



# Manual for FootbaLLL Workshops

- I. FootbaLLL Workshop Design
- II. Toolkit for FootbaLLL Workshops

**Wenceslao Avila-Miranda**

**Holger Bienzle**

**Marcus Lemke**

**Maren Satke**

**Boian Savtchev**

**John Vrolings**

HATTRICK website: [www.hattrick-project.eu](http://www.hattrick-project.eu)



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.



## HATTRICK FootballLL Workshop:

### I. FootballLL Workshop design

### II. Toolkit for FootballLL Workshops

#### Authors:

Wenceslao Avila-Miranda

Holger Bienze

Marcus Lemke

Maren Satke

Boian Savtchev

John Vrolings

**Editor:** Maren Satke

**Production:** word up Werbeagentur

**Publisher:** *die Berater*®

Unternehmensberatungsgesellschaft mbH

Wipplingerstraße 32/23–26, 1010 Wien

[www.dieberater.com](http://www.dieberater.com)

© 2011 *die Berater*®

Unternehmensberatungsgesellschaft mbH

*The project HATTRICK addressed to young male football players and their coaches, therefore the wording of this brochure is not gendered.*

## Project coordinator



*die Berater*®

Vienna / Austria

[www.dieberater.com](http://www.dieberater.com)

## Project partner



BUPNET

Germany

[www.bupnet.de](http://www.bupnet.de)



Centrum voor Europese Studies en Opleidingen

Netherlands

[www.ceso.nl](http://www.ceso.nl)



CENTRO STUDI ED INITIATIVE EUROPEO

Italy

[www.cesie.org](http://www.cesie.org)



SCOP ADREP

France

[www.adrep.fr](http://www.adrep.fr)



Euroinform

Bulgaria

[www.euroinformbg.com](http://www.euroinformbg.com)



Doncaster College

United Kingdom

[www.don.ac.uk](http://www.don.ac.uk)

# Hattrick

# Manual for Football Workshops

## I. FootbaLLL Workshop Design

## II. Toolkit for FootbaLLL Workshops

<b>I. FootbaLLL Workshop Design .....</b>	<b>2</b>	<b>4. Scheduled overview of the competences to be learned in the FootbaLLL Workshop.....</b>	<b>8</b>	<b>3. Legend .....</b>	<b>17</b>
1. Introduction .....	2	<b>5. Lesson plan for a workshop: “The FootbaLLL Experience” .....</b>	<b>10</b>	<b>4. Overview of exercises to be found on the additional CD .....</b>	<b>17</b>
2. HATTRICK: Football – Learning – Integration .....	2	5.1 Instructions for the trainer.....	10	4.1 Index of all exercises to be found on the additional CD .....	17
2.1 HATTRICK project target group.....	3	5.2 Part / Element 1: Introduction.....	10	4.2 Overview of exercises, the envisaged Workshop part and addressed competences .....	18
2.2 Aims of the HATTRICK project .....	3	5.3 Part / Element 2: Training activity → Street soccer .....	11	<b>5. Methods/activities to use for discussion .....</b>	<b>19</b>
3. HATTRICK FootbaLLL Workshops .....	3	5.4 Part / Element 3: Reflection .....	12	5.1 Brainstorming .....	19
3.1 Educational goals of FootbaLLL Workshops .....	3	5.5 Part / Element 4: Practical games → Challenge tournament .....	12	5.2 Focus group .....	20
3.2 When to use a FootbaLLL Workshop.....	3	5.6 Part / Element 5: Evaluation .....	13	5.3 Forum theatre .....	21
3.3 The structure of the FootbaLLL Workshops .....	4	<b>6. HATTRICK Workshop evaluation .....</b>	<b>14</b>	5.4 Role play .....	22
3.4 The arrangements of trainees in the FootbaLLL Workshops .....	5	<b>II. Toolkit for FootbaLLL Workshops .....</b>	<b>15</b>	<b>6. Sources .....</b>	<b>24</b>
3.5 The Involvement of the football coaches in the FootbaLLL Workshops.....	5	1. Introduction – How to use the Toolkit for FootbaLLL Workshops .....	15	6.1 Good practices .....	24
3.6 Conditions for a successful workshop design .....	6	2. An example: Workshop Team spirit + Self management .....	16	6.2 Literature and published materials .....	26
				6.3 List of equipment .....	28

# I. Football Workshop Design

## 1. Introduction

Our modern society is getting more and more complex. Changes occur rapidly and it is hard to fit in and meet the expectations for lots of individuals. Multi-culturality is growing and former social structures decline. Individuality is the new standard. We feel less safe in our neighbourhood, our health is threatened and there is a lack of respect, involvement, moral values and social cohesion. The gap of differences between various population groups grows bigger.

**Sports in general and football in particular can contribute to re-enforce this declining social cohesion, to overcome differences and develop social competences that can help young footballers to become responsible and tolerant citizens.**

Everyone is involved; we all enjoy sport, it gives relaxation and satisfaction. Sport in general and football in particular is the largest social connection in our society, it builds friendship, contributes to self-development and stimulates self esteem. In football numerous social competences are developed like perseverance and teamwork. Football educates people, it teaches players to deal with win and defeat, to deal with disappointments, to overcome differences and to respect others. Moral values, personalities and talents are developed – competences that are not only valuable in sports but help individuals also to be more successful in their social and professional life.

Moreover, football in itself has something unique, it is the Nr. 1 sport of the world, since more than a century the most popular sport that is played and loved throughout all layers of society. Millions of people all over the world share their passion for football constantly, in the stadium, at home, at work, at the football club and in the street.

The impact of the game on our every day life makes it a tremendous powerful tool to empower the important issues of (lifelong) learning and integration.

**“Football is for everyone and belongs to everyone. That’s what makes football particularly useful to bond and connect – young & old, black & white, rich & poor, fortunate & disadvantaged – and to use this strength to overcome the social problems and differences in our contemporary society.”**

**Foundation ‘More than football’ – Netherlands, 2009**

A European example of this range and impact of football: The Netherlands have approximately 16 million inhabitants. The Dutch Football Association (KNVB) has nowadays 1,2 million registered members (120.000 women). Every week 32.500 matches are played, led by 27.000 referees. There are more than 3300 football clubs, over 65.000 teams, approximately 500.000 spectators visit these matches and 400.000 volunteers make it happen.

## 2. HATTRICK: Football – Learning – Integration

Playing football in a team offers various opportunities of **social learning and developing transversal competences** – independent from cultural background. Migrants in Europe tend to have lower access to education institutions than the average population, they are much more often affected by unemployment and excluded from many social activities. Young male migrants in particular have a risk of becoming early school leavers and/or unemployed.

The football pitch, however, is one social location where integration seems to be successful in many cases. A lot of young migrant people show enthusiasm in (team) sports, with young men especially keen on football.



The basic idea of HATTRICK is to use the potential which young migrant footballers display on the football pitch for re-entering education and vocational training and thus improving their social integration.

## 2.1 HATTRICK project target group

The main target groups of the HATTRICK project are:

- Young male migrants/young men with a migration background;
- Young male adults who are socio-economically disadvantaged with a low level of education or a risk of exclusion;
- All aged 15–25 years and involved in a football club;
- Football coaches working with this target group.

## 2.2 Aims of the HATTRICK project

HATTRICK aims at:

- Systematically expanding transversal competences acquired in football – needed in professional life;
- Opening a new informal pathway to education by exploring football clubs as new places of learning;
- Engaging disadvantaged young men in lifelong learning activities;
- Improving integration to the society.

# 3. HATTRICK FootballLL Workshops

The HATTRICK FootballLL<sup>1</sup> Workshop is a training programme for young migrant footballers (or other social disadvantaged young men) which was jointly developed in the project team, based on the results of the needs analysis, which was carried out in the

1 The triple L in FootballLL stands for LifeLong Learning and symbolises the combination of football and lifelong learning.

co-operating football clubs at the beginning of the project. The learning workshops aim at making visible and further developing transversal skills needed to successfully playing football. By developing social competences the confidence of young migrants will be enhanced and motivation which will be directed towards seeking engagement in education and training.

## 3.1 Educational goals of FootballLL Workshops

Through research within the HATTRICK partnership a needs analysis report has been delivered in which the most important educational goals have been defined. Football trainers, staff and players have described these goals as competences to be achieved by the individual participants of the workshops in order to encourage them to become responsible, self-managing and successful citizens.

