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MORE THAN WINNING TRAINING MODULE

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CHAPTER 1

INTRODUCTION

Introduction

In the area of children's sports, where growth extends beyond physical abilities, the significance of social development cannot be understated. This training module brings new initiative which embodies an effort by partner organizations and sport clubs to redefine the methods and approaches of sports education.

Today, football is one of the most - if not the most widespread team sport in the world, and there is almost no place on Earth where football is not played. Along with that, because of the large popularity of it, children all over the world – of both sexes, starting to train and practice children's football in early age from 5 years old already. Most of all youth football competitions are organized according to the official rules adopted by national federations and club associations with some modifications from country to country, which are periodically revised with their new, amended and supplemented editions. But the rules and principles of communication and social relations between all participants in children sport and youth football are not specifically codified apart from the general rules of conduct at football matches.

Context and Rationale

As the fields of education and sports continue to intersect, an imperative arises to nurture not only athletic abilities but also the social dynamics that make successful sportsmanship. This document stands as direct result of the collective realization that fostering harmonious relationships between coaches, children, parents, and communities is pivotal to the growth of young athletes. Drawing upon the vast reservoirs of expertise from diverse partner organizations and sport clubs, this training module aims to proactively address the pressing challenges encountered in the realm of children's sports, with an unwavering focus on football.

Why This Matters

We believe that it's not just about playing the game; it's about how kids interact, learn, and grow through sports. This project is a response to the need for a more holistic approach to sports education.

This training module focuses on making these relationships better:

Coaches working together: We'll explore how coaches from the same club and different clubs can communicate and learn from each other.

Coaches and children: We'll look at how coaches can be better teachers and mentors to the young players.

Coaches and parents: We'll find ways for coaches and parents to work together while respecting each other's roles.

Parents and children: We'll help parents support their children's ambitions in a healthy way, avoiding overly competitive behavior.

Parents from different clubs: We'll encourage respect and friendship between fans and members of different clubs.

Parents and children from other clubs: We'll promote positive communication between parents and kids from different clubs.

Relations between children: We'll teach important values like teamwork, respect, and how to handle conflicts or losses.

What is covered

In this Training module you can find different segments, including conflict resolution, teaching important sports values like teamwork and fair play, improving communication skills, solving problems, and helping kids develop important social skills. This educational tool is about more than just football; it's about creating well-rounded young athletes and people. In the following chapters, we'll dive deeper into each of these aspects, showing how we plan to make sports a better experience for kids, one step at a time.

A training module for the social development of young football players can be used in various situations to enhance their overall growth and well-being. Here's a list of scenarios where such a module can be beneficial:

Children / Youth Football Clubs: Incorporate the module into the regular training programs of children / youth football clubs to instill essential social skills and values in young players.

School Sports Programs: Integrate the training module into school-based sports programs to promote good sportsmanship, teamwork, and positive interactions among student athletes.

Summer Camps: Utilize the module as part of summer sports camps to create a well-rounded sports experience for young participants.

Coaching Clinics: Offer the module in coaching clinics and workshops to train coaches on effective methods for nurturing the social development of their players.

Parent Workshops: Conduct workshops for parents of young football players to help them understand the importance of social development and how to support their children in sports.

Community Sports Initiatives: Implement the module in community sports initiatives to encourage inclusivity, respect, and cooperation among young athletes from diverse backgrounds.

Tournaments and Competitions: Integrate elements of the module into sports tournaments and competitions to promote fair play, respect, and good sportsmanship among participants.

Youth Sports Leagues: Incorporate the training module into the curriculum of youth sports leagues to create a positive and nurturing environment for young athletes.

Physical Education Classes: Introduce the module into physical education classes in schools to teach students valuable life skills through sports.

Sports Academies: Include the module as part of the curriculum in sports academies to produce well-rounded athletes who excel both on and off the field.

Professional Sports Teams' Youth Programs: Professional sports teams can use the module to develop social skills in their youth academy players, fostering a strong team culture.

Sports Education Institutions: Sports education institutions, such as sports colleges and universities, can integrate the module into their courses to prepare future sports educators and coaches.

Youth Empowerment Programs: Collaborate with youth empowerment programs to use sports as a tool for building self-confidence, leadership, and social skills among at-risk youth.

Inclusion Programs: Tailor the module to cater to inclusive sports programs, ensuring that young players of all abilities can benefit from social development training.

These diverse scenarios demonstrate the versatility and applicability of a training module for the social development of young football players, extending its potential positive impact on both individuals and the sports community as a whole.

CHAPTER 2

WORKSHOPS

SESSION NAME: VALUE TREE

Theme: Sport Values

Duration: 60 minutes

Overview: Develop a methodology for non-formal education to recognize and promote the value of sport for children, trainers, staff and families.

Objectives:

- To raise awareness of children, trainers, families, football clubs about respect in sports
- To encourage and promote sport values among children.
- To support coaches and families in the development of strategies that encourage children to respect sport and its values.

Materials: 10 pieces of paper with a tree without leaves printed on it (Handout 1) per student, flat floor space, tree without leaves drawn on a big flipchart paper, sticky notes in different colors.

Group size: 30 participants (kids and their parents / coaches are together), although it can be done with a bigger group too

Preparation: In order to implement this methodology effectively, facilitators should follow these preparation steps:

- Establish clear objectives and expectations for the children, including the social and self-management skills they will be developing.
- Create a positive and motivating atmosphere by using energizers and other techniques to engage the children.
- Encourage the children to take ownership of their learning by setting achievable goals.
- Prepare necessary working materials.

Instructions:

During the introduction part of the session, facilitators should start a conversation with participants on what they think “values” are and why they are important for people and communities. After short discussion facilitators should conclude and come to an agreement with participants that values represent the collection of attitudes and opinions on certain social questions and issues and that values are principles that help us to decide what is right and wrong, and how to act in various situations.

After the conclusions facilitators should give participants papers with a picture of a tree (one for each) without branches (Handout 1). They should ask them to add some sport values that they know and that are important for them, they should write down those examples as the branches of tree. The facilitator will give approximately 15' for this activity.

After this, facilitators check with participants if they finished. Facilitators divide the whole group into smaller groups (4-5 participants per group). The new task for each group is to compare the individual values of each participant in the small group and through discussion to pick 5, for them, the most important / relevant values and write them down on colorful sticky notes (one note per value). Facilitators provide the notes in advance when they divide participants into small groups and give instructions for activity. The facilitators will give approximately 10'-15' for this activity. When every group is finished, they are invited to attach the "leaves" (colorful sticky notes with written values) to the big tree with branches drawn on a big flip chart. When they are done, facilitators will present Tree of values. Facilitators read each value and discuss with the group the meaning of the value (taking turns while doing this). Through brainstorming technique more answers and examples of values can be added to the main Tree.

Debriefing and evaluation: After this short discussion should be done to determine lessons learned and to understand the feelings of participants during this session. Facilitator can ask some of the following questions:

- How do you feel about our tree? Do you agree with everything that is written?
- Why are these values important for you as football players?
- Are these values universal for all sports and which are specifically connected to football and team sports?
- Can you share some of the examples when you noticed yourself or your teammates promoting and protecting a sport value?
- Do you think this session helped improve your knowledge and awareness about sport values and how?

