

Manual

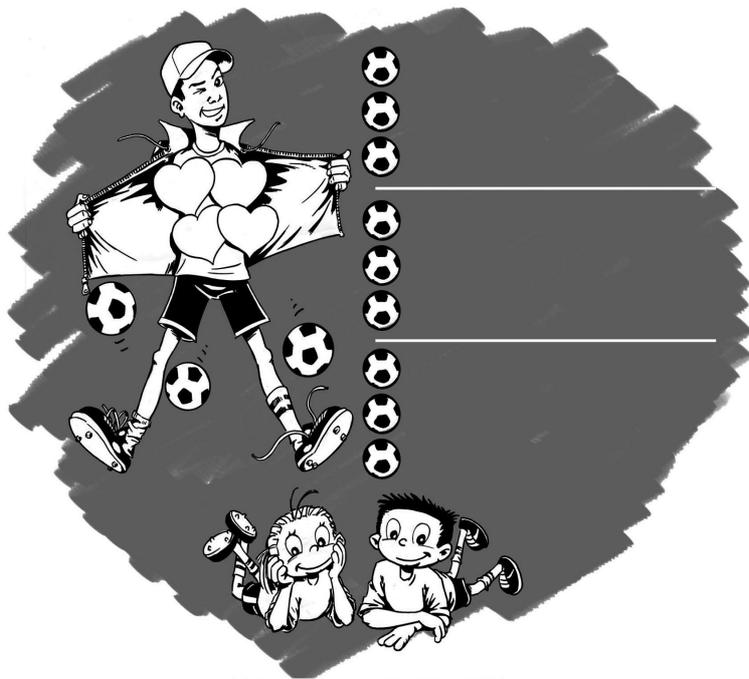


Contents

THEORY	5
What is Open Fun Football Schools?.....	6
Areas of Attention.....	9
Tips for Leaders and Coaches	14
Eight Rules about Children’s Football.....	17
School’s Rhythm	19
What is Grassroots Football?.....	21
MANUAL FOR INSTRUCTORS.....	25
Feedback and Instructions for Improvement.....	26
The Roles of a Coach.....	27
Instructor – Roles and Description of Activities	28
Workshops.....	31
CHILD IN THE CENTRE.....	31
OFFS COACH.....	32
WORKSHOP – ENJOYMENT 1.....	33
WORKSHOP ENJOYMENT 2.....	33
INTERVIEW.....	34
CREATIVE WORKSHOP.....	36
LEGO WORKSHOP	37
LEGO WORKSHOP B.....	38
THE GAME OF VALUES	39
5D WORKSHOP	40
3D WORKSHOP	41
WOMEN’S FOOTBALL WORKSHOP	42
COOPERATION WITH PARENTS	44
THINGS TALK.....	50
MANUAL FOR LEADERS.....	53
School Leader	55
Coach Leader.....	56
Technical Leader.....	56
Enrolling Children in a Football School	57
Insurance for Participants.....	59
Sports Equipment Provided by the Organiser	59
The School Starts	63
Additional activities	64
Fun and Show	64
Documentation.....	67
An overview of OFFS documentation	68
Guidelines for Beginning Work at the OFFS.....	70
Suggestions for the Topics of Particular Stations and the Field/Station Marking Layout.....	72
The Weekly Programme.....	76
Introductory games – Suggestions.....	78
1 FOOTBALL - TECHNIQUE.....	82
1.1. DRIBBLING	83
1.2. RECEIVING AND PASSING THE BALL	95
1.3. KICKING – SHOTS	103
1.4. PRECISION GAMES AND PRECISION	120
1.5. DRIBBLING AND FEINTS	125

1.6. HEADERS.....	132
1.7. BEST FRIEND	135
1.8. DEFENDING THE GOAL	137
1.9. GOALKEEPER TECHNIQUE	138
1.10. FINISHING	143
2 FOOTBALL GAMES.....	146
2.1. A FOOTBALL GAME AT OFFS	146
2.2. A FOOTBALL GAME WITH JOKERS	147
2.3. FOOTBALL GAMES WITH VARIOUS TASKS.....	150
2.4. CANDY CUP	154
3. GENERAL AND SPECIFIC SKILL DEVELOPMENT GAMES	158
3.1. CHASING GAMES	158
3.2. RELAY GAMES	162
3.3. ORIENTATION	169
3.4. BALANCE AND STABILITY GAMES AND EXERCISES	173
3.5. COORDINATION.....	175
3.6. COMMUNICATION AND COOPERATION	178
3.7. ROPE GAMES	182
3.8. GAMES AND EXERCISES WITH CONES.....	187
3.9. HULA-HOOP GAMES.....	189
3.10. FOOT-TENNIS.....	191
3.11. FOOT-BASKETBALL	193
3.12. HOCKEY	195
3.13. RHYTHM.....	197
FINAL GAMES, SHOW, AND FUN	203
5.1. OBSTACLE COURSES	204
5.2. SMALL GAMES	206
5.3. BALL GAMES	213
5.4. FUN GAMES - SHOW.....	216

THEORY



What is Open Fun Football Schools?

The Open Fun Football Schools project was organized by a Danish organisation called Cross Cultures (CCPA) in cooperation with the Football Association of Norway.

The Open Fun Football Schools project was initially intended as a tolerance-promoting project whose aim was to “break the ice” and bring together children and adults from different ethnic and social groups in Bosnia and Herzegovina for dialogue. Since then, the project has developed an additional regional dimension – we are aspiring to make use of children's football in order to improve the ethnic and social equality in other countries, as well as to use various regional seminars for coaches and leaders to “build bridges” between different national, ethnic and social groups. Simultaneously, we intend to influence and promote football since all people who are engaged in football are attracted by the game and the friendships in football clubs. Because of that, we believe that it is one of our priorities to enrol and educate coaches and leaders who, having completed the education at our football schools, could work in different clubs, to the great satisfaction of all football-loving children. Through numerous activities and our special “Fun Football” concept, we want children to have a great time with their peers and coaches who will cause them to wish to pursue their football career in a football club after attending our football school. Our name is Open Fun Football Schools. We call ourselves “Open” because we are open to all children; they can all join our schools. “Fun” should be present in every exercise and game. Children will benefit from football only if it is fun. “Football” is a sport desired to be played by the majority of people. “School” stands for the fact that we are learning something, just like in school. We learn how to become a good coach for children, how to be good at football and gain RESPECT for teammates and opponents, as well as the environment we operate in. If we are successful in these matters, we say that we have brought a child from point A to point B, and used adequate pedagogy for that purpose.



FOOTBALL SCHOOLS' PEDAGOGICAL OBJECTIVE

The way in which we describe our pedagogical objectives often depends on the target group in question.

TARGET GROUP – CHILDREN

We are in the habit of saying that our football schools have been a success if children answer with “Yes” to the following four questions:

1. Did you have fun at the Open Fun Football Schools?
2. Did you meet any new friends at the Open Fun Football Schools?
3. Did you learn any new tricks at the Open Fun Football Schools?
4. If the child is not a member of a football club, will he/she ask their parents to sign them up in a football club?

TARGET GROUP – LEADERS/COACHES

When it comes to the leaders and coaches attending our seminars, our pedagogical objectives are usually illustrated by means of a layered cake (shown below) serving to underline the fact that we regard the three objectives as equally important:

- Children should train their respective football skills and get the impression that their performance is improving.
- Children should experience the companionship and the collective spirit; they should experience that they have their place in society and that there is a place for everyone, regardless of their qualifications, gender, or skin colour.

- Children should experience success (psychologically), which would in turn influence and strengthen their self-confidence, as well as increase their joy at playing football with their friends (personal development).

THREE KEY FOOTBALL SCHOOLS DIMENSIONS

In Open Fun Football Schools we focus on three key dimensions. First of all, we believe that it is the “ENVIRONMENT” which connects children with the game, clubs, and friends. It is very straight-forward. If children do not like the environment, i.e. if they are not together with their peers, if they are not comfortable and safe, or if they are facing new challenges and their coach fails to take a good pedagogical approach, it is only natural that children will seek another environment which is more fun to be in. Secondly, PEDAGOGY should be observed.

As a responsible leader, a coach should also consider the way in which the children are brought from point A to point B. At the Open Fun Football Schools the focus is always on the child/player and the activities and joy of playing football with friends always come before results and records. Thirdly, a coach/leader should be careful that the “CONTENT” is adjusted to the target group. If a seven year old girl or boy has come to play football for the first time, it is neither fun nor exciting to stand in long lines and repeat the same kicks with the inner side of the foot, five days in a row. It is also very boring to stand in a line or sit and watch the good players play. Everybody should be active, and games should be both fun and challenging at the same time.

CCPA-OFFS – OUR BRAND

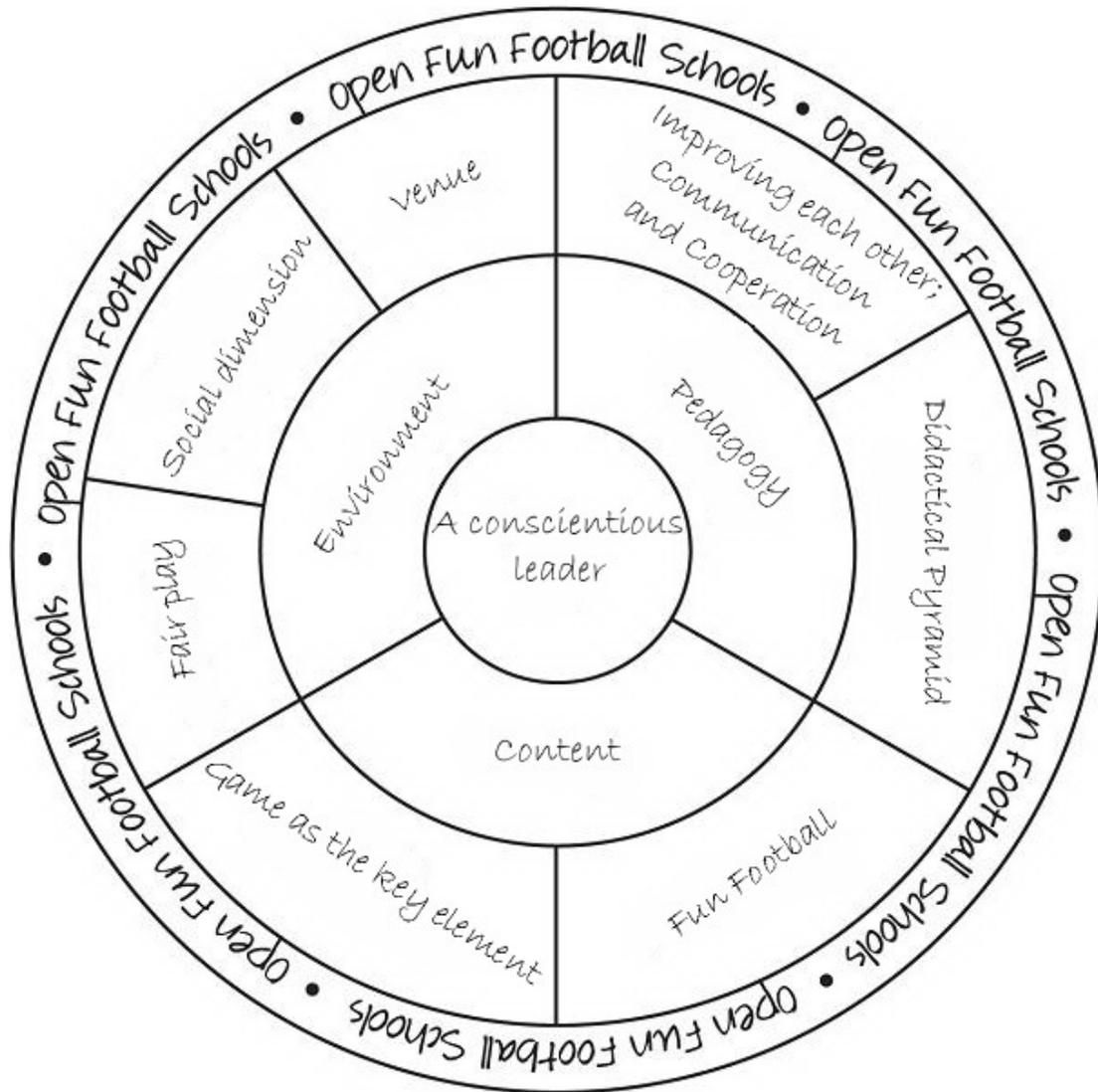
There are five basic requirements that should be met in order to use our brand and label the activity in question as Open Fun Football School:

1. Open Fun Football Schools should promote football for everyone.
2. Open Fun Football Schools is applied as a “bridge” connecting children and adults from different ethnic and social groups of the population.
3. Open Fun Football Schools should promote girls football and girls should be included in the game.
4. Activities at the Open Fun Football Schools are organized by volunteer leaders and coaches who attended all our coach seminars (minimum 60 hours).
5. Open Fun Football Schools are characterized by their close local connections and their open, transparent, and reliable organizational structure, which are based on democratic principles.

HISTORY

The Open Fun Football Schools project has its roots in the DBU football summer schools that were first introduced in post-war Bosnia and Herzegovina in 1998. The aim of this tolerance-promoting project was to connect and re-establish the dialogue between children and adults from different ethnic backgrounds. The project has been developing ever since and its activities have now extended to other countries – Macedonia, Serbia, Montenegro, Croatia, Kosovo, Georgia, Armenia, Azerbaijan, Moldova, Ukraine, Syria, Jordan, Lebanon, and Iraq. Open Fun Football Schools and regional seminars for instructors and coaches were a good pretext for encouraging and stimulating ethnic and social integration of people from all countries in the region. By 2009, more than 170,000 children enrolled in our schools in the Balkans and the Caucasus, whereas 15,235 leaders and coaches attended our seminars. Cross Cultures – Open Fun Football Schools is a true project – a project disregarding all boundaries, skin colours, and national, ethnic, and social stratifications. Voluntary work is an outstanding feature of all our schools. Every one of our football schools has been organised by volunteer leaders and coaches believing in, and supporting, the idea of this project. This attitude and substantial donations provided for by Ministries of Foreign Affairs of the

Nordic countries – Denmark, Norway, Sweden and Finland, the Union of European Football Associations (UEFA), and Novo Nordisk, the world's largest producer of insulin, make this CCPA project economically sustainable.



Areas of Attention

A good children's coach has an appreciation for the “whole” and does not focus on a single exercise. It appears not to be sufficient only to explain the position of a player's standing foot; one should simultaneously pay attention to every single child and group and take into consideration the existence of various factors influencing the situation on the pitch. At our Open Fun Football Schools we operate with something we tend to call AREAS OF ATTENTION which we usually illustrate with a wheel-like diagram. A coach/leader is responsible for the training (the centre of the wheel). A good trainer at the Open Fun Football School should simultaneously focus his attention on the environment, pedagogy, and content so as to ensure that the concept's entirety is preserved. If one of the areas fails to function properly, the whole process will resemble a bicycle ride with a deflated tire – the bike starts jolting and it is certainly not a pleasant experience. All the AREAS OF ATTENTION are therefore equally important, and it is only if they are all in focus and if a certain level of quality is achieved that our school can start and have its well-distinguished RHYTHM.

AREA OF ATTENTION: ENVIRONMENT

Many of our Open Fun Football Schools enrol children and parents who lived in war-affected areas. It is therefore understandable that those children feel unsafe when they come to Open Fun Football Schools since it is being held on “unknown territory”. Other children feel insecure because they have difficulties in getting an overview of so many children and adults gathered at the school or because they think that they will not be able to play as well as some of their friends. It is a distinctive feature of our football schools that children always feel somewhat insecure with regards to the situation and they frequently form small groups with their friends like „lambs on a meadow“. As a good coach aspiring only for the best, you will probably experience certain unease in response to what Open Fun Football Schools stand for and what the “Fun Football” concept actually is. You may also feel certain repulsion because it might appear to you that this concept is not to your measure. The presupposition that participants wish to be part of this school and to learn can be made only in a safe environment.

The main task of adults is to create a framework for a pleasant environment in which individuals are free to express themselves and use their imagination, in which it is allowed to make mistakes, and in which a child learns to share his/her responsibilities and to contribute to the common good in constructive ways. It is hence of utmost importance that a leader/coach “measures the temperature” of the entire environment and makes: right and timely decisions so that the environment in question is agreeable to all the participants.

AREA OF ATTENTION: VENUE

We place great emphasis on the venue in which the Open Fun Football School is held. It is very important that it is constructed in a way that makes everyone feel welcome and safe, and that children are received with open arms instead of strict discipline and commands. We like our Open Fun Football Schools to have a certain “festive mood”. (In this sense, it is noteworthy that our primary interest is creating a great atmosphere on the pitch, i.e. among the children, not among the spectators). Even though this may sound impossible, our previous experience has shown that mood and atmosphere in our school reach their peak when activities are carried out in such a way that participants are divided into twelve groups on the same pitch. Of course, the dimension of playing on big goals is lost in this way, but we must not forget that the smallest children are only able to have an overview in small spaces. It is not necessary to use the entire pitch to practice the bicycle kick or another technical detail.

That aside, our experience tells us that mood is contagious. If one of the groups is doing well, their good humour spreads onto other groups on the pitch. If we play some music on the loudspeaker, we get an incredibly intense, engaged, and festive atmosphere in which 200 children wearing the same shirts, play with 150 balls, football cones, hula hoops, and many other things, at the same time. If those activities are extended onto a bigger surface, the intensity of the experience and the mood are changed. Finally, it is also very important that the pitch is divided and

prepared for participants because it always enhances participants' satisfaction and reflects great professionalism. If children are prepared in advance, they can focus better. On the other hand, if participants are left to wait in a corner while the preparations of the field are underway, they will get the impression that the organisation is very poor. As a rule, poor organisation affects the participants – they are usually late and very difficult to motivate.

AREA OF ATTENTION: SOCIAL DIMENSION

Friendship and social life are the best and most important things in sport, and our Open Fun Football Schools is no different. Children enjoy playing football with their friends. Getting along with friends on and off the pitch is frequently more important than the game itself. Because of that, we at the Open Fun Football Schools have to place emphasis on positive socialising – it is for the common good of children, parents and the society as a whole. Children are happier; they have good friends and healthy interests. It is our goal to provide children with a sense of collectiveness, co-existence, and development, and to make them realise that the game is not only being played against but also with their opponents.

One of the values that helps develop the sense of collectiveness and co-existence in children is the ability to co-exist in a “positive way”. Everybody has the right to participate with the skills they have. Therefore, at the Open Fun Football Schools, we must insist on the social dimension of our project. This, among other things, is done by including children from all ethnic and social groups, while creating an environment in which children are trained to:

- listen
- show that they care
- be tolerant
- make compromises
- rely on others
- take responsibilities together with other people

When opting for “beginners and skilled players” to play together in the same team, trainers and leaders should be careful – this gives the training a completely different dimension and poses different challenges as opposed to what we are used to in our everyday football practice, where we normally work with 16 players with similar capabilities. Social dimension and collectiveness thus become more pronounced.

In that sense, it is important to note that changing partners in the game, so that no one is left without a partner, is of utmost importance; that is how a group can function ideally. At the same time, it is very important that children should not be separated from their “best friends” every time a new team is created. The task is to make the group function as a team, e.g. invent a cheer with which to begin and end each training, create some fun events for children which they will enjoy: (relay races, catching games, a cheerleader training, etc.) because, at that very moment, while laughing and having fun together, children open up to each other and all the barriers/resistances between them disappear and a new identity, a new “we”, is formed. It is “we” who have won or lost a game.

AREA OF ATTENTION: COMMUNICATION AND COOPERATION

Football is a team game in which leaders, coaches, and players communicate and cooperate in a number of situations on and off the pitch.

Despite the fact that we all like to exert our individual and spectacular details, there is nobody who could win the game on his/her own. Even the greatest individuals depend on mutual cooperation and understanding with their teammates. A spectacular pass is spectacular only if there is a teammate who is in the position to receive the pass. To send and receive signals, i.e. to „open up“, to signalise where and how you want to receive the ball or to play it, to “help each other to be good”, to kick the ball with your left or right foot, straight or in a run, is a very important element for the team game on the pitch. Those elements are not only integral parts of football but of our everyday lives as well. A coach is compelled to ask the following: Do the players communicate with each other properly? Do they understand the game and the plan? What is their timing? Good communication begins when players and their coach agree to communicate. In order for the communication and cooperation to function in the best way possible,

it is very important to use an adequate tone of voice and to base communication on the same presuppositions. In this sense, CONVERSATION represents an important pedagogical tool for adults and those who are in the process of growing up. Debates and discussions on all levels are of great importance to us.

It is equally important that the conversation contains features which help develop children's communication skills and that it reflects the desire to express oneself, and it is therefore very important that both leaders/coaches and children should respect the person talking and at the same time listen and respond accordingly to what is being said. As for cooperation, the starting point is that football is a team game in which everybody plays for the common good. Cooperation is a mutual relationship – it is not about my own benefits, it is about what I can do to help others improve. Cooperation is therefore about mutual understanding and commitment to the game and collectiveness in and outside the game – commitments to which participants and coaches will hold.

It is also very important that everyone takes part in the agreements and that no one has the impression that the agreement was “imposed” on him/her.

AREA OF ATTENTION: MOTIVATION

Fun-Football; game and learning

The Open Fun Football Schools concept comprises the obligation to PLAY and LEARN. It is a narrow thread, the perfect balance between the GAME and LEARNING which we wish to be recognised as the trademark of the “Fun-concept” since participation at the Open Fun Football Schools must be fun and inspiring, and everyone should be given the opportunity to express themselves and develop through play. It is therefore very important to recognise that Open Fun Football Schools are not just crazy football games in which participants wear “a hat and blue sunglasses”.