These competences are:

- Self-management
- Intercultural & social competences
- Communication skills
- Common values / sportsmanship
- Team spirit / Fair Play

They are summarized under the following topics in the HATTRICK FootballLL Workshops (→ schedule of competences, p. 8, 9):

1. Self-management/self-motivation
2. Intercultural competences
3. Teamwork/teambuilding
4. Communication skills
5. (L)earn respect/Fair Play

## 3.2 When to use a FootballLL Workshop

There are two main reasons to use a FootballLL Workshop as a tool:

- To support individual players who belong to the HATTRICK target group, being underprivileged and/or immigrant young adults that have to improve their competences for the purpose of becoming self managing responsible citizens successful in both professional and social life;
- To improve the team spirit and the team performance of an existing football team by focusing on the personal development of team members.

In both situations it has to be clear that the educational purposes of the workshop and the expected impact should be achieved through the way of informal learning. Trainees should not necessarily be aware of the fact that they are working to improve their competences focused on anything else but the game of football. Enjoying to play, loving the game and experience the delight of a good performance are the primary goals. From there on it is just a small step to connect the football-related goals to improve competences to the higher objectives of helping players (that belong to the HATTRICK target group) to improve their opportunities in the social and professional environment of our modern society.

### 3.3 The structure of the FootballLLL Workshops

The HATTRICK FootballLLL Workshops include three steps:

1. Identification of typical conflict situations and success factors in the football team:  
The learning process needs to start from the direct experience of the young footballers on the pitch. Typical situations within a football team are identified and their effects on the players and on the whole team are discussed.
2. Training of socio-personal skills:  
The development of social skills aims at avoiding destructive conflicts and contributes to success in football. Since it is the aim of every football team to become better and more successful, the motivation for this learning step is supposed to be high.

#### 3. Transfer coaching:

In the third step the potential of the competence acquired in football context will be reflected and transferred to other situations in personal/professional life.

The lesson plan for the HATTRICK FootballLLL workshop, which is described in this document (p.10), follows a 5 part structure – which includes the 3 steps of learning in the following way:

#### Offering the **experience** (executed in part / element 1)

Through football related exercises players experience successfulness through behaviour that is focused on the 5 HATTRICK-competences:

Self-management/self-motivation, intercultural & social competences, teamwork/teambuilding; communication skills, (L) Earn Respect / Fair Play. Success in this context is not only to be defined as a positive football result, but especially as representative team performance.

The focus on these competences, next to the sportive results are lightened and explained during the introduction.

#### Intervention by **coaching** (executed in part / element 2)

The workshop trainer pinpoints the moments in which positive or negative examples of competence related actions occur. The trainer stops the exercise, asks players what they think happened in the particular situation and qualifies the observation in relation to the HATTRICK competences.

#### Reflection by **looking back** (executed in part / element 3)

In the reflection part it is important to raise awareness about the successfulness of the prior strategy. The trainers asks for opinions, analyses the described situation while deepening the questions and focusing on the successful experiences during the past practical exercises.

### Intervention by **coaching** and **referring to successful examples** (executed in part / element 4)

The workshop trainer pinpoints the moments in which positive or negative examples of competence related actions occur. The trainer stops the exercise, asks players what they think happened in the particular situation and qualifies the observation in relation to the HATTRICK competences.

The trainer gives feedback on the improvement the team shown in the practical training in part 4.

In the **evaluation** part (part / element 5) there is a focus on transfer of knowledge and competences.

Once more it starts with a look back at the second practical part (part 4).

Again the successful team performance is applauded and focused on by concrete examples.

This is when the **transfer** is to be focused on by asking for concrete experiences in every-day-live in which the showed competences were useful and the basis for a successful performance and/or result.

### 3.4 The arrangements of trainees in the FootbaLLL Workshops

Experience in the field of sports education has taught us that groups of trainees should consist of a healthy mix of both worlds: the primary target group (young migrants and disadvantaged young adults) and trainees from the same age / neighbourhood which are not disadvantaged.

There should always be the ability for modelling, learning from each other and mutual feedback and confrontation and exchange.

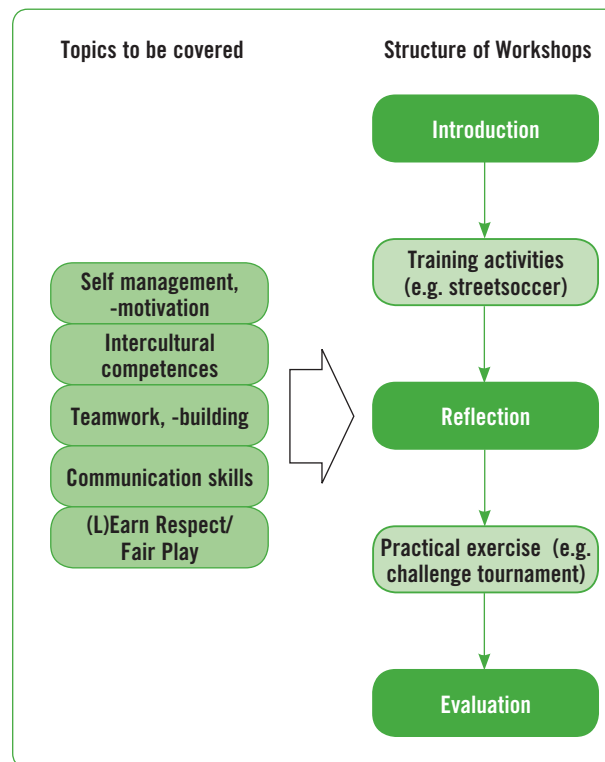


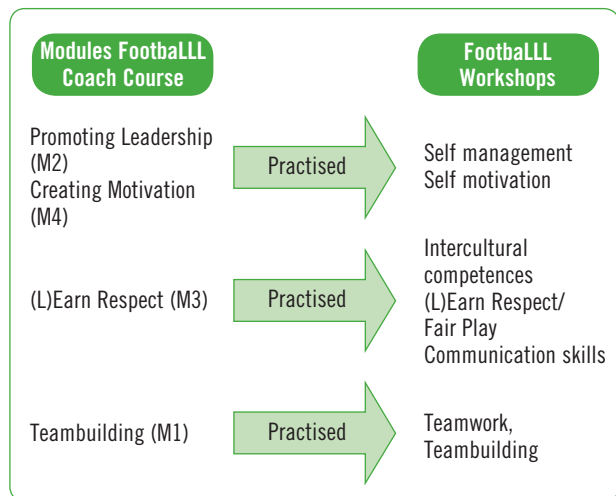
Figure 1: 5-part structure of the FootbaLLL Workshop

### 3.5 The Involvement of the football coaches in the FootbaLLL Workshops

A second goal of the HATTRICK project is to qualify football coaches in specific social competences. Therefore a “FootbaLLL Coach Course” is to be developed. To give coaches the opportunity to practice their new learned contents with the players, it is planned, that during the piloting phase the coaches should be involved in the FootbaLLL Workshops as co-adult educators/co-trainers.

There is a connection between the topics trained in the FootbaLLL Workshops and the Coach Courses, in a way that the content that coaches have learned in their coach course can be practised with

the players. The following figure shows the possible link between the topics:



**Figure 2: Example for link between Coach Course and FootballLL Workshop**

### 3.6 Conditions for a successful workshop design

The HATTRICK project develops an innovative training approach by opening an informal pathway to education: Football clubs are explored as possible new places of learning. Young male migrants or other young disadvantaged men are engaged in lifelong learning activities by meeting them where they already are with enthusiasm: on the football pitch!

One important requirement for the motivation to learn is the learning setting. Young people have to trust in their learning environment as well as in their teachers. Apart from this it is important that learning subjects are linked to the personal interests and strengths (football) of the young people.

Interviews with football players, trainers as well as with functionaries in the needs analysis gave the main input to define **conditions for a successful workshop design**:

#### Focus on playing the game

Football players love to play! The motivation of players to take part in a workshop is definitely based on the urge to play and the desire to improve the skills. If the content of the workshop fails to focus on these two goals, the players will soon loose interest.

#### Short instructions

Explanations and interventions have to be short, to the point and related to the practical content of the workshop. If longer periods of instruction are necessary, make sure that they are supported by visual resources (video, flip chart, pictures). It is recommended to reduce theoretical parts to a maximum of 30 minutes at a time.

