



**FOOTBALL  
AUSTRALIA**

**MULTICULTURAL  
YOUTH PROGRAM  
(MYP)**

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# YOUR ROLE AS A COACH

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Your role as a coach is to develop and improve players' football technical ability as well as promote the development of their social and emotional wellbeing.

You will achieve this by:

- Planning and delivering training sessions underpinned by the identified football skills while incorporating key life-skills messages outlined in the program
- Creating a safe, non-judgemental and culturally appropriate environment by delivering effective and organised sessions and building trust with fellow coaches, players and their parents/guardians.

## **Knowledge, Skills and Attitude a Coach should have in order to empower girls:**

- Understand the building blocks of football (1v1, Running with the ball, Striking the ball, First Touch)
- Flexibility: Ability to adapt the activities and session plan effectively based on the skill level and number of players present
- Organisational Skills: Effective planning, preparation and understanding the objectives of the session

- Emotional Intelligence: Understand your own values and strengths and manage your own emotions and therefore the values, beliefs and needs of the players
- Presence: be tuned in to what is happening in your session and remain neutral and non-judgemental
- Building Positive Relationships: Build a positive relationship with coaching staff, players, families and the broader community
- Communication: Demonstrate positive and clear communication skills using a variety of methods such as active listening, paraphrasing, questioning, summarising
- Praise the right things, the right way: Provides positive reinforcement and acknowledges when a player has demonstrated positive change/improvement. Acknowledge the behaviours that your players exhibit to demonstrate their understanding of the session theme.
- Create a competitive culture: Mix it up so that participants have the chance to compete against themselves, and with and against their teammates. Have them try and set "personal records" which will encourage them to focus on their own progress.

# PROGRAM METHODOLOGY

## THE MULTICULTURAL YOUTH PROGRAM COMBINES SOCIAL-EMOTIONAL LEARNING APPROACH WITH FA NATIONAL FOOTBALL CURRICULUM'S SKILL ACQUISITION PHASE.

Each session explores both a football skill and a key social and emotional principle through specifically designed football activities and purposeful, safe discussions.

FA Multicultural Youth Program football sessions are delivered in a powerful, positive and inclusive learning environment by trained coaches.

### 1. Social-emotional Learning

Social-emotional learning can be defined as “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions”. (The Collaborative for Academic, Social, and Emotional Learning, CASEL).

As today's societies rapidly become ever more diversified both demographically and politically, young people face multifaceted challenges. From a practical standpoint, the promotion of social and emotional learning has been identified as a key resource for enhancing positive and productive development in youth. It helps young people navigate the challenges of everyday life. They enable them to develop into healthy, responsible, and productive adults.

FA Multicultural Youth Program summarises CASEL's framework into four blocks: Creating Self, Creating Coping Mechanisms, Creating Connections, Creating Social Responsibility.

- Creating Self: Recognising your own emotions and how they affect your thoughts and behaviour, developing a greater understanding of your strengths and weaknesses, and having self-confidence
- Creating Connections: Developing and maintaining good relationships, communicate clearly, work well in a team, and manage conflict
- Creating Coping mechanisms: Managing your emotions in healthy ways, managing your time effectively, setting goals and adapting to changing circumstances.
- Creating Social Responsibility: Understanding the emotions, needs, and concerns of other people; recognising and appreciating the differences in others, and understanding ways to support others.

### 2. Skill Acquisition Phase

The FA National Football Curriculum distinguishes 6 Building Blocks: 4 Training Building Blocks and 2 Playing Building Blocks.

Aligned with the FA National Football Curriculum's Skill Acquisition Phase, a coach must focus on providing a solid foundation of game-related technical skills. If the player does not gain this skill foundation during this phase it will be very difficult to make it up later.



# PROGRAM STRUCTURE AND OVERVIEW

The 8-week program includes 8 life skills across 4 social-emotional learning blocks, plus the 4 core football skills from the skill acquisition phase.

Session	Social-emotional learning block	Life Skill	Football Skill
1	Creating Self	Values	First Touch
2		Self-Awareness and Confidence	Striking the Ball
3	Creating Connections	Resilience	Running with the Ball
4		Decision-making & problem solving	1v1
5	Creating Coping Mechanisms	Communication	First Touch
6		Teamwork	Striking the Ball
7	Creating Social Responsibility	Rights and Responsibility	Running with the Ball
8		Celebrating Diversity	1v1

Each session consists of 4 parts:

Part 1	Part 2	Part 3	Part 4
Functional Activity and Icebreaker	Recognition Game and Intervention	Evaluation Small-sided Game (SSG)	Reflection Phase discussion
A fun, engaging activity with football movement at high speed. All players involved to encourage social interactions and personal confidence.	An adapted game to emphasise life skill key messages, with quick, effective key football skill interventions by highlighting model behaviours or developing and refining technical skills.	A game complying with the rules of the real game, free from any specific conditions. Coach on the run by praising and encouraging desired football actions and life skill behaviours.	A facilitated discussion designed according to the process of experiential learning that allows players an opportunity to <b>reflect</b> on the experience and to draw out key concepts. Next, they develop generalisations about the lessons learned that <b>relate</b> to them and <b>apply</b> the key messages to their lives.

# SESSION GUIDE

# SESSION 1 OVERVIEW

## FOOTBALL SKILL

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- Football Skill Objectives

## FIRST TOUCH

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- Controlling the ball with all allowed body parts, including feet, thigh, chest and head.

## LIFE SKILLS THEME

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- Life Skills Objectives

## VALUES

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- Identify positive values and football role models and how values are transferred off the field
- Identify positive personal and shared team values in your game

## PART 1

### FUNCTIONAL ACTIVITY AND ICE BREAKER

Four Corners  
- 10mins

## PART 2

### RECOGNITION GAME AND INTERVENTION

1v1, 2v2  
- 20mins

## PART 3

### EVALUATION SSG

Free Game  
- 20mins

## PART 4

### REFLECTION

Reflect Relate  
Apply  
Wrap Up With  
Key Message  
- 5mins

# PART 1: FUNCTIONAL ACTIVITY AND ICE BREAKER

## FOUR CORNERS

### Time

- 10 minutes

### Equipment

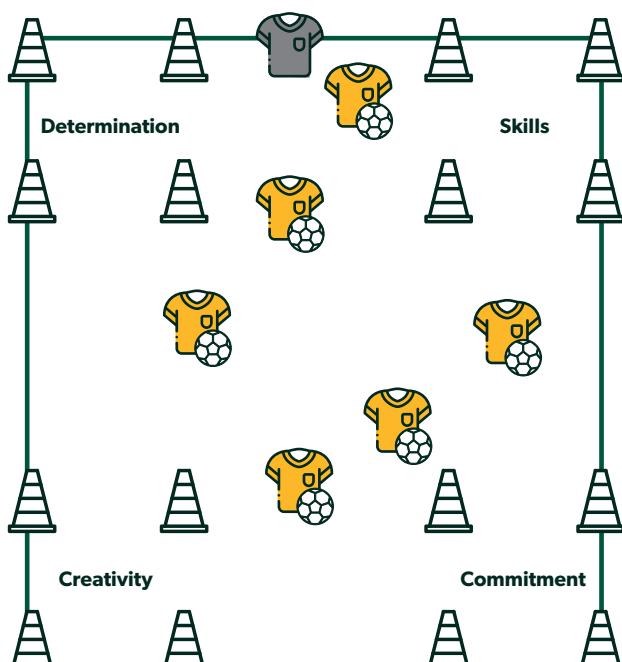
- 16 cones, 1 football per person

### SET UP

- Set out playing area (size depends on number and ability of players).
- Set out 4 clearly identifiable zones in each corner of the playing area.
- Introduce Session objectives:
  - First Touch
  - Values
- Ask players: **What does success look like? When you think of someone successful, what do they look like?**
- Answers may include: Rich, good job, well dressed, celebrity etc. Explain that: Over 90% of an iceberg volume (and mass) is underwater. What we see is above water, what is underneath all of that and what drives these actions are our values.
- Ask players: **What are values?** Explain that: Values are like a compass that points us to our 'true north'. They are what keeps us 'on track' and what gives us purpose. Values reflect who we are daily, in everything we do on the field, at home, at school and at work.

### INSTRUCTIONS

- Provide each player with a ball.
- Ask the players: **What are some values that a footballer might have?**
- Answers may include: determination, skills, commitment, creativity
- **Explain game objective:** players will have a ball each and dribble in the general area until a value is called out. Players must dribble to that zone using different types of dribbling techniques
- Allocate each answer to a corner 'zone' but writing it on a cone or a piece of paper and placing it in the zone.
- Begin by having players dribble in the general playing area
- After a minute or two, call out a value and the players dribble to the appropriate zone
- When players assemble in the zone, ask them to provide an example of how that value applies outside of football
- Repeat again with other values



### CHANGE IT

- Use different types of dribbling: sole of the foot, left/right foot only, include a skill before they start dribbling (e.g. step-over, drag-back)
- Work in pairs: one player runs to the zone and the other passes the ball to them
- Can it become a race to the zone?
- Add a defender who can block you from entering a zone
- Describe a scenario and players dribble to the value they believe relates to that zone

# PART 2: RECOGNITION GAME AND INTERVENTION

## 1V1 > 2V2

### Time

- 10 minutes

### SET UP

- Field size: approximately 15 x 6 metres with 2 small sized gates on the sidelines
- Ask the players: **“What are things you need to consider in order to have a good first touch?”**
- Answers may include: *Be aware of your team-mates, get the ball under control quickly, cushion the ball, bring the ball down, keep your head up and play the ball in the direction of your next movement, practice.*

### INSTRUCTIONS

- Divide players into 2 teams
- Position 4 players per grid in two teams, with one player from each team on opposing ends

### Equipment

- Markers for the outline and two gates on either side of grid, footballs, 2 sets of bibs

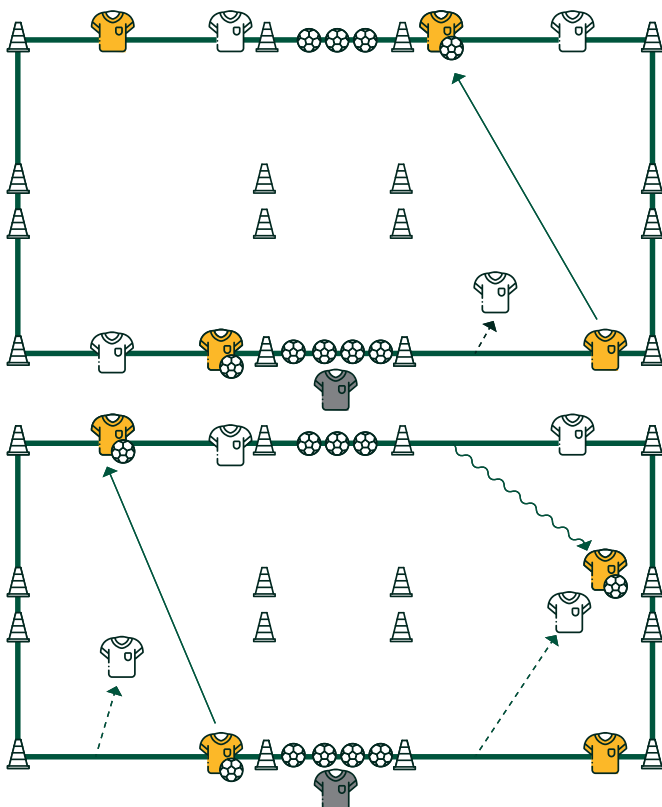
- **Explain game objective:** to effectively use first touch to get away from the defender to score a goal through either gate
- Game starts when yellow player passes to her team-mate on the opposing end
- As the pass is played, the white defender from the side the ball is played in can enter the grid to defend a 1v1 duel
- Scoring for the attacker: 2 points for dribbling the ball to any side gate
- Scoring for the defender: 1 point for winning the ball and dribbling to any side gate or attacker’s starting line
- Swap roles of attacker and defender regularly

### CHANGE IT

- Progress to 2 v 2
- Change up scoring methods

### THINGS TO LOOK OUT FOR AND CONSIDER

- Are players exhibiting values (honesty, hard work, creativity)?
- Are players breaking rules and being dishonest?
- Opportunities to link players actions to values (showing respect to others, trying new skills)
- Provide opportunities for players to see the value of teamwork by encouraging players to score using different methods.
- Encourage players to control the ball away from defender’s reach
- Are they pushing the ball in the direction of the next movement?
- Are they keeping their head up to see their opponent and identify their options?