In addition to asking these questions, it is important to encourage participants to freely and openly share their thoughts and ideas. This can be done by creating a safe and non-judgmental space for discussion and by actively listening to their feedback.

Evaluation should be done orally with the participants as it allows for a more interactive and engaging discussion. This will also give participants the opportunity to express their thoughts and ask any questions they may have. The assessment should focus on discussing everything they learned during the session and why the topic was useful and important to them.

This will help reinforce the key points and enable attendees to understand the relevance of the session to their involvement in football clubs. In general, the analysis and evaluation of the session should be done in a way that encourages open and honest feedback from the participants, while reinforcing the key points and ensuring that the objectives of the session are met.

Tips for facilitators:

- Be aware of the age of your participants and adjust the discussion to their level of communication in order to achieve the best results. Encourage them to use as many words as possible in order to describe values they recognize as important and help them determine the right word for those values. Make sure they understand every word written on the main tree and try to connect all the values to situations in football.
- This workshop can be done with children only. Another option is to have mixed groups that will include children and parents together in small groups, or children and coaches in the small groups. It is beneficial to have the opportunity to discuss topics such as values in sport.
- If the group at the workshop is an international one (for example, if it is done through international sport camp), be aware that children of younger age might have a problem in communicating in English language. When preparing the sport camp, make sure to inform the coaches that at least one should speak English in order to support the children and allow their full participation. In the case of international groups, the advice is that the facilitators give instructions through 3-4 sentences, make a pause so that coaches / facilitators from participating countries translate and then continue. It might take more time, but in this way the children will be fully informed and included in the activities.
- Facilitators should provide participants with clear guidelines about the session's goals and expected results. This will help participants design and deliver effective sessions that meet their needs.
- Facilitators should be prepared to handle different scenarios that may arise during the session. For example, they must be able to manage difficult participants, handle unexpected questions, and resolve disagreements between participants.

H A N D O U T 1



SESSION NAME: EXPECTATIONS AND FEARS OF FOOTBALL PLAYERS

Theme: Motivation

Duration: 30-45 minutes

Materials: Markers, Pencils, sticky papers, flip chart paper

Group size: 30 participants (kids and their parents and coaches), although it can be done with a bigger group too.

Preparation: In order to implement this methodology effectively, trainers should follow these preparation steps:

- Establish clear objectives and expectations for the children, including the social and self-management skills they will be developing.
- Create a positive and motivating atmosphere by using energizers and other techniques to engage the children.
- Encourage the children to take ownership of their learning by setting achievable goals.

Instructions: Facilitators should announce the main topic of the session – motivation of players. They will lead an introductory discussion on the topic of what are some positive outcomes of a career in professional football and what the risks and negative consequences are. After the discussion facilitators should raise a following questions:

“What are your expectations from football and What are your fears and anxieties?”

Participants will receive 2 sticky papers in different colors. Facilitators explain that one color represents their expectations and motivation to play football while the other is for their fears and anxieties regarding this sport. Participants will have a few minutes to think and write down their answers anonymously after which they will stick their papers on the flip chart paper.

Facilitators should read out loud all the answers and give some feedback, depending on the time available for this session they should involve the whole group in discussion on some of the interesting and important statements. Final discussion should focus on understanding that there are different points of view or opinions on this matter.

The pressure from the coaches and parents, for example, can be one of the main talking points of this session. In that way, coaches and parents can be motivated to minimize their pressure on children. Children's worries and anxieties can be reduced by implementing this workshop as they will have the space to openly discuss them.

Debriefing and evaluation: The analysis and evaluation of the session is essential to ensure that the objectives of the session are achieved and to provide feedback to the participants. Some possible questions to ask participants during debriefing and evaluation are:

- What were the key takeaways from this session?
- How do you think this session in football clubs will benefit you?
- What new information did you learn in this session?
- What were the areas where you felt you needed more information or clarification?
- How did this session meet your expectations? What were the parts of the session that did not meet your expectations, if any?
- What parts of the session did you particularly enjoy or find useful?
- How do you plan to apply what you learned in this session to your participation in football clubs?

In addition to asking these questions, it is important to encourage participants to freely and openly share their thoughts and ideas. This can be done by creating a safe and non-judgmental space for discussion and by actively listening to their feedback.

Evaluation should be done orally with the participants as it allows for a more interactive and engaging discussion. This will also give participants the opportunity to express their thoughts and ask any questions they may have. The assessment should focus on discussing everything they learned during the session and why the topic was useful and important to them. This will help reinforce the key points and enable attendees to understand the relevance of the session to their involvement in football clubs. In general, the analysis and evaluation of the session should be done in a way that encourages open and honest feedback from the participants, while reinforcing the key points and ensuring that the objectives of the session are met.

Tips for the facilitator:

To ensure a successful non-formal education session on relationships between families, staff and children in football clubs, it is important to have well-prepared facilitators equipped to handle different scenarios. Here are some steps to prepare the facilitators and additional advice to ensure a successful session and learning process for the participants:

- **Provide Clear Directions:** Facilitators should provide participants with clear guidelines about the session's goals and expected results. This will help participants design and deliver effective sessions that meet their needs.
- **Train Facilitators:** Facilitators should be trained in the principles of non-formal education, effective communication, group dynamics and conflict resolution. In addition, it should be ensured that the topics to be discussed in the session are fully understood.
- **Anticipate Different Scenarios:** Facilitators should be prepared to handle different scenarios that may arise during the session. For example, they must be able to manage difficult participants, handle unexpected questions, and resolve disagreements between participants.
- **Promote Active Learning:** Facilitators should use a variety of active learning techniques, such as role-playing, group discussions, and problem-solving activities, to engage participants and engage them actively in the learning process.
- **Promote Participation:** Facilitators should encourage the participation of all participants and create a safe and supportive environment in which participants can freely share their ideas and experiences.
- **Manage Time Effectively:** Facilitators must manage their time effectively and make sure they cover all issues within the allotted time. They should also be prepared to adapt their plans if necessary.
- **Evaluate the Session:** After the session, the facilitators should evaluate the effectiveness of their sessions and seek feedback from the participants. This will help them improve their future sessions and meet the needs of the participants.

In addition to these steps, here are some additional advice for facilitators to ensure a successful session and learning process for participants:

- **Be enthusiastic and passionate** about the topics covered in the session. This will help create a positive and engaging atmosphere for the participants.
- **Actively listen** to participants and acknowledge their contributions. This will make them feel valued and encourage them to participate more.
- **Use real-life examples and case studies** to make the topics covered in the session more relatable and relevant for the participants.
- **Encourage participants** to reflect on their experiences and think critically about the topics discussed in the session.
- **Provide opportunities** for participants to share what they have learned with others and apply their knowledge in real-life situations.

● If the group at the workshop is an international one (for example, if it is done through international sport camp), be aware that children of younger age might have a problem in communicating in English language. When preparing the sport camp, make sure to inform the coaches that at least one should speak English in order to support the children and allow their full participation. In the case of international groups, the advice is that the facilitators give instructions through 3-4 sentences, make a pause so that coaches / facilitators from participating countries translate and then continue. It might take more time, but in this way the children will be fully informed and included in the activities.