#### Learning by doing

The practical parts of the workshop are leading. During the practical sessions the player is learning. Especially when he is not aware of learning more than technical football content, the learning effect is highly effective. Getting more competent without being aware of it is the highest and most natural way of learning. It delivers not only knowledge and skills but moreover the attitude, which makes the competence development complete.

#### Mainly on the pitch

FootballLL Workshops should not be too school-like. The execution of the workshop should mainly take place on the pitch. Players must have the feeling that they are playing, not learning. Sessions in classroom-like environments should be shortened to 30–45 minutes max. Short interventions and instructions have to be integrated in the practical parts of the workshop. If theoretical parts are inevitable, they should be presented as games, plays, interactive or visual presentations.



## Football related activities

The participants of the workshop expect to be playing football or at least being busy with football related activities. To avoid that players drop out or that future workshops will have to deal with a poor (“uncool”) image it is important to focus on the practical part of the football game. Players have to feel that they had a benefit from taking part in the workshop: fun (a good time), skill improvement, valuable learning content, examples of good practise (by role-models). Ponderous themes should be avoided. The way to touch these themes is to link practical events in the game (or football exercises) to these issues.

## Modules of max. 45 minutes

To make sure that there is enough variation and a good balance between work and rest, physical and mental efforts, it is important to divide the workshop into separate modules of max. 45 minutes each. Practical (active) and theoretical (static) activities should alternate.

## Trainer = role model

Both in education and sports the teacher (or trainer) is extremely important – even more important than the content. The ideal trainer should meet the following profile:

- Enthusiasm; be able to get the players involved and active
- Genuine interest in the target group; to know, to understand and to address them
- Straight and honest; treat everyone equally, be clear and direct and define borders
- Knowledge of football; know the game, able to give instructions and presentations
- Pedagogical and didactical skills; able to use group dynamics, adjust programme during the workshop, balance individual attention and group interventions

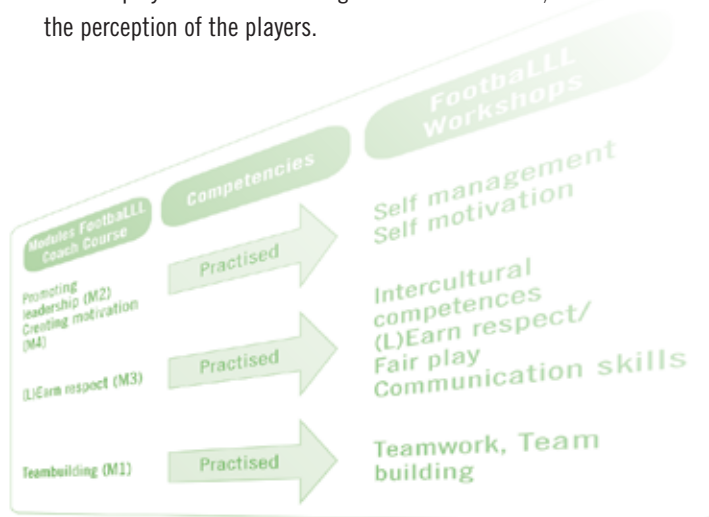
## Maximum duration of 3 hours (5 parts / elements of 30–45 minutes)

From the results of the needs analysis an ideal duration of the workshop is hard to define. The amount of time available seems to be totally dependant on the individual circumstances at each football club. One recommendation could be to organise a workshop as a one-day-event lasting approximately 4 hours. As an alternative the modules can be offered in addition /combination with regular training activities divided into smaller units.

The goal of the workshop is threefold:

1. to offer football related activities;
2. to focus on social competences through football related activities;
3. to develop transversal competences and show how players can use them in their every-day-life.

In a single workshop the number of social competences should be limited. The focus should always be on the football related activities being used as a bridge for new learning contents. A variation of several single workshops can be used to broaden or deepen the goals according to the range of competences that are meant to be developed. One should be aware of the fact that players firstly want to play football. All other goals are subordinate, at least in the perception of the players.



4. Scheduled overview of the competences to be learned in the FootballLL Workshop

Competence/Topic	Aims/Objectives	Method	Learning Activities
Self-management, self-motivation	Raise awareness of the fact that an individual has the opportunity and ability to be in charge of his own success	Practical exercises, games, self-evaluation, reflection, learning by doing	Skill training, street soccer, challenge tournaments (1–1, 2–2, 4–4) Group sessions on topics as opinion building, debate etc.
Intercultural Competences	Raise awareness of cultural differences, learning about different cultures, recognizing differences and similarities	Games, sharing experiences, discussion and debate on practical examples, community assignments, comparisons	Input from different participants, films, practical examples, statements and reports, interviews
Teamwork/ Teambuilding	Create a harmonic team with respect for each other and that plays and has fun together	Street soccer, Challenge Tournament, practical training and exercises Games, sharing experiences, discussion and debate on practical examples	Skill training, street soccer, challenge tournaments (1–1, 2–2, 4–4) Group sessions on topics as opinion building, debate etc.
Communication Skills	Create motivation and will for verbal exchange, to pass knowledge on to others and make violence needless	Street soccer, Challenge Tournament, practical training and exercises Games, sharing experiences, discussion and debate on practical examples Peer evaluation and assessments	Skill training, street soccer, challenge tournaments (1–1, 2–2, 4–4) Group sessions on topics as opinion building, debate etc.
(L)Earn Respect/ Fair Play	Motivate the team to keep to the rules and show respect for the opponent so they achieve success while having fun and earning respect	Street soccer, Challenge Tournament, practical training and exercises Games, sharing experiences, discussion and debate on practical examples Peer evaluation and assessment	Skill training, street soccer, challenge tournaments (1–1, 2–2, 4–4) Group sessions on topics as opinion building, debate etc.

# Workshop

Learning Outcomes	Transfer	Duration	Tools/Accessories
Improvement of self esteem, problem solving abilities, responsible behaviour, goal orientation	Improved self-esteem and self managing competences deliver benefits for successful performance in professional life	Short term: First experience in workshop; Long term: Define realistic and measurable goals (SMART)	Flipcharts, board marker, pens, evaluation sheets Equipment for practical training (balls, pylons, goals, etc.)
Players are aware of cultural differences and can handle them appropriately.  Empathy and respect are shown.	Players handle cultural differences competently and integrate in their team as well as in professional life.	Related to concrete workshop activities	Flipcharts, board marker, pens, evaluation sheets Equipment for practical training (balls, pylons, goals, etc.)
Learn to be a good team player, show ability to work in a team, accept rules and hierarchies  The team becomes stronger and coherent.	Players treat their colleagues with respect. That simplifies integration for both sides.  Teamwork: Learn to be a good team player – also in professional life	One day event or split up into smaller sessions in addition to regular football training	Flipcharts, board marker, pens, evaluation sheets Panna cage, computer with flash movies, screen, speakers
Players talk to each other and not about each other.  They are able to communicate their needs and ideas, are able to deal with disagreements in an acceptable way.	Players talk and practice their communication skills: they understand and are understood better.	Short interventions by coaching and during the regular football training	Flipcharts, board marker, pens, evaluation sheets Equipment for practical training (balls, pylons, goals, etc.)
Individual participants accept rules and act accordingly. Both individuals and team are good winners and losers by learning to handle success and defeat.	By respecting that there are rules and keeping to them, players avoid conflicts improve maintenance skills (follow rules, cooperate).	Short interventions by coaching and during the regular football training	Flipcharts, board marker, pens, evaluation sheets Equipment for practical training (balls, pylons, goals, etc.)

## 5. Lesson plan for a workshop: “The FootballLLL Experience”

### 5.1 Instructions for the trainer

The trainer of the workshop should be experienced in teaching strategies (pedagogical and didactical skills) to make sure that the optimal results can be achieved. Experience has taught us that football players before all want to play and that they are not very fond of theoretical approaches and explanations. Learning by doing is the approved way to improve both technical football skills and (social) competences that can be transferred to social and professional live. Therefore, exercises should be football-oriented and practical. Theoretic parts of the workshop should be short, to the point and always be connected to the practical exercise on the pitch.