# PART 3: EVALUATION SSG

## FREE GAME

### Time

- 20 minutes

### Equipment

- Markers for the outline, bibs, 1-2 footballs per grid

### SET UP

- Field Size: Set up a 30 x 40 grid (depending on number of players)
- Explain that in this game we should focus on our first touch, how we move the ball away from the defender and getting the ball under control quickly

### INSTRUCTIONS

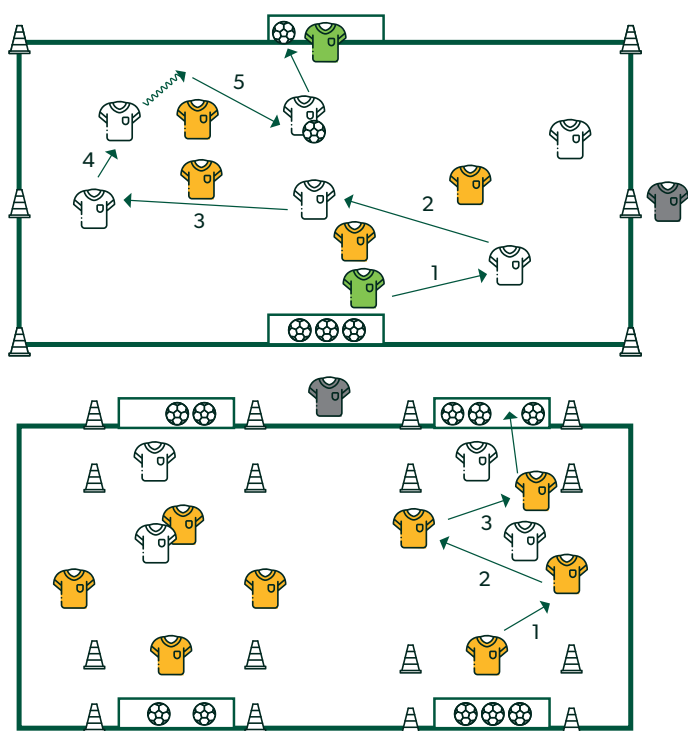
- Explain that this is a free game. The objective is to score a goal. All goals are worth 1
- Divide players into even teams, with each team receives a set of coloured bibs
- Start with a kick off

### CHANGE IT

- Place some players from each team around the perimeter of the grid. Field players can pass to team-mate on the perimeter, but they may only pass back to another team-mate on the field with one touch
- Progress to one large game with equal number of players on each team

### THINGS TO LOOK OUT FOR AND CONSIDER

- Are they displaying various values and skills such as:
- Mentality of a winner – commitment, encouragement of others, resilience when behind, high energy, constant motivation
- Emotional stability – maintains concentration despite making mistakes, not reacting negatively to coach instructions etc
- Personality and presence – act as a role model, take responsibility for self and the team. A player who shows confidence and passion. Influential in the game and show strong leadership with a focus on the team.
- Explosiveness – fast reactions and ability to move in all directions quickly
- Game intelligence – make good decisions quickly under pressure with and without the ball
- Body and ball control – keep control of the ball in all situations through good technique



# PART 4: REFLECTION

## Time

- 10 minutes

### REFLECT

- *What kind of values did you see demonstrated amongst your team-mates?*
- *What are some common values that sporting role models have?*

### RELATE

- *Does having values help you become a better player?*
- *Is it good to have a guide?*
- *When you're under pressure to make a choice how can our values help?*
- *Should we look to footballers to set our values?*

### APPLY

- *Do values help players to become better?*
- *What situations might your values be challenged?*
- *What can you do to help others show positive values?*
- *How can you show your positive values today?*
- *When facing pressure situations or when forced to make choices, what can happen to our choices/values?*

### WRAP UP KEY MESSAGE

- *Our values guide us in the decisions we make and our experiences, our upbringing, our family, and friends shape them.*
- *Our values differ from one another, but we also have common values as a school, community, or as a team, or even a nation.*
- *As we grow and experience new things our values change, and we begin to have a different attitude and perspective to life.*
- *When a team has positive values that drive their goal and mission, this results in better success and satisfaction of all the team members.*

# SESSION 2 OVERVIEW

## FOOTBALL SKILL

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- Football Skill Objectives

## STRIKING THE BALL

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Includes all forms of striking the ball, such as:

- Short, medium and long-range passing
- Shooting
- Crossing
- Heading

## LIFE SKILLS THEME

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- Life Skills Objectives

## SELF-AWARENESS AND CONFIDENCE

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- Identify personal strengths and characteristics on and off the field
- Highlight and discuss positive personal characteristics
- Appreciate the value of self-awareness in relation to how we see ourselves and how others see us

### PART 1

#### FUNCTIONAL ACTIVITY AND ICE BREAKER

Pinball  
- 10mins

### PART 2

#### RECOGNITION GAME AND INTERVENTION

Bonus Goals  
- 15mins

### PART 3

#### EVALUATION SSG

Free Game  
- 20mins

### PART 4

#### REFLECTION

Reflect Relate  
Apply  
Wrap Up With  
Key Message  
- 5mins

# PART 1: FUNCTIONAL ACTIVITY AND ICE BREAKER

## PINBALL

### Time

- 10 minutes

### Equipment

- Pins (Cones) per player, Markers for outline, 2-4 footballs

### SET UP

- Place evenly spaced grid of pins (cones) in a 20mx20m area.
- Introduce session objectives:
  - Striking the ball
  - Self-awareness
- Ask the players: **what is self-awareness?**
- Answers may include: *How we see ourselves and being aware of how others see us, Understanding our strengths and weaknesses*
- Explain that in this game we can identify our own personal strengths and characteristics, as well as sharing how we view other people's strengths

### INSTRUCTIONS

- Assign players a pin to protect. There should be one pin for each player
- **Explain game objective:** Protect your own pin; knock other players' pins down with a football
- Coach releases 2 balls into the area and participants have to try and knock other players' pins over by passing the ball into it. At the same time, they need to protect their own pin

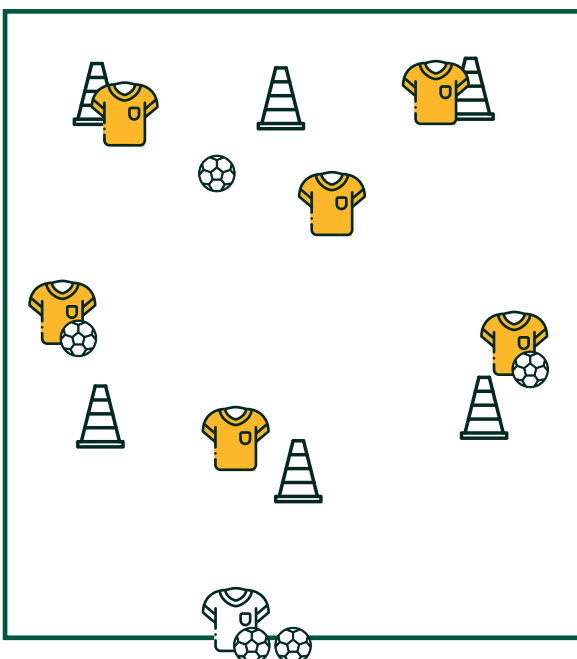
- If a player's pin is knocked over, they must leave the area of play and become a free player standing on the outside of the playing area. They can kick any stray balls back into the playing area and try to knock over other cones from the outside
- The game concludes when there is only one pin left standing
- Coach releases multiple balls (2-3) into the area. Pins become more difficult to protect, and players' awareness becomes more important
- When a players' pin is knocked over, they must explain to the coach why their pin was knocked out (i.e. are they aware of their "mistake"?)

### CHANGE IT

- Spread the pins out randomly or allow students to decide where to place their pin
- Create zones, and lay the game with 2 or 3 players in each zone
- 2 players to defend 2 pins
- Make the area very small, or much bigger
- Play in teams instead of individuals
- Record the time taken to knock all of the targets over and then teams swap roles

### THINGS TO LOOK OUT FOR AND CONSIDER

- Are players able to pass short and medium distances with precision?
- Are players able to adapt their passing style depending on the environment (e.g. players in the way, distance from pin)?
- Are players focusing on protecting their pin? Or are they focused on knocking other pins over?
- Do players change their behaviour in the second or third game? Do they address the weakness that meant they were knocked out early?
- Are any players who constantly scan the environment, looking for opportunities and threats?
- Are any players cooperating with others to achieve their goal? Were they successful?



# PART 2: RECOGNITION GAME AND INTERVENTION

## BONUS GOALS

### Time

- 15 minutes

### Equipment

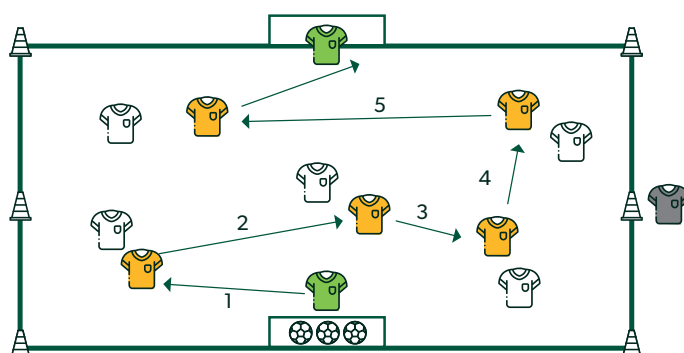
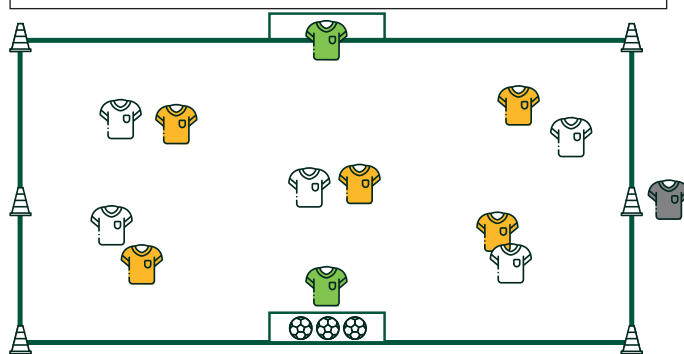
- 2 Goals, markers for outline, football, bibs

### SET UP

- Ask the players: **what is self-awareness?**
- Answers may include: *How we see ourselves and being aware of how others see us, Understanding our strengths and weaknesses*
- Explain that in this game we can identify personal strengths and characteristics, as well as sharing how we view other people's strengths
- Ask the players: **how can we strike a ball?**
- Answers may include: *different parts of our foot depending on where we want the ball to go, our head, with our laces to get power*

### INSTRUCTIONS

- Divide players into 2 teams
- Position 4 players per grid in two teams, with one player from each team on opposing ends
- Game starts with a discussion, for example, "how do you score a goal?"