SESSION NAME: R - EVOLUTION

Theme: The social aspect of football

Overview: Create a positive and inclusive environment where children can learn not only football skills but also important life skills that will help them become responsible and independent individuals, using and adapting a national best practice called the “Evolution Program”.

Time: 90 minutes

Objectives:

- To raise a sense of responsibility among children
- To foster team working
- To encourage mutual help and leadership
- To enhance autonomy among the young players
- To raise the capacity of decision making

Materials: Materials for facilitators can help coaches and other leaders develop the knowledge and skills they need to create a positive and safe environment for children in sports. These materials should cover a range of topics, including child protection, safeguarding, communication, and conflict resolution. They should also provide practical guidance on how to create an inclusive and supportive environment for all athletes, regardless of their background or ability level.

Materials:

- training manuals
- videos
- presentations
- pitch training tools (balls; football cones, pitch markers, training bars, slalom poles, sport bibs in two different colors – 5 bibs for each color, whistles)

Group size: 30 participants, although it can be done with a bigger group too.

Preparation: In order to implement this methodology effectively, trainers should follow these preparation steps:

- Establish clear objectives and expectations for the children, including the social and self-management skills they will be developing.
- Create a positive and motivating atmosphere by using energizers and other techniques to engage the children.

- Use a participatory approach to involve the children in the planning and execution of the training sessions.
- Encourage the children to take ownership of their learning by setting achievable goals.

Instructions:

Facilitators should explain to participants that they are about to know each other via some games specific to the purpose of creating a good atmosphere. Consider energizers such as fun warm-up games, music, or other engaging activities that help the children relax and enjoy themselves. This approach sets the tone for the entire training session and helps the players to be more receptive to learning and development. It will take around 10 minutes. After that, the facilitators will read a story (Handout 1) in order to prepare the children to be ready for the training and to create a positive environment to self-learning. Then, facilitators will explain to the children the development of the upcoming training session (see Handout 2). In this step, some previously prepared elements coming from the Italian football federation “evolution program” will be transferred to children, together with some rules and instructions. This part will last 20 mins.

Focus on the evolution program:

In the physical training section, the children engage in various exercises that help to improve their fitness levels, agility, and overall physical prowess. These exercises can include running, jumping, stretching, and other similar activities that get the players moving and active.

In the technical training section, the children learn various technical skills such as dribbling, passing, shooting, and other football-related skills. These exercises are designed to help the players develop their individual skills and abilities and work towards becoming more proficient in the game of football.

In the tactical training section, the children learn how to work together as a team and develop a deep understanding of various football tactics and strategies. They learn how to read the game, anticipate opponents' moves, and work together to achieve their goals.

To promote autonomy, the trainers should encourage the children to take responsibility for their own learning and development. This can be achieved by giving them opportunities to make decisions, take risks, and experiment with different approaches. The trainers should also provide constructive feedback and praise to help the children build their self-confidence and self-esteem.

Following, children will be asked to collect and bring the training tools to the pitch and then divided into 3 groups, by counting from 1 to 3. The aim is to obtain three different groups in which each participant will be involved in one of the three main sections of the training, namely Physical training, Technical training, and Tactical training. In 10 minutes, everything will be supposedly ready for staff and coaches to leave the pitch, letting children arrange and organize the training according to the received instructions. This latter part will take 40 minutes. (for more details please check this out – content available in English: <https://www.youcoach.com/figc/intro>)

Debriefing and evaluation: Describe in what way debriefing and evaluation of the session will be done. Keep in mind that this is different from debriefing and evaluation of the day. It would be best to write questions for participants to bring their attention to the important conclusions and get them to talk about the importance of this session's topic. Evaluation should also be done verbally with participants in order to discuss everything they learned and why this topic is useful and important for them.

Debriefing and evaluation are critical components of any program aimed at addressing the social aspects of self-management in children's football training. These processes can provide trainers and players with valuable feedback on their performance, as well as insights into areas where they may need additional support or resources.

Here are some suggestions on how to approach debriefing and evaluation in the context of children's football training:

1. Use a variety of evaluation methods: To gain a comprehensive understanding of how players are progressing, it is important to use a range of evaluation methods. These may include written surveys, one-on-one interviews, group discussions, and observation of players during training and competition.
2. Involve players in the evaluation process: Players should be actively involved in the evaluation process, providing feedback on their own performance, as well as that of their teammates and trainers. This can help to promote self-reflection and encourage players to take ownership of their own learning and development.
3. Focus on both individual and team performance: While the focus of the program may be on developing social aspects of self-management, it is still important to evaluate individual and team performance in terms of technical and tactical abilities. This can help trainers identify areas where players may need additional support or training.

4. Provide constructive feedback: When providing feedback to players, it is important to be constructive and focus on areas for improvement rather than criticism. This can help to promote a growth mindset and encourage players to continue to work towards achieving their goals.

5. Debrief regularly: Regular debriefing sessions should be built into the training program to provide ongoing feedback and support. These sessions can help trainers and players identify areas where progress is being made and areas where additional support may be needed.

Some suggested questions may include the following:

- How did you feel without the trainer leading the session?
- What was the main difficulty for your team?
- What are the differences between self-training and lead training?
- What do you suggest for improving the training sessions?
- What did you find interesting about the story of Max?

Tips for facilitator:

The preparation process for facilitators of the social aspects of self-management football training for children in a football club should be comprehensive and focused on ensuring that they have the necessary skills and knowledge to facilitate the program effectively. Facilitators should have a strong understanding of the methodology, including the objectives, structure, and activities involved in the training program.

To prepare facilitators, it may be useful to provide them with training and resources such as manuals, guides, and videos that explain the methodology and how to implement it. This can include training on how to create a positive and inclusive environment, how to structure training sessions, how to provide feedback and guidance to the children, and how to promote autonomy and responsibility among the participants.

To ensure a successful session and learning process for the participants, facilitators should also consider the following additional advice:

- Create a safe and welcoming environment - facilitators should create a positive and inclusive environment where children feel safe and comfortable to learn and grow.
- Be flexible and adaptable - facilitators should be prepared to adapt the training program to meet the needs of individual participants, and to adjust their approach based on the progress of the group as a whole.
- Provide constructive feedback - facilitators should provide regular feedback to the children, both individually and as a group, to help them understand their strengths and areas for improvement.
- Encourage teamwork and mutual support - facilitators should encourage teamwork and mutual support among the children and create opportunities for them to work together and learn from each other.

● Emphasize the importance of responsibility and autonomy - facilitators should promote responsibility and autonomy among the children by encouraging them to take ownership of their training, and by providing them with opportunities to make decisions and take on leadership roles.

● If the group at the workshop is an international one (for example, if it is done through international sport camp), be aware that children of younger age might have a problem in communicating in English language. When preparing the sport camp, make sure to inform the coaches that at least one should speak English in order to support the children and allow their full participation. In the case of international groups, the advice is that the facilitators give instructions through 3-4 sentences, make a pause so that coaches / facilitators from participating countries translate and then continue. It might take more time, but in this way the children will be fully informed and included in the activities.

Handout: Handouts can be used to provide information and guidance to children in order to be able to self-lead the training session.