The goal of the workshop, however, is to develop competences that are not specially football oriented. Therefore it is important to raise awareness among the players that competences that contribute to successfulness in football can also deliver success in social and professional live. In the introduction the trainer should focus on the envisaged competences and explain how these are meant to be taught and focused on in the practical parts of the workshop. Important is to use interventions during the practical exercises at any time that a situation refers to (one of) the competences that are focused on in the workshop.

The following lesson plan of the described workshop is an example. It is wise to choose a limited number of competences (1 or 2) to focus on in a specific workshop. The description of this workshop design is meant to be used as a framework (consisting of 5 parts), in which the content of the 2 practical parts can be exchanged by others, depending on the competences that the trainer wants to focus on. In the Toolkit for FootballLLL Workshops

an extended number of exercises are described to be used in similar workshops.

It is recommended to use visual material and practical do-exercises during the 3 theoretical parts of the workshop.

A room where these exercises can be held is necessary.

Explain the sequence of the workshop as a copy of a football match:

Introduction	=	preparation of the match, ranging, tactics, strategy
Training activities	=	first half of the match
Reflection	=	half time, tactical adjustments, refreshments
Practical games	=	second half of the match
Evaluation	=	review on results, analyses, improvements etc.

### 5.2 Part / Element 1: Introduction

**Aim:** Definition of expectations about the content of the workshop

**Time:** max. 30 minutes

**Tools:** Classroom, video screen, flipchart, Internet connection

**Method:** Interactive group session

#### Steps:

1. Presenting the programme of the day. Explain the rationale of the workshop programme in the spirit of preparing, playing and evaluating a football match, being:  
Part 1: Introduction (theoretical) = preparation for the match  
Part 2: First practical part = playing the first half of the match



Part 3: Reflection (theoretical) = half time team talk  
 Part 4: Second practical part = playing the second half of the match  
 Part 5: Evaluation (theoretical) = review on the match

2. Short explanation on the HATTRICK project, the triple aim of the project and the competences we focus on

- Self-management
  - Communication skills
  - Intercultural & social competences
  - Common values/sportsmanship
  - Team spirit/Fair Play
- } These competences have a link to respect.

3. Round table question: What do you like about football?

Input of participants is written on a flip chart.

Get as much input as you can.

Ask for examples, explanations.

Support all participants to give feedback.

4. *Movie: Why kids love football (YouTube / playlist nr. 18)*

Recognition of statements.

Add new items.

Focus on “enjoy the game”.

Round table question: Recall moments of enjoyment in your football career; moments that gave you pimples.

5. End the introduction with a summary of “moments to achieve” in the game of football. What gives you satisfaction? What is worth striving for? (link to the HATTRICK competences). Explain the exercises for the part 2: practice streetsoccer, introduced by a movie. *Movie: Street soccer (YouTube / playlist nr. 14)*

### 5.3 Part / Element 2: Training activity → Street soccer

All participants are already dressed in football outfit. Only the shoes need to be changed.

**Aim:** Learning by doing, to experience that success-fulness can be trained

Raising awareness about the connection between goals in sports and goals in other dimensions

**Time:** max 60 minutes

**Tools:** Bordered playing pitch (appr. 20 × 40 meters), balls (one for every participant), role models for demonstration, stopwatch

**Method:** practical training, learning by doing

#### Steps:

1. Short statement of the purpose of streetsoccer.

Demonstration of a limited number of tricks by the role models

2. Exercise to learn one trick. Repeat several times. Active coaching by trainers and role models. Positive feedback on achievements

3. After 15 minutes of training individual presentations on the learned skill / trick

Positive feedback from trainers and players

4. Play the game. Performing the learned tricks. Constantly substituting players. Intense play for 15 minutes

5. Short break during which everyone is asked

– to give a positive remark about the performance of the player on the right side

– to give a clue about how the learned trick /skill can contribute to competence development

6. Free play: one part of the group exercises skill-training; another part plays a match.

Switch after 10 minutes

## 5.4 Part / Element 3: Reflection

**Aim:** Learning to work in the PDCA cycle (p. 27)  
Learning that there is only positive feedback (not criticism)  
**Time:** max. 30 minutes  
**Tools:** Classroom, video screen, flipchart, Internet connection  
**Method:** Interactive group session

### Steps:

1. Review on part 2  
Did you enjoy it?  
What have you learned? (try to link to HATTRICK Competences)  
Can you use it in other circumstances? (school, work, private life)
2. Bridge to respect  
What aspects in the game of football trigger you to obstruct?  
How important / difficult is it to accept decisions of others?  
What is absolutely not done in football?  
List statements on a flip chart  
An example of a moment of rage / frustration  
*Movie: Two Rays (YouTube / playlist nr. 15)*  
An example of a moment of enjoyment / pimples  
*Movie: Celtic VS Barcelona (YouTube / playlist nr. 21)*
3. Can you think of a moment of frustration in your personal football career.  
Describe that moment. Would you do the same thing if it happened again to you?  
What can you do in the future to avoid those moments?  
Feedback from the group. Three tips form three different persons to achieve that ambition.
4. Conclusion  
Summary of the learned aspects.  
Do's and don'ts

Explanation on 2<sup>nd</sup> practical part (1–1, 2–2, 4–4)

Everyone defines one goal of the exercise for the group and one goal for himself.

Share the common goals, see if they can be united.

Set a common goal for the complete group

Divide the group into couples (2–2), teams (4–4) and a knock-out competition (1–1)

## 5.5 Part / Element 4: Practical games → Challenge tournament

**Aim:** Train competences  
Learning by doing, to experience that successfulness can be trained  
Raising awareness about the connection between goals in sports and goals in other dimensions  
**Time:** max. 90 minutes  
**Tools:** Bordered playing pitches:  
20 × 40 / 4–4 (max. 10 minutes per game)  
10 × 20 / 2–2 (max. 6 minutes per game)  
Panna cage / 1–1 (max. 3 minutes per game)  
balls, stopwatch  
**Method:** Practical training, learning by doing

### Steps:

1. Play on max. 2 different stages at the same time. The group that is not playing rests and supports the players. They have the assignment to collect impressions to give feedback later.
2. Collect the scores on a central spot  
Collect not only the results of the games, but also the remarks / interesting moments etc.
3. Switch as often as necessary until everyone has played all three games. Try to switch in a way that everyone has different opponents in all three games.

4. Play 2 or 3 carrousels of games (the ideal number of participants is 16. Everyone plays 3 games 4–4 (30 minutes), 3 games 2–2 (18 minutes) 3 games 1–1 (9 minutes)
5. After each round every player has to write an item on two flip-charts:
  - proud about
  - has to be improved

## 5.6 Part / Element 5: Evaluation

**Aim:** learning to give and accept feedback, define results, summarize positive experiences, define future goals (SMART)

**Time:** max. 30 minutes

**Tools:** Classroom, video screen, flipchart, Internet connection

**Method:** Interactive group session

### Steps:

1. Discuss the remarks of part 4, step 5 (proud / disappointment)
2. Split the group up in couples

The couples get the assignment to interview each other about the things they learned of the workshop and what they will do develop skills (tricks) and competences further in the future
3. One of each couple presents the results of the other person to the rest of the group.

The remarks are collected on a flipchart with the names on it  
At the end the common issues and contradictions are matched.  
Couples get assignments to work on further development
4. Fill in the evaluation form
5. Finish with movie(s) of choice

*Movie:* – Best football fans (YouTube / playlist nr. 10)  
– Best football dribbles (YouTube / playlist nr. 11)  
– Ultimate skills (YouTube / playlist nr. 12)

- Panna movie (YouTube / playlist nr. 16)
- Jeremy Lynch amazing football freestyle (YouTube / playlist nr. 19)



## 6. HATTRICK Workshop evaluation

It is of great value to encourage participants in the workshop to give their feedback about the workshop they took part in. It is known to be hard to get players, after delivering severe physical and mental efforts, are hardly motivated to reflect and evaluate if this exercise asks for a lot of reading and writing.

Therefore it is advised to use a short a brief evaluation method, which gives the participant the opportunity to deliver a personal opinion in a short and attractive form.