- Explain game objective: Score goals, but also observe how the goals are scored
- Explain that every goal scored is worth 2 goals. When a goal is scored, however, the opposing (conceding) team is able to score a goal in reply by identifying a positive characteristic that the goal scoring team demonstrated (e.g. positive communication in the build-up) and shouting it out. Alternatively, it may be suitable to award a goal if they can identify something positive their own teammates demonstrated despite conceding a goal
- Divide players into even teams, with each team receives a set of coloured bibs
- Start with a kick off
- In this game, identify 2-3 positive examples of striking the ball and use a demonstration by a model player to support learning the technical functional skill
- Use effective questioning to stimulate thinking

### CHANGE IT

- Instead of a goal use pins in an end-zone to encourage accurate passes
- Make the area size bigger to give players more time on the ball, or make it smaller to give them less time
- When a team concedes a goal, ask players to identify something they will try to improve next time
- When a team scores a goal, ask players to identify why they scored goal. Was it an excellent pass, or the resilience of a player to win a tackle, or good decision-making in the build up?
- Ask players to score goals with only one touch to encourage accurate killer passes

### THINGS TO LOOK OUT FOR AND CONSIDER

- Identify and reinforce examples of player self-awareness
- Identify and reinforce examples of players giving feedback to others, both positive and negative
- Observe players demonstrating a growth mindset, for example they identify how they can improve:
  - technically (striking the ball)
  - social-emotionally (more supportive teammate, better communicator, self-management after a mistake)

# PART 3: EVALUATION SSG

## FREE GAME

### Time

- 20 minutes

### Equipment

- 2 Goals, Markers for the outline, Footballs, Bibs

### SET UP

- Ask the players: In what ways can we improve our striking?
- Answers may include: We can improve technically by considering the part of the body we use, and how hard we strike or follow through. We can improve social-emotional: decision-making in where to strike the ball, and resilience by keeping going even if we do make a mistake
- Explain that in this game we should focus on how to improve our striking of the ball, and try to link good short, medium and long passes together in effective combinations

### INSTRUCTIONS

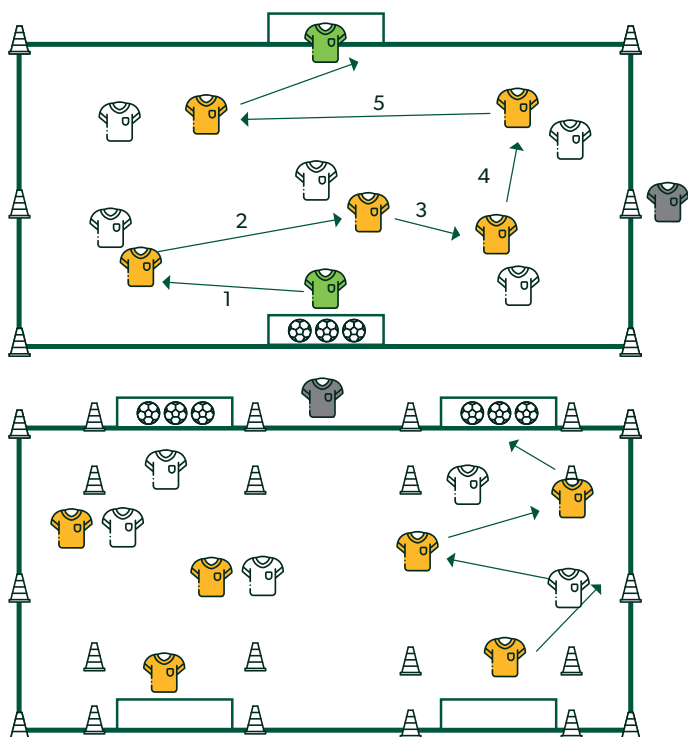
- Explain that this is a free game. The objective is to score a goal. All goals are worth 1.
- Divide players into even teams, with each team receives a set of coloured bibs
- Start with a kick off

### CHANGE IT

- Instead of a goal use pins in an end-zone to encourage accurate passes
- Make the area size bigger to give players more time on the ball, or make it smaller to give them less time
- Ask players to score goals with only one touch to encourage accurate killer passes

### THINGS TO LOOK OUT FOR AND CONSIDER

- Identify and reinforce examples of players giving feedback to others, both positive and negative
- When striking the ball, are they facing forward? Scanning their surroundings? Do they strike the ball with purpose?
- Are they a more supportive teammate?
- Are they a better communicator?
- Do they self-manage after a mistake?



# PART 4: REFLECTION

## Time

- 5 minutes

### REFLECT

- *If you could already pass the ball accurately, how did you feel when given the task?*
- *If the skill was new, how did it feel?*
- *What happened when the pressure increased?*
- *What strategies did you use to get better?*
- *What did you have to be aware of?*

### RELATE

- *When do you feel most confident?*
- *How does being aware of yourself and others make things easier to deal with?*
- *When do you think footballers feel most confident?*
- *How do they become confident?*

### APPLY

- *What situations might be easier to handle if you are more confident?*
- *How can you be more self-aware?*
- *Who can you work with to increase your confidence?*
- *How can you help someone become more confident?*

### WRAP UP KEY MESSAGE

- *Identify personal strengths and characteristics on and off the field*
- *Highlight and discuss positive personal characteristics*
- *Appreciate the value of self-awareness in relation to how we see ourselves and how others see us*
- *Strike the ball using different parts of the body to direct it where you want it to go. You can use:*
- *Short, medium and long-range passing*
- *Shooting*
- *Crossing*
- *Heading*

# SESSION 3 OVERVIEW

## FOOTBALL SKILL

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- Football Skill Objectives

## RUNNING WITH THE BALL

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- Travelling at speed into space
- Dribbling in tight areas

## LIFE SKILLS THEME

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- Life Skills Objectives

## RESILIENCE

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- Identify the support tools and networks we have to help us through challenging times
- Recognise the positive and negative thoughts can impact our feelings and actions

### PART 1

#### FUNCTIONAL ACTIVITY AND ICE BREAKER

Gauntlet  
- 10mins

### PART 2

#### RECOGNITION GAME AND INTERVENTION

Running  
into space  
- 20mins

### PART 3

#### EVALUATION SSG

Free Game  
- 20mins

### PART 4

#### REFLECTION

Reflect Relate  
Apply  
Wrap Up With  
Key Message  
- 5mins

# PART 1: FUNCTIONAL ACTIVITY AND ICE BREAKER

## GAUNTLET

### Time

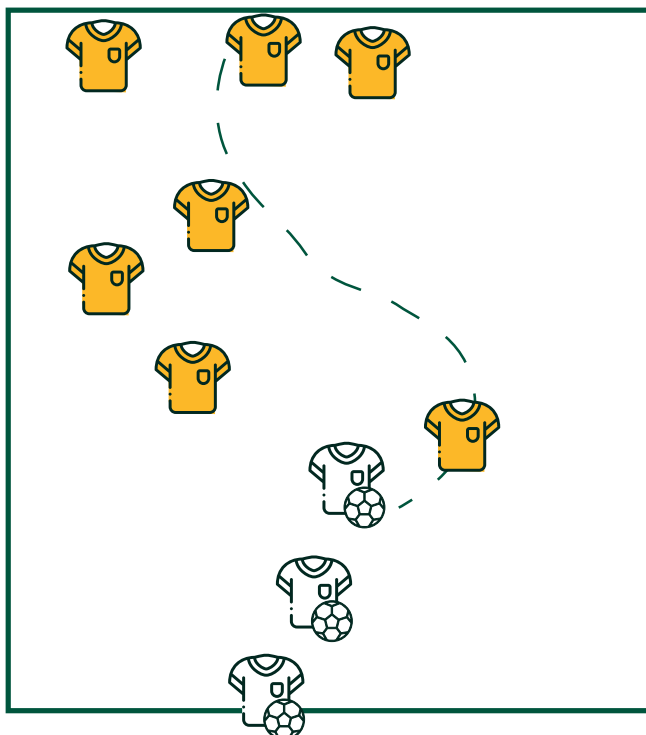
- 10 minutes

### Equipment

- Footballs, Cones, Bibs

### SET UP

- Set out playing area (size depends on number and ability of players).
- Introduce session objectives:
  - Running with the ball
  - Resilience
- Ask players: **What is resilience?**
- Answers may be: *When we bounce back from a hard situation, when we are able to cope with tough situations.*
- Provide a real life example of resilience relatable to the age group and football.
- Ask players: **How can we run with the ball?**
- Answers may be: *Moving around the field with the ball at your feet, using the inside or outside part of our foot to push/kick the ball around while on the move.*



### INSTRUCTIONS

- Divide into 2 even teams and each team receive a different set of coloured bibs
- **Explain game objective:** "Runners" take turns to 'run the gauntlet', dribbling their ball through the zones, trying to beat the one to three "defenders"
- Team A (runners) lines up at one end of the "gauntlet" with a ball each
- Team B (defenders) position themselves in the four separate zones, with one player in the first two zones, and two to three players in each of the final two zones
- Defenders are not allowed to leave their zone
- If a runner dribbles through zones one to four they win five points
- If the ball leaves the zone, no points are awarded
- The teams swap places after five minutes, or after either team scores a total of 10. It is likely that the runner's team will frequently fail to achieve their objective

### CHANGE IT

- If defenders win the ball, they must dribble to the start line to win one point
- Include a floating player inside (or outside) each zone to help the runner, possibly creating 2 v 1 or 2 v 2 situations. The floating player might represent someone who supports them when they feel overwhelmed or helpless
- Runners run the gauntlet in pairs, supporting each other as they face challenges (defenders)
- Add extra runners to make it more complex for defenders

# PART 2: RECOGNITION GAME AND INTERVENTION

## RUNNING INTO SPACE

### Time

- 20 minutes

### Equipment

- Football, Bibs, Markers for the outline

### SET UP

- Divide squad into 2 teams: 4 + GK versus 6 + GK for a squad of 12
- Field size: 30m x 20m

### INSTRUCTIONS

- Ask the players: **“how can you control the ball while it’s at your feet?”**
- Answers may include: you can use the lace of your shoe to dribble forward or diagonally; use the inside of your foot to turn or dribble while shielding the ball; outside of the foot to accelerate past defenders, turn, and cut to the side; sole of the foot.
- **Explain game objective:** to move into space with the ball at your feet using required foot work and body movements to keep the ball away from opposition.

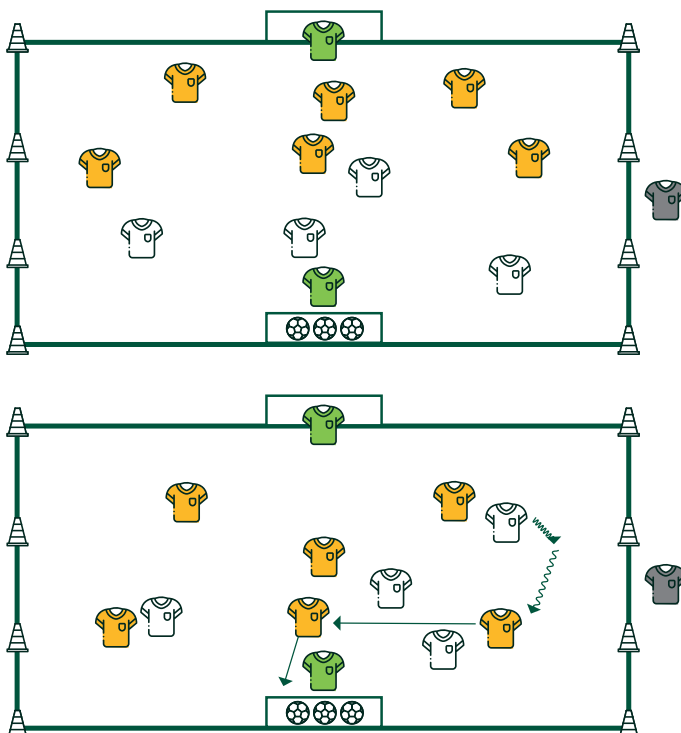
- The white GK always starts/re-starts play (place balls nearby his/her goal)
- Regular rules for first five minutes; all goals worth 1 point
- After 5 minutes, reward 3 points for a goal scored by the yellow team after any player runs with the ball for at least 10 metres. This is an ‘incentive’. Any other goal scored by the yellow team is worth 1 point. The white team get 2 points for scoring a regular goal
- In this game, identify 1-2 examples of how players ran with the ball and 1-2 examples of how players showed resilience by moving back into defence when they lost the ball.
- Use effective questioning to stimulate thinking

### CHANGE IT

- Instead of shooting into a goal, place all players on the field and create an endzone that players must dribble past and control the ball in
- Make the area size bigger to give players more time on the ball, or make it smaller to give them less time
- When attacking team can run with the ball for more than 10 metres, ask defending team to identify something they will try to improve next time
- When a team can run with the ball for 10+metres, ask players to identify why they were able to. Was there open space? was it the speed of their run? how they defended the ball while running?