H A N D O U T 1

Max and his goals

Once upon a time, there was a little boy named Max who loved watching football games on TV with his dad. Max was fascinated by the way the players moved the ball, scored goals, and celebrated their victories. He dreamed of becoming a football player too, but he didn't know how to play. One day, Max saw some kids playing football in the park and decided to join them. At first, he struggled to kick the ball, missed the goal, and felt embarrassed. But he didn't give up. Max practiced every day, trying different techniques, and listening to his coaches' advice. Even though Max sometimes got frustrated and wanted to quit, he reminded himself of his dream to become a great football player. Max learned to focus, to work hard, and to persevere. He also made new friends who shared his passion for the game.

Months passed, and Max's efforts paid off. He started to score goals, to pass the ball accurately, and to defend his team's goal. Max's coaches praised his dedication, his teammates respected his skills, and his parents cheered for him from the sidelines. One day, Max's team was invited to play against a famous football club's junior team. Max felt nervous but excited. He knew that this was his chance to show what he had learned and to fulfill his dream. Max played his heart out, giving his best in every play, and inspiring his teammates to do the same. In the end, Max's team won, and Max scored the winning goal. Max was ecstatic. He had achieved his goal through consistency and hard work. Max knew that he still had a lot to learn and improve, but he was proud of himself and grateful for the journey. Max had become a great baby football player, and he knew that anything was possible if he believed in himself and never gave up.

H A N D O U T 2

Objectives: Perfecting basic technique: emphasis based on directional control and passing (short and long)

Number of players: 6 (midfielders and fullbacks)

Content:

- **Warm up based on separate and integrated coordination exercises - 20 min**

(stability work, pace; receiving the ball and passing sequences with two players)

- **Exercises on techniques for three players - 15 min**

(directional control and passing)

- **Game situation - 15 min**

(switching play and finishing)

- **Individual juggling challenge - 5 min**

(number of keepies - uppies (left and right feet) in 2 min)

- **Stretching - 5 min**

(led by a player)

Material for facilitators:

Materials for facilitators, such as training manuals, videos, and presentations, can help coaches and other leaders develop the knowledge and skills they need to create a positive and safe environment for children in sport. These materials should cover a range of topics, including child protection, safeguarding, communication, and conflict resolution. They should also provide practical guidance on how to create an inclusive and supportive environment for all athletes, regardless of their background or ability level.

-Institutional declarations such as the European Parliament Resolution Proposal on the role of sport in education - https://www.europarl.europa.eu/doceo/document/TA-6-2007-0503_EN.html

National or local frameworks, such as codes of conduct, policies, and procedures, are essential for ensuring that organizations and institutions that work with children in sport have a clear and consistent approach to safeguarding and child protection. These frameworks should outline the roles and responsibilities of different stakeholders, including coaches, parents, athletes, and administrators. They should also provide clear guidance on how to respond to concerns or allegations of abuse or neglect.

SESSION NAME: THE FAN CLUB

Theme: The social aspect of football

Time: 90 minutes

Overview: Developing a methodology for non-formal education in order to promote a positive and supportive environment for children, trainers, staff, and families. The workshop should include all the relevant segments mentioned (children, coaches, staff and families).

Objectives:

- To raise awareness about the role of families in children's football clubs
- To support trainers and staff and all team members
- To reduce pressure and stress on kids
- To promote sportsmanship, empathy and respect
- To increase the sense of responsibility in families

Materials: Materials for facilitators may include guidelines for organizing cultural events, workshops, and third-half events, as well as tips for promoting communication, sportsmanship, and respect among families and children. Institutional laws and works may include documents related to child protection, anti-discrimination policies, and codes of conduct for parents and staff in football clubs.

Materials suggested:

- computer and internet
- pens and markers
- flipchart papers

Group size: 30 participants

Preparation: The preparation process for facilitators involves several steps to ensure they are equipped with the necessary skills and knowledge to lead the learning process effectively:

- Identify the Learning Objectives: The facilitator should understand the learning objectives of the program to ensure they can design and deliver activities that align with the goals.
- Develop a Curriculum: The facilitator should develop a curriculum that includes activities, exercises, and materials that support the learning objectives.

- **Acquire Content Knowledge:** The facilitator should acquire sufficient content knowledge related to the program to answer questions and provide guidance to participants.
- **Build Facilitation Skills:** The facilitator should develop facilitation skills to lead group discussions, encourage participation, and promote a positive learning environment.
- **Prepare Materials:** The facilitator should prepare all necessary materials, such as handouts, visuals, and audio-visual aids, to support the learning process.
- **Practice Delivery:** The facilitator should practice delivering the program to ensure they can manage time, engage participants, and facilitate discussions effectively.
- **Conduct a Pre-Session Meeting:** The facilitator should meet with program organizers and other facilitators to ensure everyone is aligned on the learning objectives, curriculum, and roles and responsibilities.
- **Continuously Evaluate:** The facilitator should continuously evaluate the program's effectiveness and adjust the curriculum or delivery methods as needed to ensure the program meets its objectives.

Instructions: Explain to participants that they are about to know each other via some games specific to this purpose, in order to facilitate the following work groups. A great suggestion could be to use the “Two Truths and a Lie” icebreaker. Through this icebreaker participants are asked to write down 2 truths and 1 lie about themselves (for example, 2 truths could be I am a good singer and I love to eat pancakes, and one lie could be I’ve travelled to more than 5 countries). So, simple statements that represent a participant. After writing down the statements, every participant reads 3 statements, and the group tries to guess which statement is a lie and which are the truths. In this way the participants learn more about each other.

After that, facilitators will introduce the work, by brainstorming with the group about the concept of the *“social aspect in sport”*. For this part, participants will be asked to express themselves using some keywords related to the topic, focusing on children in the field of football. This will take between 15-20 minutes.

After they are finished, facilitators show participants the output of the session, which is setting some features of a FAMILIES’ FAN CLUB, and divide participants into three groups, through the way of counting 1-2-3. At this point, participants will be explained that in this session they will explore some features of the social aspect in the field of sport and specifically in football and that each group will be asked to work on a specific feature as the ones following:

- Fan Club name, motto, and logo creation (group number 1)
- Football matches banners, flags, and supporting statements to show (group number 2)
- Connected social and cultural events (group number 3)

Each group will be equipped with materials such as flipcharts, papers, colored markers, scissors and pens in order to create some outputs related to their assigned topic. Time for group work should be 20 to 25 minutes, followed by a 15-minute coffee break. After all, the groups are finished and the coffee break is over, each group will present their work to the participants, showing the results and the outputs they have reached. Each presentation is supposed to last around 5 minutes.

The activities of a fan club methodology to improve the relationship between families and children in children's football clubs may include:

1. Creating a Logo: The fan club can create a logo that represents the team's spirit and identity. This logo can be displayed on the team's jerseys, banners, and flags.
2. Developing a Motto: A motto can be developed that encapsulates the team's values and goals. This motto can be displayed on banners and flags during games.
3. Creating a Team Song: A team song can be created that the fans can sing during games to show their support for the team.
4. Providing Workshops: The fan club can provide workshops for families and children to create materials to show their support for the team during games. These materials can include banners, flags, and other items that can be displayed on the stands.
5. Organizing Cultural Events: The fan club can organize cultural events that celebrate the diversity of the team and its fans. These events can include food festivals, dance performances, and music concerts.
6. Third Half: The fan club can organize a "third half" in rugby style, where families and children can socialize after the game. This can help to build stronger relationships between families and the team. Since the third half in rugby refers to the social gathering after the game where players from both teams come together to share food and drinks and build relationships, in football this can be translated into post-game snacks or team bonding activities.