A useful example for this sort of evaluation is the Dart Board Evaluation, which is presented below:

### EVALUATION FORM

**How did you like the workshop?**

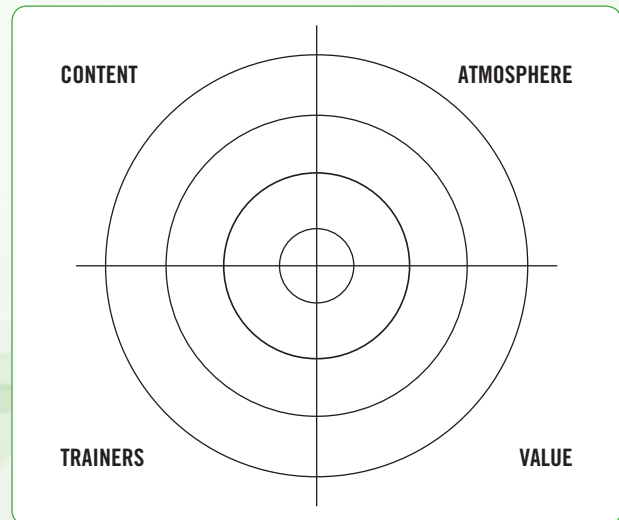
**By putting a dot (or other sign) in the four parts of the dart-board you can give your opinion about the program.**

**The closer you put the sign to the centre (bull), the better you liked this aspect.**

**You give your opinion about 4 different aspects:**

- 1. The content of the workshop (the actual exercises)**
- 2. The atmosphere during the workshop (did you and you enjoy it / did you have fun)**
- 3. The trainers (their attitude, explanation, enthusiasm)**
- 4. The value for you (did you learn something, was it interesting for you)**

If you have any personal remarks, you can write them down in the box below:





## II. Toolkit for FootballLL Workshops

### 1. Introduction – How to use the Toolkit for FootballLL Workshops

The content of a FootballLL Workshop can differ, depending on the goals the trainer wants to achieve with the team.

The design of the workshop is always the same: 5 parts / elements, as there are:

1. Introduction (Warming-up)
2. Training activities (first half)
3. Reflection (half time break)
4. Practical games (second half)
5. Evaluation (review / analysis)

#### Part / Element 1: the (theoretical) preparation

- Analysing the opponent
- Identify the strategic plan
- The preparatory team instruction
- Establishing the arrangements

#### Part / Element 2: the first half

- The actual play of the first half of the match
- The practical execution of the prepared strategic plan and arrangements.

#### Part / Element 3: half-time break

- The interim evaluation of the performance
- Time to make adjustments
- Re-arrange the priorities
- Set new/additional goals

#### Part / Element 4: the second half

- The actual play of the second half
- The practical execution of renewed plans
- Trying to achieve the best possible performance

#### Part / Element 5: review on the game

- Looking back at the performance
- appoint good actions and actions to be improved
- Evaluating the team performance
- Setting new goals for the future / next game

The FootballLL Workshop is designed consistently with the real football match sequence, to keep it as close as possible in the line of a practical football activity.

No matter what the content of a specific workshop might be, the structure should always be kept in the sequence of the 5 chapters explained here.

Depending on the specific needs of the team or target group the content of the workshop can differ. Different themes are relevant, depending on the envisaged goals. It is recommended to focus on a limited number of objectives for each single workshop.

Suggested objectives are for example:

- Respect and Fair Play
- Communication and co-operation (team play)
- Social and Intercultural competences
- Self confidence and self management

Workshops can be integrated in regular training sessions as well as offered as special project activities.

Usually a workshop should be planned within a timeframe of approximately 3–4 hours.

When it is integrated in a regular training session the separate chapters should be shortened and spread over more than one training session.

Important is to execute all 5 (shortened) chapters in each separate training session to have an optimal impact of the effect of the workshop content.

## 2. An example: Workshop Team spirit + Self management

Part/Element	Activity	Duration
<b>1. Introduction (max. 30 min)</b>	1. Explanation of the purpose and focus on the envisaged outcomes (problem solving abilities, mutual trust, self awareness of individuals and team, benefits of co-operation)	10 minutes
	2. Exercise: Wooden Man (No. 1)	10 minutes
	Alternative exercise: La Ola Trust Run (No. 5)	10 minutes
<b>2. First Practical Part (45 min, including debriefing)</b>	Multi Goal Game (No. 36) (3–5 frames, feedback between separate frames, Improving difficulties)	
<b>3. Interim evaluation</b>	Small groups: define team spirit / what makes a good team Exercise: Group Identification (No. 35)	45 minutes
<b>4. Second Practical Part (45 min, including debriefing)</b>	Keep away Hands Ball (No. 38) (3–5 frames, feedback between separate frames, improve difficulties Optional: 2 <sup>nd</sup> round of Multi Goal Game	
<b>5. Evaluation</b>	1. Feedback Round Table: ■ Have you met the workshop goals / envisaged outcomes ? ■ How can you describe / define the results? ■ Define a common team mission	
	2. Final exercise: ■ Flip the tarp (No. 6)	10 minutes
	alternative exercise: La Ola Trust Run (if not performed during introduction)	10 minutes



### 3. Legend

The pictograms give a clue of the HATTRICK competences that the described tool is aiming at, the recommended time to spend on the exercise and the part of the workshop where this could be used best.

	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		

### 4. Overview of exercises to be found on the additional CD

#### 4.1 Index of all exercises to be found on the additional CD

1. Wooden Man
2. Human Spring
3. Chain Tag
4. Wheel Barrow Race
5. La Ola Trust Run
6. Flip the Tarp
7. Folding the Rule
8. Football against Racism
9. Dress Code
10. Punctuality: Cultural Awareness Discussion for Players
11. Religion: Cultural Awareness Discussion for Players
12. Remote Controlled
13. Penalty Egg Kick
14. Mine Sweeper
15. B-Creative
16. Bucket on Feet
17. Win-Win Arm Wrestling
18. Penalty Knowledge Quiz
19. Know your Neighbour
20. Documentation
21. Discussion: Is Unfairness allowed?
22. Pencil Deal
23. Body and Language
24. How Football can help me
25. My Dream Coach/My Dream Parent
26. Hit Target/Bulls Eye
27. Street Soccer Challenge Tricks
28. Ultimate Frisbee Football
29. Bafa' Ball
30. Panna Respect Battle
31. The Net
32. River of Crocodiles
33. Setting Objectives / Full Value Contract
34. Test and Discussion
35. Group Identification
36. Four (Multi) Goal Game
37. Half Way Line Game
38. Keep Away Hands Ball

## 4.2 Overview of exercises, the envisaged Workshop part and addressed competences

WS Part/Element	Competence	Exercises to use (number)
1. Introduction	Self-management	4, 5, 6
	Intercultural & Social Competences	19
	Communication	3, 7, 14, 19
	Common Values & Sportsmanship	12
	Teamspirit/Fair Play	1, 2, 3, 4, 5, 6, 7, 12, 14
WS Part/Element	Competence	Exercises to use
2. Training activities Practical games* (Football-related)	Self-management	13, 18, 27, 30, 36, 37
	Intercultural & Social Competences	18, 29
	Communication	27, 28, 29, 36, 37
	Common Values & Sportsmanship	28, 30
	Teamspirit/Fair Play	13, 29, 36, 37
WS Part/Element	Competence	Exercises to use
3. Reflection	Self-management	26, 35
	Intercultural & Social Competences	20
	Communication	14, 20, 21, 24, 26, 33, 34, 35
	Common Values & Sportsmanship	12, 21, 24, 33
	Teamspirit/Fair Play	12, 14, 33, 34, 35
WS Part/Element	Competence	Exercises to use
4. Training activities Practical games* (Non-Football-related)	Self-management	16, 22, 37
	Intercultural & Social Competences	8, 20, 23, 29
	Communication	8, 15, 16, 17, 20, 21, 22, 23, 24, 25, 29, 31, 32, 34, 37
	Common Values & Sportsmanship	21, 24, 32
	Teamspirit/Fair Play	15, 16, 17, 25, 29, 31, 34, 37
WS Part/Element	Competence	Exercises to use
5. Evaluation	Self-management	16, 22, 26, 35
	Intercultural & Social Competences	9, 11, 19, 23
	Communication	9, 10, 11, 14, 16, 19, 22, 23, 24, 25, 26, 33, 34, 35
	Common Values & Sportsmanship	10, 12, 24, 33
	Teamspirit/Fair Play	12, 14, 16, 25, 33, 34, 35

\* The exercises in the parts / elements 2 and 4 can be mutually exchanged. In this schedule these exercises are classified according to football-related and non-football-related content.



