disc is thrown out-of-bounds and does not come back in-bounds, possession transfers to the other team, which then becomes the attack.

- If a player physically interferes with an opposing player, a foul may be called. If the foul disrupts possession, in most cases the o regains possession, the ten second count is reset, and play resumes. Because Ultimate is self-refereed, the player who committed the infraction is given the opportunity to contest or accept the call, with somewhat differing results depending on whether or not the player admits fault. If disagreement over a call cannot be resolved, in some instances the play will be repeated. Play is entirely continuous until a score is made, with the exception of stoppages for calls or injuries. Except for injuries, substitutions may be made only between points.
- Scores are made by a team successfully completing a pass to a player located in the defensive end zone. After a score, the teams switch their direction of attack, and the scoring team pulls. The game continues until either team reaches 15 points with a two-point margin over their opponents, or until either team reaches 17 points total. This can be adjusted by captains or tournament organizers.

Tournament games are often to 13. A ten-minute halftime break occurs when either team reaches eight points total. Alternatively, the game can be played (as is the custom for most other sports) until a particular time limit has elapsed. More commonly, the game is played for a given time, at the end of which a 'soft cap' is played: the winner is the team to reach a score one greater than the current highest score (i.e., the team in the lead has to score once, or the other team has to catch up, equalise, and then score once). Each team may call up to two 70-second time-outs per half. During play, time-outs may be called only by the player in possession of the disc. Any player may call a time-out in between points. Each team is allowed to call one and only one time-out once the score reaches 14-14."

Material	pitch, frisbee or football
People	a football team divided into two sub-teams
Purpose	workshop, at a festival or as a training variety

29. BAFA' BALL



45 minutes



2. training activities, 4. practical games

Rationale

- Participants learn the effects of being in or hosting an unfamiliar and disorienting "foreign" culture. This creates empathy for hosts or visitors.

Aims

- Participants are sensitised for intercultural issues. They know that there are differences between cultures.

Short description of the planned execution

- This on-the-pitch football simulation is based on the cross-cultural simulation Bafa'Bafa' which was originally designed for the US Navy.
- The intention of Bafa'ball is to simulate the effects, both positive and negative, of being in an unfamiliar and disorienting "foreign" culture.
- If properly done, this can stimulate thinking about stereotypes, how cultural barriers are created, and about the profound impact of cultural differences in general. By this way everyone can entirely experience a culture shock. This is where Bafa'ball jumps in: It's a simulation combined with a common football-training.

- The players are divided into two different teams with their own colour. Team red has one half of the pitch, team blue the other.
- For the different football cultures some fine-tuning has to be done with the support of a football trainer who can judge the practicability of the game-in-simulation.
- Team blue is supposed to train/play in a playful way. Some rules could e.g. be like:
- Never shoot directly at the goal; at least five other players have to have contact to the ball. The blue team is very friendly, showing joy for every goal. If a player falls on the ground, the game stops and the others help him up and ask if he is ok. If goal is scored, everyone in the team gets ...
- Team red plays/trains a more direct way.
- They don't need as many contacts to score. They are asked, to be more "selfish" and competitive but not aggressive. They count their personal goals, by getting pylons from the trainer. The one with the most goals wins.
- The rules are explained by a trainer on each side of the pitch. Both teams get the chance to play/train their way and to practice the rules. When they have established a little bit routine, one player after the other visits the other team and vice versa. The visitor stays there for a few minutes and tries to get into the game and play the game the others are playing. Look out: The players are neither allowed to tell the visitors the rules, nor may

the homecoming players talk about their experiences or their findings. The trainers will have to observe and intervene in case. Each player should experience a visit abroad.

- The most crucial part is the debriefing. Without debriefing you lose the impact of the simulation and you would have spent your training time playing a funny game – which is fine – but you could have stronger impressions and deeper understandings. Let all players gather in one big round and let them put on a training jacket as this part could take a while. Whenever applicable the debriefing should take place after the simulation as the impressions still are very fresh and alive.

Tips

Debriefing questions

- Blue players: What were the rules of the red team?

- Red players: What were the rules of the blue team?
- What did you think when you “arrived abroad”?
- What did you think when you “came back”?
- What was easy?
- What was difficult?
- What could have helped you?
- How could the experiences you made help you in everyday-life?

Materials	Shirts in different colours, pylons or something else to count goals
People	a football-team divided into two sub-teams
Purpose	football training or workshop

30. PANNA RESPECT BATTLE



60-90 minutes



2. training activities, 4. practical games

Rationale

- Playing one versus one, depending on your own skills, trying your best, show respect for the opponent and earn respect by performance.