Overall, by emphasizing the values of sportsmanship, teamwork, and cross-training, children can develop a positive and holistic approach to sports, regardless of the specific sport they are playing.

Children can be encouraged to show good sportsmanship and respect for their opponents, regardless of the outcome of the game. They can also be taught to appreciate the value of teamwork and to work together to achieve a common goal.

Debriefing and evaluation: Debriefing and evaluation of the session are essential to ensure that the objectives of the session have been achieved and to provide feedback to participants. Here are some possible questions to ask participants during the debriefing and evaluation:

- What were the key takeaways from this session?
- How do you think this session will benefit you or your child in football clubs?
- What was the new information that you learned through this session?
- What were the areas where you felt you needed more information or clarification?
- How did this session meet your expectations? What were the parts of the session that did not meet your expectations, if any?
- What were the parts of the session that you particularly enjoyed or found helpful?
- How do you plan to apply what you learned in this session to your involvement in football clubs?

In addition to asking these questions, it's important to encourage participants to share their thoughts and ideas freely and openly. This can be done by creating a safe and non-judgmental space for discussion and by actively listening to their feedback.

The evaluation should be done verbally with participants as it allows for a more interactive and engaging discussion. This will also give participants the opportunity to express their thoughts and ask any questions they may have. The evaluation should focus on discussing everything they learned during the session and why the topic is useful and important for them. This will help to reinforce the key points and ensure that participants understand the relevance of the session to their involvement in football clubs.

Overall, debriefing and evaluation of the session should be done in a way that encourages open and honest feedback from participants, while also reinforcing the key points and ensuring that the objectives of the session have been achieved.

Tips for facilitator:

To ensure that the non-formal education session about the relationship between families, staff, and children in football clubs is successful, it is important to have well-prepared facilitators who are equipped to handle different scenarios. Here are some steps for preparing facilitators and additional advice to secure a successful session and learning process for participants:

- **Provide Clear Guidelines:** The facilitators should be provided with clear guidelines about the objectives of the session, the target audience, and the expected outcomes. This will help them to design and deliver effective sessions that meet the needs of the participants.
- **Train the Facilitators:** The facilitators should be trained on the principles of non-formal education, effective communication, group dynamics, and conflict resolution. They should also be given a thorough understanding of the topics to be covered in the session.
- **Anticipate Different Scenarios:** The facilitators should be prepared to handle different scenarios that may arise during the session. For example, they should be able to manage difficult participants, address unexpected questions, and handle conflicts between participants.
- **Promote Active Learning:** The facilitators should use a variety of active learning techniques such as role-playing, group discussions, and problem-solving activities to engage participants and ensure that they are actively involved in the learning process.
- **Encourage Participation:** The facilitators should encourage participation from all participants and create a safe and supportive environment where participants feel comfortable sharing their opinions and experiences.
- **Manage Time Effectively:** The facilitators should manage their time effectively and ensure that they cover all the topics within the allotted time. They should also be prepared to adapt their plan if necessary.
- **Evaluate the Session:** After the session, the facilitators should evaluate the effectiveness of their session and gather feedback from participants. This will help them to improve their future sessions and ensure that they meet the needs of the participants.

In addition to these steps, here are some additional pieces of advice for facilitators to secure a successful session and learning process for participants:

- **Be enthusiastic and passionate** about the topics covered in the session. This will help to create a positive and engaging atmosphere for participants.
- **Listen actively** to participants and acknowledge their contributions. This will make them feel valued and encourage them to participate more.
- **Use real-life examples and case studies** to make the topics covered in the session more relatable and relevant to participants.

- Encourage participants to reflect on their experiences and think critically about the topics covered in the session.
- Provide opportunities for participants to share their learning with others and apply their knowledge in real-life situations.

Handout:

Here are some handouts that can be used by facilitators to help organize and facilitate the Families' Fan Club sessions:

- **Workshop Guidelines:** This handout provides guidelines for organizing and facilitating workshops on topics such as sportsmanship, empathy, and conflict resolution. It includes tips for promoting discussion and creating a safe and inclusive environment for participants (check out Handout 1)

- **Banner and Poster Making Guide:** This handout provides guidelines for creating banners and posters to support the team during matches. It includes tips for creating eye-catching designs and messages that promote sportsmanship and teamwork (check out Handout 2)

These handouts can be customized to meet the specific needs and goals of the Parents Fan Club and can be used by facilitators to support and enhance their work.

Material for facilitators:

The materials for facilitators may include guidelines for organizing cultural events, workshops, and third half events, as well as tips for promoting communication, sportsmanship, and respect among families and children. Institutional laws and works may include documents related to child protection, anti-discrimination policies, and codes of conduct for parents and staff in football clubs.

- **Institutional Laws and Policies Guide:** This handout provides information on institutional laws and policies related to child protection, anti-discrimination, and codes of conduct for parents and staff in football clubs. It includes links to relevant documents and resources.

(European Parliament Resolution Proposal on the role of sport in education - https://www.europarl.europa.eu/doceo/document/TA-6-2007-0503_EN.html)

H A N D O U T 1

Part 1: Creating a Logo

To begin, let's define the brand identity of your children's football team. What values and attributes do you want your team to represent? Examples may include teamwork, determination, sportsmanship, and enthusiasm.

1.2 Sketching Your Ideas

Now that you have defined your brand identity, it's time to start sketching your logo ideas. Think about incorporating elements that represent your team's values and attributes. For example, you may choose to include a football, a team mascot, or other sports-related imagery.

1.3 Refining Your Design

Once you have some initial sketches, begin refining your logo design. Consider the color scheme and typography that will best represent your team's brand identity. You may also want to consider the practicality of your design, such as whether it will look good on merchandise and uniforms.

H A N D O U T 1

Part 2: Creating a Motto

Your team motto should capture the essence of your team's values and attributes. Consider what message you want your team to convey to others. Examples may include "Together We Win," "Determined to Succeed," or "Sportsmanship Above All."

2.2 Brainstorming

Now that you have a clear message in mind, begin brainstorming potential motto ideas. Think about catchy phrases or slogans that encapsulate your team's message.

2.3 Refining Your Motto

Once you have some initial ideas, begin refining your motto. Consider the wording and phrasing that will best convey your team's message. You may also want to consider how your motto will look on promotional materials and merchandise.

H A N D O U T 1

Part 3: Creating a Song

Your team song should capture the energy and enthusiasm of your team. Consider the type of music that will best represent your team's brand identity. Examples may include pop, rock, or hip hop.

3.2 Composing Your Song

Now that you have a sound in mind, begin composing your team song. Think about incorporating elements that represent your team's values and attributes. For example, you may choose to include lyrics about teamwork, determination, and sportsmanship.

3.3 Refining Your Song

Once you have some initial lyrics and melodies, begin refining your team song. Consider the tempo, instrumentation, and overall structure of your song. You may also want to consider how your song will be performed and shared with others.