### THINGS TO LOOK OUT FOR AND CONSIDER

- Identify and reinforce examples of resilience of players i.e. players losing the ball and trying to win it back, players trying again and again to win a duel by dribbling.
- Identify ways to increase resilience: positive communication from teammates, growth mindset



# PART 3: EVALUATION SSG

## OPEN GAME

### Time

- 20 minutes

### Equipment

- 2 footballs per grid, markers for the outline, bibs

### SET UP

- Field Size: 30 x 40m Field (or depending on player numbers)
- Option to return to original recognition game (top picture) **OR**
- Create 2 games of 1 + GK versus 3 + GK for a squad of 12 (bottom picture)
- Ask the players: **How can we improve our dribbling?**
- Answers may include: *By using our body as shields to protect a defender from getting it, to keep it within close distance to us, by changing speed and direction of our runs*

### INSTRUCTIONS

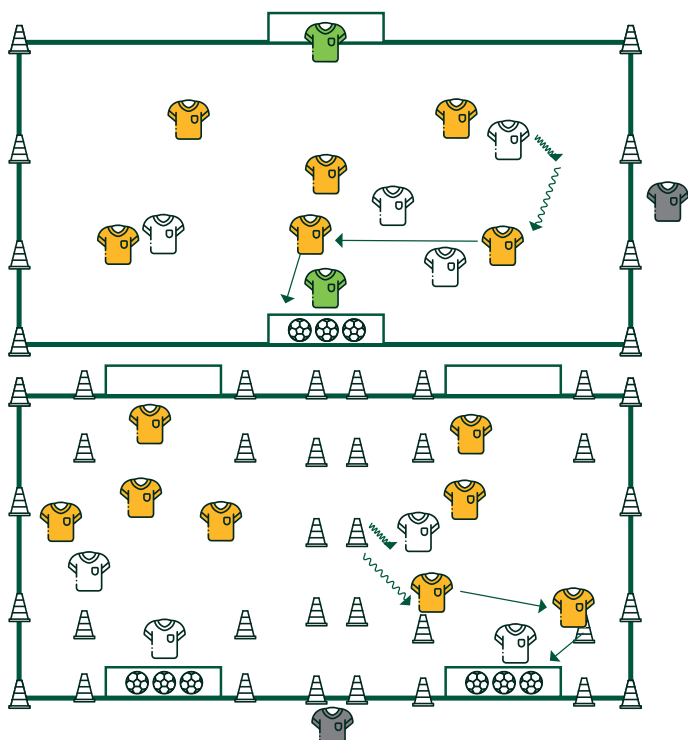
- Explain that this is a free game. The objective is to score a goal. All goals are worth 1.
- Divide players into even teams, with each team receives a set of coloured bibs
- Start with a kick off

### CHANGE IT

- Instead of a goal use endzones that teams have to dribble to.
- Make the area size bigger to give players more time on the ball, or make it smaller to give them less time
- Equal number of players per team to create real playing opportunity
- Rotate teams and roles of attackers, defenders & goalkeepers

### THINGS TO LOOK OUT FOR AND CONSIDER

- Resilience of the individual (e.g. keeping positive after unsuccessful tries, varying ways to attack or defend)
- Resilience amongst the team (e.g. positive communication, identifying or creating more options faced with a challenge).
- Observe players demonstrating a growth mindset, for example they identify how they can improve: i.e. do they speed up, change direction, use a different part of their foot to move with, do they scan their surroundings?



# PART 4: REFLECTION

## Time

- 5 minutes

### REFLECT

- *When the game was explained did you feel confident or concerned?*
- *How did you feel after an unsuccessful attempt?*
- *Did you receive any help from others?*

### RELATE

- *What are some of the ways people react differently to failure?*
- *What are the effects of a negative reaction?*
- *Are there examples of trying something new and having a high degree of failure?*
- *How do sportspeople react to failure?*

### APPLY

- *If you are successful at something, how does this affect you in the future?*
- *How could you support somebody who has been unsuccessful?*
- *How will building your resilience help you succeed in life?*

### WRAP UP KEY MESSAGE

- *The ability to keep moving forward when we're faced with adversity. (ability to overcome problems and thrive)*
- *We have the power to make positive choices of how we act and react to situations*
- *Think about and do the things that make you happy*
- *Build supportive and positive relationships/friendships*

# SESSION 4 OVERVIEW

## FOOTBALL SKILL

---

- Football Skill Objectives

## 1 V 1

---

- All moves, feints and accelerations to get past and away from an opponent

## LIFE SKILLS THEME

---

- Life Skills Objectives

## PROBLEM SOLVING AND DECISION MAKING

---

- Use creative and collaborative strategies to solve problems.
- Consider the decision-making process to make effective choices.
- Consider ethical decision-making and how it is aligned with our values

### PART 1

#### FUNCTIONAL ACTIVITY AND ICE BREAKER

Tic Tac Toe  
- 10mins

### PART 2

#### RECOGNITION GAME AND INTERVENTION

Fruit Salad  
- 20mins

### PART 3

#### EVALUATION SSG

Free Game  
- 20mins

### PART 4

#### REFLECTION

Reflect Relate  
Apply  
Wrap Up With  
Key Message  
- 5mins

# PART 1: FUNCTIONAL ACTIVITY AND ICE BREAKER

## TIC TAC TOE

### Time

- 10 minutes

### Equipment

- 6 bibs (2 different coloured sets of 3), 9 cones

### SET UP

- Set up start line for each team with a cone
- Set up 9 cones evenly spaced 3x3 approximately 5 metres away from starting line
- Introduce Session objectives:
  - 1v1
  - Problem Solving and Decision Making
- Start a discussion on problem solving and decision making. Sometimes you feel you do not have a choice or an option.
- Ask players to come up with situations in which they have experienced this feeling. Do you really have no choice?
- Ask players: "what is decision making?" Making and committing to a choice when we're faced with a problem.
- Explain that everyone has problems and faces challenges. Problem solving can help you combat feelings of stress and pressure. When you exercise positive thinking and a growth mindset you are able to solve a problem, you look at things from a different perspective – you're focused on what you can do, instead of on the things that you can't do that are out of your control.
- Explain that in this game you will be placed under pressure and you will need to make decisions quickly.

### INSTRUCTIONS

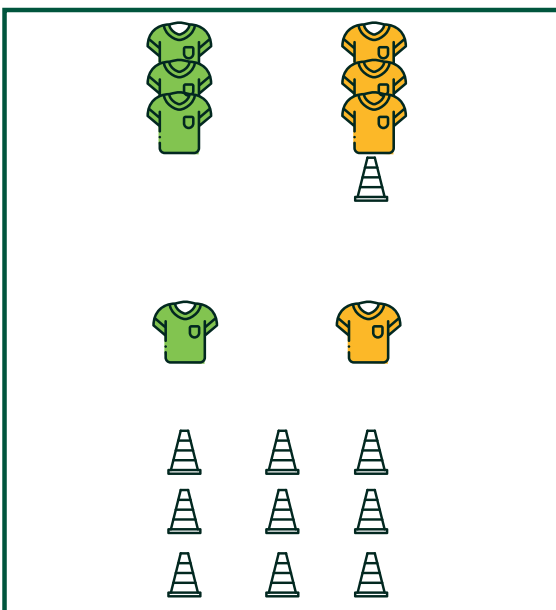
- Divide group to have two or four even teams (depending on group size) to oppose each other (maximum two teams should oppose each other, if you have more set up another set of 9 cones to avoid long lines)
- Provide each team with 3 bibs of the same colour (each team has a different colour)
- Explain game objective: the first team to achieve three coloured bibs in a row wins! (think tic tac toe)
- Participants line up in two teams with their backs to the tic tac toe set up approximately 5m away from starting line – the first three players in the line hold on to a bib each
- On 'GO!', the first person from each team runs and places the bib down on a cone, with the aim of getting three in a row (vertical, horizontal or diagonal)
- The player runs back to their team and taps their teammate on the shoulder to signal their turn (relay race)
- Once all three bibs have been put down, players can only move one of their own bibs to either block the other team or get three in a row
- When there are three in a row, that team wins and gets a point
- Play best of 5

### CHANGE IT

- Teams can face forward and high-five their teammate to run
- Introduce a ball, and have the player dribble the ball to cones before they place their bib down, and then dribble back to their teammate

### THINGS TO LOOK OUT FOR AND CONSIDER

- Highlight teams working well together and problem solving
- Look for teams that strategise well together
- Participants shouting out to team mates to help; does this make it easier or harder for the player to decide?
- Encourage teams to develop a strategy that will help them succeed
- Ensure that participants are tapping shoulders or high fiving before the player leaves the start line



# PART 2: RECOGNITION GAME AND INTERVENTION

## FRUIT SALAD

### Time

- 10 minutes

### SET UP

- Divide players into 2 teams
- Field size: approximately 15 x 6 metres with 2 small sized gates or goal on either side

### INSTRUCTIONS

- Ask players: **“how can you get past a player in a 1v1 situation?”**
- Answers may include: *stop & go, feints, step over, patience, play the defender’s weak side*
- Ask players: **“how can you defend a player in a 1v1 situation?”**
- Answers may include: *quick pressure, tight pressure, be patient, don’t dive in*
- Divide players into two groups and distribute a set of bib to one team and another set to the other

### Equipment

- Markers for the outline, footballs, 2 sets of bibs , 2 goals

- **Explain game objective:** Players must listen for their allocated number or fruit, win the ball and score, or effectively defend a 1v1 situation
- Teams stand on opposite sides of the pitch and are allocated a number (with the corresponding number on the other team) or it could be a fruit (depending on age)
- Roll the ball onto the pitch and call two numbers/fruits such as ‘1 and 5’ or ‘apples and bananas’.
- Players 1 and 5 from each team run onto the pitch and attempt to gain possession of the ball and score a goal
- After no more than 15 seconds, call, for example ‘Change 3 and 4’. Players who were on the pitch must leave immediately and join their line so that players 3 and 4 can take over playing

### CHANGE IT

- The coach can call ‘new ball’ and roll a second ball onto the pitch. Players must immediately leave the first ball and begin playing with the new ball
- Gradually increase the number of players called into the playing field until all players are involved in one game
- Add 4 goals

### THINGS TO LOOK OUT FOR AND CONSIDER

- Can players use creative strategies to help their team?
- Are choices consistent in terms of the direction they go?
- Are defenders diving in?
- Are attackers making the same error?
- Are players able to justify their choice ?
- Are players taking unnecessary risks?
- Are players making their decision before they play?
- Is there indecision, stopping?