Aims

- To let players experience that perseverance and hard work can lead to success and appreciation by others.
- Awareness of the fact that practice leads to success.

HATTRICK Competences

- Self management
- Common values / respect

Short description of the planned execution

- Panna is a 1 vs. 1 football game in a cage or small area e.g. 10m X 10 m
- The goal is to win the game by playing the ball between the opponents legs and keep it in possession.
- The more skilled you get, the more respect you encounter.

- The game can also be played without a cage, although it gives an extra dimension to the atmosphere.
- Panna battles last for not more than 3 minutes each because it is a very intense game, that demands a very good physical condition.

Tips

- Classify players in different skill levels. There is no fun for a starter in being slaughtered by an experienced player.
- Music (hiphop, rap) as background helps to create a challenging atmosphere.

Materials	Panna Cage (if available), Music, balls
People	at least 2. The more people, the more fun
Purpose	achieve success and earn respect through training / practice

31. THE NET



45 minutes



2. training activities, 4. practical games

Rationale

- The participants have to communicate and cooperate if they want to develop a strategy that enables them to solve this task.

Aims

- Participants are willing and able to communicate in the job and can work with others on a common strategy and benefit by the success of the company.

Short description of the planned execution:

- The task is to build a net with a climbing rope between the two posts of the goal. The construction should be made of triangular “holes” and there should be as least as many holes as there are participants in this activity. They needn’t to be side by side, in some cases they have be one upon the other.
- When the net is build the task now is, to come from one side of the net construction to the other side of it. Every hole may be used only once and the net mustn’t be touched. If that should happen, the participant and one other from the other side have to go back and try again.

- You can set a time-limit and/or blindfold some participants.

Tips

Possible debriefing questions

- What was easy?
- What was difficult?
- What was your role?
- What did the others do?
- How would you do it, if you would have to do the task one more time?
- Can you benefit from your experience in football/real life?

Materials	50 – 60 m climbing rope
People	few people make it too easy, many people more difficult
Purpose	football training but also workshop

32. RIVER OF CROCODILES



60-90 minutes



2. training activities, 4. practical games

Rationale

- It's more like an experiment than an activity.
- It's not only the discussion in it self: It's the meta-discussion, the discussion about the discussion.
- Participants learn that there are some topics which can not be discussed: there are no right or wrong values.

Aims

- Participants know that values can not be discussed. That includes that you don't have to defend your creed.

HATTRICK competences

- Intercultural awareness
- Communication skills
- Common values / respect

Short description of the planned execution

- The Trainer tells the following story:
"Once upon a time there was a girl named Alice. She was in love with a man called Dan. Both lived apart from each other because Dan was convicted by mistake to life imprisonment on an island for a murder he didn't commit. But Alice wanted to see Dan again.

The island was in a middle of a river full of crocodiles. You could only reach the island by a little boat, which belonged to Eric. Alice asked Eric if he could take her to the island. Eric said:

"If you make love with me, I bring you to the island".

Alice was unsecure. The only way to meet her beloved was by having sex with a stranger. She was dithering what to do and finally she asked her mother for advice. But she only replied: "Oh, you're old enough to make decisions by yourself. But however you decide I will support you."

So Alice came to the decision to go to Eric and he brought her to the island as promised.

Alice and Dan were very happy to see each other again. But Dan was curious how Alice managed to get to the island. Alice told him the whole story. Dan was so horrified that his girl-friend had made love to another that he shouted: "I rather stay alone on this damn island than live together with a bitch. Go away!" And so he sent her away.

On the mainland again Alice went to Mark – who secretly loved Alice – and told him how Dan had treated her. Mark became very mad at Dan, so he went to the island, too. (He didn't need to make love to Eric.) He beat Dan up very badly."

- The group is now asked to rate these five personalities by consensus. On first places comes the person who has the highest moral standards and on the fifth place comes the persons that acted with the lowest moral ethic standards. All others are ranked from two to four.

Tips

Debriefing:

- Why was it difficult to come to a common rating?
- How did you discuss?
- How did you rate the characters? Which values are behind your ratings?
- How content are you with the result?
- What did you learn that you can keep for football/professional life?
- Values can't be discussed, there is no wrong or right. The decision is made individually by the base of your own values.
- If the participants want to challenge you by doubting that values can't be discussed then

take this specific situation as an example to prove that you are right:

- “See? That is what I told you. So you have your opinion and I have mine. You can't change that and the same goes for that I can't change yours. So that proves that I'm right. Values can't be discussed.”
- Then stop this discussion immediately, by turning to another participant or stop this unit and do something different.