Open Fun Football Schools must be fun and our main goal, besides the results and development of talents, is to promote a compulsory and constructive co-existence, both on and off the pitch. As a rule, we say that we must PLAY as well as LEARN. However, we shall not play too much in order for us to be able to learn, and the other way round – we shall not learn too much in order for us to be able to play.

AREA OF ATTENTION: DIDACTICAL PYRAMID

It is very important that the game (both the game and training) is adjusted to children's needs. At our Open Fun Football Schools, good and weak players play in the same team and it is of utmost importance that the training takes into consideration a child's need to be carefree. If children are to think that football is fun, this requires additional preparations for their training so that everyone is able to experience both victory and defeat, and to get the sense that they have learnt something, i.e. that they have improved.

An important element of all our Open Fun Football Schools is the experience of success and it is very important for us that every child experiences such success along the way.

Our training exercises are usually described as a path to success, which can be illustrated by means of our “didactical pyramid”, i.e. we usually start with simple exercises and gradually work our way up to success.



AREA OF ATTENTION: GAME AS A KEY ELEMENT

We have decided to use the game as our pedagogical method in football training. We do this for the following reasons:

- Because playing is fun.
- Because learning through play is fun and motivating.
- Because we all use our dreams, games and imagination to shape our own identity. Playing, we dream of Messi's world, thereby assigning the features we like in Messi to ourselves, rejecting those we do not care for.
- Because a good game creates an apolitical and informal forum required for the peace and stabilisation process in the Balkans.
- Because a good game destroys all boundaries and creates a new sense of “belonging”, a new „we“. “We have won” and “we have lost”.

We are continuously considering the following question: What are the factors that make football training so exciting? It is often debated that there are 4-6 different “triggering” factors which can be applied to make the game exciting. There is the competitive element, for instance. Children love to compete and that is why a great majority of our exercises is based on competition – to arrive first, have a precise shot, and win more points. There is also the element of surprise, a fun combination, simple rules, a nice venue, etc. Similarly, we have on numerous occasions discussed what football training is and what good football training for children should comprise? We have yet to discover the “stone of wisdom”, we may not find it at all, but our continuous discussions are as intense as ever and we are convinced that we are continuously learning new things and becoming better by the day. We all agree that the idea to use games as a pedagogical method for our football trainings is wise because it sharpens the attention of participants as well as their interest to attend our school, and because it is great to learn and develop oneself through games.

AREA OF ATTENTION: CONTENT

Football is a fun game and it is essential that it should remain as such. It is therefore required that at Open Fun Football Schools all the participants should be convinced that the school is fun and inspiring. Every time we come up with a game or exercise we have to ask ourselves the following question - is it fun? When reflecting on what has been done and when evaluating we ask ourselves if it was fun and what we could do to make it even more fun. For many children, Open Fun Football Schools is their first encounter with organised football. If we wish to promote our sport and bring up cheerful children with healthy interests, it is essential that their first encounter with organised football is

successful. At the same time, it is very important that we persist in the belief that the development of talent is not the primary goal of our Open Fun Football Schools. It is the task of football clubs and football associations. Of course, it is always fun to work with talented players and we enjoy working with them, but our main task is to promote sport and that is why we tend to work with all children, regardless of their respective talents, and their ethnic or social background. We should be careful and draw the attention of a great number of children, especially beginners, because 5 or 6 hours of football per day is a bit too much. Football training for children should be versatile and that is why we do not only play football but also many other sports – games that can be linked with football in one way or another. At Open Fun Football Schools, children are not trained to become accomplished players. We are an extension of football clubs and football trainings. Children do not go through physical and tactical trainings. Moreover, we do not train them to stand in lines and practice one and the same kick with the inner side of the foot for five or six hours. We are trying to create fun and competitive games in which children can be motivated to move and kick with the inner side of the foot instead.

AREA OF ATTENTION: FUN FOOTBALL

Due to all the aforementioned, we have developed our own “Fun Football Concept” which comprises of joy and playfulness, the essence of being together with other people, and learning how to master new techniques. We engage imagination and fantasy in the game. Children dream of becoming the new Ronaldo, Messi, or Ibrahimović while attempting to dribble the ball past a cardboard box. Our football practice is built around a story in which the ball is considered to be a gift. We are trying to insert elements of cooperation and communication into all of our games in which the ball is treated as a gift which should be well taken care of and passed to our teammates with respect so that we can improve each other. In that way, we have managed to develop our own “Fun Football Concept”.

In order to achieve this, it is essential that:

- Children feel welcome and safe in our pleasant environment
- Children have the right to play as children, not as adults
- We evoke joy and love of the game
- Children have the right to engage their imagination
- Children have time to focus on the game
- All children experience a certain success

This can be achieved only if

- The coach understands, talks, and plays with every child
- There is mutual RESPECT



Tips for Leaders and Coaches

If every child believes that football is fun and amusing, a coach/leader should pay special attention to the following:

1. The game and trainings should be adjusted to children's needs.
2. Trainings should be based on an appreciation of children's needs and safety in a sports environment.
3. A child's competitive spirit is different from that of adults. Children are, after all, interested in "playing" and pay no great attention to victory or defeat.
4. Children do not feel safe in the presence of overambitious adults.
5. Children do not have anything against leadership, but it should be cordial and just.
6. Children can literally understand everything they are told.
7. Children have the need to talk to their coach about everything.
8. From time to time, children have the need to get comments on their performance.
9. Children need to experience different things with their teammates, not only football.
10. Playing together off the pitch can often be far more important than the match itself.
11. Unity is built by people and destroyed by people's indifference.
12. The goal of the season could also be making "CHILDREN HAPPY" and training a certain number of new leaders/coaches.
13. Avoid compelling/persuading players to play at the same positions for a long time.

CONSCIENTIOUS LEADERS AND COACHES

As a conscientious leader and coach you must pay close attention to everything you say because children could interpret it literally and it is your responsibility not to abuse your authority. As an adult person at the Open Fun Football School, your task is to serve as a positive example to children, to be present at all times, and to be a person to whom children can turn and express their emotions to. You should never act as a "manipulator" who easily takes care of everything. Children should sense that you enjoy working with them and receive your positive emotions, i.e. emotions that recognise and accept all children as they really are.

An adult person should be present and conscientious; he/she should be what they really are and not what they "would like to be". That adult person should, first of all, dare to let himself/herself go and know how to pass on positive energy, pleasure, joy, and love to every child.

ENGAGEMENT AND REFLECTION

Motivation and total inclusion of participants is the best precondition for them to learn something. Therefore, a good leader/coach should be a dynamic, engaged, and positive pedagogue, a pedagogue who supports his/her players and shows interest in them, who is able to motivate and interest children in the game, and who understands the art of conversation.

At the Open Fun Football Schools, there is no room for an authoritative, bossy coach who stands in the corner and shouts at children, with his arms crossed!

A conscientious leader/coach should be aware of the following:

- Participants are totally dedicated to activities they are tasked with.
- Participants have to face challenges so that they might learn something.
- Participants are given spontaneous comments on what they are doing.
- An activity can be an objective *per se*.

A conscientious leader/coach is always prepared:

- To strictly adhere to the topic of the game/exercise (area of attention).
- To be engaged in the training and to prove it in posture and words.
- To move on the pitch so that players can see that he/she is close.
- To have enough exercises at his/her disposal for an entire lesson and to optionally gather the players after the training to evaluate the main points for the coming lesson.
- To talk to his/her players about the training.

FLEXIBILITY

We are not certain that every child is motivated to practice the things their coach has in store for them. They might think that it would be much more fun to do something else in a given situation. A good leader/coach is flexible and knows how to respond to children's needs and desires, to correct his/her programme, and to make the best of the situation. He/she stimulates children's motivation and their constructive and ideal participation. As a rule, we say that a good leader/coach is one who adheres to the manual by approximately 50-75%. Should he/she succeed to carry out all the exercises he/she has planned or which are proposed in the manual, his/her training will probably lack personal engagement. Should he/she carry out less than 50% of the planned activities, there is a risk that the training is casual and void of structure.

REMEMBER: There is no such thing as an ingenious exercise. The quality of the training depends on the coach's performance and engagement and his/her capability to motivate young players.

CHILD'S GROWTH AND DEVELOPMENT

The principles applied when working with adults cannot and should not, by any means, be applied to children. Children are not small adults.

Why, when, and how should your training be adjusted to a child's physical, emotional, cognitive, and social features? As they grow up, children go through three different phases of development: pre-puberty, puberty, and post-puberty. This guidebook shall pay special attention to the pre-puberty phase because we are particularly interested in children in this phase of development for our project.

Pre-puberty: A time span between 6 and 11/12 years.

Puberty: A time span between 11/12 and 15 years. It is a period of transition for an individual, i.e. it is a period between childhood and adolescence; a period in which an individual is going through physical, social, cognitive and emotional changes.

Post-puberty: A time span around 15 years in which an individual progresses from adolescence to adulthood.

We shall talk about

- Early development
- Average development
- Late development

There is a difference in growth and development between boys and girls. As a rule, girls grow up more quickly than boys.

PRE-PUBERTY (6-11/12 YEARS)

This is a period of constant physical growth for a child. The development of the muscle mass, oxygen consumption and weight gain are in accordance with the age and at this stage, there is only a slight difference between boys and girls. Up to 80% of a person's nervous system is developed by the age of 6, i.e. more than 90% by the age of 10.

Typical features of boys belonging to this age group:

- They enjoy and have a natural urge to move: run, jump, push, kick, pull, etc.
- It is particularly during this period that they experience problems with balance, agility, and coordination because their nervous system is not yet fully developed. Nevertheless, this is the basic period for the acquisition of right moves and for seizing a great opportunity to learn and acquire excellent motor skills.
- They have difficulties estimating distance and speed and take time to react.
- They have poor concentration and are generally very sensitive.
- They are capable of overcoming the here-and-now situations.
- They never criticise adults (the coach is often their idol).
- They start cooperating with their peers.
- They start developing their own feelings, moral values, and judgements.

What are the objectives regarding children in this age group?

- To give children a versatile athletic experience – strength, balance and coordination.
- To promote basic technical skills in handling the ball – rolling, bouncing, dribbling, passing, and kicking.
- To learn the basic tactical principles (at the end of the period) – playing 7:7, 5:5, 2:2 on two and four goals, with and without special tasks.

Learning and experiencing group behaviour – helping and getting help, accepting others, and RESPECT. How can we do this?

- Through motivational games and exercises – relay races, obstacle courses, reflex exercises, balance exercises – using the required sports equipment.
- Through a range of free and simple little games – “1 on 1”, “2 on 2”, “3 on 3”, etc.
- Victory and defeat are not in the focus of our attention.
- Avoid specialisation and encourage children to take up more than one sport.

CHILDREN’S RIGHT TO PLAY SPORTS

- Children have a right to enjoy sports.
- Children have a right to participate in sports as children, not as adults.
- Children have a right to participate in sports regardless of their capabilities.
- Children have a right to participate in sports on a level that corresponds with their development.
- Children have a right to participate in sports in a safe and healthy environment.
- Children have a right to qualified adult leadership.
- Children have a right to equal opportunities in their attempts to succeed.
- Children have a right to participate in making decisions on their engagement in sport.
- Children have a right to fair treatment from all participants.
- Children have a right to RESPECT.

Eight Rules about Children's Football

1. CHILDREN'S FOOTBALL IS A GAME. GAMES SHOULD BE FUN.

Children's football is a child's first encounter with organised football – organised in the sense that children wear jerseys and play on the pitch. The only thing we must not forget is that football is a game and not a compulsory reality.

We must remember that the first impression is what is important if we want children to get the appetite to play. Let children have fun, allow them to play together, and pay no attention to the final result. Happy children are the best result we can get; children who have been given the opportunity to express themselves in a great game with their friends and who have therefore opted to take up playing football.

2. CHILDREN SHOULD PLAY FOOTBALL AS CHILDREN, NOT AS ADULTS

Children's football should be adjusted to the needs and predispositions of children individuals, not to the needs and predispositions of adults!

3. CHILDREN SHOULD PLAY FOOTBALL IN A SAFE ENVIRONMENT

A child's desire to play football is linked with the desire to play in safe conditions and a safe environment. Therefore, it is the adults' main task to create a framework and a pleasant environment in which every single child would dare to speak up and use his/her imagination, where making mistakes is allowed, and where a child is able to learn to take up his/her responsibilities and contribute to the common good. Coexistence is built by people and destroyed by people's indifference.

4. THE MOST IMPORTANT THING FOR SMALL PLAYERS IS TO BE WITH THEIR FRIENDS

Children enjoy playing football with their friends. Playing off the pitch is often more important than the match itself. Collectiveness and a positive coexistence are very pronounced features of children's football because they affect the development of happy children with good friends and healthy interests.

Therefore, it is important to promote closeness and coexistence and to allow children to realise that they are not only playing against but also with their opponents.

Remember: One does not become a good person because he/she is a good football player. One becomes a better football player if he/she is a good friend, ready to share responsibilities and engage in matters concerning his/her environment in a critical and constructive way.

5. EVERYBODY SHOULD PLAY

Nobody has ever been able to become a good player by sitting on the bench. Everybody thinks that playing is great fun. Anyway, nobody knows if he/she will become a good player when he/she grows up. Rarely does a “child star” become an “adult star”. Winning a championship is not a goal *per se* and that is why it is not allowed to use only the best players to win a match.

Everybody should play for the same amount of time. Everybody should play from the start and let all the players in a team play on different positions. However, we must not force them if they do not want to.

6. TEACH THE CHILDREN TO HANDLE BOTH VICTORY AND DEFEAT

All children can participate in children's football. Nobody is either too bad or too good. That is why it is so important to sustain the principle of even participation during training or in a match. Nobody likes to lose or score a “double-digit” win. Both victory and defeat should be taken with dignity. If adults can take the defeat, they should also teach children to do the same. Football is a team game – everybody in the team either wins or loses. Victory is everybody's to take; similarly, defeat is being shared by all.

7. CHILDREN'S FOOTBALL SHOULD COMPRISE OF VERSATILE TRAININGS

Children need to experience various things with their friends from their football club, not just football. A versatile sport experience is an excellent asset for a child's development and it can also be useful for the development of its football skills. Children should be encouraged to participate in more than one sport. They should be motivated/encouraged to play ball and other games at home, in their yards, streets, and playgrounds.

8. LET'S ORGANISE A FUN FOOTBALL GAME FOR SMALL PLAYERS!

Children's football should be fun; it should be organised as a shared responsibility of football associations, clubs, leaders, coaches, and parents. Children's football is focused around the fact that the expression and skills of every single child, his/her personal development, and a positive attitude towards his/her friends are more important than competition and achieved results.

School's Rhythm

(...) When I visit a football school, I make a quick overview of the situation.

The first thing I see is the way in which the pitch has been divided; is the area clearly marked with plastic tape and how does it function?

Then I look at the coaches. Do they play with children, do they stand with their arms on their backs and shout, or do they stand in a corner?

Then I look at various exercises. Are they fun and creative? Is it all about football? Are there any new exercises?

Then I look at children. Are they happy? Are they having fun?

Then I count the balls and hula hoops in the air.

Then I look at the participants. How many children are there? Where are they from? How many boys? How many girls?

Then I close my eyes, take three deep breaths to inhale the atmosphere and feel the rhythm that is typical for that particular school.

Anders Levinsen, Managing Director

FIGHT – PLAY – DANCE – IMPROVEMENT

As spectators, we are never in doubt about experiencing something that has a great value. For instance, we all remember Zidane's fabulous goal in the UEFA Champion's League Finals in 2001 when, in full balance, he raised his left leg to an almost horizontal position and hit the ball. It zoomed into the upper left corner of the net. Bayer Leverkusen's outstanding goalkeeper stood no chance. It was such a tightrope detail that even the Bayer Leverkusen fans that had been standing behind the goal raised their arms before the ball touched the net. Another example is Laudrup's unsurpassable pass to Ebbe Sand in the match against Nigeria – a pass that could never have had such a spectacular and fascinating effect without Sand's extraordinary forward-run and a beautiful finish. These are fascinating moments for the spectators. Here, breathing, weight, movement and coordination, tactics, and action merge and generate their own rhythm. It is precisely that perception of the “whole” that gives the sport its peculiar quality. One does not have to be a world-famous star to experience this. We are convinced that all those people who play this sport, regardless of their talent, gender, and age could talk about experiences in which time, space, and situation merge into a metaphysical whole. Search your memory and find out how many situations from your own career or childhood you can remember, i.e. situations in which details (e.g. from a game you played with your friends) turn into a fantastic whole. At Open Fun Football Schools, we are very focused on the discussion about the quality of sports with regards to our Fun-Football concept. How do we ensure quality at our schools?

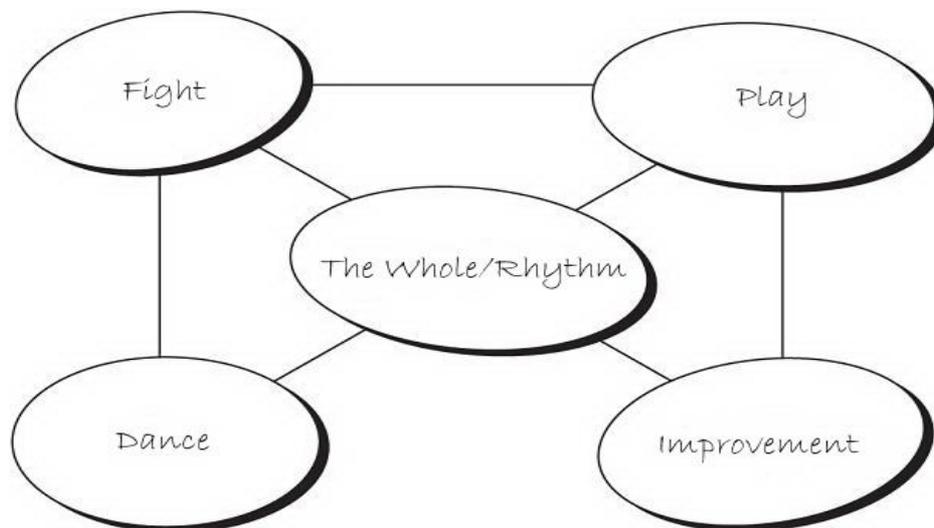
In that sense, we have to consider the four main elements of sport:

Fight – First of all, a great sport comprises elements of a “fight”. In a fight ritual, when players compete against each other and against themselves, they are trying their strength out of sheer fun and comparing themselves to others, themselves, and the environment.

Game – Secondly, a good sport will also contain an element of “play”, whereby players are constantly faced with challenges of doing new things, playing new games, and finding new ways to pass or kick the ball. Here we are talking about that planned game, surrounded by a festive atmosphere – a game in which it is allowed to rejoice with our friends when we have been successful or to make a fuss and support each other after a failure.

Dance – Sport also contains an element of “dance” or “movement” – alone, or with others. It does not necessarily have to be Laudrup's or Zidane's aesthetical balance or perfect dribbling; it is the joy of movement, the experimental dimension, and the connection between breathing and physical movement that adds to the quality of sport.

Improvement – Fourthly, sport also contains an element of „improvement“, i.e. a suitable amount of time to work on details and the impression that one becomes a better player through trainings.



We are convinced that when these four basic elements are merged simultaneously, we (players and spectators) can experience “the whole” in which a sport finds its own fascinating expression – the RHYTHM!

You should try and replace the whole/rhythm in the diagram above with result/record and see how the elements (FIGHT-PLAY-DANCE-IMPROVEMENT) change their character. In other words, we want our football schools to provide children with an opportunity to experience the quality of sport, i.e. to experience the whole/rhythm. This is reflected in the way we organise the venue, prepare our programme and exercises, and aspire to include all the four elements (FIGHT-PLAY-DANCE-IMPROVEMENT) in our activities. Of course, we cannot guarantee that all children will have the same experience at all our football schools, but “RHYTHM” has certainly become a synonym for quality. It is that sense of the whole, which is difficult to describe in words, but it takes only three deep breaths to feel. It is the impression one gets when every individual game on the pitch, in its own marked area, creates a well-organised and entertaining framework for the whole event. It is the impression one gets from watching coaches playing together with children in such a way that it becomes difficult to distinguish between children and adults. It is when 200 children are constantly active at the same time. It is when 150 balls, 30 hula hoops, and skipping ropes fly through the air. It is when 200 happy children compete, laugh, applaud, and greet each other with a “high-five” as if it were the most natural thing in the world. It is the sport. It is when all these things take place at the same time on a sports field and find their own pace and expression and move in tune with the music at the stadium. It is then that we feel our “heart beats” and that is what gives our school its special magic.

The stronger the „expression or rhythm“ of every individual school, the greater the chances that children will get to experience the sport, take it home, and cherish it for a lifetime as a motivation to play football in a football club together with their friends.

What is Grassroots Football?