# PART 3: EVALUATION SSG

## FREE GAME

### Time

- 20 minutes

### SET UP

- Create two grids: 15 x 20 grid (depending on number of players)
- Create penalty area using cones
- Explain that we should focus on our decision making when we are faced with a 1v1 situation.
- Ask players: **“What can you think about or do when in a 1v1 situation?”**
- Answers may include: *stay calm, head up, don't dive in if I'm a defender, feint if I'm an attacker*

### Equipment

- Markers for the outline, bibs, 1-2 footballs per grid, 2 goals on either side of grid

### INSTRUCTIONS

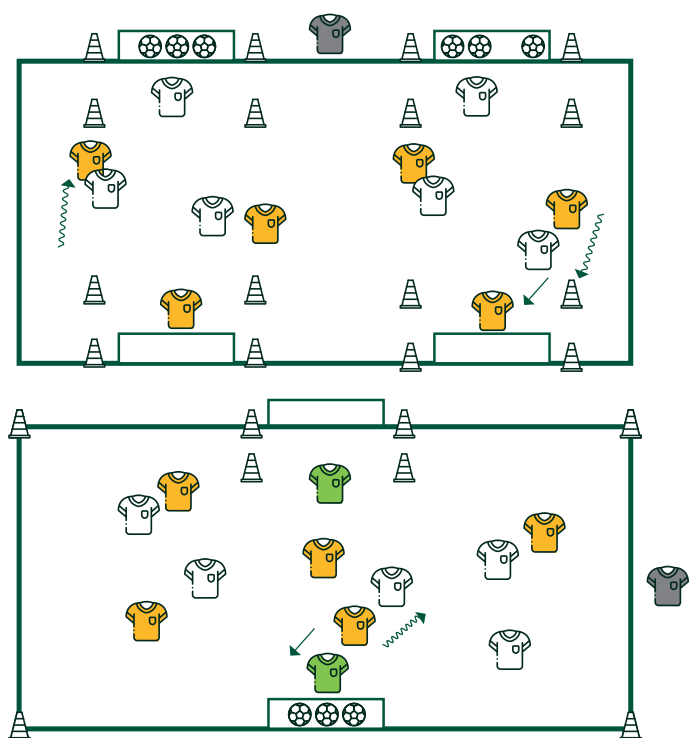
- Explain that this is a free game. The objective is to score a goal. All goals are worth 1.
- Divide players into even teams, with each team receives a set of coloured bibs
- Start with a kick off

### CHANGE IT

- Divide field into three channels with one defender guarding each channel. Beat the defender to get through the gate and score.
- Progress to one large game with equal number of player on each team

### THINGS TO LOOK OUT FOR AND CONSIDER

- Players basing decisions on perceived risks
- Consistent choices from players who trust their decision-making
- Players able to justify their choice
- Consider the information we know and how valuable it is, weigh up options and commit to a decision, and use it as a learning opportunity to reflect on and improve for next time



# PART 4: REFLECTION

## Time

- 5 minutes

### REFLECT

- *How do you make decisions in games?*
- *When you felt challenged in the game, how did it affect your decision-making?*
- *How did you decide which was the best option to beat a defender?*
- *Did you consider the amount of risk?*

### RELATE

- *When presented with a choice in life, what do you rely on?*
- *How often do you try something you are not comfortable with?*
- *What would happen if you only practiced one skill?*

### APPLY

- *What situations might you be presented with a choice you've never had to make before?*
- *How would you decide what to do?*
- *How do you think about consequences of big and small decisions?*

### WRAP UP KEY MESSAGE

It's estimated that the average adult makes about 35,000 remotely conscious decisions each day. Each decision, of course, carries certain consequences with it that are both good and bad.

It is important to know that not every problem is solvable, sometimes you need to make quick decisions and make a quick come back after a mistake or error. Other times you need to take the time to work through a problem. When you are faced with a problem practice IDEAL:

- I Identify the problem
- D Define the problem (why is it a problem?)
- E Explore possible solutions (approx. 3-5 options)
- A Act on a selected strategy or solution
- L Look back and evaluate

# SESSION 5 OVERVIEW

## FOOTBALL SKILL

---

- Football Skill Objectives

## FIRST TOUCH

---

- Controlling the ball with all allowed body parts, including feet, thigh, chest and head

## LIFE SKILLS THEME

---

- Life Skills Objectives

## COMMUNICATION

---

- Identify various methods of communicating on and off the field
- Identify the barriers to communication, and how to overcome them
- Recognise the importance of being a good listener

### PART 1

#### FUNCTIONAL ACTIVITY AND ICE BREAKER

Foot-Volleyball  
- 10mins

### PART 2

#### RECOGNITION GAME AND INTERVENTION

Silent Match  
- 15mins

### PART 3

#### EVALUATION SSG

Free Game  
- 20mins

### PART 4

#### REFLECTION

Reflect Relate  
Apply  
Wrap Up With  
Key Message  
- 5mins

# PART 1: FUNCTIONAL ACTIVITY AND ICE BREAKER

## FOOT-VOLLEYBALL

### Time

- 10 minutes

### Equipment

- Markers for the outline, cone or poles for a net, 1 football per court

### SET UP

- Place a line of cones along the centre of a 5mx10m area (adjust for ability), to create a court and a net.
- Introduce session objectives:
  - First touch
  - Communication
- Ask the players: **what is communication?**
- Answers may include: *How we share things, speaking, texting, listening to others*
- Explain that in this game we can identify ways to communicate with each other and identify barriers that make communication difficult

### INSTRUCTIONS

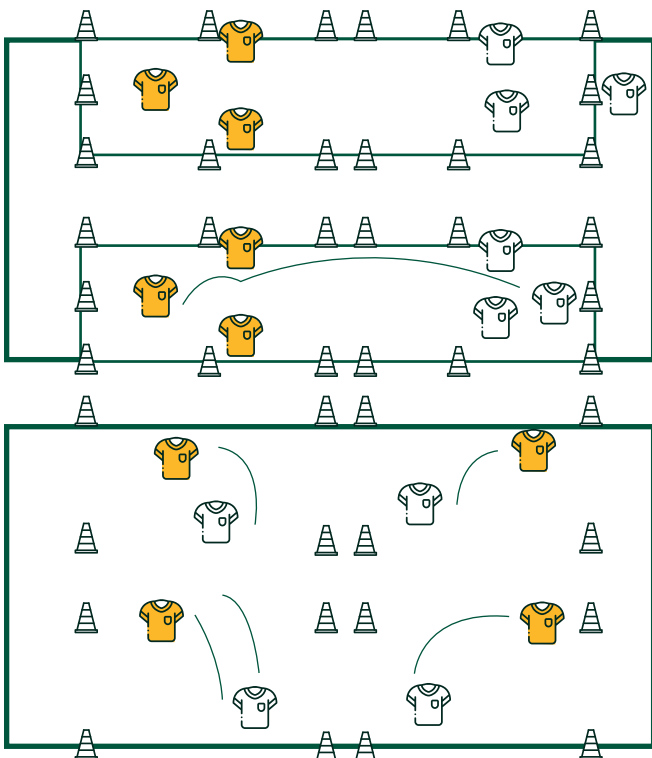
- Divide the group into teams of 3
- **Explain game objective:** Volleyball rules! If the ball bounces twice on the opposing teams' side of the net, or they touch it more than 3 times, you win a point. First to 10 points wins the game
- Players must serve from behind the back line
- Players can use any part of their body to get the ball back over the net, except their hands and arms

### CHANGE IT

- Swap opponents every 2 minutes
- Players on either side of the net can work cooperatively and count how long the rally can go
- Make the area very small, or much bigger
- Play as individuals, in 1v1. The first touch becomes "a pass to yourself"
- Change the number of touches allowed for each team
- Play the game in silence, emphasise

### THINGS TO LOOK OUT FOR AND CONSIDER

- Are players able to control the ball with different parts of the body?
- Are players able to adjust their body depending on how the ball is travelling to them (e.g. drilled pass, in the air, on the ground)?
- Are players communicating with words? Are they communicating with their body language?
- Do players change their communication style depending if they win or lose a point?
- Are players listening to each other?



# PART 2: RECOGNITION GAME AND INTERVENTION

## SILENT MATCH

### Time

- 15 minutes

### Equipment

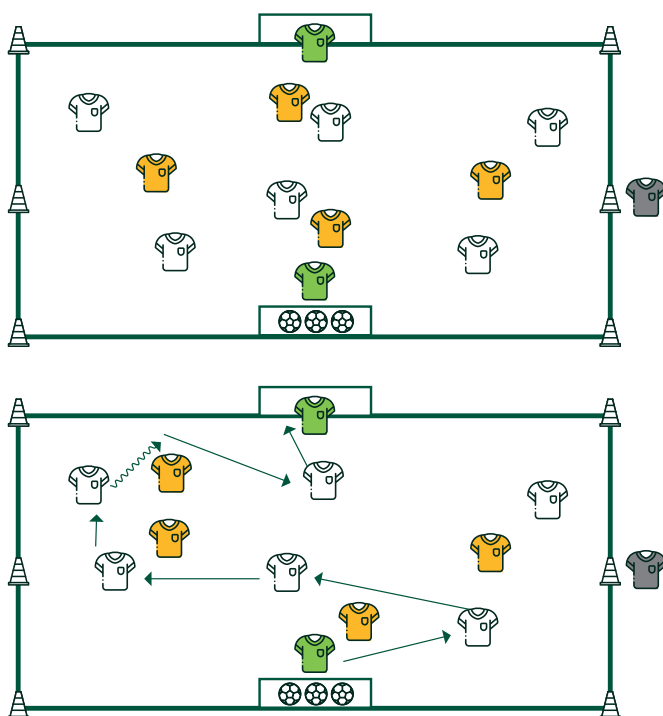
- 2 goals, markers for outline, football, bibs

### SET UP

- Ask the players: **how do we communicate with each other?**
- Answers may include: *How we share things, speaking, texting, listening to others*
- Explain that in this game we can identify ways to communicate with each other and identify barriers that make communication difficult
- Ask the players: **what might a good first touch look like?**
- Answers may include: *Away from the defenders, under close control, into space, using the inside or outside of your foot*
- Explain that a first touch is often like a pass to yourself. It should allow you to do the next football action, for example pass, run with the ball, shoot or beat a player 1v1

### INSTRUCTIONS

- Game starts with a quick discussion, for example, "how do you score a goal?"
- **Explain game objective:** Score goals!



- Explain that there is an added challenge: the match must be played in complete silence, meaning no speaking or sounds. Challenge players to overcome the communication barrier you have set. If a player makes a sound, coach puts a mark against their team. For every 3 marks against your team, a penalty is awarded to the opposing team
- Divide players into even teams, with each team receives a set of coloured bibs
- Start with a kick off
- In this game, identify 2-3 positive examples of first touch, ideally using different parts of the body. Request a demonstration by a model player to support learning the technical functional skill
- Use effective questioning to stimulate thinking, both around communication challenges, and first touch

### CHANGE IT

- Ask players to pick a non-football word (e.g. yellow) and limit them to saying only that word to communicate. Encourage them to use different tones and volume
- Instead of a goal, use an end-zone. Players score by receiving the ball outside the end-zone and taking a first touch into the end-zone
- Make the area size bigger to give players more time on the ball or make it smaller to give them less time.
- Allow one team to communicate only using tone, and one only using body language. Swap over. Discuss which is more challenging

### THINGS TO LOOK OUT FOR AND CONSIDER

- Identify and reinforce examples of verbal and non-verbal player communication, including words, tone and body language
- Identify and reinforce examples of players using different types of communication to express different emotions, such as joy, fear or anger
- Identify good examples of a purposeful first touch that allows players to execute the next desired football action
- Identify examples of first touches that are passes, shots or 1v1 movements
- Identify how they can improve their first touch
- Identify how they can improve communication types with their team, and being more considered in their use of communication

# PART 3: EVALUATION SSG

## FREE GAME

### Time

- 20 minutes

### Equipment

- 2 goals, markers for outline, footballs, bibs

### SET UP

- Ask the players: **how did you perform in the previous game?**
- Answers may include *I was the best player, I played terrible, our team worked well together.*
- Explain that in this game we should focus on how to improve from the previous game, both independently and as a team
- Ask the players: **what should you consider when receiving the ball?**
- Answers may include *which part of the foot I'm going to use, where the space is, what to do next*

### INSTRUCTIONS

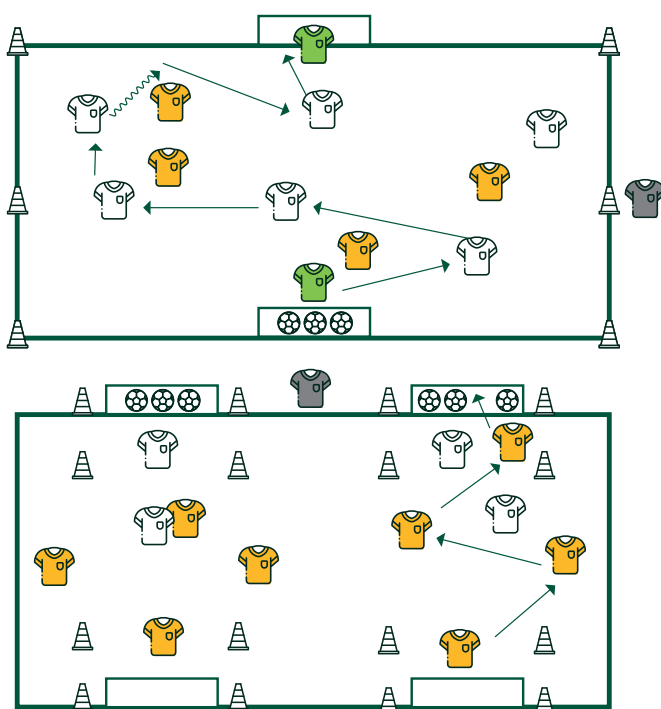
- Explain that this is a free game. The objective is to score a goal. All goals are worth 1
- Divide players into even teams, with each team receives a set of coloured bibs
- Start with a kick off

### CHANGE IT

- Instead of a goal, use an end-zone. Players score by receiving the ball outside the end-zone and taking a first touch into the end-zone
- Make the area size bigger to give players more time on the ball or make it smaller to give them less time
- Ask players to score goals with only two touches to encourage an effective first touch

### THINGS TO LOOK OUT FOR AND CONSIDER

- Identify and reinforce examples of players communicating effectively to each other, both teammates and opposing players
- Identify how they can improve their first touch: do they try and face forward? do they scan their surroundings? do they control the ball intentionally, and away from defenders?
- Are they a more supportive teammate?
- Do they consider their body language, tone and the words they use?
- Do they identify communication barriers to overcome?