H A N D O U T 2

Brainstorm ideas: Have the participants brainstorm ideas for the banners and posters. Encourage them to be creative and think outside the box.

Decide on the theme: Once the ideas have been generated, choose a theme that reflects the children's football team. This could be the team's name, the team's colors, or the team's mascot.

Create a design: Have the participants sketch out a design for their banners and posters. Encourage them to use bright colors and large fonts to make the banners and posters easy to read from a distance.

Gather materials: Provide the participants with the necessary materials to create their banners and posters, such as paper, markers, paint, and stencils.

Create the banners and posters: Allow the participants to create their banners and posters based on their designs. Encourage them to work together and help each other out.

Add finishing touches: Once the banners and posters are complete, have the participants add finishing touches such as glitter or stickers.

Display the banners and posters: Hang the banners and posters in a prominent location during the football match. Make sure they are visible from the field and that they support the children's football team.

SESSION NAME: OUR CODES

Theme: Constructive communication and conflict resolution.

Time: 90 minutes

Overview: Develop a work methodology to encourage good communication and relationships between coaches, children and parents.

Objectives:

- To improve communication and the relationship between coaches.
- To improve communication and the relationship between coaches and children.
- To improve communication and the relationship between the coaches and the children's parents.
- To support coaches in the development of strategies that promote communication and relationships with other coaches, children's and the children's parents.
- To involve coaches, children and children's parents in establishing codes of conduct, tasks and joint roles that they must play within a football team.

Materials: The materials to be used will be the one necessary and suitable for a correct pedagogical intervention by the facilitator with the participants, in order to convey the intended ideas and messages in a clear and objective way. Materials suggested: Computer, projector, paper, pencils.

Group size: 30 participants

Preparation: The preparation process for facilitators consists of several stages, in order to guarantee the necessary knowledge, means and resources to teach the contents in accordance with the initially defined objectives:

- Know the topic and objectives of the session:
The facilitator must know the topic and objectives of the session in order to properly define the content program.
- Define the session program:
The facilitator must define the program based on the selection of relevant content to be discussed with the participants.

● Define the methodology to teach the contents:

The facilitator must analyze and define the effective way of approaching the contents of the program, foreseeing the adequate and necessary means and resources to be able to transmit the message to the participants.

● Prepare the resources:

The facilitator must previously prepare the audio-visual resources to support the transmission of the contents foreseen in the program.

● Provide the contents:

When approaching the contents, the facilitator must use clear and objective language, considering the profile of the participants, as well as motivating means in order to capture everyone's interest and attention in order to get the message across.

● Session evaluation:

The facilitator should evaluate the course of the event and, if necessary, make the appropriate adjustments to get the intended message across.

Instructions: The session should be organized in an interactive way with the participants and organized in a few stages. In the introductory part, the facilitators will begin by presenting the objectives and program of the session, as well as how it will take place. The facilitators should address the importance of good communication and relationships between coaches, coaches and children and between the coach and children's parents. This introduction discussion should be done with all participants, and they are supposed to answer the question "What are some examples of good communication skills and why do you believe these skills are important for better functioning of the football clubs".

After the discussion facilitators should form 3 groups and each group will reflect and write a list on the paper about the following 3 sections:

● Group of coaches: Codes of conduct, tasks and roles of coaches.

● Group of children: Codes of conduct, tasks and roles of children.

● Group of parents: Codes of conduct, tasks and roles of parents.

Previously, the facilitators should show each group the documents attached as a handout, as examples to follow. Each group will present their list to everyone. After the presentation participants will discuss together and analyze the list introduced and find the most important points of the list.

Debriefing and evaluation: Debriefing and session evaluation are essential to verify that session objectives were achieved and provide feedback to participants.

Here are possible questions to ask participants:

- What is your perception of the importance of establishing codes of conduct, tasks and roles for coaches, children and children's parents?
- What did you learn from this session?
- Why did we create these lists for coaches, children and parents?
- What tasks and functions would you most like to perform within the team?
- What questions do you have?
- What was the moment of the session that you liked the most?

Tips for facilitator: The facilitator needs to prepare and gather all resources to ensure the success of the session. It is necessary to hold a previous meeting with the facilitator, to clarify the topic to be addressed and the objectives of the session. The facilitator should pay attention to the following aspects:

- Communicate in a simple, clear and objective way, considering the age of the children.
- Motivate participants to the importance of interacting.
- Motivate participants to assume well-defined codes of conduct, tasks and roles in the football team.
- Pay attention to time management, promoting a good atmosphere in the session, capturing the participants' attention and motivating them for the session.
- If the group at the workshop is an international one (for example, if it is done through international sport camp), be aware that children of younger age might have a problem in communicating in English language. When preparing the sport camp, make sure to inform the coaches that at least one should speak English in order to support the children and allow their full participation. In the case of international groups, the advice is that the facilitators give instructions through 3-4 sentences, make a pause so that coaches / facilitators from participating countries translate and then continue. It might take more time, but in this way the children will be fully informed and included in the activities.

Handout: Reference handouts are presented below, to support the facilitator in approaching the contents of the session:

·Codes of conduct, tasks and roles to be fulfilled by coaches, children and parents of children in a football team:

www.desportosembullying.pt/files/uploads/2017/11/Code-conduct-parents.pdf

www.desportosembullying.pt/files/uploads/2017/11/Code-conduct-sport-agents.pdf

www.desportosembullying.pt/files/uploads/2017/11/Code-conduct-athletes.pdf

These documents should serve as an example for the facilitators, the groups should design their own Codes of conducts.

Material for facilitators: To support the facilitators in their work, we suggest consulting and reading some documents and scientific articles related to the topic of the session:

- www.desportosembullying.pt

- Smoll, F., Introduction to Coaching: communication with parents, Lisbon, Sports Study and Training Center, 2000.

- Buceta, J. The Behavior of the Youth Coach in Training, International Youth Training Seminar “Best coaches for better practice”, Lisboa, Sports Study and Training Center, 2001.

- Buceta, J. The Behavior of the Youth Coach in competitions, International Youth Training Seminar “Best coaches for better practice”, Lisbon, Sports Study and Training Center, 2001.

Other materials, such as videos, books, practical guides and codes of conduct created by local and international entities and authorities, are also important to support the work in the area of constructive communication and conflict resolution.

SESSION NAME: LISTEN TO EACH OTHER

Theme: Social aspect of football

Time: 120 minutes

Note* The activity is suitable for different relationship types: - parents to children, - parents to children from other clubs, and children to children coming from other clubs.

Overview: Main challenge and goal are to develop healthy competitive spirit with other clubs, their coaches, children-players and parents of children from both own and other clubs and develop some kind of rulebook for it, as a guidance for every subject in it. Development of work methodology in the field of non-formal education in order to encourage positive, constructive, respectful, polite and calm communication and relationships between children and parents. Since in children's football, competitions take place with other clubs for which children of the same generation are playing, led by their coaches and followed by their parents, children's/youth football is a field for the development of complex relations of a social character between all the previously mentioned subjects.