## 5. Methods/activities to use for discussion

Below you can find a list of active methods and their descriptions that are used for trainings, meetings, decision taking, collection of ideas:

### 5.1 Brainstorming

Brainstorming is one of the oldest known methods for generating group creativity. A group of people comes together and focus on a problem or proposal. There are two phases of the activity. The first phase generates ideas, the second phase evaluates them. An experienced facilitator is useful.

#### Benefits

Although some studies have shown that individuals working alone can generate more and better ideas than when working as a group, the brainstorming activity enables everyone in the group to gain a better understanding of the problem space, and has the added benefit of creating a feeling of common ownership of results.

#### Method

Brainstorming is done with a group of people, which may be as small as two, but usually not larger than 12. One of the group should be nominated as facilitator. It is useful if the facilitator has had previous experience of brainstorming. The group should be assembled, and the facilitator should explain to the group: firstly the problem or idea to be explored; and secondly, the sequence of events that will take place during the method<sup>2</sup>.

2 Osborn, AF Applied Imagination. Scribners & Sons, New York, 1963. de Bono, Edward: Serious Creativity, Harper Business, New York, US, 1992

There are broadly speaking two phases:

1. Phase of collecting ideas
2. Analytical phase

#### *Phase of collecting ideas*

In this phase, members of the group put forward ideas about the set topic or problem. Be aware of three important issues:

- Ensure that everyone in the group has an equal opportunity to put ideas forward.
- Nobody in the group should criticise ideas put forward or attempt to evaluate them in any way.
- All the ideas put forward should be part of a record everyone can see.

Participants may be invited to take turns to present one and only one idea at a time, in a round-the-table fashion. If convenient, post-its may be used as follows:

- Every participant has a stack of post-its.
- Participants write down their ideas on their own post-its at any time.
- When it is a person's turn to present an idea, they present the idea on the best of their post-its, and then fix the post-it onto a wall where everyone else can see it.
- Post-its should initially be arranged in a haphazard fashion.

Alternatively a white-board or computer may be used: anything that will enable the entire group to see what ideas have been generated so far. The end of this phase will be apparent, as the speed of ideas slows down.

#### *Analytical phase*

In this phase similar ideas are brought together, and ideas which are impractical or incorrect are modified or discarded. Ideas may be combined and new ideas may be generated.

However, the objective of this phase is to tidy up the wealth of ideas generated in the first phase, and to filter the ideas from the group.

If 'post-its' have been used, they may be physically moved around and 'post-its' which act as summaries may be generated, perhaps in a different colours. Otherwise coloured pens may be used on the whiteboard to indicate links between ideas.

The facilitator may from time attempt to summarise by recounting the clusters of ideas that have been formed, why the group thinks some clusters of ideas are more promising, and others less.

As the analytical phase draws to a close, the facilitator should attempt to get the group to rank the clusters of ideas in order of priority, promise, or acceptability.

## 5.2 Focus group

Focus groups are an informal technique that can help you assess players' needs and feelings. In a focus group, you bring together from six to nine players to discuss issues and concerns. The group typically lasts about two hours and is run by a moderator who maintains the group's focus.<sup>3</sup>

Focus groups often bring out users' spontaneous reactions and ideas and let you observe some group dynamics and organizational issues. You can also ask people to discuss how they perform activities that span many days or weeks: something that is expensive to observe directly. Since there are often major

differences between what people say and what they do, direct observation of one user at a time always needs to be done to supplement focus groups.

It's important to underline that the focus group has been prepared by the conductor; it's could be useful to follow the steps below:

1. Identify the major objective of the meeting.
2. Carefully develop five to six questions (see below).
3. Plan your session (see below).
4. Call potential members to invite them to the meeting. Send them a follow-up invitation with a proposed agenda, session time and list of questions the group will discuss. Plan to provide a copy of the report from the session to each member and let them know you will do this.
5. About three days before the session, call each member to remind them to attend.

## Developing questions

1. Develop five to six questions – Session should last one to 1.5 hours – in this time, one can typically ask five or six questions.
2. Always first ask yourself what problem or need will be addressed by the information gathered during the session.
3. Focus groups are basically multiple interviews. Therefore, many of the same guidelines for conducting focus groups are similar to conducting interviews.

## Planning the session

1. Scheduling – Plan meetings to be one to 1.5 hours long.
2. Setting – Hold sessions in a conference room, or other setting. Configure chairs so that all members can see each other. Provide name tags for members, as well.

3 Greenbaum, T.L.: The Handbook for Focus Group Research. New York: Lexington Books, 1993.  
 Krueger Richard A. and Casey Mary Anne: *Focus Groups: A Practical Guide for Applied Research* (4th edition),  
 Krueger Richard A.: *Moderating Focus Groups* (Focus Group Kit). Thousand Oaks, CA: Sage Publications, 1997.  
 Nielsen, J. (1997). The use and misuse of focus groups. IEEE Software 14, 1 (January), 94–95.

3. Ground Rules – It's critical that all members participate as much as possible, yet the session move along while generating useful information. Because the session is often a one-time occurrence, it's useful to have a few, short ground rules that sustain participation, yet do so with focus. Consider the following three ground rules: a) keep focused, b) maintain momentum and c) get closure on questions.
4. Agenda – Consider the following agenda: welcome, review of agenda, review of goal of the meeting, review of ground rules, introductions, questions and answers, wrap up.
5. Membership – Focus groups are usually conducted with 6–10 members who have some similar nature, e.g., similar age group, status in a program, etc. Select members who are likely to be participative and reflective. Attempt to select members who don't know each other.
6. Plan to record the session with either an audio or audio-video recorder. Don't count on your memory. If this isn't practical, involve a co-facilitator who is there to take notes.

### **Facilitating the session**

1. Major goal of facilitation is collecting useful information to meet goal of meeting.
2. Introduce yourself and the co-facilitator, if used.
3. Explain the means to record the session.
4. Carry out the agenda – (See „agenda“ above).
5. Carefully word each question before that question is addressed by the group. Allow the group a few minutes for each member to carefully record their answers. Then, facilitate discussion around the answers to each question, one at a time.
6. After each question is answered, carefully reflect back a summary of what you heard (the note taker may do this).

7. Ensure even participation. If one or two people are dominating the meeting, then call on others. Consider using a round-table approach, including going in one direction around the table, giving each person a minute to answer the question. If the domination persists, note it to the group and ask for ideas about how the participation can be increased.
8. Closing the session – Tell members that they will receive a copy of the report generated from their answers, thank them for coming, and adjourn the meeting.

### **Immediately after session**

1. Verify if the tape recorder, if used, worked throughout the session.
2. Make any notes on your written notes, e.g., to clarify any issues that have arisen, ensure pages are numbered, fill out any notes that don't make sense.
3. Write down any observations made during the session. For example, where did the session occur and when, what was the nature of participation in the group? Were there any surprises during the session?

## **5.3 Forum theatre**

Forum theatre is an interactive form of theatre that encourages audience interaction and explores different options for dealing with a problem or issue. Forum Theatre is often used in the work with socially excluded and disempowered groups.

### **Description**

Forum Theatre (also known as Boal's Theatre, 'Theatre of the Oppressed', 'Theatre for Development') is an interactive theatre form invented (or discovered) in the early 1970s by Augusto Boal who wanted to empower the audience of his plays<sup>4</sup>.

<sup>4</sup> [http://www.leapingdeer.co.uk/how\\_we\\_use\\_forum.html](http://www.leapingdeer.co.uk/how_we_use_forum.html)

An audience is shown a short-ish play in which a central character (protagonist) encounters an oppression or obstacle which he is unable to overcome; the subject-matter will usually be something of immediate importance to the audience, often based on a shared life experience. When the play has been performed members of the audience can take to the stage and suggest alternative options for how the protagonist could have acted. The actors explore the results of these choices with the audience creating a kind of theatrical debate, in which experiences and ideas are rehearsed and shared, generating both solidarity and a sense of empowerment.

In the UK Forum theatre has been used by the organisation Cardboard Citizens to give homeless people a voice – enabling them to reach and recognise their potential.