# PART 4: REFLECTION

## Time

- 5 minutes

### REFLECT

- *What are the challenges when we find barriers to communication?*
- *How did you solve the communication challenges?*
- *If you didn't communicate clearly, what happened?*
- *What types of communication did you use?*

### RELATE

- *Are there times when we can't communicate verbally?*
- *If we don't communicate effectively on the field, what happens?*
- *When have you been misunderstood? When have you misunderstood someone else?*
- *How might you vary your communication style depending on who you're speaking to?*
- *What are some things that prevent us from communicating effectively (e.g. cultural barriers, physical barriers, perceptual barriers, emotional barriers)?*

### APPLY

- *How can you ensure communication is not misunderstood?*
- *In our lives, who do we need to communicate most effectively with?*
- *If you do not communicate your message clearly, what can happen?*
- *If you meet someone who speaks a different language, how might you communicate with them and make them feel welcome?*
- *How would you communicate with someone who was limited in their ability to communicate with you (e.g. visual impairment, physical/intellectual disability)?*

### WRAP UP KEY MESSAGE

- *Identify various methods of communicating on and off the field*
- *Identify the barriers to communication, and how to overcome them*
- *Recognise the importance of being a good listener*
- *Controlling the ball with all allowed body parts, including feet, thigh, chest and head*

# SESSION 6 OVERVIEW

## FOOTBALL SKILL

---

- Football Skill Objectives

## STRIKING THE BALL

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- Includes all forms of striking the ball, such as:
  - Short, medium and long-range passing
  - Shooting
  - Crossing
  - Heading
  - Throw-ins

## LIFE SKILLS THEME

---

- Life Skills Objectives

## TEAMWORK

---

- Consider the importance of working in a team and demonstrate effective teamwork
- Identify the importance of the roles you play in a team
- Identify the importance of good communication in a team

## PART 1

### FUNCTIONAL ACTIVITY AND ICE BREAKER

Keepers and  
Strikers  
- 10mins

## PART 2

### RECOGNITION GAME AND INTERVENTION

One/Two  
Touch Pass  
- 20mins

## PART 3

### EVALUATION SSG

Open Game  
- 20mins

## PART 4

### REFLECTION

Reflect Relate  
Apply  
Wrap Up With  
Key Message  
- 5mins

# PART 1: FUNCTIONAL ACTIVITY AND ICE BREAKER

## KEEPERS AND STRIKERS

### Time

- 10 minutes

### Equipment

- Footballs, Cones, Bibs, 2 Goals

### SET UP

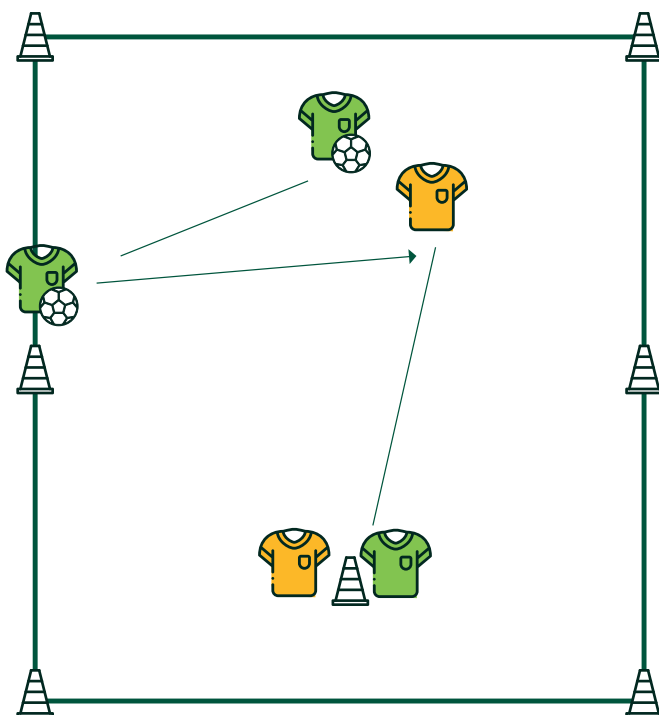
- Introduce session objectives:
  - Striking the ball
  - Teamwork
- Divide into 2 even teams and each team receive a different set of coloured bibs
- Ask players: **What is teamwork?**
- Answers may be: *A team is a group of people working together to achieve a common goal. Each player on the team can play a role, often one they are good at or are suited for.*
- Ask players: **How can we strike a ball?**
- Answers may be: *Using different parts of our foot depending on where we want the ball to go, our head, with our laces to get power.*

### INSTRUCTIONS

- Divide players into keepers and strikers
- **Explain game objective:** players need to respond quickly, and line themselves up to strike the ball in the goal when it has been kicked in by the keeper
- Keepers line up on one side of the pitch with a ball each
- Strikers line up on the pitch facing the goal
- The keeper first in line rolls or passes the ball into the pitch and immediately runs to defend the goal
- At the same time, the striker first in line runs to take control of the ball and attempt a shot at goal
- Once a shot at goal has been made, the striker retrieves the ball and both players change places and move to the end of their new line while the next keeper and striker have a turn

### CHANGE IT

- Make the goal area larger or add two pop up goals together to increase chances for success in scoring goals.
- Score as a team where each team has two attempts as a striker, then teams change places



# PART 2: RECOGNITION GAME AND INTERVENTION

## ONE/TWO TOUCH PASS

### Time

- 20 minutes

### Equipment

- Footballs, Bibs, Markers for the outline

### SET UP

- Split 6 participants into three pairs: yellow, blue and white
- Field size: Create 2 10m x 10m grids (depending on player numbers)

### INSTRUCTIONS

- Ask players: **“how do you pass”?**
- Answers may include: Use the inside of the foot; kick foot at right angles to the ball, belly button should be facing the player receiving the pass, non-kicking foot alongside the ball, body over the ball
- **Explain game objective:** To maintain passing under pressure

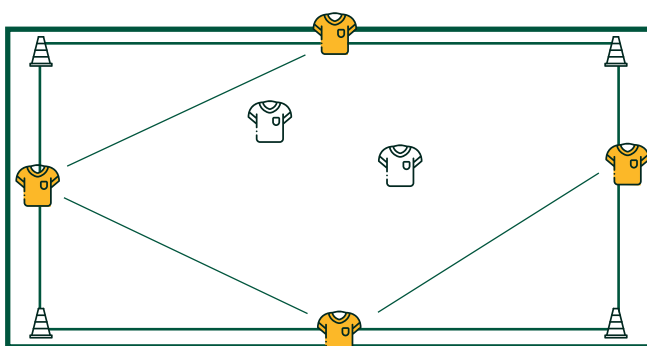
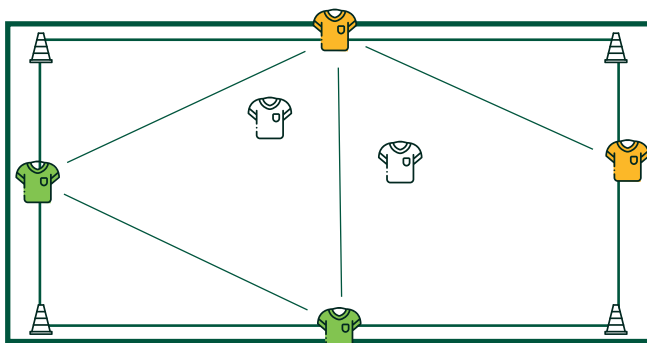
- Game starts with one team inside the grid (white) and two teams outside the grid, the outside players can only move along their line while the defenders free to move inside grid. The outside players try to combine with each other to get as many passes as possible. Pair of defenders try to win the ball by intercepting passes or forcing a mistake
- 2 points for passing 10 times with outside players (guide only; based on ability levels), defenders get 1 point for intercepting a pass or forcing a mistake.
- In this game, identify 2-3 positive examples of striking the ball and use a demonstration by a model player to support learning the technical functional skill
- Use effective questioning to stimulate thinking

### CHANGE IT

- Alter the number of consecutive passes players made to make it harder/easier
- Make the area size bigger to give players more time on the ball, or make it smaller to give them less time
- Switch roles of attackers and defenders

### THINGS TO LOOK OUT FOR AND CONSIDER

- Identify and reinforce examples of teamwork i.e. moving into space and communicate of oncoming defenders
- Identify ways to increase teamwork: when players explore a growth mindset and identify how they can improve technically (striking the ball) and social-emotionally (more supportive teammate, better communicator, self-management after a mistake)
- Technical skills of passing:
- Encourage players to face the target when striking the ball
- Praise efforts to strike the ball with different parts of their foot
- Encourage players to transfer weight forward when striking the ball



# PART 3: EVALUATION SSG

## OPEN GAME

### Time

- 20 minutes

### SET UP

- Divide squad into 2 equal teams: 6 versus 6 including GKs for a squad of 12
- Field size: 40m x 30m

### INSTRUCTIONS

- The game objective is to successfully pass the ball among their team, begin with regular rules for first five minutes; all goals worth 1 point. After 5 minutes, reward 3 points for a goal scored by any team after five successful passes. This 'incentive' maximises passing practice attempts

### Equipment

- 2 footballs per grid, markers for the outline, bibs

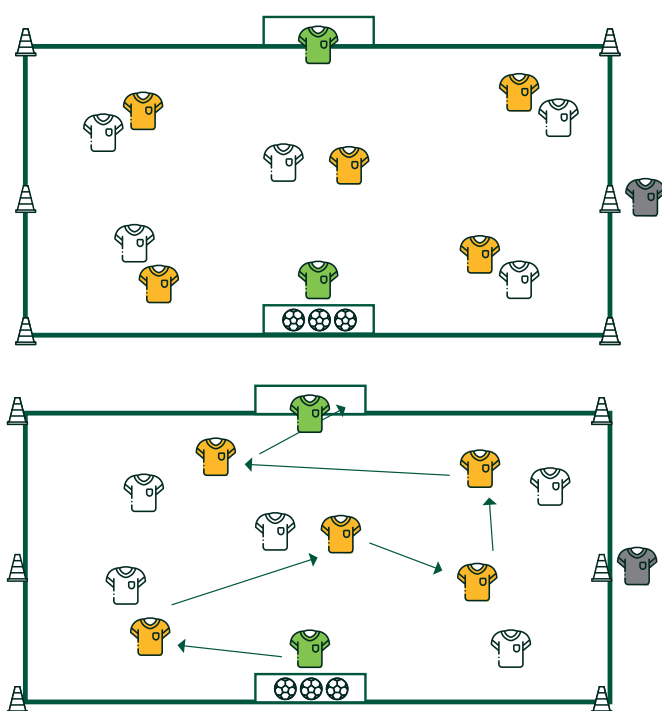
- Any other goal scored is worth 1 point to allow freedom of expression
- In this game, identify 2-3 positive examples of striking the ball and use a demonstration by a model player to support learning the technical functional skill
- Use effective questioning to stimulate thinking