Materials	story as input
People	small – large group
Purpose	special activity for a football training, workshop

33. SETTING OBJECTIVES/FULL VALUE CONTRACT



20.-30 minutes



3. reflection, 5. evaluation

Rationale

- Players define measurable goals with their team and are sensitised for discussion process and several aspects of fairness, respect, teamwork.

Aims

- Participants take actively part in society as citizens where they work on goals they have set for themselves. They know that setting a goal makes it more effective and easier to fulfil.

Short description of the planned execution

- This may bring back some uncomfortable memories of school at some participants. You should only use this activity, if the participants already are familiar with the goals of HATTRICK and ideally have made some good experiences with it. Maybe you can provide an incentive like a more action based and liked activity when the contract is finalised.
- Get flipchart paper and pens. You and the football players will work on a common contract of values.
- The topics of the contract will be:
 - Common and individual goals

- Fair play

- Respect

- How this contract will look like is up to your team.
- Basically you will moderate the discussion and let the group write down, what the group wants to set as value for themselves.

Tips

- Be sure to get the whole team into the process! The dog that barks the loudest gets the bone...
- If you take this unit as an initial part of a football training maybe you can provide an incentive like a more action based and liked activity when the contract is finalised.

Materials	flipchart paper and markers
People	group
Purpose	workshop, maybe initial part of a football training

34. TEST AND DISCUSSION



45 minutes



3. reflection, 4. practical games, 5. evaluation

Rationale

- This exercise shows the importance of attitudes, intercultural issues, codes, proper communication and building a common attitude, shared understanding of the rules and behavioural codes, building common strategy and patterns for successful performance.

Aims

- Participants to develop proper attitudes towards the football environment; share common understanding of the rules and behavioural codes.

Short description of the planned execution

- This is an interactive game that will be produced in different languages to be taken by the players.
- Alternatively the questions can either be presented in powerpoint or on paper.

Content Q&A

- Test for players, 20 questions:
It is most important to play football for enjoyment. T

Winning must be achieved at any cost. F

Fair Play and respect for all others in the game is essential. T

The desire to win is less important than winning itself. F

Sometimes you win sometimes you lose - defeat is inevitable. T

Players do not have to understand and abide by the laws, rules and spirit of the game. F

Players must encourage and not offend their team mates. T

Players are allowed to violate the rules of the game. F

Players must respect the directions of their coaches. T

Sportsmanship is less important than winning. F

Players are not obliged to respect the referees' decisions at all times. F

Team is important – no one can win a game on his own. T

Players may not respect their opponents – they are enemies. F

Players must not make any offensive, abusive or insulting remarks toward any other player, coach, spectator, official or parent. T

Players must display a good attitude at training and on match days. T

Players can wear jewellery during matches or training. F

Players shall not be late for matches and training. T

Players are allowed to eat or chew during matches or training. F

Players may not tell their coach when they have an injury. F

Players shall always wear the correct kit. T

Steps

- Players do the test first.
- Then the whole group goes through the questions and discusses the issues, gives reasons and different views, including the right answer.
- The test can then be redone again and the winners with most points get prizes.

- Let the group do the test first.
- Then the whole group goes through the questions and discusses the issues, gives reasons and different views, commenting also on the right answer.
- Most important is the group to build/develop understanding on the issues discussed.
- The test can then be redone again and the winners with most points get prizes.

Materials	interactive game, PowerPoint or paper
People	small groups, at least 6 participants
Purpose	to be used in a workshop

Tips

35. GROUP IDENTIFICATION



60-90 minutes



3. reflection, 5. evaluation

Rationale

- Participants create first an individual Ranking of the "group identification" (see attachment). Then, in plenary a common hierarchy/ranking will be created

Aims

- Awareness of characteristics of successful collaboration in groups.

Short description of the planned execution

- Participants develop foundations of group work, which can be further deepened in the seminar course.

Attachment

The group has the task to set up a ranking of characteristics, that they consider to be necessary conditions for a good team work. Give them the task that they score:

- a 1 for the statements which they believe to describe the characteristics of a good team
- a 2 for the second most important, etc. before the 12 awarded it to the flag, which they find the least important.

- Work in 2 steps:
- Each player make an individual ranking list and write in on the column "single"

2.- the whole group makes an common list and write it on the column "group" .

After that discuss the differences. Determine in advance a moderator for this exercise.