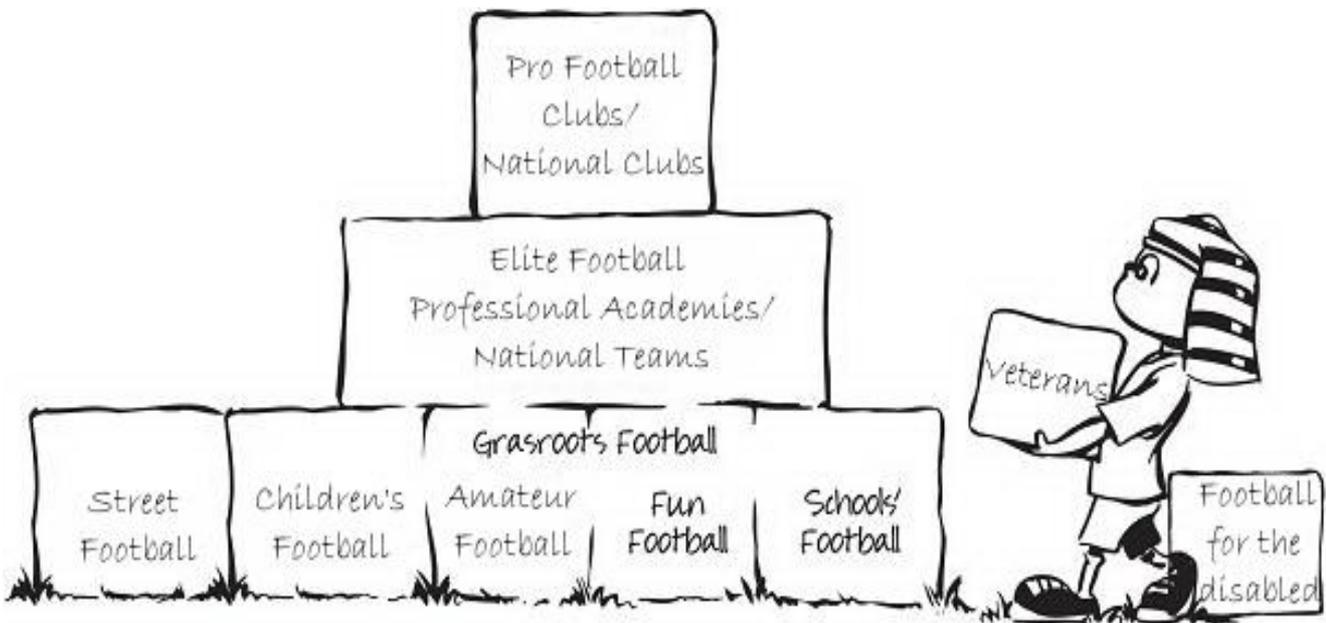
The UEFA has adopted a new Grassroots Football Initiative which was launched in July, 2003, and which serves to clarify and understand our own role and function with regards to the “European House of Football”.

UEFA definition of Grassroots/Basic football:

- All football which is non-professional and non-elite is defined as grassroots football. (All children’s football is grassroots).

With the aim of promoting, protecting, and developing football in all its forms, UEFA passed the “UEFA Grassroots Charter”, in 2003. With this charter, UEFA strived to preserve the importance of Grassroots education as a basis for all forms of football activities that must not be neglected and underline the fact that the future of quality football lies in Grassroots football.

UEFA - Football Pyramid:



UEFA Grassroots Football:

Football in amateur clubs
Street football
School football
Children’s football
Beach football

Leisure football
Indoor football
Football for the disabled
Veterans’ football
Company football

UEFA Grassroots philosophy:

UEFA Grassroots educational objectives:

Grassroots football is:

- Safe
- Open
- Everywhere
- Vivid
- Fair
- Simple
- Creative
- Personal
- Fun

1. Respect
2. Health
3. Skill
4. Integration
5. Fun

UEFA's role in the Grassroots Football development:

1. To evoke interest in basic football through promotional activities and materials.
2. To support grassroots programmes, enable the participation of experts, provision of equipment, and venues.
3. To assist a continuous education of national associations by organising different courses and conferences.
4. To develop grassroots guidelines and advise all relevant agencies.
5. To acknowledge and recommend the best grassroots football practices on the field.
6. To incorporate new ideas into the grassroots development, and to launch pioneer projects.
7. To supervise the grassroots development in Europe.



CCPA GRASSROOTS FOOTBALL CERTIFICATE

To obtain the CCPA Grassroots Football Certificate you should

- Attend the CCPA OFFS training course. In the 2.5 days you are theoretically and practically educated to become a coach at our Open Fun Football Schools. There are no additional examinations, but your presence and cooperation is expected throughout the course.
- Work as a coach at a five-day Open Fun Football School. Here you are given the opportunity to practice the theoretical knowledge you acquired from the course and, once again, you are expected to be present and active throughout the duration of the school.

Receive positive and constructive feedback from the CCPA Instructor. The feedback should be understood as attempts made to assist you to become more qualified in your work with children. It is by no means a form of examination – it is a joint effort to become a better coach.

MANUAL FOR INSTRUCTORS



Feedback and Instructions for Improvement

All supervisors should provide feedback and instructions for improvement for coaches at the Open Fun Football Schools. The aim of feedback information is to improve the training practice and organisation of work to serve the children's' best interests, as well as to improve education of coaches, which requires 30 hours of practice accompanied with personal evaluations.

It is very important for the supervisor to prepare an evaluation plan beforehand so as to be able to apply it when necessary. First of all, it is very important to lower the tensions, give the coach an opportunity to express his/her opinion, but one must not forget that the supervisor is the person directing the conversation. The conversation should take place immediately after the training and the supervisor should follow the following instructions:

1. Presentation

Introduction

My name is...

Question: Where are you from? What do you do? How long have you been working as a coach? In which football club?

2. Main part A

What was the objective of today's training? What did you want to achieve with it?

Do you think the training was a success?

Was there anything you were particularly content with during the training?

Do you think that children managed to complete all the exercises you had chosen?

Do you think that you could improve a particular part of your training?

Listen carefully, ask precise questions, and be focused.

Give the coach the opportunity to express his/her opinion.

3. Main part B

Send clear messages, do not condemn the mistakes made during the training, but do point at them.

Focus on three successful instances related to the training – what did he/she do right?

Focus on developmental views that he/she could improve.

Enable the coach to find the right solution by himself.

Be an active listener

4. Final part

Congratulating (shaking hands)

General remarks:

Throughout evaluation always focus on

3 successful instances

1 developmental view

The Roles of a Coach

Discussion:

What are the features of a good coach?

Are there any differences in training for children under the age of 10 and the senior team?

How would you define a pleasant environment?

How is a pleasant environment created?

Why is it often a problem that adults are responsible for the organisation of children's football?

In what constructive manner can parents be included in children's football?

To be a good children's coach, your knowledge of football is not crucial. It is neither about the development of talent nor victory – it is about the knowledge of a child's character and the understanding and accepting the objectives of children's football.

CREATING A POSITIVE ENVIRONMENT

Children's football is about creating a positive environment in which children have fun and feel safe and free to express themselves.

We want:

- An environment where it is allowed to make mistakes, where encouragement and praise are considered to be a coach's main tools.
- An environment in which we listen and pay attention to each other.
- An environment characterised by tolerance and flexibility.
- Positive coaches who accept children the way they really are. Acceptance should not be conditioned by their performance!
- Positive coaches who interact with children, who take their feelings seriously, and show real interest in their problems.

HOW CAN THIS BE DONE?

Children should know that you care and that your care is serious. The most important thing here is the way you communicate with children. You should say and do things that will make them feel accepted, important, happy, and successful:

- Greet children cordially – by name, if possible.
- Give non-verbal support, e.g. thumbs up, a pat on the back.
- Pay close attention. Teach, help, watch, talk, and encourage every one of them.
- Emphasise a good performance and effort – train them to do something good. Praise and encourage their skills, especially after a “mistake”.
- Show interest. Ask children about their lives and families and show general interest.
- Give children a break. Stop the conversation and let them play.
- Be prepared. Make sure that the venue and equipment are procured.
- Remember: you are a role model! Smoking is not a part of children's football.

Instructor – Roles and Description of Activities

An instructor is the key person in the OFFS project. From the establishment of the OFFS instructor position in 2001, we have educated 10 to 15 instructors in every country.

The aim of this position is to provide better education for leaders and coaches, better implementation of our project, as well as good monitoring and feedback. Our instructors promote and develop football, joy, and contentedness at our OFFS.

The role of the instructor:

Instructors have completed the education that enables them to organise seminars for leaders and coaches independently. Instructors play a key role in this project and therefore we would like to promote the most-deserving coaches and leaders into instructors so as to be able to work as:

- Instructors on seminars for leaders and coaches
- Supervisors throughout the implementation of our OFFS
- Coordinators and instructors for additional activities
- Instructors on other seminars, should UEFA or members of the international community require so
- Ambassadors of Grassroots sport in the region

Goals and strategies:

A long-term goal of this education is to create a Regional Fun Football network of instructors that could take over the project once international organisations withdraw from the region. The short-term goals are the following:

- To stimulate regional cooperation and constructive contacts among the leading figures of the Open Fun Football Schools.
- To create a regional instructors' network in order that they might organise seminars as initiators, organisers, and activity supervisors.
- To form an Educational Working Group that could design and publish a Guidebook, whose aim would be to reduce local contributions to the project.
- To form a staff network that could serve as the operational team for Grassroots sport in the country and the region.
- To organise football seminars so as to support the development of women's football.

Activities:

Our educational programme for instructors consists of several theoretical and practical modules focusing on the pedagogical Open Fun Football concept.

The aforementioned practical part has four modules:

1. Implementation of a seminar for leaders and regional seminars for coaches.
2. Supporting the local office to organise one or two OFFS in coordination with the country's project coordinator.
3. Monitoring the OFFS.
4. OFFS feedback and directing coaches at OFFS.

1) Implementation of a regional seminar for leaders and seminars for coaches

As instructors, you have a number of different tasks to complete when organizing seminars. Those tasks can be divided into activities that need to be carried out before, during and after the seminar.

Before the seminar:

- Ensure that all materials are provided for all the participants.
- Hold a preparatory meeting before the seminar; revise the programme so that everyone is aware of their duties and roles.
- Prior to the lecture, instructors meet to set up the auditorium, i.e. the conference hall.
- Instructors test the electronic equipment to avoid problems.
- Paper, notebooks, pens, markers, glue, computers, white board, or a flipchart and materials for all the workshops should be prepared and available.
- Instructors should plan the breaks.
- Make sure that the football pitch is available, as well as all the necessary equipment.

During the seminar:

- Make sure that all the participants attend both the theoretical and practical lessons.
- Conduct both the theoretical workshops and practical exercises.
- Ensure that all the relevant materials and equipment is available: balls, pumps, markers, cones, ropes, trampolines, small goals, etc.
- Finish every exercise with an evaluation with the participants (three positive comments, one developmental point).
- Make sure that the playground is cleared before leaving.
- Organise a meeting to evaluate what has been done and to prepare activities for the following day.
- Gathering statistic data.

After the seminar:

- Collecting all the materials.
- Final feedback from the seminar.
- Tidy up the conference hall.

2) Support the local CCPA OFFS office to organise one or two OFFS in coordination with the country's coordinator:

- Determine the towns and football teams that will participate in OFFS.
- Assist the conclusion of agreements with municipalities and clubs.
- Identify potential School Leaders.
- Assist and cooperate with OFFS leaders.

3) Monitoring OFFS

- Ensure that OFFS is prepared and organized in accordance with the guidebook for leaders and coaches.

4) Feedback/advice for coaches

All the monitoring instructors should provide feedback/advice for coaches during the OFFS so as to improve their performance for children's sake, as well as to improve our education for coaches which requires the completion of a 30-hour theory and 30-hour practice course, leading to a final evaluation.

It is of utmost importance that the instructor - supervisor should prepare his/her evaluation plans beforehand in order to be able to start the evaluation properly.

As a starting point, a coach should be given the opportunity to express his/her opinion, but it is the supervisor who should direct the conversation.

This conversation should take place immediately after training. It is very important that the supervisor should observe the following guidelines:

Conversation template

Presentation

- Shaking hands
- My name is ...
- Question: Where are you from? What do you do? How long have you been working as a coach? In which football club? Are you a footballer yourself? How long have you been in our project?

Main part A

- What was the main objective of today's training? What have you achieved?
- Do you think the training was a success?
- Was there anything you were particularly content with during the training?
- Do you think that children managed to complete all the exercises you had chosen?
- Did the children have fun?
- Do you participate in your chosen exercises yourself?
- Do you think that you could improve a particular part of your training (e.g. organisation of the training)?
- Listen carefully, ask precise questions, be focused (remember that your gestures are very important).
- Give the coach the opportunity to express his/her opinion.
- Ask precise questions.

Main part B

- Send clear messages; do not condemn the mistakes made during the training, but do point at them.
- Focus on three successful instances related to the training – what did he/she do right?
- Focus on the topic of development. What can he/she improve?
- Enable the coach to find the right solution by himself.
- Be an active listener
- Final part – Shake hands and congratulate

Workshops

CHILD IN THE CENTRE

Objective: TO FIND OUT WHAT CHILDREN NEED, TO BE ABLE TO ENJOY OUR OFFS

Duration: 50 minutes

A: 15 minutes

- Form larger groups, name them, and then divide them into small sub-groups.
- Sub-groups work separately and write down all the things and activities that have a significant impact on children's satisfaction.
- That done, the aforementioned groups select, and write down, three most important things about every activity.

B: 15 minutes

- Sub-groups gather into their respective groups again and now they all come up with words that are most frequently mentioned with regards to the main activities, as well as the three most frequently mentioned things about a particular activity.

C: 20 minutes

- A representative of each group presents their solutions and so every group gets to write the most important things – activities they have selected and the three most important words that describe those activities and that ensure children's satisfaction.

Eventually, the instructor-leader sums up all the answers and comes up with three most important activities and the three most important words which respectively describe those activities that give children joy at being at our OFFS.



OFFS COACH

Objective: TO EMPHASISE THE MENTAL, EMOTIONAL, AND PHYSICAL QUALITIES OF AN OFFS COACH

Duration: 50 minutes.

A: 15 minutes

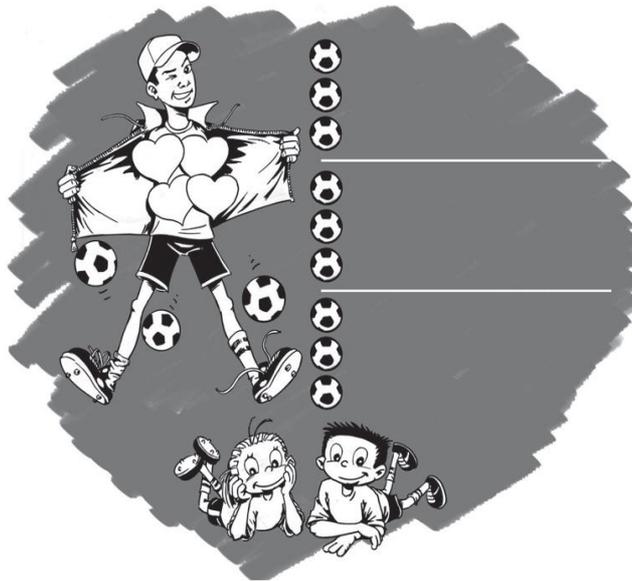
- Form larger groups, name them, and then divide them into small sub-groups.
- Sub-groups work separately and write down the main positive features of a coach. That done, they write down the three main features for each set of qualities.

B: 15 minutes

- Sub-groups gather into their respective groups again and now they all come up with most frequently mentioned features that influence the work of a good coach and the three most frequently mentioned qualities of a good coach.
- The group then draws and writes down three mental, emotional, and physical skills that best describe a coach who will understand, delight, and be capable of showing that.

C: 20 minutes

A representative from each group presents their solutions and writes down the qualities and skills of a coach that children want and expect at OFFS. Eventually, the instructor-leader makes a summary and writes down the three main skills of a coach – mental, emotional, and physical that will enable children to play, have fun, and spend time with friends at OFFS.



WORKSHOP – ENJOYMENT 1

Test of devotion

Objective: To test the impact of enjoyment at OFFS

Duration: 20 minutes

A:

- Gather in mixed groups in 6:6 formations.
- Write down as many things describing enjoyment at OFFS as you can.
- Write down as many things that prevent enjoyment at OFFS.



B:

- Select and write down the three most important things (both positive and negative) – write them down and stick them on a wall.
- All groups present their results to other participants
- Sum up the positive and negative things from each group and select the three most frequently mentioned suggestions.
- Thus, we will get the three things that denote enjoyment and happiness at OFFS and three things or influences that prevent enjoyment.
- By applying the things that bring joy and eliminating those that prevent it, we will have football schools that bring ultimate joy and happiness to our children.

WORKSHOP ENJOYMENT 2

Objective: To gain more insight into fun and enjoyment.

Objective: To measure different forms of pleasure

Duration: 60 minutes

When talking about Open Fun Football Schools, we tend to emphasise the word FUN, which means that it is imperative that our OFFS should be fun. Enjoyment is a universal feature and is very difficult to define. It is difficult to foresee when enjoyment steps onto the stage and it is very difficult to measure. However, it is easy to see when somebody is having fun and is filled with joy.

1. Form mixed groups of six.
2. Groups discuss enjoyment and complete the assessment of every question.
3. When the groups have finished, participants should display the results in the form of a percentage diagram (like a pie diagram).
4. Present the results to other participants.

Enjoyment – Yellow, signifies GAME

Enjoying sports. Playing with the ball, immersing into sports, and using one's whole body. Feeling the rhythm and flow, being in a place where time and place are forgotten and where everybody experiences success. It is the love one feels for the game and enjoyment.

Enjoyment – Green, signifies COMPETITION

This stands for victory and testing as to how skills can be improved, competition, and getting positive feedback. Competition is sport's driving force.

Enjoyment – Red, signifies COMPANIONSHIP

Social contacts. Friendships and relations among people. Sharing positive experiences with others. Being part of a team. Being something. Strengthening one's identity. Finding new friends. Giving your best to make things better for everyone.

Enjoyment – Blue, signifies REWARDS

Enjoying giving and receiving, signing agreements, getting awards, and publicity in the newspapers and on television. It is about the joy of travelling to interesting places, participating in a tournament, getting the necessary equipment. One could say that the joy of being rewarded lies in things outside of sports, but there is also a satisfaction in rewards resulting from socialising.

INTERVIEW

OBJECTIVE: By means of an interview, get answers to very important questions relating to OFFS from all the participants.

Duration: 90 minutes

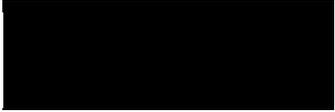
A: Workshop presentation, 10 minutes.

B: Interviews, 40 minutes.

C: Summary, 30 minutes

D: Summary, conclusion, 10 minutes.

INTERVIEWS AND ROTATIONS

First rotation	Second rotation	Third rotation
1 2 3 4 5 6	2 3 4 5 6 1	3 4 5 6 1 2
		
A B C D E F	A B C D E F	A B C D E F
Fourth rotation	Fifth rotation	Sixth rotation
4 5 6 1 2 3	5 6 1 2 3 4	6 1 2 3 4 5
		
A B C D E F	A B C D E F	A B C D E F

GROUP PRESENTATION

A1	B2	C3
D4	E5	F6

PHASE I

1. All the participants are divided into groups of 12 and seated at a big table facing each other in pairs.
2. There are a total of 6 tables, 12 participants at each table, which means that 72 people participate, while others are watching. If possible, organise another group so that everyone could participate in the workshop.
3. Per group, six participants on the one side of the table are given pre-prepared sheets with questions A, B, C, D, E, and F, and marked areas with six answers ranging from 1 to 6 on every sheet with a marked letter and a question.
4. Examiner A faces examinee 1 (as do the other five – B-2, C-3, D-4, E-5, and F-6) and asks him/her the above mentioned question. Answers are written down in area 1.
5. This goes on for three minutes and the group with numbers shifts to the left and now the examiner A (and all the others) faces a new examinee. He/she is asked the same question and his/her answer is written down in area 2. The process continues until every examinee has faced every examiner and all the answers are written down.

This done, all the examiners marked with the letter A form a column, those marked with letter B form another, etc. We get six columns of people with the same letter, i.e. question.

PHASE II

1. The same process is repeated, with the sole difference that now examiners become examinees and vice versa. The sheet is turned – it has the same letter and the same question, but the slots provided for answers are numbered 7-12.
2. It takes three minutes to complete all six rotations.
3. At the end of this phase, all the slots on both sides of the sheet (1-6 and 7-12) are completed by all participants.

PHASE III

1. All the examiners with the question A (and all the others) take their completed sheet A and sit at the first table. Now, all twelve A-examiners sit at the same table.
2. Examiners with the question B sit at another table, as do the others, until all examiners with the same letter are seated at their respective tables.
3. All participants with the question A summarise the answers, discuss, analyse, and choose 5 or 6 most significant answers and write them down on small pieces of paper.
4. Six large sheets of paper are pinned on a wall, each marked with the letter A, B, C, D, E, or F on which participants paste the answers they have written on separate pieces of paper. The answers are presented by the group leader.
5. Answers are pasted on each of the six large sheets of paper. When all that is finished, the instructor – leader selects the most important answers to each question.

CREATIVE WORKSHOP

Purpose: Gain insight into creative processes

Most people can be defined through their good or bad habits. When at work, we habitually do the same things every day. Creativity steps in when we take different approaches to certain things and habits.

When trying to find a solution to a certain problem, you go through a process containing the following steps:

Observation, assessment, decision-making, and taking certain measures.

This process plays an important role in football. It is a peculiar path our participants are trying to make in our workshops.

Creativity and football are closely linked; experienced football players and coaches are very creative individuals.

Groups are divided into smaller groups equipped with different toys. Groups are given the following task: try and describe as many toys as you can in the most authentic way possible.

That done, groups proceed to plan the activities they will carry out later so as to get some feedback.