### CHANGE IT

- Instead of shooting into a goal to get a point teams must successfully complete 5 passes. (increase this number if it is easy for teams)
- Make the area size bigger to give players more time on the ball, or make it smaller to give them less time
- Add 1-2 neutral players to assist the attacking team in creating more passing opportunities

### THINGS TO LOOK OUT FOR AND CONSIDER

- Identify and reinforce examples of teamwork i.e. using positive communication, noticing the diverse positions on a team
- Identify ways to increase teamwork: when Players explore a growth mindset and identify how they can improve technically (striking the ball) and social-emotionally (more supportive teammate, better communicator, self-management after a mistake)
- Technical skills of passing:
- Encourage players to face the target when striking the ball
- Praise efforts to strike the ball with different parts of their foot
- Encourage players to transfer weight forward when striking the ball



# PART 4: REFLECTION

## Time

- 5 minutes

### REFLECT

- *What did your team do to be successful?*
- *How did you work together in possession?*
- *What challenges did you face?*

### RELATE

- *How does it feel to be part of a team?*
- *When your team is near to achieving a goal, how does it feel?*
- *Are we more likely to achieve success with a team around us?*

### APPLY

- *What teams are you part of in your life?*
- *What attributes do you need in your team to help you achieve your goal?*
- *What can you do to be a better teammate?*

### WRAP UP KEY MESSAGE

- *It is important to know your strengths and weakness when working in a team, so you can share responsibilities and work towards a common goal*
- *Teamwork involves building relationships and working with other people using a number of important skills and habits, A diverse range of skills within individuals makes a team stronger*
- *Teamwork provides a young person the opportunity to develop friendships, leadership and communication skills, resilience through sharing positive and negative experience and more.*

# SESSION 7 OVERVIEW

## FOOTBALL SKILL

---

- Football Skill Objectives

## FIRST TOUCH

---

- Travelling at speed into space
- Dribbling in tight areas

## LIFE SKILLS THEME

---

- Life Skills Objectives

## RIGHTS AND RESPONSIBILITIES

---

- Identify the different between wants and needs
- Recognise the ways to protect and uphold your rights
- Understand the role of individual and collective responsibility to maintain everyone's rights

### PART 1

#### FUNCTIONAL ACTIVITY AND ICE BREAKER

Right or  
Responsibility  
- 10mins

### PART 2

#### RECOGNITION GAME AND INTERVENTION

Equality Game  
- 20mins

### PART 3

#### EVALUATION SSG

Free Game  
- 20mins

### PART 4

#### REFLECTION

Reflect Relate  
Apply  
Wrap Up With  
Key Message  
- 5mins

# PART 1: FUNCTIONAL ACTIVITY AND ICE BREAKER

## RIGHT OR RESPONSIBILITY

### Time

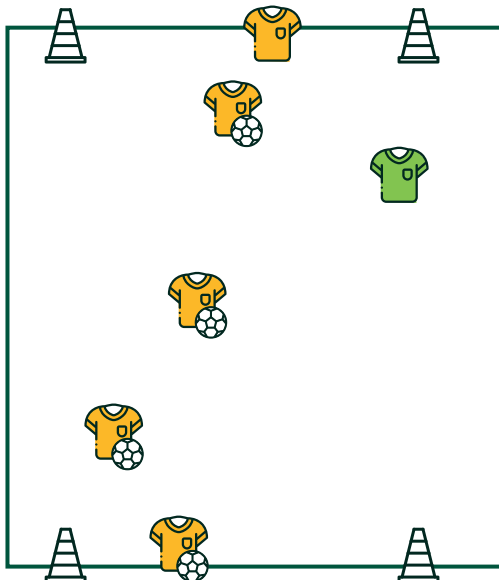
- 10 minutes

### Equipment

- Cones for the centre line, cones to mark out zones, football per player

### SET UP

- 10 x 20m grid with two zones on either end labelled "Right" and "Responsibility"
- Introduce the session objectives:
  - Running with the ball
  - Rights and Responsibilities
- Ask players: **"What is the difference between "wants" and "needs?"**
- Answers may include: *A want is something you like or desire, but it is not necessary for you to live (survive) or develop. But a need (right) is something essential for you to live. It is a basic requirement that should be met so we can develop to our full potential*
- Ask them to provide an example of each
- Explain that in order to enjoy these needs, we need to learn what our rights and responsibilities are and learn to respect other people's views
- Explain that it is important to develop an understanding of human rights, to have empathy and respect towards others, to develop the confidence to address bullying and discrimination, and improve engagement in school and society. A human right is something that human beings deserve, regardless of who or where they are
- Explain that a basic human right is respect. Respect is recognising that every person is important and must be treated with dignity. It includes recognising and appreciating differences between people and in our situation as footballers, respecting your teammates, opponents, coaches and the team values



### INSTRUCTIONS

- Ask players to line up on a central line (the coach stands on the sideline)
- **Explain game objective:** Players listen out for the different statements and need to categorise each one into either a "Right" or "Responsibility" by running or dribbling to the correct zone.
- Coach calls out some concepts, and players run to the line on the right if they think it's a right, or to the left if they think it's a responsibility. Statements might include:
  - education
  - your own health
  - play sports
  - freedom
  - healthy eating
  - respect
  - safe driving
  - following the rules
  - choose my career
  - Freedom of movement
  - Be honest about your age
  - Safe place to live
  - Turn up to school/work on time
  - Have your privacy protected
  - Paid fairly for the work you do
  - Practise any religion
  - Maintain culture and language

### CHANGE IT

- Provide each player with a ball to dribble to the appropriate area after a few rounds of running without the ball
- Make it a race so that first player to the correct side wins – this encourages running with the ball at speed
- You may add cones on the centre line that requires the player to dribble around the cone in front of them before dribbling the ball to the zone

### THINGS TO LOOK OUT FOR AND CONSIDER

- Are players keeping the ball close? Is their head up while dribbling?
- Are they using inside and outside of foot while running with the ball?
- Are players actively listening? Do they agree on the statements?
- Players may follow the crowd. If this occurs, ask clarifying questions to those suspected of copying the others
- After players have made their choice, ask follow up questions such as: Why did you make that choice? Can you give an example of how we use that right/responsibility? If that is your right, what is your responsibility? (reverse the question for responsibilities)

# PART 2: RECOGNITION GAME AND INTERVENTION

## EQUALITY GAME

### Time

- 20 minutes

### SET UP

- Field size: approximately 20 x 30 metres with 2 small goals on either side
- Ask players: **“When running with the ball what do we need to take responsibility for?”** *Protect the ball, attack space that best serves your team, make good decisions, try your best*

### INSTRUCTIONS

- Divide players into 2 teams
- **Explain game objective:** both teams are provided with different ways of scoring, one team has more opportunities to score than the other
- Two teams play a game to goal. Team A has 3 ways to get a point (i.e. 5 consecutive passes, scoring in the goal or stopping the ball in one of the two corners.)

### Equipment

- Markers for the outline, footballs, bibs, goals on either end

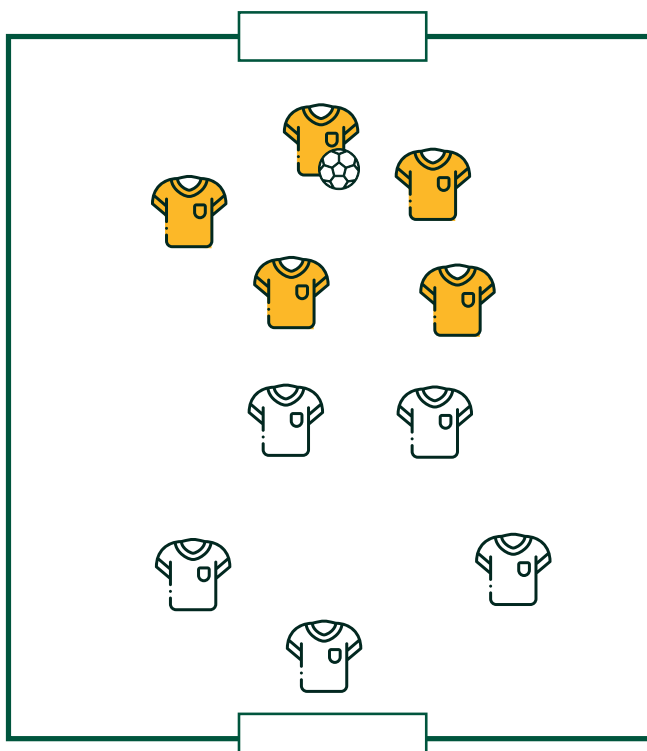
- Team B only has 1 way to get a point: in the goal. The first time the game is played the coach decides the different ways to score. Then the teams switch, and Team B has 3 ways to score but they can choose themselves. You can pause the game before or after switching for discussion. After discussion continue to play
- Ask players: **What might this game represent in society?** What could these ways of scoring represent? Do some people have more choices than others? What can you change to make this game fair?

### CHANGE IT

- Change the method of scoring: dribble and stop the ball on the baseline, one-touch goal, volley, scoring with a header, performing a specific skill. The players can come up with new progressions as well – if they think of a way to make the game more equal – try some of the ideas out. This will give them ownership of their solutions and maybe they carry them off the field.
- Dribbling restrictions: provide an advantage to one of the teams by enabling them to dribble with either foot, but opposition can only dribble with weaker foot

### THINGS TO LOOK OUT FOR AND CONSIDER

- Are the restricted teams scoring goals? Are they creating more chances?
- What is the attitude like of the team with no restrictions?
- Contribution of ideas to new scoring methods from players
- Ball control, dribbling in tight spaces, number of touches on the ball



# PART 3: EVALUATION SSG

## FREE GAME

### Time

- 20 minutes

### Equipment

- Cones, bibs, 1-2 footballs per grid

### SET UP

- Create two grids: 30 x 40 (Depending on size of group)

### INSTRUCTIONS

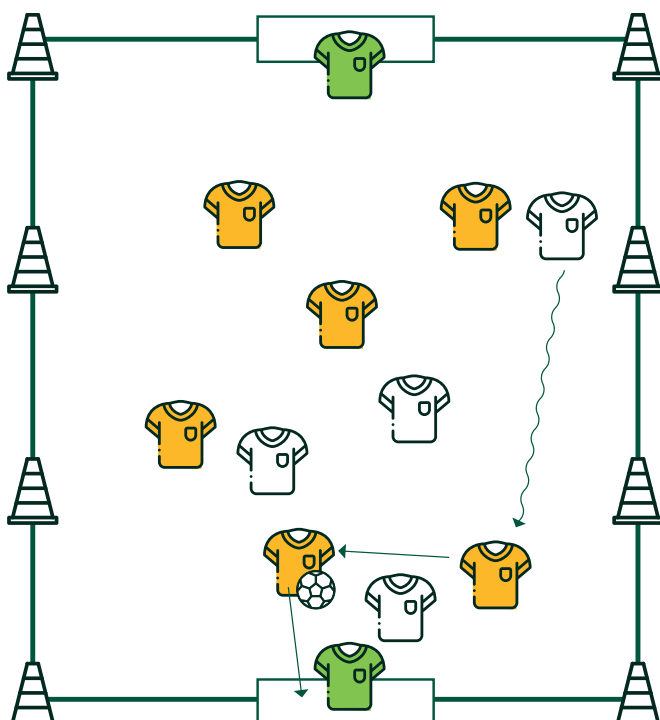
- Explain that this is a free game. The objective is to score a goal. All goals are worth 1
- Divide players into even teams, with each team receives a set of coloured bibs
- Start with a kick off

### CHANGE IT

- Progress to one large game with all players involved
- To score, player must dribble the ball through a gateway
- To score, player must run with the ball over the opposition's end line

### THINGS TO LOOK OUT FOR AND CONSIDER

- Are players including others?
- Is leadership being displayed on the field? i.e. leading by example
- Are players communicating positively?
- Ball control, dribbling in tight spaces, head up while dribbling, number of touches on the ball
- Are players running with the ball in an effective way?
- Are players getting into good positions to attack or defend?