Objectives:

- To study certain situations, which are typical examples for establishing general criteria that correspond to the wanted level and manner of communication in children and youth football.
- To develop, upgrade and advance communication and the relationship between parents and (their own) children.
- To develop a general frame of rules for communication as the proper way of behavior in children's football, based on fair play and respect, with minimum tolerance for violence.
- To support and encourage coaches and clubs and all factors in children and youth football to develop strategies with experts from different fields, promoting quality communication and relationships with all subjects involved.

Materials: Scripts for the facilitator, MS PowerPoint presentation; computer, projector, paper, pencils.

Group size: 20-40 participants.

Preparation:

- The facilitators should have experience of coaching children or in the field of youth football (for coaches) so that they already know what kind of issues could be affecting the club (or clubs) and easily find appropriate solutions to fix them.
- It would be recommended to have a facilitator with experience as a parent of a child football player.
- Specific knowledge and experience in the field of children and youth sport could be required in the case of a more expert level of preparation, to better resolve the conflict.

The preparation process for facilitator consists of few different phases and stages, in purpose to guarantee the necessary knowledge, means and resources to teach the contents in accordance with the initially defined objectives, especially to: know the matter and objectives of the session, define the session program so all the participant have in mind what the session is about, define the methodology of lecturing, prepare the resources for their lectures (if they aren't personal experience).

Instructions: The session will be held in an interactive way with the participants.

Step 1- The introductory part, should be done in the first part of the session, with necessity to establish the basic differences between professional and youth football, in the sense of:

- differences in age and motivation for playing sports,
- differences in emotional, mental and physical development and intellectual skills,
- the level of football and sport knowledge and skills of the participants of one match, especially the players, referees and coaches.

Compared to professional football, children and youth football players have none (at the beginning of competition career) or less knowledge of football rules and are less skilled at the game itself, and are also less physically and especially psychologically prepared, with completely different intellectual and emotional stage of development, which is prone for quick changes in short periods of time.

It is especially important to keep in mind the stated differences when approaching the competition at ages from 8 -10, 10 – 12 or 12 – 14.

The facilitators shall begin by introducing some ice-breaking games (5 mins) to make - both parents and children more comfortable with the environment, followed by a short session of group building activity (10 mins).

After this introductory part, the facilitator will be conveying the objectives and program of the session, as well as how it will take place with important notice – *that the lecture and session refers to the relationships that arise in children's football not only during matches, tournaments and competitions, but also during training sessions, as well as related to the sport and football itself, in the above-mentioned activities.*

Step 2- The main part of session – The facilitators begin this session with introduction that the topic is relation Parents-child (but with direct applicability to parents to children from other clubs, and children to children coming from other clubs). The basic differences between professional and children's/youth football have been established, the facilitator will address the importance of positive, constructive, respectful, polite and calm communication and relationships between coaches, children and parents. Part of the session begins with a practical explanation of how certain situations in the children's/youth football training and match should be guided and handled by the coach and parents at first. It will last about 20 mins. The following relations will be discussed: parent – child, parents to children from other clubs, and children to children coming from other clubs.

The facilitators invite parents and children of both clubs to the venue and divide them into smaller groups (each group will be composed of parents - if possible, both clubs, otherwise only one of them will be sufficient) and the children. After that, every group will receive a sheet of paper and a pen, and they will be asked to think about *10 "rules"* to be applicable both in everyday life and on the pitch (never mind if it is a training, friendly match or competition match). These rules will be important suggestions for a good communication, understanding, respect, teamwork and fair play not only in the field of sports, but also in the relationship with other people, with parents and children relationship and with relationship among other players in general. Families will brainstorm for 20 to 25 mins in total, in order to create a list of rules.

Then, the facilitators will ask every group to read out loud their list and discuss it with the other group. It is important that children and parents feel free and comfortable to express their own opinion, and to share it with the rest of the group.

After this first part, the facilitators will sum up that there will be some rules that are most popular in many lists, and they will point out the parents and the children to focus on this detail. They will write on a big flipchart the most common rules during the reading exercise, and a new list of rules will be created by the whole group. The whole group should agree on a final list of rules.

Facilitators will suggest this final list to be exposed in the club physically and also published in the club platforms, and very visible to every player from the club, in order to remember that some rules to communicate and respect are important to be followed in every environment in order to create a safe space, and also in order to remind the parents not to pressure their child to be a winner more than a child.

Wanted outcomes:

- finding solutions / suggestions to the problem of parents pressuring their children to be winners at any cost.
- finding solutions / suggestions to have all kids being with enough motivation and dedication for training football.
- achieving a level of understanding between parents and children that respecting the training process is a necessity.
- achieving a level of understanding between parents and children that football is a healthy activity for children, which they should enjoy and love instead of being pressured to win.
- achieving a balance between the goal that children-players experience playing and training football both as a game and pleasure with the sports principles and values.
- keeping every child in sport as long as possible, not for the reasons of winning but due to healthy living, teamwork skills and mutual respect skills.
- developing understanding for the importance of listening to each other and respecting each other (especially on the relations parents of two different clubs, children of two different clubs and similar) with fair play as a must.
- creating an “Award: the best follower of the rules” between parents and children. The Award can be organized monthly or once per year; a timeframe will be chosen by the coaches.

The facilitators should lead the small groups towards the topics above mentioned when drafting the rules.

The most important thing is to establish the basic principles of communication between all the subjects involved (coaches, parents and children in „two-way traffic“ – inside own and with other club) and to achieve a realistic goal: not that there are ideal „utopian“ relationships, way of communication and some form of artificial politeness, but a sufficiently established model of reaction at real situation that could occur in practicing children football and sport in general.

Starting position and purpose must be the same for all participants no matter the role – and especially, regardless of the child-player's age, physical fitness, intellectual and emotional development and knowledge of football rules. Each specific situation should be viewed through the prism of whether the child-player has a will to maintain football practicing no matter the talent and potential for professional sport, and in that purpose further development of the social skills so the child should be as long as possible oriented towards sports and football. Success is not just the result on the scoreboard, three more points, first place on the table, medals or trophies. Success is to have healthy generations with manners and proper social skills, who play football with friends in their free time in teenage years, but also 20s, 30s.

Debriefing and evaluation:

Questions in this debriefing part are crucial in order to evaluate the level of progress obtained during the session and to ensure that the previously mentioned objectives have been achieved. Also, evaluation and debriefing can provide new topics to be processed in the future. Possible questions to be asked are the following:

- How did this session meet your expectations? Is there anything new that you learn?
- How do you think this session will be useful in the future and in your everyday life?
- What do you expect to be changed in your behavior to align with these rules?
- What rule do you think will be the easiest to implement in your daily life?
- What is the hardest rule to respect from the list? And why?

Tips for facilitator: Facilitators must be properly prepared for his session:

- to know the topic, the objectives of the session and the target audience,
- to find and point out typical situations in which they will most easily show the difference between social skills needed in professional football and in children game,
- to define the program based on the selection of typical situations and other relevant contents for discussion with the participants,
- to use clear and objective language (adequate to listeners), considering the profile of the participants (children, parents, coaches),

It is best to organize some of the sessions in a facility that has a football court and some kind of space where it is possible to hold the theoretical part of the session. In this way, participants will be able to demonstrate some of the situations that they have covered through theoretical training in practice, but this time on the football court.

Handout:

Agenda of the Workshop: This will provide a clear outline of what will be covered during the workshop.