Duration: 3 hours

How it is organised:

- a) Group work; describing toys (15 minutes)
- b) Planning the games (1 hour)
- c) Practical exercises and feedback (1 hour)

Equipment:

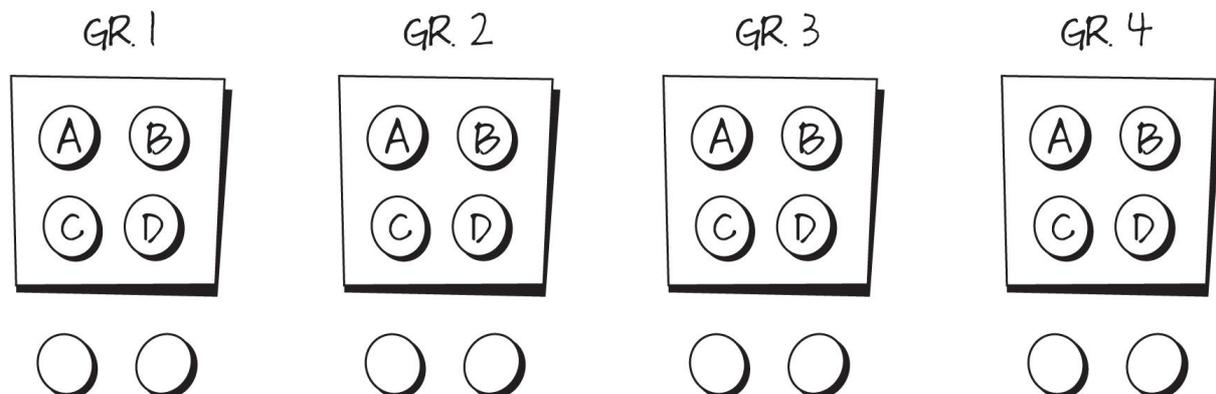
Toys: 94 toys

Pens: 20 pens

Footballs, cones, T-shirts, hula hoops, skipping ropes, etc.

“Creative games”:

One instructor is responsible for instructing the coaches. He/She, in turn, will be assisted by other instructors throughout the group work phase. Coaches are divided into four big groups of 20-25. These four groups are then divided into 4 small sub-groups with 2 instructors in each.



1st Step (5 minutes)

Each group (A1, B1, C1, D1 - A2, B2...) is given four toys and has the task to list peculiar associations (features) of the four toys that are related to the development of children's football.

Questions to be asked are as follows:

“What are the toy's specific features and how are they associated with the development of children's football?”

For example:

A Trumpet:

Association: You can drink from it – this signifies communication, sending and receiving messages. It symbolises power and strength.

A Hat:

Association: it's magical, fun; if turned upside down, it can be used as shelter for small children, etc.

A Ball:

Association: it is round; it jumps and swerves, etc.

2nd Step (5 minutes)

Having listed all the associations, the groups have to agree on 3 or 4 key features which they will use as a foundation in their training.

Example:

Sending received signals, magic, and jumping.

3rd Step (30 minutes for set-up and 30 minutes for preparation)

Each group should use fun football exercises using the words listed above. You can use the Guidebook to get ideas.

4th Step (1 hour) – Demonstration of games

Each group proceeds to demonstrate their fun football games on the pitch. Having finished, each group is given 10 minutes for their presentations, five minutes for feedback, and a five-minute break.

LEGO WORKSHOP

OBJECTIVE:

- Coach should use their imagination and creativity and prepare new games and exercises which children would enjoy.
- We should all have fun and learn something useful.

DURATION: 70 minutes

A. Introduction to the workshop – 10 minutes

B. Creative workshop – 40 minutes

Participants are divided into 6-8 groups. Each group is given a set of LEGO pieces. The task is to build a polygon which represents a new game or exercise that will later be presented on the pitch. Both the model and the final game should contain the four elements presented on our four-hearts drawing – GAME, COMPANIONSHIP, COMPETITION, and REWARD. Having finished, the key words are written down in a table. Based on the model the groups have made and the key words, the groups plan a presentation of their new game/exercise on the pitch.

C. Presentation and interaction with the new game – 20 minutes.

Each group has to present their LEGO model and explain how the model reflects the game they will present in practice. Groups then prepare for the realisation of their game/exercise, select their coach and assistants and the necessary equipment. A written explanation of the game should be submitted to the organisers of the workshop.

LEGO WORKSHOP B

Once you have finished with the theory, it is time to have fun, but not relax!

You should start with an explanation of the workshop's purpose:

- TO have fun
- TO visualise your dream club

75 minutes

A. Introduction to the general idea and purpose of the workshop

Provide examples from your own experience. It is very important to note that models should be based on your dreams and values. Write your statements on small pieces of paper and make a model which will illustrate the relationship between theory and practice. Moderators can assist groups if necessary, but groups should work on their own.

B. Group work

- The number of groups should correspond to the number of clubs.
- Groups build LEGO models reflecting their dreams and values.
- The values are written down on small pieces of paper and tagged on the model.

C. Group presentations

- Key words from all groups.
- Final remarks made by the instructor – leader.

Materials

- LEGO pieces
- Small pieces of paper

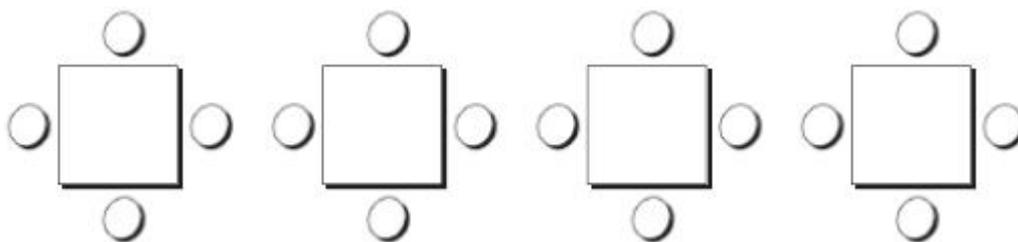
THE GAME OF VALUES

1. INTRODUCTION - 10 MINUTES

It is of utmost importance for everything we do that we have the same vision regarding our cooperation with all the participants in the OFFS chain/family – on seminars, in offices, schools and similarly in all are activities on the field. Everyone should have a clear idea about our mission. Our football schools are different from „traditional“ football schools, and to provide a further explanation and list the values our Open Fun Football Schools are endowed with, participants shall play “the Game of Values” and be given an opportunity to come up with the values through discussion.

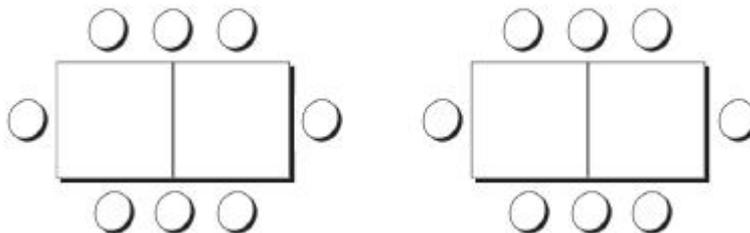
2. GROUP WORK SESSION - 30 MINUTES

- Participants are divided into groups of 4. They sit at a table as if they were about to play cards.
- There are 40 cards with words signifying values. The cards are turned face-up.
- The task is as follows: each group should choose 6 cards that provide the best descriptions of OFFS values. Those words should be described.
- Participants take turns to draw cards and provide arguments for opting for that particular card/word.
- Groups are given 30 minutes to find six most adequate words.



3. PRESENTATION - 15 MINUTES

- The groups merge (2:2), and together they find 5 words they have chosen that provide best descriptions of OFFS values!



4. UNIFICATION

- Each group writes its answers on the board. A group should give reasons for their selection. The workshop moderator finishes up by asking the following question:

How can we be sure that these terms are evident in everything we do?

Materials:

- A set of cards for each group (40 words).
- Pen, paper, board.

5D WORKSHOP

OBJECTIVE: Telling a story – interviews in pairs

DREAM PROJECT – We who work and participate in OFFS or other sports organisations, all have different experiences, dreams, hopes, and wishes. You should allow yourself to inspire other people through your thoughts, views, and opinions. Together, create a unique project or a part of it within your respective group.

First phase: All coaches are divided into groups of 10. They all sit facing each other.

They take turns to ask each other the following questions:

1 D DREAM: What is your dream regarding OFFS?

2 D DOING RESEARCH: What is it that we do best? Who are the beneficiaries of our project?

3 D DEVELOPMENT: What exactly can you do to make your dream come true?

4 D DESTINY: How can we help each other to fulfil our dreams?

5 D DEFINITION: Name your project and define its purpose and importance!

Five coaches facing other five coaches are given numbers 1-5. They ask the questions and write them down, while those who sit opposite from them provide answers to those questions, and after three minutes they shift one place to the left or right (as they choose). This process continues until all five examiners have finished questioning all five examinees. That being done, the whole process is repeated, but the roles are exchanged.

The first phase takes 30 minutes to complete.

Second phase: All the coaches who had been occupying positions 1-5 form new groups with those who had the same numbers during the first phase. They take all the answers they got with them. Additionally, they should nominate a couple or more coaches who should present the answers at the plenary session. The second phase also takes 30 minutes to complete.

Third phase: Selected coaches present their answer at the plenary session in a very light-hearted way. For that purpose, they are allowed to act, tell a story, sing, recite, or make a performance of some sort.

Each group has up to 5 minutes at their disposal to present their best answer.

Having done that, the Instructor compiles all the discussion points and proceeds to emphasise:

- the current situation the project is in; the self-sustainability plan and possibilities which are ahead of us; the role each individual should play in keeping up the good sport and giving joy to all children in the region and beyond.

THE BEST TRAINING ENVIRONMENT FOR CHILDREN IN THE WORLD

Disclosure: Tell us about the best training environment for children you have ever seen. What was it that qualified it as the best training environment?

Dream: Close your eyes and dream about the best training environment for children in the world. What makes it so special? You can dream about anything you want!

Design: What can you do to create the best training environment for children?

Destiny: How can Open Fun Football Schools and the Football Federation help in creating the best training environment for children?

Definition: What is a good training environment for children?

IF YOU WERE A CHILD TRAINED BY THE BEST COACH IN THE WORLD

Disclosure: Tell us about your best training experience you ever had? Where were you? Who were you with? What happened?

Dream: Close your eyes and imagine you were the best children's coach in the world. What is that special thing you do? You can dream about anything you want.

Design: What can you do to become the best children's coach in the world?

Destiny: How can Open Fun Football Schools and the Football Federation help you to become a fantastic children's coach?

Definition: What makes a good children's coach?

3D WORKSHOP

All coaches are divided into four (4) even groups.

Objective: Telling a story related to OFFS

15-minute warm-up

1. All participants hold hands and form a large circle on the pitch or some other playground.

The goal is to conduct an “electric signal” by squeezing each other's hands without being discovered by an interceptor standing in the centre.

Note! – The signal can only go in one direction, either to the left, or to the right!

(15 minutes)

2. Stand in two lines facing each other. The first two participants greet each other saying, „Hi! My name is...”

The first pair then goes on to explain each other what they like best (e.g. “I'm into dancing, playing, writing, swimming, etc.”). All this has to be expressed with gestures and acting. Speaking is not allowed; like mime! The other coach tries to guess the meanings.

Having done that, they move to the back of the line.

The next pair greets each other and acts its parts. This continues until all the pairs have completed their tasks. The roles are then exchanged and now the first coach in the pair has to guess while the other coach performs the mime.

(10 minutes)

3. Participants meet in pairs and take turns to describe their favourite images! Provide detailed descriptions!

4. Break

(30 minutes)

5. Form groups of 6-8!

Task: select three words describing OFFS that can be mimed! Perform them!

(30 minutes)

6. The best time to perform this task is in the evening after dinner.

WOMEN'S FOOTBALL WORKSHOP

Participants: As many women coaches as there are

Workshop duration: 3 hours

Purpose:

Focus on women's football.

How can we include as many girls as possible?

How to organise high-quality women's football?

Agenda

11.00 Official greeting and presentation of the programme

2) Interviews

3) Summary

4) Concluding remarks and presentation

5) Networking – agreements – The Book of Coaches

6) Summary

14.00 End of the seminar

Lunch

Ad 1) Official greeting and presentation of the programme (30 minutes)

A short break

Ad 2) Interviews (3 X 6 X 2 = 36 minutes)

Interviews in pairs around the table (1A-2B-3C-4D-5E-6F)

First rotation	Second rotation	Third rotation
1 2 3 4 5 6	2 3 4 5 6 1	3 4 5 6 1 2
		
A B C D E F	A B C D E F	A B C D E F

Fourth rotation	Fifth rotation	Sixth rotation
4 5 6 1 2 3	5 6 1 2 3 4	6 1 2 3 4 5
		
A B C D E F	A B C D E F	A B C D E F

- Having completed the sixth rotation A, B, C, D, E, and F submit the questions 1, 2, 3, 4, 5, and 6, and the interview is then conducted again applying the same principle of rotation.
- Questions are handed out beforehand.

A short break

Ad 3) Summary (30 minutes) Group A1, B2, C3, etc....

A1	B2	C3
D4	E5	F6

- A group presentation of the summary (A1-B2-C3-D4 E5-F6)

Ad 4) General conclusion (15 minutes)

- Main conclusions are presented and written on the white-board

Ad 5) Networking (1 hour)

- Based on the conclusions, participants are encouraged to form interest-based networks
- The Book of Coaches

Ad 6) Summary – Conclusion

Questions

1. What constitutes a good environment for girls' training?
2. What is the difference between boys' and girls' football? How does the difference influence your training?
3. Describe your most memorable girl's training experience?
4. What is your objective in girls' training?
5. What are the greatest challenges a girls' coach has to face?
6. Would networking with other coaches be useful for you? In your opinion, what should the network be like? To what purpose would it be used?

COOPERATION WITH PARENTS

Introduction

Parents should be acquainted with our OFFS and if possible, participate as spectators, or participants. Every school should provide space for parents (“Parents' Corner”) where they could meet throughout the OFFS. The person assigned to work with parents should be one of the School Leaders. The leader is the one to make the first contact with the parents when children sign up to OFFS.

Parents are introduced to OFFS and given a brochure when a child is signed in. Parents are invited to monitor the work of our school and told about the day and time of the “Parents' day”. Parents will be introduced to the planned activities we want them to participate in.

PARENTS' ACTIVITIES

1. WORKSHOP – duration: 1 – 1.5 hours
2. ACTIVE PARTICIPATION IN SPORTS GAMES - 1 hour

Every OFFS office should issue an entry-card for every child. One part of that card will be left with the coach and it is supposed to contain a parents' written consent that their child can take part in OFFS.

The School Leader shall meet the parents and stay in touch with them. It is desired that a meeting should be held with the parents before the school actually starts, either as a sports encounter or some other type of conversation. When first meeting children who are potential candidates for our football school, it is also required that we, in due course, cooperate with their parents. Parents can find out more about our project and be convinced that their cooperation is more than welcome. They are in any case welcome to monitor our everyday activities and the training of their children, as well as to participate, e.g. during breaks, they can help us with the practical things (distribute fruit and drinks). Every school could mark a certain area on the stadium which is designated for the parents of our children, for whom we have said that they are an integral part of our project. They would gather there and socialise with other parents as well as all the others who wish to see what we are doing, and to participate as volunteers during breaks. That would be a corner where parents could take their coffee, take a look at the photos we took and maybe organise an event or an activity themselves. In other words, we want the parents to visit us and have a great time at our Open Fun Football School.



TEN TIPS FOR PARENTS

1. You should come to the training/game – that is what your children want.
2. Support EVERY child at the game, not just your son or daughter.
3. Support them at all times, whether they play well or not.
Do not criticise; send them positive, encouraging messages!
4. Respect their coach's selection of players – do not attempt to influence him/her while the match is under way.
5. The referee should be seen as a guide. Do not criticise his/her decisions!
6. Encourage your child to participate – do not put pressure on him/her.
7. Ask your child if the game was fun and exciting! The result does not matter!
8. Make sure they have adequate equipment, but do not exaggerate!
9. Show some respect for your child's club! Make arrangements for an annual parents' meeting to define your ambitions and express your views. Your engagement and interest are key preconditions for participation in our work.
10. Always be aware of the fact that it is your child who is playing football, not you!



PARENTS' DAY

- a) The parents' day should start with the arrival of parents at the stadium at the appointed time. They will be welcomed by the School Leader. The parents shall observe how the school operates.
- b) The leader shall take them to the parents' corner, where they will get detailed information about the organisation and objectives of our OFFS.

WORKSHOP

Depending on the number of parents, form five groups. Each group will get five questions to which they are expected to respond in writing. A group member will present his/her group's views on the first question; the representative of the second group will do the same for the second question. This goes on, until the representative of the fifth group has finished explaining his/her group's answers to question 5. That being done, they all start a discussion on their views, and questions presented by groups other than their. They should express their opinions – whether they agree or disagree with a certain matter. Supposing that every child has both parents, the “parents' group” represents a significant supporting pillar for our Open Fun Football Schools. Bearing in mind that parents play a key role in their child's upbringing, it is very important that we create a new framework for parents, within which they could discuss their children's best interests and future, as well as the ways in which they as a parents' group could help their children achieve the same goals in respective football clubs. This should serve our coaches and leaders as a guideline for the organization of a workshop for Parents' Day at our OFFS.

Objective:

- Create a new framework for parents in order for them to meet and connect with each other.
- Assign parents with an active role in the development of children's football, e.g. by forming a Parents' Committee or Team around a team.
- Strategy:
- Implement Parents' Day at every Open Fun Football School and give parents an opportunity to play with their children.

This year, we have introduced 3-hour interactive workshops for parents, including approximately 20-40 parents at every Open Fun Football School. We shall discuss “Roles and Functions” by answering why it is important that children play football, relying on answers and views provided by children, parents, coaches, clubs, and municipality representatives. Based on these answers, we shall proceed with the identification of “Problems and possibilities”. A three-hour workshop for parents will be organised at every football school. It shall begin with a one-hour ball game and continue with other workshop activities. We sincerely hope that we shall encourage parents to additional activities which will in turn contribute to the development of civil society and place children into the centre of attention.

Duration: 3 hours

Organisation

- a) Football activities with parents (30 minutes before and after the workshop)
- b) Break (15 minutes)
- c) Workshop: “Roles and Functions” (1 hour)
- d) Break (15 minutes)
- e) Group discussion - “Problems and Possibilities” (1/2 hour)

Participants: 20 - 40 parents or more

Place: Tents or a meeting hall in a club or school

Equipment

Tables	4
Chairs	20
Board	4 (or 4 large pieces of paper to write on)
Duct tape	1
Markers	20
Colour cards	150 (blue, green, red, yellow, and white), 30 of each colour
Photographs	“Child”, “Parents”, “Coach”, “Club”
Table markers	No.1 “Child”, No.2 “Parents”, No. 3 “Coach”, and No. 4 “Club”

Football activities with parents

Group 1 - Relay games - 3 teams

Materials: 3 balls, 12 cones, 6 hula hoops

1. Dribbling. 1 cone. 5 minutes.
2. Dribbling with hands. 4 cones. 5 minutes.
3. Two players – one ball; the players try to hold the ball between their backs. 5 minutes.
4. “Train-relay” – all parents participate. Back to back, face to face, etc. 5 minutes

Feedback - 5 minutes

Group 2 – Rope games

Materials: 4 balls, 1 rope, 1 skipping rope.

1. Skipping the rope. 5 minutes
2. “Scandinavian Bull”. One of the parents is the “bull” standing in a circle formed by other parents and trying to reach one of the parents outside the circle. 5 minutes.
3. A “Viking Fight”. Four parents inside the circle. On a given sign, they try to catch the ball. 5 minutes.
4. Rope pulling in pairs: 2x2, 4x4, 8x8, etc. 5 minutes.

Feedback, 5 minutes.

When they have finished, parents change groups.

Break (15 minutes)

Workshop: Roles and Responsibilities (25 minutes)

A room (a tent or a meeting hall) where parents can work will be arranged with four “round tables”. Large photographs (of children, parents, coaches, or clubs) as well as certain questions will be placed on each table.

The instructor shall explain the goal of this working method and nominate one of the parents to supervise the work of his/her “round table” throughout the workshop, ask questions, and write down the answers. 5 minutes later, group members will start rotating so as to be able to work on all the four tables throughout the workshop.

Under the supervision of one of the parents, assisted by a supervisor, the groups will find the following questions for discussion on their respective tables:

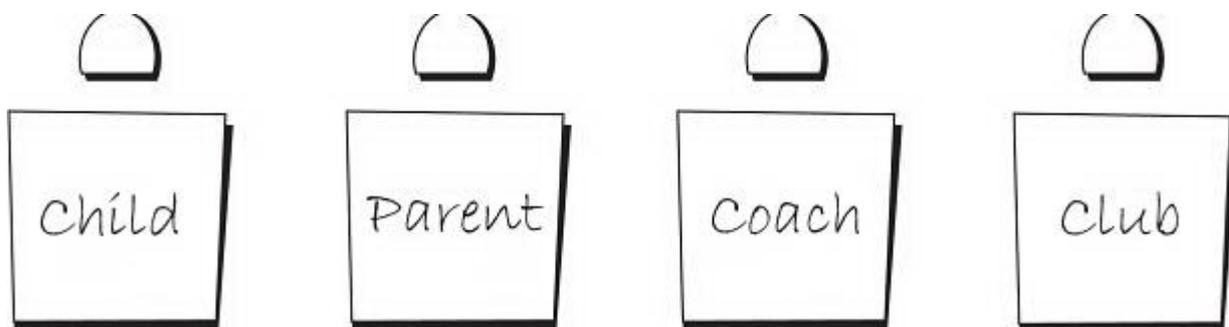


Table 1. "Child"

Why is it important to play football from the children's' point of view?

Why does it matter to children that their parents also take part in their activities?

Table 2. "Parent"

Why is it important to play football from the parents' point of view?

Why is it important for the parents to be active?

Table 3. "Coach"

Why is it important to play football from a coach's point of view?

Why is it important that parents are also active – from a coach's point of view?

Table 4. "Club"

Why is it important to play football from a club's point of view?