Tips

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

Materials	Worksheet (see attachment)
People	For groups with more than 10 people is recommended to make a discussion in "fish bowl" form, it means a part of the group with max. 10 people discusses in the inside circle, the rest of the group observes the discussion from the outside circle (with appropriate key questions).
Purpose	stimulate group bonding and taking responsibility for the process of team development.

characteristics	Single	Group
A. A group needs someone who is responsible for the process		
B Within the group there will be a healthy competition		
C Defining preferences of the group is a cooperative action		
D The form and type of cooperation in the football team is just as important as cooperation in the workplace		
E Everyone is responsible for the work climate		
F The formation of subgroups promotes the group results		
G In the group are the process and the results visible to all		
H A successful team requires a rigorous leadership		
I Team colleagues avoid conflicts		
J All players have the same information		
K The manager proposes a plan before for the procedure		
L The whole team works on the strategic.		

36. FOUR (MULTI) GOAL GAME



15-45 minutes



2. training activities, 4. practical games

Rationale

This exercise will force the team to work together and keep strict to the tasks. It gives an excellent opportunity to show that teamwork delivers success.

Aims

- To gain a better understanding and appreciation of the need for teamwork and communication in order to maintain possession. To promote high levels of communication between team mates.
- To gain a better understanding of working hard for each team member during the defensive aspect of the game.

Short description of the planned execution

- Two teams play football on a square pitch with one goal on each of the 4 sides. Each team has to defend 2 goals and attack on the two others.
- The team should develop a successful strategy by dividing task among the team members in order to achieve a balance between defence and attack.

- The size of the pitch depends on the number of players (e.g. 4 players on each side need a pitch of approx. 25x25 meters)

Tips

- Short frames (up to the score of 3 goals) keep the spirit high and give the opportunity to change strategy during the game.
- Encourage the team to coach each other during the game.
- This game can also be played with only hands or head. A goal can be scored by crossing a line and receive the ball on the other side

Materials	Pylons for 4 goals, ball, bibs, A variable sized pitch (lines can be set by pylons).
People	two equal groups of at least 4 players. The bigger the group, the larger the pitch.
Purpose	stimulating teamwork and communication. Challenging the team to make decisions and take responsibility.

37. HALF WAY LINE GAME



15-45 minutes



2. training activities, 4. practical games

Rationale

- This exercise promotes essential coaching and skills such as teamwork and communication.

Aims

- To gain a better understanding and appreciation of the need for teamwork and communication in order to maintain possession of the ball.
- To promote high levels of communication between team mates.
- To gain a better understanding of working hard for each team member during the defensive aspect of the game.

Short description of the planned execution

- To team (ideally 6 vs 6) are arranged on a normal pitch. The goals are located in the middle of the pitch, with their backs towards each other.
- The team with ball possession can score a goal only when the complete team (except the goalkeeper) has crossed the middle line and all are located in the attacking zone.
- If the defending team collects a goal with one or more of its players outside the defending zone, the goal count double.

Tips

- Use pass in's rather than throw in's to keep the game flowing.
- Limit the number of touches per player at one time (max. 3 or 2) for increasing difficulty.
- Involving also the goalkeeper in moving to the attack zone can make the game more spectacular.
- The game can also be played on small goals without goal keepers.

Materials	pylons, ball, bibs
People	two equal groups of at least 5-10 players. The bigger the group, the larger the pitch.
Purpose	stimulating teamwork and communication. Challenging the team to work closely together. Everybody should be participating with full awareness.

38. KEEP AWAY HANDS BALL



30-45 minutes



2. training activities, 4. practical games

Rationale:

- This exercise promotes essential coaching and player skills such as teamwork, communication.

Aims:

- To gain a better understanding and appreciation of the need for teamwork and communication in order to meet team goals and/or aspirations especially in a defensive team.
- To gain a better understanding of working hard for each team member during the defensive aspect of the game.

Short description of the planned execution:

- Teams play keep away with one ball on the ground. However, the defensive team does not defend as they normally would in soccer.
- The defensive team has two balls in their hands that they must throw at the keep away ball in order to gain possession.
- If one of the handballs hits the keep away ball, then possession switches.
- Progression task: To make this competitive add a rule in which 5 passes equals a goal.

Equipment needed – cones, balls and bibs.

Roles of the coach – organise the activity, explain/demonstrate and facilitate the activity.

Duration – flexible and to the level of progression

Tips

- Promote communication and hard work off the ball
- Movement off the ball is key to create space to provide opportunities for passing and therefore keeping the ball away from the defensive team.
- Players need to be ready to receive the ball. Always on their toes in a set position on the passing team.
- The nature of the activity is fast and furious, so players need to always have their heads up and keep talking to their team mates.
- The defensive team need to work together to move their balls nearer to the opposition.
- The defensive team need to take advantage of both their balls to maximise the chance of getting holds of the opposition's ball.

Material	balls, bibs and cones
People	4-12 players
Purpose	practical element of teamwork