Existing Club Rules: If there are any existing rules, these should be provided for reference.

Guidelines for Creating Effective Rules: This could include tips on how to make rules clear, fair, and enforceable.

Examples of Rules from Other Clubs: These can provide inspiration and a starting point for discussion.

Code of Conduct: This could be a general code of conduct for sports clubs, which can help guide the creation of the club's own rules.

Child Protection Policy: If the club doesn't already have one, this is a crucial document that outlines how the club will protect the children involved.

Feedback Form: This can be used to gather feedback on the workshop, which can be useful for improving future workshops.

Contact Information: A sheet with the contact information of the facilitators and club officials.

Workshop Activities Guide: If there are any activities planned during the workshop, a guide or instructions for these could be useful.

Resources for Further Reading: This could include books, articles, or websites about creating effective rules, managing sports clubs, or related topics.

Material for facilitators:

Flip Chart/Whiteboard and Markers: These are essential for brainstorming and noting down ideas. They can also be used to write down the final list of rules.

Post-it Notes: These can be used by participants to write down their ideas for rules. They can then stick these on the flip chart or whiteboard.

Pens and Paper: Participants will need these to jot down their thoughts and ideas.

Printed Copies of Existing Club Rules: If there are any existing rules, it would be helpful to have these printed out for reference.

Projector and Laptop: If you plan to present any information or guidelines, a projector and laptop would be useful.

Handouts: These could include guidelines for creating effective rules, examples of rules from other clubs, or any other relevant information.

Refreshments: Depending on the length of the workshop, you might want to provide some snacks and drinks.

Name Tags: These can help everyone get to know each other, especially if there are new members.

Feedback Forms: These can be used to gather feedback on the workshop, which can be useful for improving future workshops.

Folders or Envelopes: These can be used to keep all the materials together for each participant.

Timer/Clock: This can help keep the workshop on track and ensure that all topics are covered.

Sound System/Microphone: If the workshop is being held in a large room, a sound system or microphone might be necessary to ensure everyone can hear.

Comfortable Seating Arrangement: Ensure there are enough chairs and tables for everyone to sit comfortably.

Ball or Object: This can be used as a talking stick, i.e., whoever has the ball gets to speak. This can help manage discussions and ensure everyone gets a chance to speak.

Additional tips and advice:

- If the session is intended for children, consider the age of the children, and find the way to be interesting as possible,
- Do everything that session looks like positive and bright event, promoting a good atmosphere in the session.
- Be familiar with the topic, in order to provide better help for both children and families.
- Decide what are supposed to be the outcomes of this session and work on that and on the possible conflict to be solved in order to create quality content.
- Hand out the evaluation model to the participants, to express their feeling after finished session in most simple way.
- If the group at the workshop is an international one (for example, if it is done through international sport camp), be aware that children of younger age might have a problem in communicating in English language. When preparing the sport camp, make sure to inform the coaches that at least one should speak English in order to support the children and allow their full participation. In the case of international groups, the advice is that the facilitators give instructions through 3-4 sentences, make a pause so that coaches / facilitators from participating countries translate and then continue. It might take more time, but in this way the children will be fully informed and included in the activities.

3

CHAPTER

EXAMPLES

EXAMPLE OF TRAINING / SPORT CAMP

Day 1

10:00 – 13:00 Introduction to the participants / Introduction to the objectives of the training / Name games

13:00 – 15:00 Lunch break

15:00 – 18:00 Team building activities / Debriefing / Evaluation of the day

Day 2

10:00 – 13:00 Session: Expectations and fears of football players / Session: Value Tree

13:00 – 15:00 Lunch break

15:00 – 18:00 Session: R-Evolution / Debriefing / Evaluation of the day

Day 3

10:00 – 13:00 Session: Our Codes / Session: Fan Club

13:00 – 15:00 Lunch break

15:00 – 18:00 Session: Football practices – from theory to practice /

Debriefing / Evaluation of the day

Day 4

10:00 – 13:00 Session: Listen to each other

13:00 – 15:00 Lunch break

15:00 – 18:00 Football tournament

EXAMPLE OF A
DAILY
EVALUATION

I FEEL...



GREAT



BORED



CURIOUS



EMPOWERED



PROUD



WORRIED



ANGRY



EXCITED



HAPPY



SCARED



SURPRISED



CONFUSED



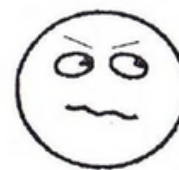
SAD



IMPATIENT



THANKFUL



NERVOUS



THRILLED



CHAPTER

ABOUT THE PROJECT
AND ERASMUS +
SPORT

ABOUT THE PROJECT

Club for Youth Empowerment 018 (KOM 018) from Serbia implements “More than Winning - Football as a way of personal development” project together with its partners FC Nacional from Serbia, Melagodo Club from Italy, Kargenc Club from Turkey and FuteBola from Portugal. Main focus of the project is put on the development of desirable conditions for all children to engage in sport activities while they also learn more about importance of sport values such as tolerance, fair play, team spirit, social cohesion and other relevant socio-democratic values. On the other hand, different relations when it comes to children’s football will be explored (coach – child, parents – child, coach – parents, parents – other club’s parents and similar). Main objectives: 1) to develop Training module for social aspects of children sport with focus on football, 2) to provide coaches with skills and competences for better social aspects of sport education and 3) to protect and promote safe environment in sport for children. Project is implemented in the period 01.01.2023 to 31.12.2023 and is co-financed by the European Union through Erasmus + Sport.

ABOUT ERASMUS + SPORT

The aim of Erasmus+, as a program, is to support the educational, professional and personal development of people in education, training, youth and sport, to contribute to sustainable growth, quality jobs and social cohesion, to drive innovation and to strengthen European identity and active citizenship.

Erasmus+ actions in the field of sport promote participation in sport, physical activity, and voluntary activities.

They are designed to tackle societal and sport-related challenges. Opportunities are available for organizations under 3 Calls which address these challenges.

A specific call on Capacity Building in the field of sport is also available as of 2022. It targets EU Member States and third countries associated to the Program (previously called Program countries) and the Western Balkans.

The actions

Cooperation Partnerships

Designed for organizations to develop and implement joint activities to promote (among others) sport and physical activity, as well as deal with threats to the integrity of sport (such as doping or match-fixing), promote dual careers for athletes, improve good governance, and foster tolerance and social inclusion.

Small-scale Partnerships

For grassroots organizations, less experienced organizations and newcomers to the Program. Small-Scale Partnerships have simpler administration, smaller grants and shorter durations than Cooperation Partnerships.

ABOUT ERASMUS + SPORT

Not-for-profit European Sport Events

Designed to encourage sporting activity, implement EU strategies for social inclusion through sport, foster volunteering in sport, fight against discrimination and encourage participation in sport and physical activity.

Capacity Building in the field of sport

Capacity-building projects are international cooperation projects based on multilateral partnerships between organizations active in the field of sport in EU Member States and third countries associated to the Program (previously called Program countries) and the Western Balkans. They aim to support sport activities and policies in as a vehicle to promote values as well as an educational tool to promote the personal and social development of individuals and build more cohesive communities.

More information at:

<https://erasmus-plus.ec.europa.eu/opportunities/opportunities-for-organisations/sport-actions>

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