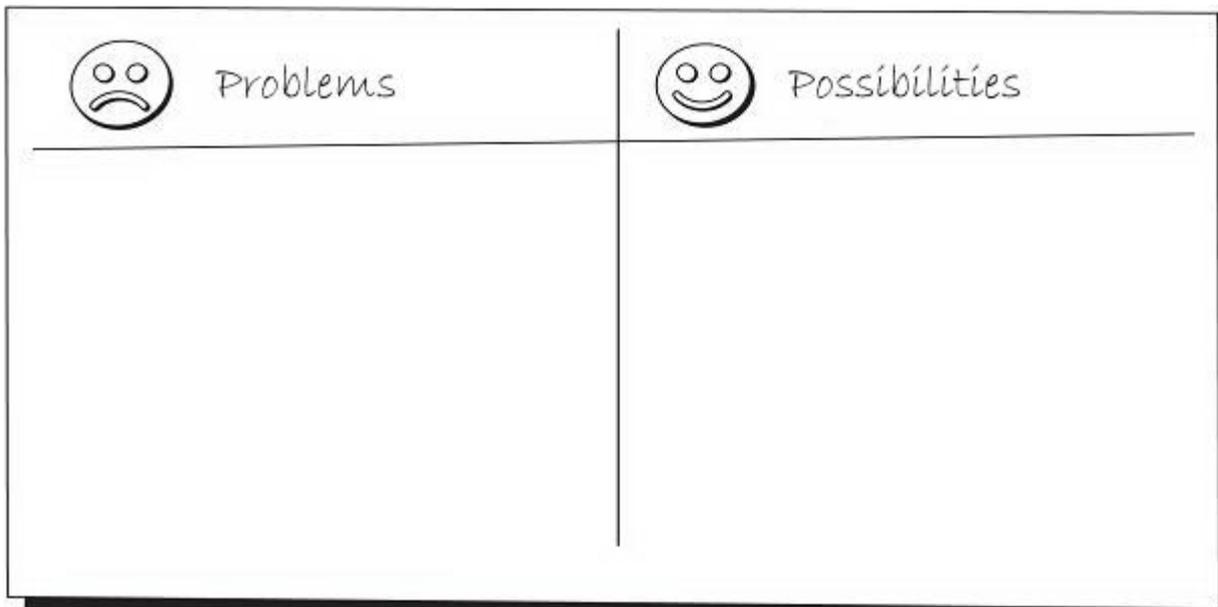
Why is it important for the parents to also be active – from a club's point of view?

Summary (35 minutes)

- Each group is gathered around their "first table".
- Exercise:
- Point out 3-4 most significant answers the group managed to come up with (10 minutes).
- One of the parents presents a short report during the plenary session (5 minutes per group).

General discussions - "Problems and Possibilities" (25 minutes)

What are the problems that children, parents, coaches, and sports clubs face? What can we all do to find solutions to those problems? The problems vary – they can relate to practical issues, communication, ambitious parents, etc. Based on submitted reports, the supervisor (or one of the parents) shall direct the plenary discussion on this topic as follows: the supervisor shall summarise the stated problems and possibilities at each table. That done, he/she shall suggest possible solutions to the problems:



Create a “navigation map” from A to B, or in other words, “How can we help each other on our way from point A to point B?”

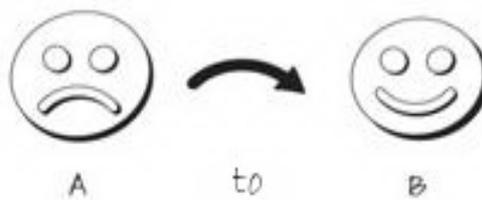


Table 1. “Child”

1. Why is it important for children to play?
2. How and where do children play in your environment?
3. What possibilities do children have regarding sports under adult supervision in your environment?

Table 2. “Parent”

1. What are the positive effects of parents’ participation?
2. What problems may arise from parents’ participation?
3. Would you like to add any questions concerning parents’ participation?

Table 3. “Coach”

1. Define a qualified coach.
2. Define an unqualified coach.
3. Would you like to add any questions concerning coaches?

Table 4. “Club”

1. How would you describe an excellent sports environment for children?
2. How can parents support children’s’ teams and sports clubs?
3. Do you have any additional questions about football clubs?

THINGS TALK

EDUCATIONAL PROJECT IN ART, WASTE, AND CLIMATE

Guidelines for teachers, leaders, and coaches

The „Things Talk“ Project has a common creative starting point – based on artistic expression, it strives to attract and involve children and young people to tackle and discuss numerous complex issues and ideas regarding our attitude towards the environment, climate change, and exploitation of resources. In cooperation with the initiators and their network, we have managed to successfully involve children from Croatia, Bosnia and Herzegovina, Serbia, Macedonia, Montenegro, Kosovo, Azerbaijan, Georgia, Armenia, Moldova, Lebanon, Poland, Spain, Sweden, Ireland, Greece, Denmark, and China. We hope that the international dimension of our project will excite interest and curiosity of our participants, bearing in mind that thousands of children are involved in the same project.

Project’s objectives

- To create a global platform with which children will be able to come into prominence and share their work on the project’s web portal.
- To raise the awareness of children from various countries about local issues related to climate change and environment.
- To contribute to the awareness of the necessity to re-cycle, process, and use natural resources more sensibly.
- To ensure that children have a great time and express their creativity in making waste sculptures.

Introduction	Collecting	Story telling	Waste sculpture
Documentation	Visions and conclusion	Exhibition	Additional materials

Requests to schools

No special requests are made to schools participating in the project, but it is desirable that the models should be photographed either with a digital or a mobile phone camera.

Target group and time frame

This project involves children aged 10-12, but schools are entitled to decide on the age of children they wish to include. The time frame is defined according to needs and more complex requirements.

Creative idea

The creative idea of the project was inspired by a Danish artist by the name of Henry Heerup (1907-1993) who collected waste to make use of it in his work. He used the debris to make sculptures he used to call trash sculptures. His idea was to give new life, function, and meaning to worthless things.

Henry Heerup's work with trash sculptures is the point around which our entire project revolves. Children have an opportunity to work with old things and waste materials from their environment. The general idea of this project is to attract and involve children and young people in tackling and discussing numerous complex issues and ideas regarding our attitude towards the environment, climate change, and exploitation of resources and natural wealth by engaging their artistic affinity.

Extension

This project should extend to children around the world by means of a multi-lingual web portal where students could post their stories, wishes, and photographs of their artistic trash sculptures. We are therefore trying to encourage you and your students to present their ideas to others, i.e. to children from other countries by means of a global chain letter. Your class may accept this idea or you may know someone who would join you and accept this idea.

The more the merrier!

Knowledge and teaching materials

Teachers in charge of this process play an important role in project expansion. It is therefore very important that you feel skilled enough to start this project with your students. Here you can find selected links to web sites and texts about the climate and environment. Reading those texts is not required for a successful learning process; it should rather be seen as an assisting tool.

www.thingstalk.net

The teaching material for students was designed in a way that they themselves (at least to a certain extent) can read short texts about the climate/environment, Henry Heerup's work with waste sculptures, and about the project itself. This is a short introduction for you to prepare for the project. The materials have been designed in such a way that students can get a sense that things, as well as people, can have a story of their own. Things have a past, present, and future. A thing's present could be a waste item, but the students' task to make a sculpture of it can change its future and find a new purpose which it can serve.

Practical implementation:

1. Introduction

Study and discuss the teaching materials with your students. That way, you will prepare them for the process they are about to go through.

2. Waste collection

Students collect waste from their environment. You should also be very careful about children's safety at this stage because some children will bring large and heavy waste items. Students are also asked to bring items from home that they would have thrown out anyway (toys, cans, etc.).

3. Waste presentation

Students present their items in front of the class and explain what it was made of and used for, and why it was disposed of.

Students can also present drawings of their items and themselves.

4. Making trash sculptures/models

Students work individually or in smaller groups to make models from waste they had previously collected. Sculptures can be either large or small. Think about materials you want to use for your model so that it can be taken apart for further use.

Students name their sculptures and present them to their class/group.

5. Perspective

Talk to your students and find out what has become of their models, what their message is, and what their likely future is if they are to be taken apart and thrown away at some point. What will happen to some of those materials?

6. Documentation

Students write/tell a short story about their sculptures – about their past, present, and future.

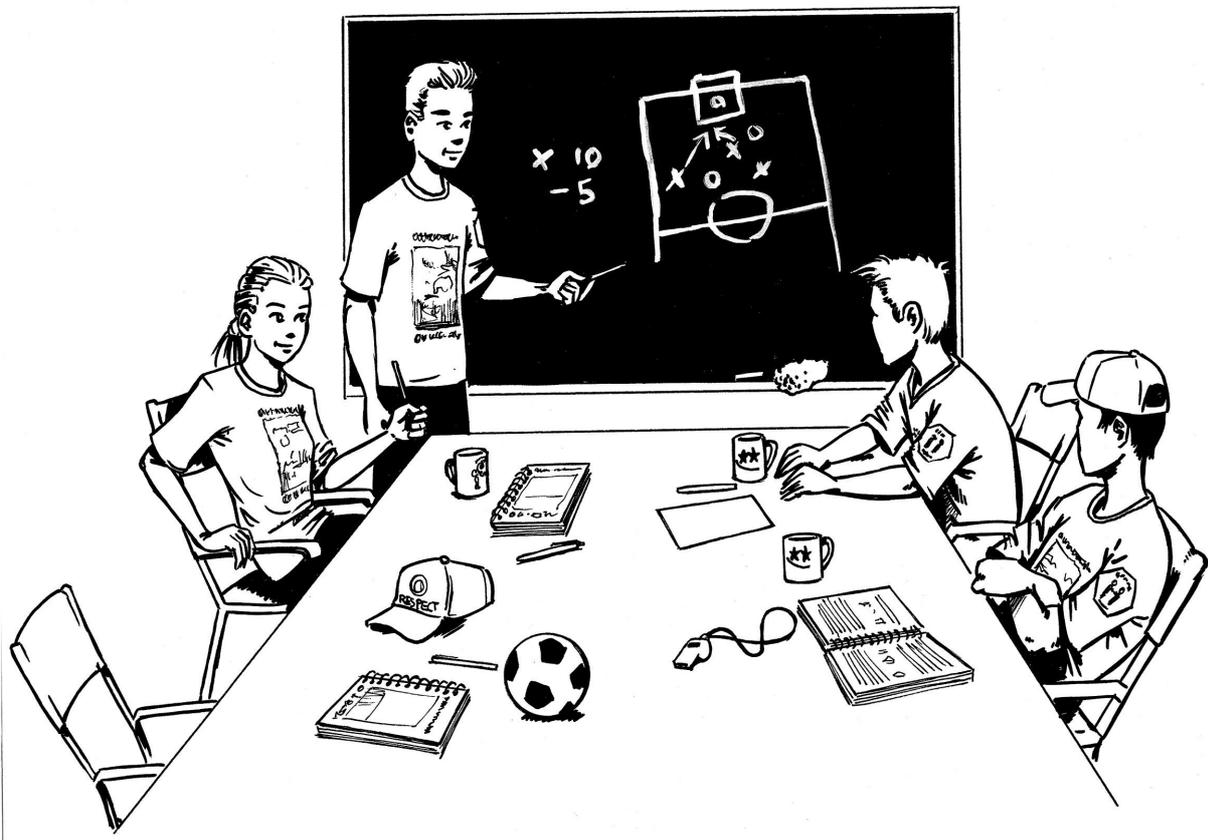
Take photographs with a digital camera (if possible, take photos of students while working on their models) and post them on www.thingstalk.net

This web-portal allows you to see the sculptures of other students and read their stories and messages.

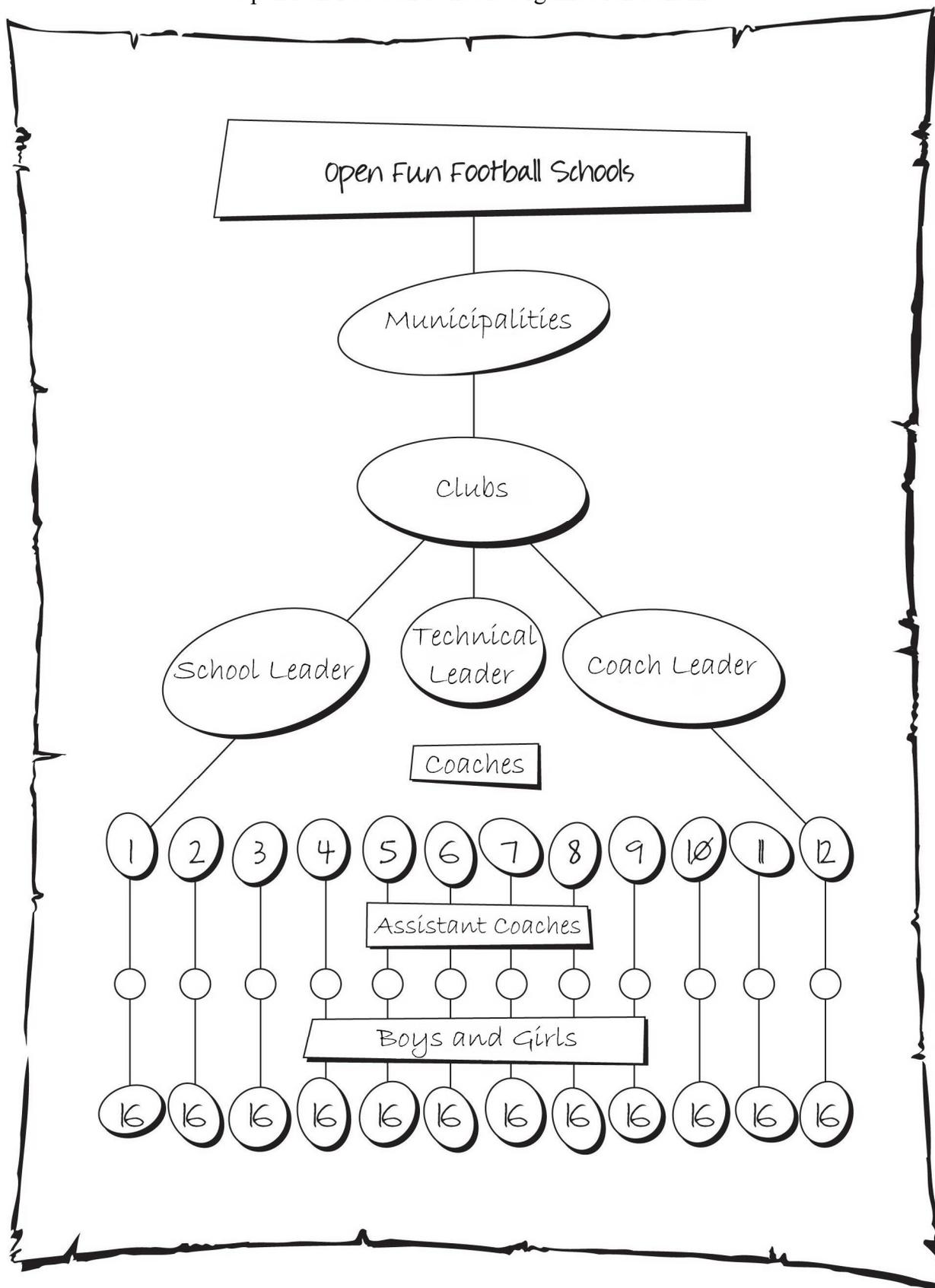
7. Exhibition

Organise an exhibition of children's sculptures and drawings. Drawings and texts should tell a story about items students discarded themselves – a story about how they became waste and a story about their new function. This could be a joint exhibition at school, or a part of a show programme to mark the end of the school year.

MANUAL FOR LEADERS



Open Fun Football Schools Organisation Scheme



School Leader

Selected towns and clubs charged with the organisation of Open Fun Football Schools, in cooperation with their country's office nominate and select the School Leader charged with the entire organisation and preparation for the school. This, of course, implies that that Leader is expected to possess excellent organisational skills and dispositions for being a leader. It is not required that the School Leader is a professional coach, but he is supposed to love football, crave for success, be fond of children, and do his/her best to make them feel safe, happy and content in our school. The School Leader arranges and participates in the selection of the Coach Leader, 12 coaches and 12 assistant coaches for the school, as well as in the selection of the Technical Leader.

Apart from the aforesaid, the School Leader is also tasked with the following:

- Contacts and cooperates with his/her regional instructor and the country's office.
- Contacts the clubs, towns, and municipalities participating in our school and performs the Contract/Letter of Mutual Intent signing procedure.
- Leads and coordinates activities related to advertising and children's applications, and issues a confirmation of the final list of participants according to pre-determined principles.
- Organises and coordinates the reception and distribution of equipment and props to towns, clubs, and participants according to pre-determined principles.
- Ensures a pitch that meets the requirements for normal work, as well as the accompanying objects with water supply and other contents contributing to a better organisation.
- With the help of donors, provides sandwiches, drinks, and fruit for all participants.
- Attends seminars he/she has been invited to and is bound to ensure that other leaders and coaches of his/her school also attend seminars they have been invited to for their further education.
- Together with other leaders and coaches, he/she implements the school's syllabus and looks after the safety and health of the participants.
- Maintains contacts with local institutions, associations, and unions and informs them about the schools' activities.
- Cooperates with the media, particularly those from his/her region, aiming to advertise the schools' organisation and the "Fun Football" concept.
- Presents the CCPA-OFFS project and attracts sponsors and donors from the local community.
- Upon the school's completion, he/she reports to the Organiser and submits the following:
 - written reports and statistics
 - photo-documentation
 - video footage
 - press clippings
 - reports on media coverage
 - reports on additional activities
 - reports on the distribution of sports equipment

Coach Leader

- Attends and participates actively in all seminars he/she has been invited to.
- Cooperates and consults the School Leader about professional issues and coaches' preparations.
- Has a duty to direct and coordinate the preparation and development of a weekly and daily working plan for all coaches at the school.
- Monitors the implementation of the plans and remedies evident faults.
- Holds daily meetings with coaches to plan the course of action, analyse what has been done, and make a plan for the following day.
- Responsible for documentation and its compilation.
- Together with the School Leader, he/she participates in the distribution of sports equipment for coaches.
- Has the obligation to compile a professional report on school implementation.
- Participates in the development of the school's final report.
- Has the responsibility to study the school's organisation from a professional and organisational point of view.
- Expresses his views and makes suggestions for improvements.
- Gives professional advice regarding the improvement of the Guidebook for Coaches and makes suggestions for new games.
- In charge of other tasks contributing to a successful organisation of our school.

Technical Leader

- Attends seminars for leaders and coaches.
- Makes a good team with the other two leaders for a complete and successful organisation and implementation of OFFS.
- Provides the necessary sports equipment for the school and participates in its distribution to working groups
- Prepares the stadium and other venues for the school.
- Looks after the children's' and coaches' daily diet and provides drinks, water, and premises.
- Makes contact with the town's health service
- Makes contact with the media
- Collects information and data and compiles and submits documentation and work reports together with other two leaders.



Enrolling Children in a Football School

Once the place in which the school is to take place has been found, SCHOOL'S LEADERS make a plan to inform boys and girls about the enrolment procedure. The first option to do this is to organise a meeting with junior coaches in clubs, PE teachers in schools and to introduce them to the project and the wish to enrol 192 participants in accordance with the pre-established criteria. Another possibility is to post notices inviting boys and girls to come to our football schools in towns, schools, and clubs and also to engage the local media with the same purpose. You should also find a place inside the venue where applications will be submitted and where people can get information about the school and the time-table.

Certain forms should contain your:

- Name and surname
- Year of birth
- Ethnic affiliation
- Sex
- Club and town
- Other required information

This task should be taken seriously in order to enrol 192 participants and ensure their participation. It would be wise to organise a parents' session once this task is completed, and to once again explain to both children and parents all the details of the OFFS implementation and confirm children's attendance and underline the school's time table.



IMPORTANT: ALL children should be given an opportunity to enrol in our football school – those who already play football in a club and those who come to play for the first time. The right to participate should be given to both talented and less talented children, to children from different ethnic and social backgrounds, children from different minority groups, as well as to children with special needs and those who subsequently come to the stadium for whom we can easily provide our T-shirts. That is how we should manage to stay OPEN FOR EVERYONE!

SUBSEQUENT APPLICATIONS

Each subsequent application is submitted to the SCHOOL'S LEADER who is to observe the procedure of subsequent enrolment should there be any vacant places. Once all the vacancies are taken, it is necessary to seal the lists of participants, end the registration process, and inform the others who had the intention to apply through the local media. Bearing in mind that the number of participants had been carefully calculated to correspond to the number of groups and available equipment, it is not wise to take in more children than the school's policy prescribes. There is a possibility for substitution or additional enrolment, should certain conditions be met. Once all the vacant places (192) are occupied, the Organiser is provided with a complete list with names and other data, as well as a list of leaders, coaches, and assistants selected to work at that particular school.

DIVIDING PARTICIPANTS INTO GROUPS

Our football school takes in boys aged 7-12 and girls aged 14 and younger. Based on received applications and completed lists, the School Leader forms 12 groups. The groups should be made up of children of a similar age. Each group has 16 participants lead by a coach and his/her assistant. At this stage, the School Leader should observe the following:

- Children (groups) will not benefit from being trained by a coach from their own club.
- Groups are given their respective numbers (1-12) and it is useful to let the children know their group number and the name of their coach in advance. (A group may also be named after a club).
- That done, group lists containing children's names and other data are posted in prominent places in the town or club, as well as read out in the local media so as to inform all children about their enrolment, group, and the coach who is to welcome and guide them through the football school.
- Having been given a list of his/her group members, a coach is expected to find his own way to contact, inform, and introduce children to the school's project.
- With their associates and coaches, SCHOOL'S LEADERS prepare the curricula and plan other work patterns.
- Girls can form a group of their own (provided there are 16 of them), or be in a mixed group (but even then, their number should be even – 2, 4, or 6).

REPORTING AND ANNOUNCEMENTS

SCHOOL'S LEADERS shall arrange meetings with:

- Municipality Mayor,
- Municipality's Chief of Police,
- President of the hosting club,
- Representatives of health institutions,
- Media representatives, both local and regional,
- Potential donors.

All the afore-mentioned shall be duly introduced to the school's project and asked to contribute to a more successful organisation of the "Open Football School" in their town. For purposes of a better cooperation and organisation, international organisations from the Region as well as large companies, i.e. potential sponsors may be contacted.