Forum Theatre sessions allow people to take the stage and show many different possibilities. In this way, the event can be used to rehearse for an imminent occasion, or to uncover and analyse alternatives in any situation, past, present or future. The experience can build empathy for the situation of a particular group or to try to overcome a sense of powerlessness amongst the audience.

### How to use forum theatre

Using Forum theatre as a tool for learning has many benefits:

- Turns a problem into a solution
- Provides a means to test tools and techniques in a safe environment
- Gives an opportunity to try out various approaches to a single issue
- Interact at a level that suits you
- Allows for group consensus to determine what works for them
- Empowers individual creative thinking
- Facilitates behavioural change

### ■ Challenges working frameworks to assess their validity

Forum theatre is a very powerful tool for learning and changing behaviours – by giving space for everyone’s ideas, they can also learn teamwork, and discover how working together inspires a positive atmosphere. As we can train so many people at one time, it is cost effective too.

The session is started by showing the piece of theatre. After that, an explanation follows that it will be re-ran, but this time the group can get involved! If they feel the protagonist in the piece can say or do something differently, they stop the action and try out their idea, and so influence the outcome of the piece. This can be done in several ways. The best way is to replace the actor. They can also direct the actor from their seat! It has to be emphasised that the forum is just that – a forum for ideas, and there are not necessarily any “right” or “wrong” answers. As people become more relaxed, the ideas start to come thick and fast! The participants will have been absorbed and entertained by a play written just for them, reflecting scenarios and problems they are familiar with. Because they can interact with what they have seen, change what happens, and see the results played out immediately, they are empowered in a dynamic, unique way.

The facilitator directs proceedings, and turns each idea back to the group to find out how it changed the piece. The consensus of the group decides what will work for them. At the end of the session, the facilitator sums up the group’s ideas, and they leave with their own “best practice”. Because they have created it themselves, the results continue to grow when they are back in the workplace, and can be evaluated against agreed performance indicators.

### 5.4 Role play

Role play can be defined as a technique in which people are presented with a real or artificial environment and they are exposed



with some kind of case or situation and they need to exhibit the same in form of roles.

It is a spontaneous human interaction involving realistic human behaviour under artificial or stimulated environment. It consists of interviews or series of interview in which the participants or the trainees are provided with a role brief and a set of circumstances which they need to enact.

The trainee develops a strategy to how should he react or think in a particular situation and possible suggestive solutions for resolving the problem or analyzing the situation. He also learns and forecasts what the other party or as per the case may be what can be the other reaction. This technique thus not only leads to self learning about expected outcome but also helps in understanding others perception about the task or issue<sup>5</sup>.

#### Objectives of role play as a training technique

1. To help in developing a better understanding of the issue.
2. To help in understanding how to handle a particular situation.
3. To help in developing better understanding of the issue and better decision making.
4. To help in anticipating reaction of other party.
5. To help in developing communication, management development and leadership quality.
6. To help in improvement of interpersonal relationship.
7. To help in providing an insight to understanding behavioural patterns of others.

#### Salient features of role play as a training method for learning

- **Learning by doing** – Since in this the participant plays role as per the given circumstances he learns practically and

understands the demand or requirement of skill set to resolve or get the task done.

- **Learning through imitation** – while playing the new or the expected role the participant gets the feelings about the other persona and tries his best to include and accrue all traits of the given role. Thus he gets an opportunity to understand, analyze and reflect the other person perception and behaviour.
- **Learning through observation and feedback** – This method helps in dual learning. The trainee not only learns and reinforces the concepts by self learning but also develops an understanding about a new role. This approach helps in building good decision making ability, management capacity and leadership overall.
- **Learning through analysis and conceptualization** – The role played by the trainee helps in analyzing the various skills involved in the role right from domain, conceptual, design or human skills and thus helps in designing a broader understanding and clear outlook towards task.

#### Reasons and areas for selecting role play as training technique

The trainer or the facilitator should be very logical and clear about the purpose of using this as a training technique. The success of role play depends on the role brief, set circumstances and the utility expected from the technique.

The areas where the trainer and get the trainees benefited with this method include:

- To practice behaviour where new role needs to be assigned to individual or as on anticipated problem situation
- To analyze the problem situation and develop approach and technique to resolve it
- To learn insight into motivation and roles of others
- To develop new skills and insight on resolving problems

5 <http://traininganddevelopment.naukrihub.com/methods-of-training/games-and-simulations/role-plays.html>

- To develop a holistic understanding of the job for present as well as future

### Benefits or outcome of role play as a training technique

- It helps in both cognitive and effective development of trainees and better learning by doing.
- It permits practice by repetition and helps in better reinforcement.
- It also helps in improving human relation since it helps a developing empathy.
- It helps in making people sensitive towards others.
- It helps in better SWOT analysis of individuals and thus the feedback given helps in identifying and overcoming the deficiencies.
- It enables the role player to control his behaviour and enact as if he is enacting in a real life situation.
- It helps in bringing attitudinal changes in the employees as trainees.
- It is a more practical approach than other technique since in this the learning by doing and feedback that whether a behaviour reflected is acceptable or requires change can be given.

Role play as a training technique focuses on emotional, behavioural and perceptual basis for development.

## 6. Sources

As we all know football is the Nr. 1 sport in the world. More than a billion people all over the globe play the game or are closely involved as supporter or facilitator. The list of resources that can be used for the purpose of competence development through football is sheer unlimited. This toolkit therefore, is just a small selection of possible activities, exercises and games that can be

used for training sessions or workshops. We used the experience of the authors and their networks as the main source for our research.

### 6.1 Good practices

#### Annette Reiners – Akademie für Erlebnisorientiertes Lernen:

Annette Reiners is a German pedagogue who established the Academy for experience oriented learning. She developed methodologies and practical training materials for interactive learning that are appreciated by lots of profit and non-profit organisations in the German speaking countries in Europe. Several training exercises have proven to be useful materials for the purposes of workshops and coach course of the HATTRICK project.

[www.annette-reiners.de](http://www.annette-reiners.de), [www.erlebnisorientiertes-lernen.de](http://www.erlebnisorientiertes-lernen.de)

#### Training4Diversity:

Training4Diversity is a set of intercultural communication materials developed by the the Diverse Europe at Work Project partnership under the Lifelong Learning Programme of the EU. One of the developers was Mr Boian Savtchev of ECET-European Centre for Education and Training, Bulgaria, who is also a member of the HATTRICK Project partnership. [www.dew-net.eu](http://www.dew-net.eu)

#### Play Fair Initiative, Germany:

The Niedersachsen Fair Play Cup is an excellent example of how to get children excited about playing fair, and to encourage it. Over 200 teams are involved between the ages of 12–14 and after every game the teams go into their dressing rooms and discuss the attitudes of not only the players, but the manager, coaches, and even the spectators of the opposition. These points are awarded based on very strict guidelines and the scale is between 0–15 points. At the end these points are awarded to the opposing team! [www.nfv-www.de/fairplay](http://www.nfv-www.de/fairplay)

### Stichting Learn Respect, the Netherlands:

The foundation (L)earn Respect strives to achieve a respectful, creative, healthy and thriving society by organising and conducting workshops, trainings and activities in the field of sport, music and culture. By doing this, the stimulation of the development of children and youngsters in their personal development and interaction with others is our specific focus, especially through actions in the spirit of the message of the campaign Learn & Earn Respect. [www.learnrespect.nl](http://www.learnrespect.nl)

### Foundation “More than Football”, the Netherlands:

In 2004 the foundation “More than football” (SMDV) was established in the Netherlands on initiative of the Dutch Football Association (KNVB). The idea was that football could be used as tool for social bonding and bridging. The focus of SMDV is to use the social impact of football to work on important issues such as combating obesities, reaching difficult target groups through football, movement against racism and discrimination etc. Not only the society but also the football clubs could benefit from these actions, develop an attitude of social entrepreneurship and create new opportunities to get involved in all layers of society. [www.meerdanvoetbal.nl](http://www.meerdanvoetbal.nl)

## 6.2 Literature and published materials

Playlist YouTube films:

NR.	TITLE	LINK	DATE OF RELEASE	DUR.
1	FA Respect – Parents and Carers Guide, scene 1	<a href="http://www.youtube.com/watch?v=61-Pax5cF8A">http://www.youtube.com/watch?v=61-Pax5cF8A</a>	13-11-2009	1:21
2	FA Respect – Parents and Carers Guide, scene 2	<a href="http://www.youtube.com/watch?v=ZRcv-ZRMCXI">http://www.youtube.com/watch?v=ZRcv-ZRMCXI</a>	13-11-2009	1:27
3	FA Respect – Parents and Carers Guide, scene 3	<a href="http://www.youtube.com/watch?v=86LmKa1Sig4">http://www.youtube.com/watch?v=86LmKa1Sig4</a>	13-11-2009	1:16
4	FA Respect – Parents and Carers Guide, scene 4	<a href="http://www.youtube.com/watch?v=lof81jcqYc">http://www.youtube.com/watch?v=lof81jcqYc</a>	13-11-2009	1:27
5	FA Respect – What Joe is thinking	<a href="http://www.youtube.com/watch?v=ogg6re89VTo">http://www.youtube.com/watch?v=ogg6re89VTo</a>	14-11-2009	0:25
6	FA Respect – Post match commentary, the Coach	<a href="http://www.youtube.com/watch?v=zia1qExd8ZE">http://www.youtube.com/watch?v=zia1qExd8ZE</a>	14-11-2009	1:16
7	FA Respect – Post match commentary, the Welfare	<a href="http://www.youtube.com/watch?v=JbEx1pbZLkg">http://www.youtube.com/watch?v=JbEx1pbZLkg</a>	14-11-2009	0:52
8	FA Respect – Post match commentary, Joe	<a href="http://www.youtube.com/watch?v=q2VcHmZS0cA">http://www.youtube.com/watch?v=q2VcHmZS0cA</a>	14-11-2009	0:35
9	FA Respect – Trevor Brooking	<a href="http://www.youtube.com/watch?v=t_jnWCmjc_Q">http://www.youtube.com/watch?v=t_jnWCmjc_Q</a>	14-11-2009	1:00
10	Best Football Fans	<a href="http://www.youtube.com/watch?v=W249iiRVhbs">http://www.youtube.com/watch?v=W249iiRVhbs</a>	26-04-2007	2:58
11	Best Football Dribbles		02-11-2006	3:33
12	Ultimate skills	<a href="http://www.youtube.com/watch?v=KYpvQWeMzhA">http://www.youtube.com/watch?v=KYpvQWeMzhA</a>	14-04-2007	4:09
13	Street Soccer		21-10-2006	4:00
14	STREET SOCCER		05-04-2006	1:08
15	Two Rays (respect program viral)	<a href="http://www.youtube.com/watch?v=WoPh-Ari1W0">http://www.youtube.com/watch?v=WoPh-Ari1W0</a>	16-03-2009	1:59
16	Panna Movie	<a href="http://www.youtube.com/watch?v=d4SYbmu26yl">http://www.youtube.com/watch?v=d4SYbmu26yl</a>	29-08-2006	2:18
17	Dutch Panna KO UK Tour 2009	<a href="http://www.youtube.com/watch?v=87qBFUGe_6M">http://www.youtube.com/watch?v=87qBFUGe_6M</a>	23-06-2009	9:33
18	FA Respect – why kids love football	<a href="http://www.youtube.com/watch?v=JJpKoOaeOxl">http://www.youtube.com/watch?v=JJpKoOaeOxl</a>	14-11-2009	0:47
19	Jeremy Lynch amazing football freestyle		13-09-2007	5:40
20	Stand Up / Speak Up	<a href="http://www.youtube.com/watch?v=6sbetvlu9Qg">http://www.youtube.com/watch?v=6sbetvlu9Qg</a>	23-02-2006	0:32
21	Celtic VS Barcelona	<a href="http://www.youtube.com/watch?v=oW0vYQeRhuU">http://www.youtube.com/watch?v=oW0vYQeRhuU</a>	13-03-2008	2:11
22	FA Respect – Post match commentary, the Referee	<a href="http://www.youtube.com/watch?v=xcEPMygIXiM">http://www.youtube.com/watch?v=xcEPMygIXiM</a>	14-11-2009	1:03

The playlist is mainly English spoken. For the purpose of using visual material in countries where the English language is not recommended, the films should be exchanged with other examples in the preferred language.



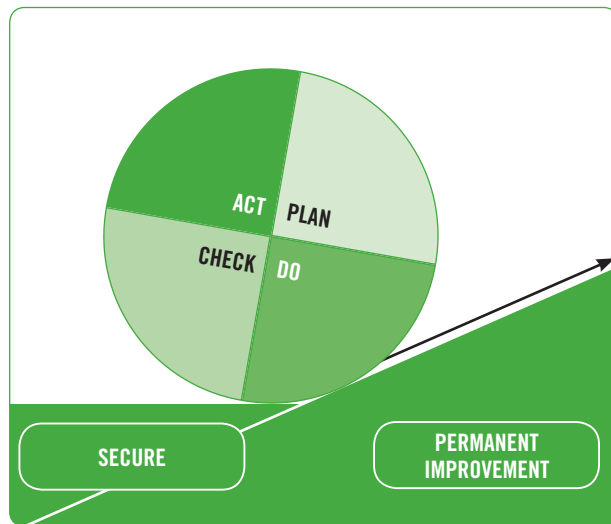
## Literature

### I. FootballLL Workshop Design

#### ad. 5.4 PDCA Cycle

The PDCA cyclus (5.4) consists of 4 steps **Plan Do Check Act** that can support and guide the strategy and control of an organisation or an individual:

1. Plan – make plans and define goals
2. Do – execute planned actions and register the performance objectively
3. Check – compare the outcomes of the execution with the planned results
4. Act – re-define the goals and actions according to the experienced outcomes



### II. Toolkit for FootballLL Workshops

#### ad. 5.1 Brainstorming

de Bono, Edward: *Serious Creativity*, HarperBusiness, New York, US, 1992.

Osborn, AF: *Applied Imagination*. Scribener's & Sons, New York, 1963.

#### ad. 5.2 Focus Groups

Greenbaum, TL: *The Handbook for Focus Group Research*. New York: Lexington Books, 1993.

Krueger, Richard A. and Casey, Mary Anne: *Focus Groups: A Practical Guide for Applied Research* (4th edition).

Krueger, Richard A: *Moderating Focus Groups* (Focus Group Kit). Thousand Oaks, CA: Sage Publications, 1997.

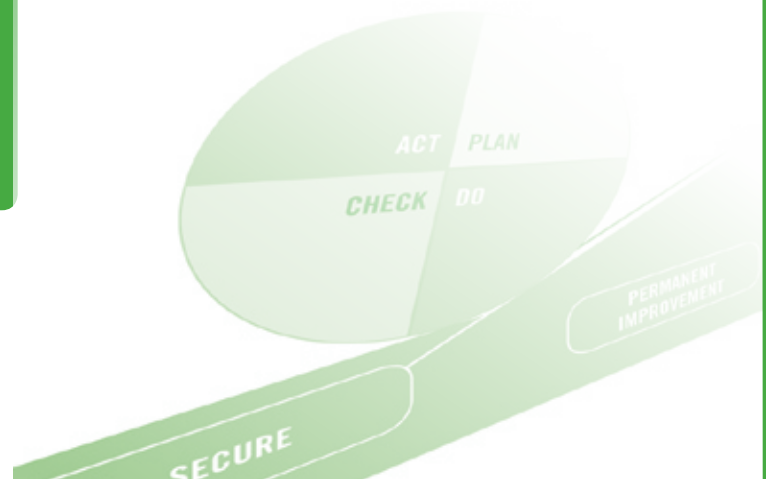
Nielsen, J.: The use and misuse of focus groups. *IEEE Software* 14, 1 (January), 94–95, 1997.

#### ad. 5.3 Forum Theatre

[http://www.leapingdeer.co.uk/how\\_we\\_use\\_forum.html](http://www.leapingdeer.co.uk/how_we_use_forum.html)

#### ad. 5.4 Role Play

<http://traininganddevelopment.naukrihub.com/methods-of-training/games-and-simulations/role-plays.html>



### 6.3 List of equipment

Indoor	Outdoor
Class room	– 16 balls
– Video screen	– 16 shirts in 4 different colours (4 × 4)
– Flip chart	– Bordered playing pitch
– Internet connection	– 20 pylons
– Writing material (pens, markers, paper, stickers)	– Panna cage (if available). Can be replaced by bordered area of 8–10 m W
	– Stopwatch and whistle