# PART 4: REFLECTION

## Time

- 5 minutes

### REFLECT

- *When playing the games did you think about the rights of others?*
- *At what points in the games did you consider your responsibilities, and what did that feel like?*
- *Were anyone's rights not upheld in the games?*

### RELATE

- *Who protects your rights, and the rights of those around you?*
- *What does responsibility look like on the field?*

### APPLY

- *Whose rights in the community are most at threat?*
- *What can you do to be responsible for their rights?*
- *How can you help protect your own rights, and the rights of others?*

### WRAP UP KEY MESSAGE

- *It is important to develop an understanding of human rights, to have empathy and respect towards others, to develop the confidence to address bullying and discrimination, and improve engagement in school and society. A human right is something that human beings deserve, regardless of who or where they are.*
- *As a footballer, it is important to uphold your responsibilities as a teammate and show respect to others.*

# SESSION 8 OVERVIEW

## FOOTBALL SKILL

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- Football Skill Objectives

## TV1

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- All moves, feints and accelerations to get past and away from an opponent

## LIFE SKILLS THEME

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- Life Skills Objectives

## CELEBRATING DIVERSITY

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- Appreciate and recognise our individuality and respect the differences in our lives
- Develop awareness of the issues that women and girls face.

## PART 1

### FUNCTIONAL ACTIVITY AND ICE BREAKER

Diverse Skills  
- 10mins

## PART 2

### RECOGNITION GAME AND INTERVENTION

Zone Ball  
- 25mins

## PART 3

### EVALUATION SSG

Free Game  
- 20mins

## PART 4

### REFLECTION

Reflect Relate  
Apply  
Wrap Up With  
Key Message  
- 5mins

# PART 1: FUNCTIONAL ACTIVITY AND ICE BREAKER

## DIVERSE SKILLS

### Time

- 10 minutes

### Equipment

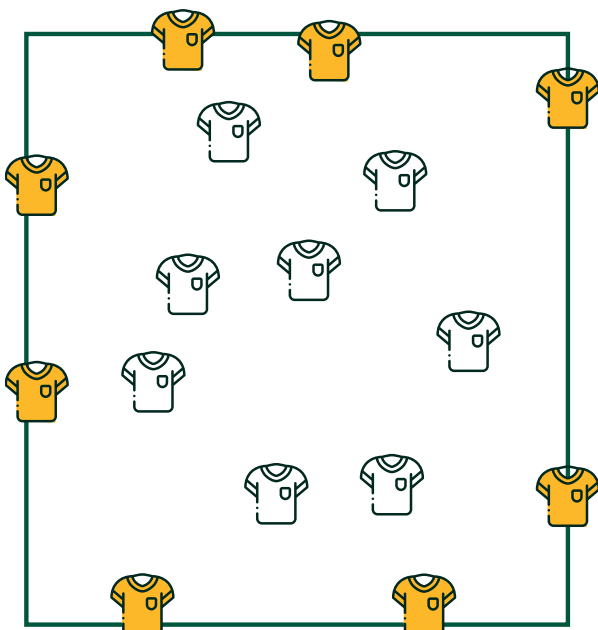
- Markers for outline, 1 football between 2 players, bibs

### SET UP

- Set up a 30mx30m area with a small square 3mx3m marked out in the centre.
- Introduce session objectives:
  - 1v1
  - Celebrating diversity
- Ask the players: “**what is diversity?**”
- Answers may include: *differences, different cultures and languages, the things that make us unique, race and religion.*
- Explain that in this game we can identify many aspects of our lives that make us different and many aspects of our lives that make us the same.

### INSTRUCTIONS

- Divide the group into 2 teams, with half the players on the outside of the big square with a ball (Team A), and half the players in the small square inside (Team B) without a ball.
- **Explain game objective:** One team at a time, players perform different football skills including striking the ball, running with the ball, first touch and 1v1.



- Ask players on Team B to shout out the name of a position (e.g. goalkeeper, midfielder, defender, striker, winger). Whichever they choose, demonstrate the following:
  - Goalkeeper: Team A player throws the ball to Team B player, who catches the ball like a goalkeeper, and returns it to the same player.
  - Defender: Team A player throws the ball to Team B player, who jumps up and heads the ball like a defender, back to the same player.
  - Midfielder: Team A player passes the ball to Team B player, who takes a first touch, performs a feint, and passes back to the same player.
  - Striker: Team A player throws the ball to Team B player, who volleys (shoots) the ball back to the same player.
  - Winger: Team A player throws the ball to Team B player, who turns and dribbles the ball around the area, performing 1v1 movements, before passing to a different Team A player who does not have a ball.
- After 1-minute, Team A and Team B swap positions and repeat the exercise. After another minute, ask Team B to shout out a different position, and repeat the cycle.

### CHANGE IT

- Encourage players to use all of the space in the big square. Request that after every skill they perform they must run through the small square in the centre before moving to a different player.
- Ask players to select their skill independently.
- Make the area very small to encourage short passes and running with the ball in tight areas.
- Make the space much bigger to encourage longer passes and running into space.
- Ask players to count how many football skills they can execute in 1 minute.
- Add 1-2 floating defenders to add pressure to the football skill.

### THINGS TO LOOK OUT FOR AND CONSIDER

- Are players able to execute a diverse range of skills? Are they stronger at some skills more than others?
- When the players perform 1v1 movements, are they accelerating into space and executing feints.
- Are any players who constantly scan the environment, looking for opportunities and threats?

# PART 2: RECOGNITION GAME AND INTERVENTION

## ZONEBALL

### Time

- 25 minutes

### Equipment

- 2 goals, markers for outline and zones, footballs, bibs

### SET UP

- Mark out a 20mx30m area with a goal at either end. Split the field into 3 zones (every 10m).
- Ask the players: **“what is a stereotype?”**
- Answers may include: *A label we put on someone without getting to know them, an assumption we make, groups of people we think are all the same.*
- Explain that in this game we will explore what it means to be restricted based on a label and identify solutions to overcome restrictions.
- Ask the players: **“how can we beat an opposing player 1v1?”**
- Answers may include: *moving at different speeds, using skills, stepovers and scissors, feints, breaking their defensive line.*

### INSTRUCTIONS

- Game starts with a discussion, for example, **“what positions are on the field?”** Answers may include: *defenders, goalkeeper, midfield, forwards.*
- **Explain game objective:** Score goals!
- Divide players into 2 teams (A and B) and assign a set of coloured bibs to each team. In those teams, assign each player a position: defender, midfield or forward. There should be multiple players in each position.

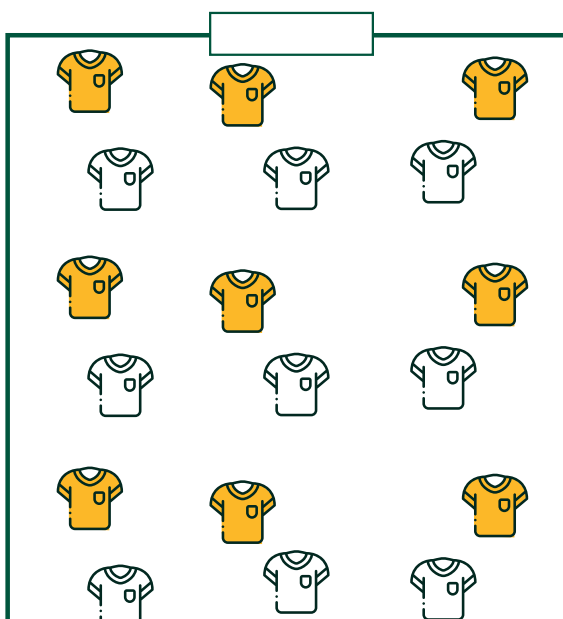
- Let them play freely, with no restrictions.
- After 5 minutes stop the game and explain that players assigned defender must only play in their respective defensive zone, midfielders must play only in their midfield zone, and forwards must only play in the forward zone. If any player leaves their zone, award a free kick or penalty.
- Let them play with new restrictions. Observe their reactions.
- After another 5 minutes, limit Team A to the zonal restrictions, but let Team B play freely. After 5 minutes again, limit Team B, and allow Team A to move freely.
- For the final 5 minutes remove all restrictions and allow them to all play freely.
- In this game, identify 2-3 positive examples of 1v1 movement and use a demonstration by a model player to support learning the technical functional skill.
- Use effective questioning to stimulate thinking.

### CHANGE IT

- Make the area size bigger to give players more time on the ball or make it smaller to give them less time.
- Vary the number of players in each position (e.g. 1 defender, 3 midfielders, 4 forwards).
- Introduce individual player restrictions as a result of an action (e.g. a foul, or aggressive behaviour towards a teammate).
- Introduce restrictions with no due cause to emphasise unjust restrictions in real life.

### THINGS TO LOOK OUT FOR AND CONSIDER

- Identify and reinforce examples of 1v1 movements and feints.
- How do players react to exclusion or restrictions placed upon them? Do they get frustrated?
- How do players react when they are able to move freely, and others are restricted?
- Are players able to develop solutions to overcome the inequalities? Are these solutions sustainable in the long-term?
- Identify how they can improve 1v1 feints, movements and varying speeds
- Identify how they can be a more supportive teammate, considerate of opposing players, effective decision making and problem-solving)



# PART 3: EVALUATION SSG

## FREE GAME

### Time

- 20 minutes

### Equipment

- 2 goals, markers for outline, footballs, bibs

### SET UP

- Ask the players: **how did you perform in the previous game?**
- Answers may include *I didn't like being restricted; it was easy when we were free.*
- Explain that in this game we should focus on how to improve from the previous game, both independently and as a team.
- Ask the players: **how do you decide how you beat a player 1v1?**
- Answers may include *where they are in relation to me (e.g. in front, on the side), how fast I am travelling, how strong they are, where my goal is.*

### INSTRUCTIONS

- Explain that this is a free game. The objective is to score a goal. All goals are worth 1.
- Divide players into even teams, with each team receives a set of coloured bibs.
- Start with a kick off.

### CHANGE IT

- Instead of a goal use end zone channels that players must dribble into or gates they must dribble through.
- Make the area size bigger to give players more time on the ball or make it smaller to give them less time.
- Players can only score if they beat a player 1v1 in the build up

### THINGS TO LOOK OUT FOR AND CONSIDER

- Identify and reinforce examples of players achieving success due to their ability to move freely without restrictions.
- Identify how they can improve:
  - technically (1v1):
    - do they feint to influence the defender and create space?
    - do they scan their surroundings to see where the opportunities lie?
    - do they move the ball and their body with purpose?
  - social-emotionally
    - Are they aware of the diverse skills they are using?
    - Are they able to make effective decisions based on the environment around them?
    - Do they restrict their teammates or opposing players by labelling them?



# PART 4: REFLECTION

## Time

- 5 minutes

### REFLECT

- *What are the different skills required to win 1v1?*
- *Does anyone feel more comfortable doing a specific skill?*
- *What are the different roles that players play on a team? Do they have different skill sets?*
- *How did it feel to have your movements restricted?*
- *How did the restrictions affect the team/ the way you played?*

### RELATE

- *How do the different skills help you succeed?*
- *Why is it important to have a diverse array of skills to beat players 1v1?*
- *How do the different positions on the field help us succeed?*
- *Would we be successful if everyone had the same skills?*
- *Which groups of people may face many restrictions on a daily basis?*
- *As well as rules what else can lead to restricted opportunities for people?*
- *How do restrictions or stereotypes affect peoples' lives?*

### APPLY

- *When might you need people around you to have different skills?*
- *When you are aware of your own strengths, how can you help others?*
- *When might you be victim to stereotyping?*
- *What can you do to change peoples' perceptions of yourself/ minority groups?*
- *How can you play a role in breaking down stereotypes?*
- *What should others do to challenge their biases?*
- *How does society benefit from fewer and fewer restrictions?*

### WRAP UP KEY MESSAGE

- *Appreciate and recognise our individuality and respect the differences in our lives*
- *Develop awareness of the issues that women and girls face.*
- *All moves, feints and accelerations to get past and away from an opponent*