SCHOOL'S LEADERS shall prepare and hand out the necessary lists to coaches, whereas a week before the school starts, they will hold a meeting with them and once again check the group lists, children's and coaches' attendance confirmations, sports equipment, the venue, and premises so as to make sure that everything is ready.

MEETINGS WITH COACHES

Once the school has started, LEADERS shall organise meetings – talks with all coaches, assistants, and project associates every morning at 8:00. These meetings are to take place on the club premises, where there is more space available. They will prepare each coach for his/her day's work and explain the purpose of areas marked on the pitch as well as the group rotation system. Wall newspapers could also be developed, containing children's photos. Exhibitions of souvenirs and children's drawings could be organised. The SCHOOL'S LEADER will post

important information for coaches and participants on the notice board. Children could write a story, describe an event and the school in their own way, which could also be read during breaks and posted in the wall newspapers.

SCHOOL'S DESIGN AND PROMOTIONAL MATERIALS

The Organiser has conceptualised the school's design consisting of the title "Cross Cultures Open Fun Football Schools" written in its typical font. The school's logo contains a picture of a boy and girl with the title "Open Fun Football Schools" and the Cross Cultures drawing, as printed on T-shirts, posters, and all other materials. The logo represents children in play and a mood described in this guidebook. Thus, all the equipment, printed materials, flags, boards, and banners have a unique design in the Balkans, the Caucasus, and the Middle East. The School Leader will be given a number of posters on which he is to underline the place and time table of the school. Each SCHOOL'S LEADER is allowed to take one banner (containing the school's name, place, and time) and set it up at the entrance to the stadium. The graphic standards of the school should be taken into account. Each participant in the project (both children and coaches) gets a CERTIFICATE upon the completion of our training. CERTIFICATES are filled in and distributed by a group's coach, whereas coaches get theirs from the leaders.

Insurance for Participants

Neither the Organiser nor the club hosting the school are obliged to pay health and social insurance for either the participants or the coaches. In case of injuries during training, it is necessary to contact the local health institution and procure an urgent medical intervention. Costs of treatment should be forwarded to the social institution. For those who don't have that kind of insurance, a solution should be sought in cooperation with the municipal authorities. It would be wise, if possible, to have a medical worker and an emergency car at the stadium at all times. All coaches should pay special attention to participants' safety and well-being.

Sports Equipment Provided by the Organiser

FOR PARTICIPANTS:

- 1 T-shirt with logo
- 1 UEFA baseball cap
- 1 water bottle
- 1 rubber glove
- Certificate issued in the name of the child
- 150 balls no.4 and no.5
- 100 scrimmage vests

FOR THE OPERATION OF THE SCHOOL:

- 100 plastic cones
- 1 hockey set
- 10 hula hoops
- 1 rope - large
- 4 ropes - small
- 12 ball nets
- 30 school posters
- 2 plastic marking tapes



FOR LEADERS AND COACHES:

- 1 bag
- 1 track suit
- 1 T-shirt with the school's logo
- 1 jersey shirt
- 1 UEFA baseball cap
- 1 pair of shorts
- 1 pair of socks
- 1 water bottle
- 1 whistle
- 1 ball pump
- 1 ball No. 5
- 1 Handbook for Leaders and Coaches
- 1 notebook and pen
- 1 Grassroots certificate



The sports equipment for children, leaders, and coaches is theirs to keep and it should be seen as a reward for their participation in the project. It is to be used for the school's activities and upon its completion, in accordance with the contract; the participants are allowed to keep it.

Leaders and coaches shall carry the equipment they have been given during seminars and throughout the course of the school. The distribution of equipment in towns and clubs should be carried out as agreed among the leaders – a special form is required which, once it has been filled in, is submitted to the Organiser with other necessary documents.

BALLS

Every ball shall be specially designed for all the school members. The “FUN” ball No. 4 and 5 are intended for coaches and clubs. Having distributed all the balls to groups, the Leader shall ask the group coaches to write their group numbers on those balls. The group numbers shall also be designated on the ball nets so as to enable coaches to collect and store the balls more quickly after training. If they are to be preserved, balls need special attention. The leaders shall look after the balls together with other coaches and assistants so that the children have enough balls to play with during the five days of our football school. Should a ball go missing, the club shall re-compensate it. Of course, one needs to bear in mind that all the 192 balls have to be pumped before the school starts. An air-compressor should be used for that purpose, while the pumps are only used to maintain the balls. Do this professionally and use special maintenance oil.



MOVABLE FOOTBALL GOALS

Every school is assumed to have movable goals apart from the standard ones. Some towns and clubs are already in possession of such goals - in places where they have not been provided the host makes sure that they are. The school shall require the following:

- 2 movable goals for seven players (5 x 2)
- 2 handball goals (3 x 2)
- 2 movable hockey goals (2 x 1)

Some goals can be borrowed (e.g. handball goals) and some can be made. It is recommended that all goals have nets.

T-SHIRTS, UEFA BASEBALL CAPS, WRISTBANDS, AND CERTIFICATES FOR CHILDREN

The SCHOOL'S LEADER is requested to take all the T-shirts, caps, wristbands, bottles, and certificates from the Organiser. Attention should be paid to the size of T-shirts intended for different age-groups. Each coach is to be given 16 T-shirts before he/she starts (i.e. before Monday). They should also motivate children to wear the T-shirts to school and to wash them regularly.

Every coach has to write the names of the children on the certificates beforehand and, upon the completion of the "happy hour", which is to be held on the last day (Friday), solemnly award them to all those who have participated in our school. The School Leader awards diplomas and certificates to all coaches and assistants.



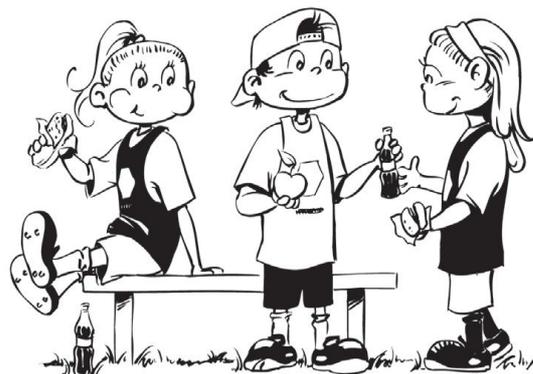
WATER BOTTLES

As was the case in previous years, UEFA has procured water bottles for every child at our school, leaders, coaches, and assistants. Bottles can be kept as souvenirs, but children use them for water and soft drinks which they drink during breaks. Our schools take place in the summer and in very warm temperatures, and that is why they are suitable for refreshment – children can also use them as sprinklers.



SANDWICHES, FRUIT AND REFRESHMENTS

Bearing in mind the fact that children spend 5.5 hours (from 8:30 a.m. to 2:00 p.m.) at our school, they should be given something to eat and drink. They will be given sandwiches, fruit, and soft drinks the leader, municipality, and club managed to obtain from local donors. It is recommended that donors should be found in advance for as long as the school lasts. During breaks, coaches will either bring their own coffee, drinks, and sandwiches or make sure that they have a donor.



PHOTOGRAPHS

The School Leader shall organise photo sessions for this event – groups and individual students shall be photographed, especially while the games are going on and on Friday when the “happy hour” is on. Photo exhibitions can be set up while the school is on. It would be nice for every child to have a photo, whether of themselves or their group, as a memento of their participation in “Fun Football”. Interesting photos can be taken of all participants of the school. Leaders are responsible for submitting high-quality photos, as part of their reports to the Organiser, as well as to the donors.



MONITORING

Throughout their work, our schools shall be visited by representatives of our donors and representatives and most importantly, by UEFA representatives. Our work shall be reviewed by monitors, i.e. instructors, as well as office representatives. Their role is to monitor the implementation of this project and help us organise and implement the school's programme with their expertise and suggestions. Monitors shall write their own reports and submit them to the Office.



The School Starts

Open Fun Football Schools start on a Monday and finish on a Friday. Children start training at 9:00 a.m. every day and finish at 3:00 p.m. Conditions allowing, this time table can be altered, but the Organiser is to be informed about every alteration.

Registered children should arrive early at the stadium, either on their own, or escorted by their parents. Our previous experience tells us that there will also be some children who are not registered but would nevertheless like to participate in our programme. Coaches shall instantly designate a place and form groups according to their lists. Groups will thus be formed before the school starts, children will meet their coach and agree to meet at that very place every morning and start the training. Should one of the registered children fail to appear, the SCHOOL'S LEADER gets in touch with him/her and asks for the reasons for their non-appearance. In special cases, the SCHOOL'S LEADER may have to decide to sign up a new member should there be a vacant spot. The first lesson begins with gathering all participants at the centre of the stadium.

The School Leader, and municipality and club representatives welcome all the boys and girls and introduce them with the school's working methods.

Each coach takes his/her group to an already marked area and the Fun Football School begins!

SHORTAGE OF COACHES DURING OFFS

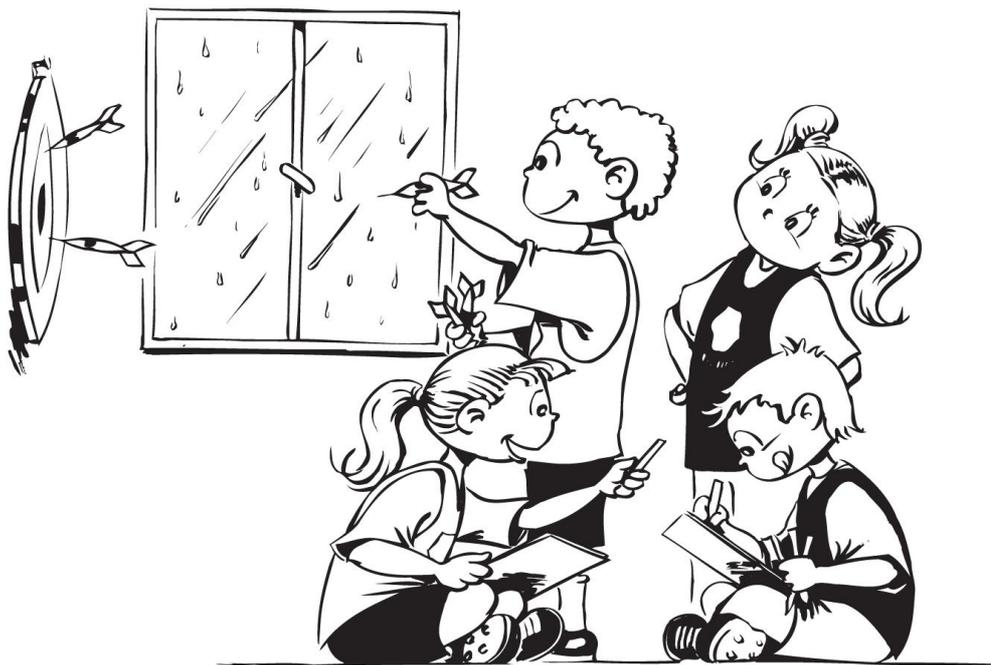
In case one of the coaches is unable to attend, there is a possibility for an assistant to step in. Until a new coach is found, one of the leaders could also take over.

MAKING A BREAK

There is a break after every lesson; a half-hour break is planned for a snack. All children in their respective groups should be encouraged to change into their sports clothes or wear them to school (and have their spare clothes with them). They can change at the very training spot. Their bags and clothes should have their names written on them and be neatly placed. Assistants and coaches shall keep an eye on the equipment so that every child can find his/her equipment exactly where they left it once their training has finished. Children can take their refreshments during short breaks, whereas snacks are prepared for the long break. The SCHOOL'S LEADER shall ensure donors for children's' snacks, refreshments, and fruit. Stadiums should be kept tidy at all times during OFFS. It is required that stadiums should be equipped with waste bins. During breaks, participants can take their refreshments, take a walk, or just have fun; they can make contacts with children from other groups and with other coaches. The coach, in cooperation with parents, can organise various fun games with music and dance for relaxation. During breaks, or in some other time slots, children can get useful information on the protection against unexploded ordnance, different vices, and about the necessity of a healthy and safe life, healthy diet, and protection of our environment.

Additional activities

During breaks, at a particular moment on the pitch or when it is raining heavily, you can organise and carry out certain additional activities – different games, entertainment, drawing, setting up exhibitions, playing darts, guessing names of towns beginning with a given letter, etc. These games do not require a winner; they are just played for the sake of entertainment and pleasure. A list of fun games is given in the Handbook for Coaches. Coaches are advised to use the handbook to get general ideas and guidelines for their work, but it is by far the best if he/she would come up with a working style of his own and introduce his/her own games to the training. We welcome every initiative and look forward to new games and exercises that each coach is expected to come up with.



Fun and Show

Fun and show is reserved for the last day of school (Friday), i.e. its last two hours. The school should end in a fun and entertaining fashion. Children can either participate or watch some fun games and exercises in which coaches participate themselves. Coaches can be imitated – children can be coaches, and coaches can be children in training.

Coaches and LEADERS could play a 7:7 match and children could cheer for their coach's team. It is extremely important that the SCHOOL'S LEADER should talk to the coaches and plan as much entertainment with music and song as possible at the end of the school. All this takes place on the pitch.

It would be really nice if music was played on loudspeakers throughout the OFFS. Children could listen to it, sing, and talk, whereas coaches could have a better communication among each other.

Music, rhythm, and dance are compulsory elements of all our schools, contributing to a great atmosphere and making all our participants feel better. Football is rhythm and it's the rhythm that makes the game better.

Each School Leader can make a special scenario for the final fun day with his/her associates. Dancers, singers, and jugglers can be included in the programme and all this is done so that our FOOTBALL SCHOOL has a happy and joyful ending with the following message: SEE YOU NEXT YEAR!!!

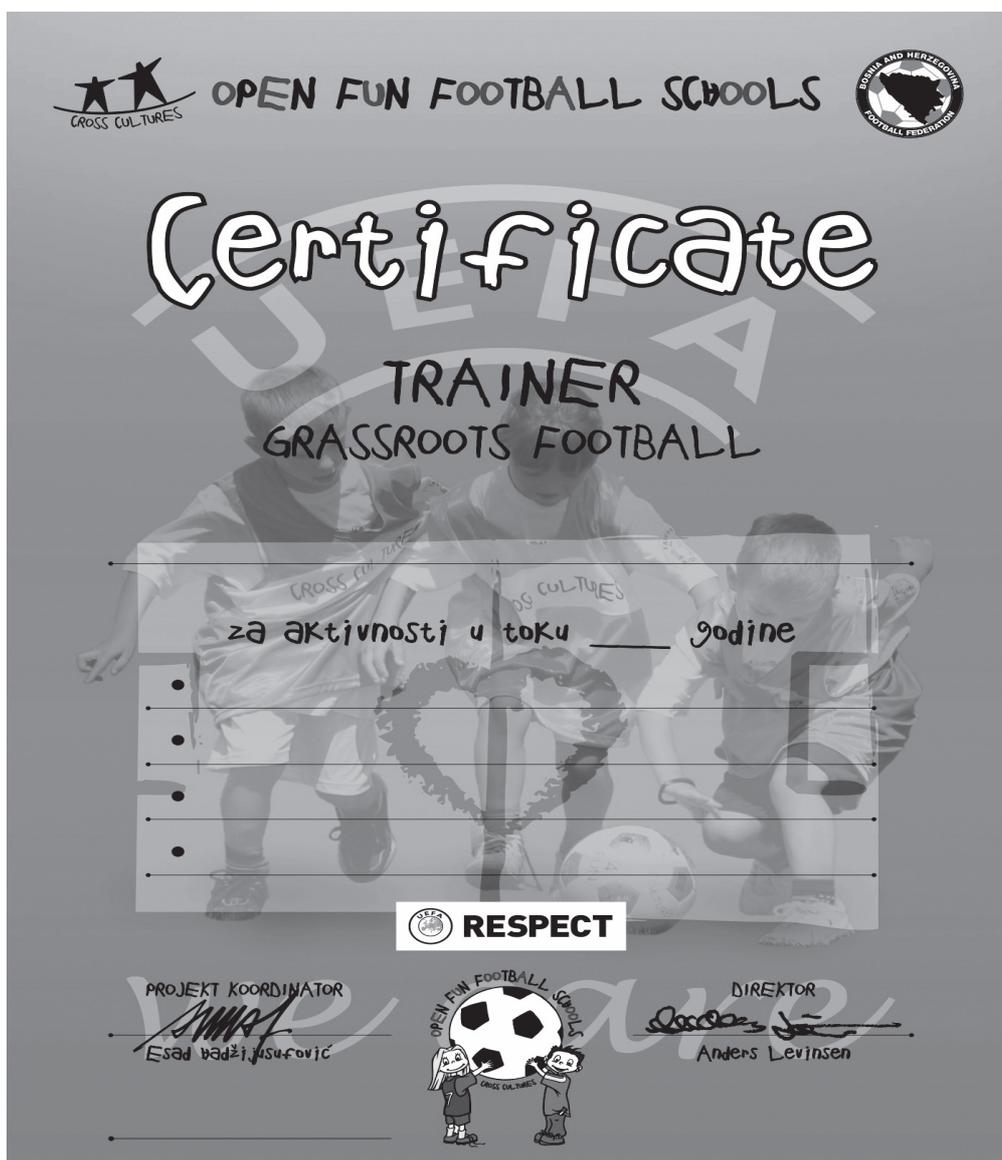
CCPA GRASSROOTS FOOTBALL DIPLOMA

For the first time this year, instructors, leaders, coaches, and the staff organising the Open Fun Football Schools shall be awarded a Grassroots Football Certificate/Diploma.

In order to get this CCPA GRASSROOTS DIPLOMA, you should:

- Take part in a CCPA training course or seminar. It is a three-day course in which you are theoretically and practically educated to become an OFFS leader or coach.
- Work as a leader of coach during a five-day football school.
- You are given an opportunity to put to use the theoretical knowledge you received – you can work with children.
- Receive positive and constructive information from the CCPA instructor.
- The feedback should be understood as some form of assistance to becoming more qualified for working with children.

CCPA-GRASSROOTS DIPLOMA for coaches and leaders has a different design from that intended for children. The School Leader shall write the names of the awardees and all his/her activities in the OFFS project for the current year.



AS LEADERS, YOU SHOULD CHECK THE FOLLOWING BEFORE THE SCHOOL STARTS:

- Have all the requirements for signing Agreements – Letters of Intent been met?
- Have you selected your coaches and ensured their attendance on seminars?
- Have you ensured participation of leaders and coaches at their respective seminars?
- Have all the children been informed about signing up to the OFFS?
- Have all the children and coaches been informed about the school's starting date?
- Have all the leaders and coaches got the HANDBOOK?
- Have the coaches been provided with all the necessary forms and working plans?
- Have all the technical preparations at the stadium been carried out, and has the field been marked properly?
- How is the sports equipment going to be taken over?
- Where and how is the sports equipment going to be distributed? Have all the balls been inflated?
- Have the children's transport issues been resolved?
- Have donors been found for the provision of sandwiches and drinks and how are donations to be sorted out? Who is going to distribute them to children?
- Does the stadium have loudspeakers, a School Leader, and adequate music?
- Is there a place designated as a Parents' Corner?
- Issues of safety and health of children and coaches?
- Will the events be followed by local media?
- Check the availability of clean water and toilettes.
- How to ensure safety for children and their equipment?
- What to do with the sports equipment after the daily training?
- Get in touch with the Instructor, i.e. Supervisor!
- Keep a journal of your work; write down all the positive and negative things that occurred in your work!
- Think about possible improvements to the school!
- Write down and suggest new games and exercises!
- It is very important that LEADERS and coaches keep notes and fill in the required documentation!
- Prepare yourself for drafting the final report. The report and other requested materials and stats are to be submitted to the Organiser promptly!!
- Present your new ideas.

We wish you a successful work and lots of fun with children and coaches!

Documentation

Our wonderful “Fun Football” event continues in 2010! We wish to improve ourselves every year and we want our football schools to become distinguishable by their preparation, organisation, and work with children. In order to prepare and organise this fun football game, we have to plan every detail very professionally and with utmost dedication and prepare all the materials that will help us do our job efficiently and according to plan. For that purpose, we have prepared the necessary documents (letters, lists, tables, diagrams, etc.) for LEADERS and COACHES that will enable a better organisation of all activities – in their preparation and realisation and that will help you draft your reports and fill in evaluation forms.

Documentation which is given outside the framework of the Handbook is made according to the terms and conditions and the time table of leaders' and coaches' activities with regards to the preparation and implementation of football schools. The School Leader shall make photocopies of the required documentation and distribute them to all coaches. Carefully prepared and promptly submitted documentation, reports, and statistics are very important for leaders because it is their task to send timely reports to municipal authorities, donors, sponsors, and other stakeholders about the Open Fun Football Schools.

THANK YOU FOR YOUR COOPERATION!



An overview of OFFS documentation

No.	TYPE OF DOCUMENTATION	COMMENTS
1	STATISTICAL DATA FROM SEMINARS FOR INSTRUCTORS, LEADERS AND COACHES	Filled in by the office staff during seminars
2	SEMINAR EVALUATION FORMS	Filled in by all seminar participants
3	A QUESTIONNAIRE FOR OFFS LEADERS	Filled in by all leaders who attended the seminar
4	DATES, DAYS, PLACE, AND NAMES OF THE STADIUMS	Filled in by leaders attending the leaders' seminar
5	A LIST OF OFFS LEADERS AND COACHES	Filled in by the leaders attending the leaders' seminar; changes can be made after the school has finished
6	WEEKLY OFFS CURRICULUM	Filled in by the leaders before the school starts
7	DAILY CURRICULUM FOR COACHES ON STATIONS	Drafted by every coach with his/her Coach Leader
8	OFFS ATTENDANCE SHEET	Kept by every coach for his/her group
9	CANDY CUP	Prepared and filled in by the leader and his/her coaches
10	A LIST OF CHILDREN PARTICIPANTS AT OFFS	Prepared by the technical leader in cooperation with other leaders
11	A LIST OF OFFS VOLUNTEERS	Prepared by School Leaders
12	WORKSHOPS FOR PARENTS	School Leaders
13	LOCAL ADDITIONAL ACTIVITIES	Leaders and coaches
14	LOCAL PARTICIPATION	Leaders
15	LOCAL FUNDING	Leaders
16	MONITORING LIST	Instructors
17	A RECEIPT OF RECEPTION OF SPORTS EQUIPMENT	Leaders, coaches, and others who receive the equipment along with the office
18	DISTRIBUTION OF EQUIPMENT AFTER THE OFFS HAS FINISHED	OFFS Leaders – clubs, participants
19	EVALUATION FORM	OFFS Leaders
20	SPIN OFF	Leaders and coaches when all the activities have been completed
* Completed and signed documentation is submitted to the CCPA OFFS Office for further processing and compilation of statistic data for donors, sponsors, ministries, FF, and the local community.		

Manual for Coaches



Guidelines for Beginning Work at the OFFS

Open Fun Football Schools start on a Monday and finish on Fridays. Depending on conditions, some schools can be organised on other days but the programme and the schedule remain essentially the same. On their arrival to the stadium, children should find an already-marked field, groups should be formed and equipment distributed and first and foremost, they should be greeted by smiling and cheerful coaches and leaders. The first impression is usually the most important one and because of that the venue should be prepared so as to provoke children's curiosity, to motivate them and relax, and to make them enjoy their time together.

The School Leader shall give general instructions related to the organisation and beginning of the OFFS on the loudspeaker. Children should, first of all, be divided into groups with their coaches who are to take responsibility for the equipment they hand out to every group member. The equipment to be used at the working stations should already be ready and waiting at each station. The coach shall briefly set out the guidelines regarding work and behaviour within the group. A School Leader or a municipality representative may open the school, welcome the children, and wish them a happy start. That done, the School Leader gives a sign and the first lesson can start! It is noteworthy that the leader or a person skilled in motivating children and coaches marks the beginning and ending of the OFFS. This relates to all groups simultaneously.

GENERAL THOUGHTS

It is essential that all coaches should start the day with warm-up exercises to prepare the participants for the day's work. For that purpose, they can use a number of different games, with or without the ball. The exercises can be found in the Manual but the choice may vary in relation to their purpose and character. It is therefore that we have created the manual as a tool to help you organise your work better, and as a resource everyone can use to get some ideas for exercises and games necessary for a more versatile and comprehensive approach to working with children. Well-experienced coaches are endowed with the capacity to raise the morals of his/her players and by choosing good tools every task is bound to be a success. Our intention is to induce coaches to use the manual actively and to consciously avoid the universal time-table with clearly defined topics because it might lead to a monotonous situation in which all coaches perform the same tasks. We want coaches to use the manual, to keep to the time-table and topics, but the choice of games and exercises should be their own.

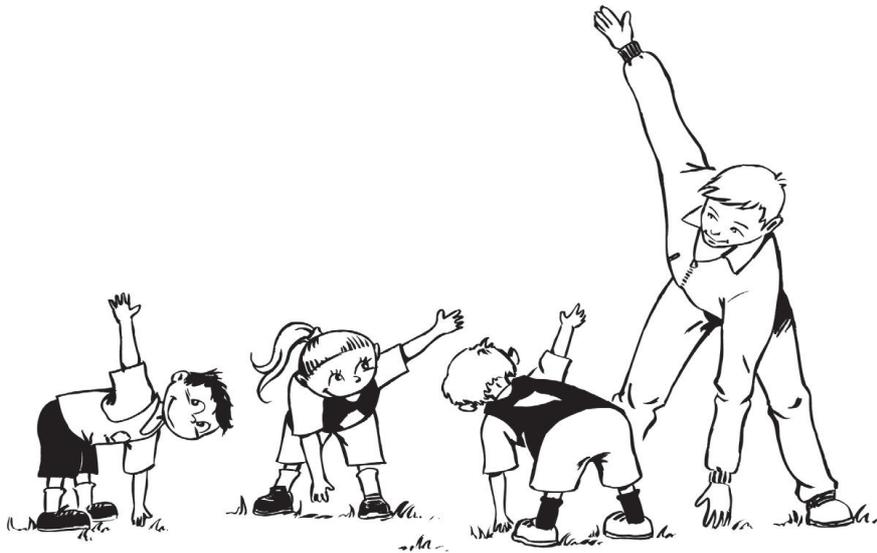
In a group made up of children aged 10-12 there may be those who already know how to play football or who had previously attended a football school. These age groups are given an opportunity to develop certain more complex technical skills such as flying headers or a bicycle kick. Should you be prevented from demonstrating some of the exercises yourself, you can ask a player, your assistant, or a colleague coach to help you. The daily programme is relatively "free" due to the fact that it should be planned in line with the players' levels of proficiency and desires. The topics discussed here do not require any tactics. The tactics and tactical exercises are not required for this age group simply because everyone should play and enjoy the game! It is therefore that the coaches are instructed to pay more attention to technical issues, fun games, and exercises. The training should really be in the form of a game!

It is therefore necessary for the coach to:

- Stop the game
- Demonstrate
- Explain or ask a player to explain
- Come up with other possibilities of cooperation in a given situation
- Discuss one or more details he/she wants to hear, improve or train

Of course, the game should not be constantly (frequently) interrupted. For instance, avoid interruptions in the first 5-7 minutes of a fifteen-minute game. In the last few minutes of the game, players should be given an opportunity

to solve the problem of the match without their coach's interference. There is always the possibility to discuss other solutions after the game is finished. In cases when a match is played, goalkeepers should be involved in the training to practice cooperation in large and small groups.



REMARKS CONCERNING THE SCHOOL'S ORGANISATION

Lead by our previous experience in organising the Open Fun Football Schools, we have acquired certain knowledge and drawn certain conclusions we strongly recommend if you want the school to have the versatility, touch, and venue meeting the requirements set out in the areas of attention. Our main objective is for every child to feel the joy and satisfaction of playing and to go through the stations in the field with an ample variety of exercises and games offered in our handbook.

As for the preparation and engagement of coaches at their stations, there are two possibilities for them and they can discuss their best choices with the leaders.

If a coach is in charge of a group of children (16-20) with whom he has to get acquainted, the first option is to hand out the equipment and move to the first working station. Having finished working at that post, they make a break (the coach is with his/her group at all times) and then they make their way to another station, and this goes on until all the planned stations and work have been completed.

This is a situation when the coach takes his group from station to station. It is good that children will have "their" own coach who will be with them at all times and establish a very good and close relationship. The coach will also benefit from this because he will be able to show his versatile skills, introduce him/herself with the contents of every station, and complete his/her knowledge and experience in different segments of the programme adjusted to children's age, gender, and skills. We also witnessed that certain schools had been organised in such a way that coaches were assigned a single station and worked on a single programme throughout the school, while the children were escorted from station to station by the assistants.

Thus, children get to meet all coaches and their working methods, whereas coaches meet all the boys and the girls and that is a positive feature of this option. However, what we find less favourable is the fact that a coach keeps doing one and the same thing – the same games and exercises and thus becomes an "expert" for a single station. We therefore suggest that coaches change stations for each lesson, or at least work at another station each day. Should coaches opt to work at only one station (e.g. kicking) their lesson ought to be comprised of different exercises and games to be interesting for both the children and the coach. The Guidebook and the contents of every station provide the opportunity for such exercises to be organised, but we also count on the coach's personal choice based on his/her experience and knowledge.

Suggestions for the Topics of Particular Stations and the Field/Station Marking Layout

1 FOOTBALL TECHNIQUE

- 1.1. DRIBBLING THE BALL
- 1.2. RECEIVING AND PASSING
- 1.3. KICKING THE BALL – SHOTS
- 1.4. PRECISION AND PRECISION GAMES
- 1.5. DRIBBLING AND FEINTS
- 1.6. HEADERS
- 1.7. BEST FRIEND
- 1.8. DEFENDING THE GOAL
- 1.9. GOALKEEPER TECHNIQUE
- 1.10. FINISHING

2 FOOTBALL GAMES

- 2.1. FOOTBALL GAME AT OFFS
- 2.2. FOOTBALL WITH JOKERS
- 2.3. TASKED-BASED FOOTBALL
- 2.4. CANDY CUP

3 GENERAL AND SPECIFIC SKILL DEVELOPMENT GAMES

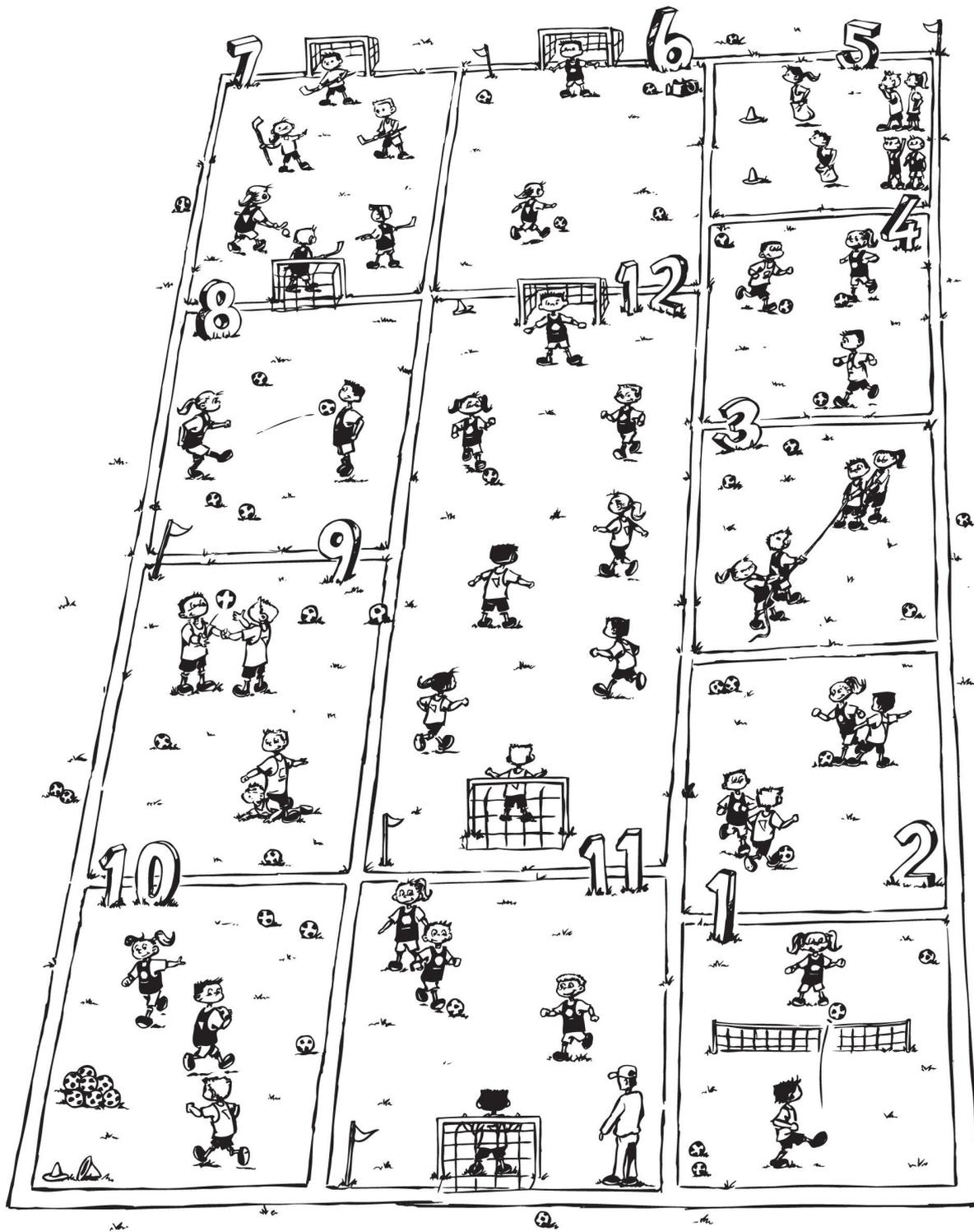
- 3.1. CATCHERS
- 3.2. RELAY GAMES
- 3.3. ORIENTATION
- 3.4. BALANCE AND STABILITY GAMES
- 3.5. COORDINATION
- 3.6. COMMUNICATION AND COOPERATION
- 3.7. ROPE GAMES
- 3.8. CONE GAMES
- 3.9. HULA – HOOP GAMES
- 3.10 FOOT-TENNIS – VOLLEYBALL
- 3.11. FOOT-BASKETBALL
- 3.12. HOCKEY
- 3.13. RHYTHM – FUN GYMNASTICS

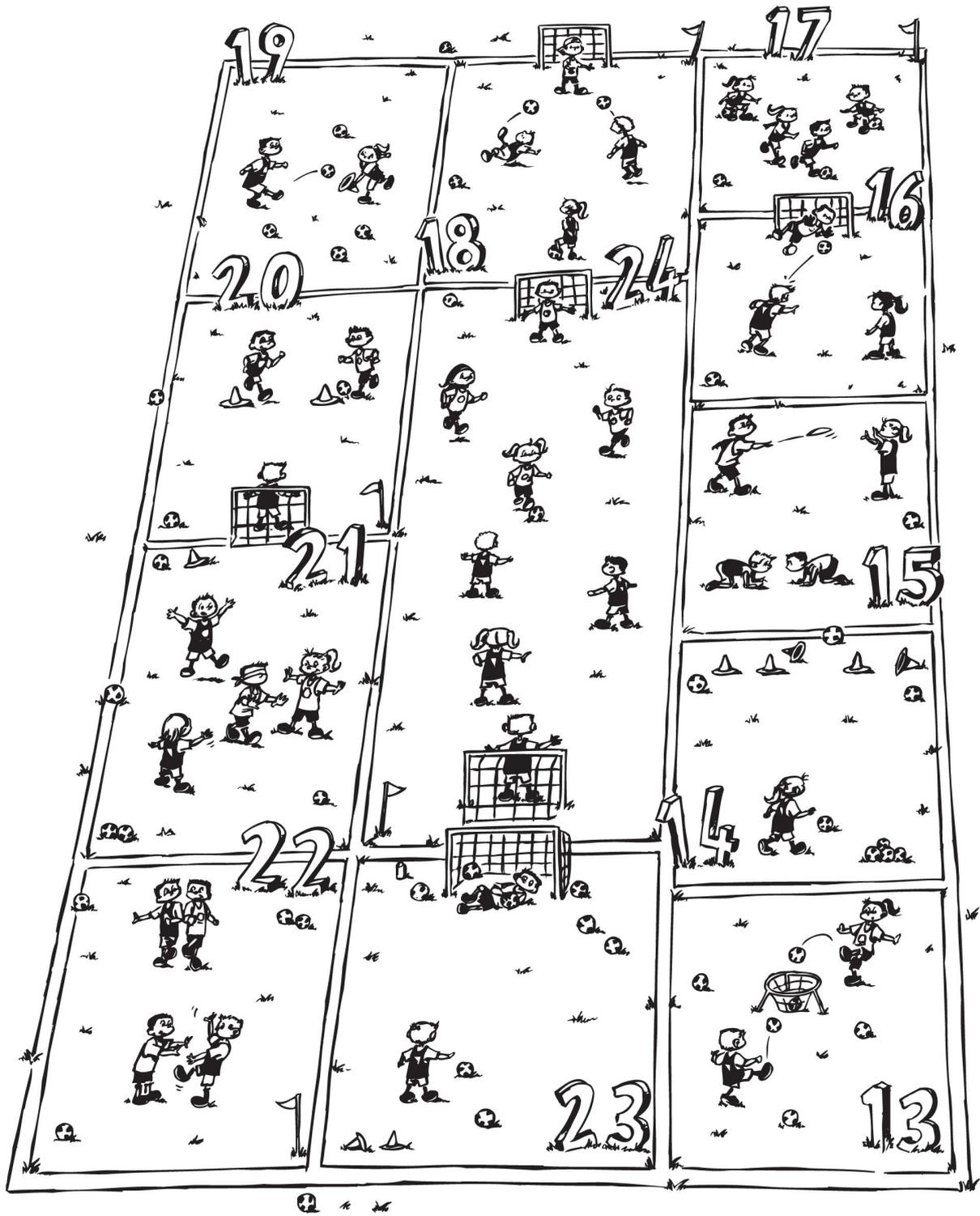
4 FUN GAMES - SHOW

- 4.1. TRAINING GROUNDS
- 4.2. SMALL GAMES
- 4.3. BALL GAMES
- 4.4. FUN GAMES - SHOW

7	6	5
8	12	4
9		3
10	11	2
		1

19	18	17
20	24	16
21		15
22	23	14
		13





Advantages of such an organization are numerous:

- Prior to the beginning, leaders provide the coaches with a layout of the pitch which has been divided into several stations (parts).
- The coach knows what to do at each of those stations and can duly prepare for the activity.
- Groups spend 40 minutes at each station and then rotate with others after a 15-minute break.
- The coach and children will find the necessary equipment at every station.
- Coaches lead the children through the stations or else they receive them at another station, thus avoiding the possibility to work at one station only.
- All the children shall go through the entire programme and coaches will come up with at least five different games and exercises.
- The following day children take the station following the one they participated in the day before.
- The schedule we offered here leaders and coaches need not follow when organising their school. Where you place a particular station is exclusively up to you, stations 12-24 excluded because they should be focusing on the game around the centre of the pitch. Moreover, it is necessary that the station at which children practice their kicking technique should be at the location of a big goal with a net, or a plastic wall with holes. You can place and organise the remaining stations according to your own taste and schedule.

It is recommended that, should it be possible, stations with football-related games should take turns with additional GAMES stations. Due to our comprehensive theoretical and professional knowledge which we compiled in this Handbook, and due to the necessity of avoiding repetition in the choice of stations, we have selected a number of topics we would suggest, and we divided them into four basic groups:

1. FOOTBALL – TECHNIQUE
2. FOOTBALL-RELATED GAMES
3. SPECIFIC SKILL DEVELOPMENT GAMES
4. FUN GAMES – SHOW

Each of the afore-mentioned groups cover a number of topics, and each topic can be the focus of a single station. The football pitch of the hosting stadium is divided into 12 different working areas. Coaches and leaders shall decide which stations they will choose.

The Weekly Programme

Coaches only include those stations they want to work at in their programme.

The actual content of the training is extracted from the Handbook as well as from the coach's own experience since he/she is probably dealing with children from different age groups, genders, and skills.

If a coach and his/her group pass one station after the other, he/she should plan to go through six different stations on the first day. The first lesson at our school always begins with a “game of names” at whichever station, regardless of its name and purpose, as set out in the suggested time table. We believe that these games should not take more than five minutes of each introductory lesson because children will quickly get to know each other working and playing together at our school anyway.

The second part of the introductory lesson should be dedicated to the topic envisaged for the station at which we started the course. That way, children will get to know each other, which is our main objective anyway and their daily schedule will neither be overburdened nor will they miss out on a topic in the first station cycle.

The first topic would be “introduction” and Fun dancing, while the remaining twenty-four topics/stations are to be planned in line with the possibilities and skills of the group you are in charge of from the very beginning.

The coach has the task to make a layout for all the daily activities. The layout should contain the games and exercises for the introductory, main, and final part of the lesson as well as their content.

On Wednesdays (the third day) the last three lessons are reserved for the Candy Cup game – a game in which all children participate in a very interesting and unique manner – everybody plays with and against each other.

Friday is the school's final day and the last three lessons are reserved for the final fun show programme, presentation of certificates and saying good-bye to children. As for the other days and lessons, coaches and leaders can choose (or invent new) stations and contents they want.

Coaches should consider the difficulty level, children's skills, the weather conditions under which an activity is being carried out and the position of the lesson in the itinerary, so as to avoid potential adverse effects (injuries, sunstrokes, etc.).

Each lesson, regardless of its topic, should end with a game that would take up the last third or quarter of the lesson. Exceptions are lessons that comprise a football game or a task-based game since that is a lesson's topic in its own right. Otherwise, if a coach decides that children are tired, he should quit the game and start something less dynamic and demanding, a passive entertainment such as a Frisbee game, foot-golf, bowling, etc.

The success of Open Fun Football Schools largely depends on their organisation, material and technical provisions, and conditions. However, the main requirement is to have a professional team made up of engaged, educated and conscientious coaches who are ready to set the desired tone and pace through their humane and professional attitude, and to give children joy and satisfaction and an ever-lasting memory of the Open Fun Football School they attended.

TIME	FIRST DAY	SECOND DAY	THIRD DAY	FOURTH DAY	FIFTH DAY
8:30 to 9:10	Welcoming address Game of Names				
9:10 to 9:25	BREAK	BREAK	BREAK	BREAK	BREAK
9:25 to 10:05					
10:05 to 10:20	BREAK	BREAK	BREAK	BREAK	BREAK
10:20 to 11:00					FUN GAMES
11:00 to 11:30	SNACK	SNACK	SNACK	SNACK	SNACK
11:30 to 12:10			CANDY CUP		FUN GAMES
12:10 to 12:25	BREAK	BREAK	BREAK	BREAK	BREAK
12:25 to 13:05			CANDY CUP		FUN GAMES
13:05 to 13:20	BREAK	BREAK	BREAK	BREAK	BREAK
13:20 to 14:30			CANDY CUP		SHOW DIPLOMA PRESENTATION
	FIRST CYCLE		SECOND CYCLE		

Introductory games – Suggestions

NAME GAMES

NAME GAMES are played on the first day and usually take up the first part of the first lesson. Their aim is to get children to introduce themselves to one another. The second part of the introductory lesson should be used for working and doing whatever has been planned for that particular station. Working together, children shall certainly get to know each other even better and simultaneously go through the contents of our programme.

Participants form a circle. The ball is thrown to one of the participants, who then states his/her name.

- * They can pass the ball and say their names.
 - * They can lead the ball and leave it with another player and say their names.
 - * They can flip the ball and pass it to one of the players with a header and say their names.
-
- Another similar setup is for a player who is in possession of the ball to pass the ball to one of his/her teammates and says his/her name.
 - A player stands in the middle of the circle, flips the ball and call out for one of the teammates that has to react very quickly and catch the ball before it reaches the ground.
 - A player is in the circle and is calling out for a teammate. He/she passes him the ball (either throwing or kicking); they exchange places and continue with the calling-out.
 - Playing in limited space with a single ball. A player leads the ball, calls out for one of the teammates, and leaves him/her the ball. The teammate takes over the ball, leads it for a while, and calls out another teammate, who must do the same thing. (This game can be played with more than one ball – up to three).
 - Meeting, introducing and greeting in a limited area.



INTRODUCING ONESELF

All the players are seated. One of them stands up (either voluntarily, or called upon by the leader), says his/her name out loud and sits back down. For example: I am... (Boris). All the other players stand up; they jointly repeat Boris' name and sit down again. Another player, sitting to the first player's left stands up and pointing to the right, says: This is Boris and I am.... (Amra). Other players stand up and, pointing at the two players, repeat their names (Boris, Amra). A third player stands up and repeats the whole procedure and so the game goes on until everybody has said his/her name.

A CHEERFUL INTRODUCTION

The players either sit or stand and introduce themselves to others by saying their names, and by making a gesture of some sort or a funny sign (e.g. they can smile, touch their noses, ears, cover their faces with their hands, lean on one arm, raise their hands, etc.). The group leader gives the players a minute or two to come up with the most suitable gesture and then introducing can begin. The game is much more fun if the players can repeat the names and gestures of each player.

BE CAREFUL TO GET THIS RIGHT!

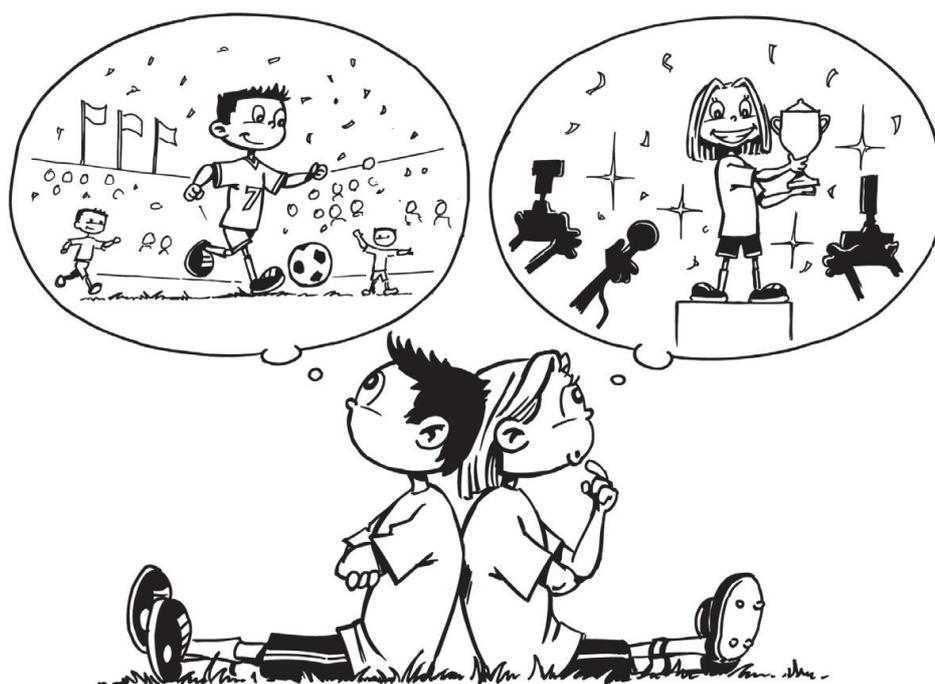
The players stand in a circle and holding each other's hands, they sway to the right and sing, "Careful to get this right, who's to your right?" The group leader is in the middle of the circle and, hearing the last word of the rhyme (right), he/she points at one of the players in the circle, who in turn has to say the name of the first person standing to his/her right. If he/she has guessed correctly, the person has to give a nod. If not, he/she has to leave the circle (stand to the side and observe the game). Other players take random positions in the circle, hold hands, and repeat the rhyme.

DOCK

Players either sit or stand next to each other while one of them recites the "Hickory Dickory Dock" nursery rhyme (it may as well be a different nursery rhyme or words that children have chosen to use). Having said the last word (dock), the player points at one of the teammates while all the others have to say his/her name. Those who say the wrong name or don't say anything are out, or have to carry out a certain task. The game is suitable if we want children to remember each other's names, and it can be played for as long as the players want it.

MENTAL TRAINING– IMAGINATION

We are well aware of the fact that there is no such person who has not imagined himself/herself to be one of the world's best footballers. In our imagination, the most spectacular goals are being scored, feints are better than those of Ronaldinho, and the ball is being controlled Messi-style. Children are immersed in their daydreams and sometimes their dreams come true in the end. One of UEFA's slogans related to the development of children's and Grassroots football is:



“Let everybody live (dream) their dream.”

Many football theoreticians have advocated for the imagination method as one of the basic teaching/learning methods for working with younger players. This method deserves to be included in the training, especially when practicing, repeating, and improving the technical and tactic elements. Imagination contains one of the key didactical principles of “awareness and activity” as well as some other principles such as gradation, adequacy of programme, transparency, etc. The players' concentration is at its peak, as is their contribution and effort in overcoming all the obstacles and reaching the highest levels of technical and tactic preparation. It should suffice to dedicate some ten minutes to imagination to see the first results. Of course, those results are difficult to measure, but the success of your games shall be evident after a while.

We would like to present an elaborate mental training method developed by Roger Gustafsson. This method is in line with our general principles – environment, safety, equality, as well as with the view that football training should include the following four dimensions:

FOOTBALL – techniques and tactics

PHYSICAL DIMENSION

MENTAL DIMENSION

SOCIAL DIMENSION

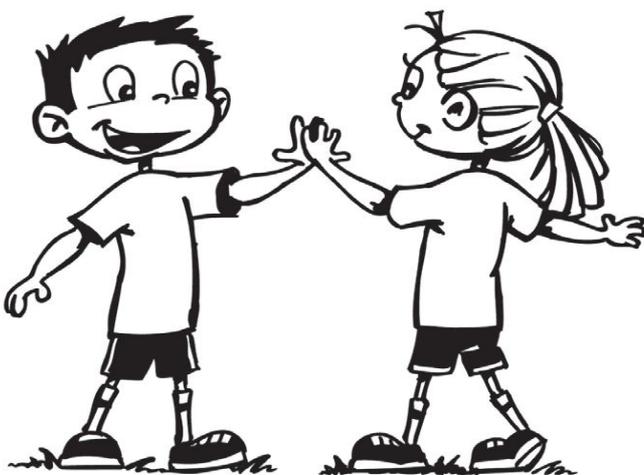
Those dimensions are differently pronounced in each player and we should bear in mind that a player is only as good as his weakest dimension since it will prevent his/her other dimensions to reach their objective values. When programming a player's individual skill development, these dimensions have to be kept at approximately equal levels.

LEARNING ENVIRONMENT

The most important thing to bear in mind when working with younger children is the necessity of a pleasant environment in which children will feel free, safe, and accepted and where they will play and have fun together.

FRIENDSHIP

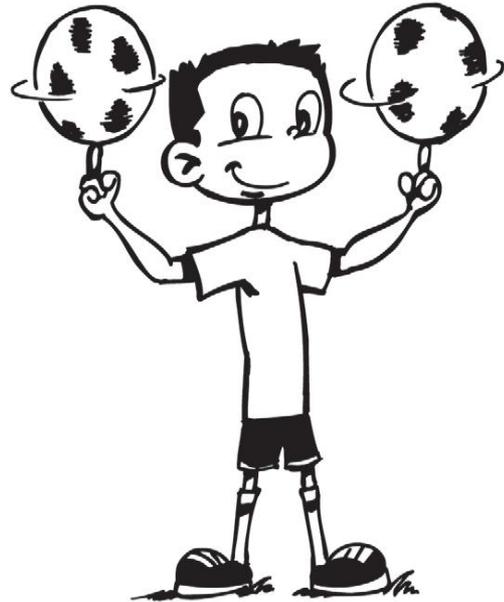
HAVING FUN



HARD WORK



KNOWLEDGE



LEARNING METHOD

- CONCENTRATION
- RELAXING
- IMAGINING
- PRACTICING
- PERSONAL SPEED

CONCENTRATION

- Think about what you are doing! Don't think about anything else!

RELAXING

- Use as much strength as is necessary for you to move!

IMAGINING

- Imagine the best way for using your skills!
- Try to use your skills as good as you can when you practice or play!

PRACTICING

- After a good performance, try to imagine how you did the exercise!

PERSONAL SPEED

- Never enhance your speed more than it is necessary for you to do an exercise.

1 FOOTBALL - TECHNIQUE

The general, elementary, and specific techniques occupy a prominent place in a football game.

The football technique has been assigned nine stations at the Open Fun Football School. Of course, this is not a classical division because some elements of football systematisation are in fact just parts of a whole. Time and space play an important role in our schools' organisation, and that is exactly why we see this division as the most rational, most economic, and most interesting division for children. Leaders and coaches share a great responsibility for a successful implementation of this programme. Our task is to make things easier on them with this Guidebook and to provide them with a wide spectrum of exercises, games, and working methods.

FOOTBALL TECHNIQUE STATIONS

- 1.1. DRIBBLING
- 1.2. RECEIVING AND PASSING THE BALL
- 1.3. KICKING – SHOTS
- 1.4. PRECISION AND PRECISION GAMES
- 1.5. DRIBBLING AND FEINTS
- 1.6. HEADERS
- 1.7. BEST FRIEND
- 1.8. DEFENDING THE GOAL
- 1.9. GOALKEEPER TECHNIQUE
- 1.10. FINISHING

1.1. DRIBBLING

Dribbling is the introductory element of the football technique training methodology, along with receiving and passing the rolling ball. It is very important that the proper body posture is explained to children: lowered body gravity centre, bent knees and hip joint, moving with the front part of the foot, head raised (in line with the spine), and central focus on the environment, not the ball. There are three different aspects of dribbling:

Training usually combines reception, passing, feints, and goal shots. You should insist on practicing these with both feet from the very beginning in order for the children to be able to develop their movement coordination. The working requirements should be based on pedagogical principles: from less difficult to more demanding, from simple to complex, from smaller to bigger and from familiar to unknown, but you should not be a slave to these principles because the game as a whole is very complex, unique, and unpredictable. Moreover, the game as a synthesis of all its possible forms should be in focus at all times, especially towards the end of each lesson/station.

WORKING METHODOLOGY

- Explanation
- Demonstration
- Simulation
- Dribbling – straight
- Dribbling – curved
- Dribbling– combined
- Relation to other technique elements

DRIBBLING - BASIC TYPES

INDIVIDUAL WORK WITHIN PAIRS AND GROUPS

- Dribbling with one foot to the cone and back (in three ways – with the inner and outer side of the foot, and with the instep of the foot).
- Dribbling to the cone with one foot, going back with the other, passing the ball and retreating.
- Dribbling with one foot, touching the ball at each step.
- Dribbling with one foot, touching it at every third and fifth step.
- Dribbling with various parts of the foot, stopping at the coach's sign, sitting down or kneeling on it and keep going.
- Dribbling, passing through the hoop the coach is holding up.
- Training ground with cones – dribbling the ball with different parts of the foot, passing the ball and retreating.
- Dribbling free-style in a group – straight and curved.
- Dribbling with one foot, with its inner and outer sides alternately.
- Repeat the task using the other foot.
- Make a combination of ball receptions, passes, and paired, grouped, or individual dribbling.

Dribbling, receiving, and passing the ball while moving and changing places

Players are divided into groups of four, standing at each corner of an imaginary rhombus. From their starting positions they practice the reception of the ball, passing, and dribbling in the following variants:

- Receiving the ball with the inner side of the left foot, dribbling it to the marker, passing it with the inner side of the right foot and moving forward to where you have passed the ball.
- Receiving the ball with the inner side of the left foot, dribbling the ball to the marker and passing it forward with the inner left. The player keeps moving towards the ball he has passed.

- Receiving the ball with the outer side of the left foot, dribbling it to the marker and passing it with the inner side. The player continues moving towards the spot to which he had passed the ball.
- Receiving the ball with the outer side of the right foot, dribbling it to the marker and passing it with the inner side of the right foot. The player continues moving towards the spot to which he had passed the ball.

Dribbling agility and speed

Players compete in pairs. At a given sign, the players lead the ball to the opposite side, overcoming the obstacles and trying to go through the small goal first.

- The winner scores one (1) point for his/her team.
- There can be 4-9 players in a team.
- When all the pairs have taken their turns, the points are summed up.
- You should change partners in the next race. You can repeat this game 3-6 times.

Rope game

- Dribbling free-style in limited space. Two players hold a rope at about 50 cm above ground and start chasing other players who are trying to save themselves by passing the ball and jumping over the rope. Those who get caught are out of the game. The last one remaining is the winner.
- The same game, except that the rope is held at about 1 metre above ground and players are trying to save themselves by passing the ball forward and bending down on time. Who gets caught in the rope is out, or has the option of holding the rope to relieve the other players.

Leader – a game of shadows

- Two players imitate the first one in the group.
- After a while, they exchange roles.

”Hustle”

- 3-4 players.
- Four teams are placed behind the lines of a square.
- Each player is given a ball.
- At the sign, they simultaneously lead the ball to the opposite side.
- The team that finishes first and stands still at the opposite side with the ball under their foot gets four (4) points; those who finish second get three (3) points, the third team gets two (2), and the fourth team to finish gets one (1) point. The points are added up after each race. The team with the best final score wins. The last team also receives applause for their effort and points.

Football vagabonds

The players dribble the ball in a circle with hoops all around. There is always one hoop less than there are players in the game. At a sign, the players lead the ball and try to win one of the hoops. The player who is left without a hoop is out of the game. The last person to win a hoop is the final winner.

Dribbling in pairs

The first two pairs are given two balls. At a sign, the pairs dribble the balls to a certain destination and back. While dribbling, they must not stand apart from each other. When they have reached the goal, they give the ball to the next couple and proceed to the back of the row.

Call-out

The players are divided into two columns in front of which a ball is placed. Each player in a column is given a number. When his/her number is called out, the player has to run to the ball, lead it zigzag-wise past the players from his/her column and straight back to its original position. The first to finish wins a point for his/her column. After that, other players are called out. The column that scored the most points is the winner.

Magical rectangle

All the players are divided into 4 groups of 2, 3, or 4. They stand with the balls in 4 hoops arranged in a rectangle shape (two longer and two shorter sides). The aim of this game is to dribble the ball and reach another hoop at a coach's sign or command. The coach can task the players with different things – to exchange positions from one short rectangle side to the other, to exchange positions from one long rectangle side to the other, or to exchange positions diagonally.

Mind your tail

Each player is given a ball and a marker to tuck in their shorts. They all need to preserve the ball and the marker (tail) by moving and dribbling the ball around the station. For each ball they win, they get three points and one point for each marker.

- Now we shall put out two goals and ask the players to try and score goals with another player's ball, while trying to keep their own tail and ball which they can pass into the goal after having scored with another player's ball and preserve it.

Dribbling the ball in a circle

The circle is made up of eight hoops on as large an area as can possibly be done at a station. Each player is given a ball and they are divided into two groups of eight (one group is working while the other is waiting for their turn) and tasked with the following:

- Dribbling in a circle using all known techniques,
- At the coach's sign, stop the ball and change the direction of movement,
- At your coach's sign, stop the ball with your sole and place it in front of yourself,
- Dribbling the ball in a slalom around the hoops using all known techniques,
- Dribbling the ball around each hoop in both directions using all known techniques,
- Dribbling the ball making eights with the closest hoop.

DRIBBLING – SPECIAL TYPES

Rolling

Rolling is mainly used as a preparation for dribbling and is done by “rolling” the ball with your soles to and fro, left or right. Special attention should be paid to the body posture in relation to the ball and possible mistakes.

- Leading the ball by rolling it with both feet alternately.
- Leading the ball backwards.
- Rolling the ball from one foot to the other zigzag-wise (alternately).
- Rolling the ball and jumping over (circumventing) the ball with the other foot and vice versa.
- Rolling the ball backwards and then leading it into a different direction with the same foot.
- Rolling after turning on the ball.
- Rolling the ball *in place* – in and out.
- Rolling the ball with the inner side of the foot, from the right foot to the left and vice versa.
- Rolling the ball with the inner side of the foot, forward and back.

- Rolling the ball with the outer side of the foot, forward and back.
- Retrieving the ball by rolling it to the other foot, stopping it with the foot's inner side, both *in place*, and moving.
- Rolling the ball forward, turning by 90° in a square.
- Rolling the ball, turning by 180°-360° in a given direction.

Mirror

- Players stand face to face. One of them performs a task, rolling the ball in different ways while the other tries to repeat his moves as a reflection in the mirror. You can do this exercise with your hands first so that the players get a general idea of what is intended by this game.

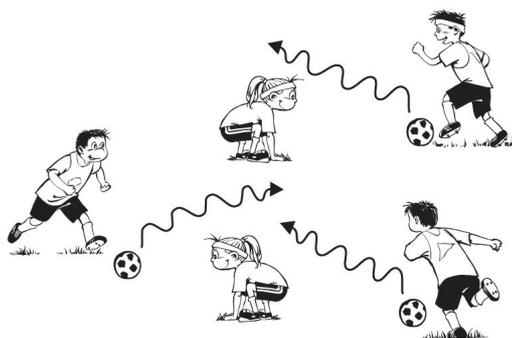
Follower

- One of the players is rolling the ball in different ways, while the other is standing behind him/her, trying to imitate the moves.

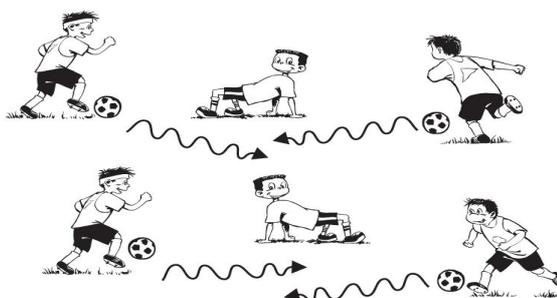
Playing in limited space

- Eight players lead the ball using various techniques without touching or bumping into each other. Should there be no contact after a minute has passed the playing area is narrowed down. Players that touch each other are out of the game. The last to remain is the winner.
- Similarly, this game can be played by kicking the ball out of the marked area. The last player who manages to preserve his ball is the winner.
- Be careful! (frog, crab or snake)
- The game is played in a limited area. Select one, two, or more players that will imitate the movements of those animals and try to intercept or win the ball from other players. Once they succeed, they should exchange roles with those who have lost the ball. The game can also be played until all the balls are caught, and the last player to lose his ball is the winner.

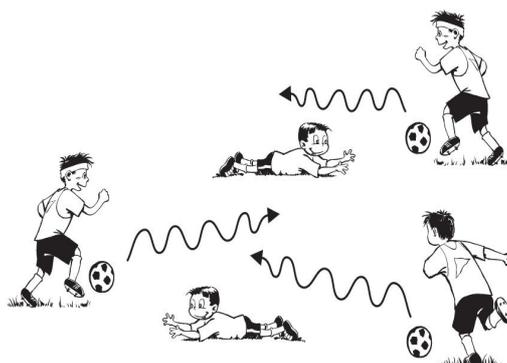
FROG – you should move around making two-foot jumps from a squatting position, your arms bent in elbows or in front of you



CRAB – propping on your hands and feet (your hips raised).



SNAKE - Lying on your stomach, your arms and legs spread



JUGGLING

Games and exercises

- Juggling; the ball can touch the ground once.
- Juggling; the ball should not touch the ground but remain in the air.
- Stepwise juggling.
- Juggling in pairs; the ball is passed with different parts of the body (foot, thigh, head, and shoulder).
- Passing the ball to a partner, *in place* or while moving (with your foot or head) using different kicks.
- Juggling the ball between players' feet *in place* or while moving.



JUGGLING COMPETITIONS

- 1:1 juggling competition
- Juggling the ball with the left foot (younger children can use their hands as well).
- Juggling the ball with the right foot.
- Juggling the ball with both feet, alternately or randomly.
- Juggling the ball with the head.
- Juggling the ball with the thigh.
- Random juggling with different parts of the body. This can be done randomly or “stepwise”.

Pair competitions

- Which pair can keep the ball in the air the longest passing it with their feet (they can juggle it once, twice, or three times before they pass it to their partner)?
- Which pair can keep the ball in the air the longest, receiving it with different parts of the body?
- Which pair can juggle the ball the longest by passing it with their heads?

Group competitions (4 or 8)

- The same variants of tasks described above can be applied to group competitions.
- Competing within a group; participants who make a mistake are out of the game; the last to remain is the winner.
- Juggling the ball with only one foot, then with the other, and finally with both feet alternately.
- Juggling the ball and counting. The ball must not be dropped. The winner is the one who juggles the longest.
- Juggling the ball in pairs. At first, juggle in place, then while moving, with your feet or some other part of the body.
- Juggling the ball individually (with feet, knees, shoulders, and head). The last to keep the ball in the air is the winner.
- Juggling in groups until the ball is dropped (form a circle).
- Juggling the ball in pairs while moving forward – backward, or sideways.
- Receiving the ball from your partner with your chest and juggling.
- Imitating the juggling style of famous players.

Knocking down cones

Players move in a designated area with many cones. Each player is given a ball. They dribble the ball and then try to knock down a cone kicking the ball from a distance of 3-5 metres. The player who knocks a cone down has to pick it up.

Shots on goal

A coach has to bear in mind that children of this age should avoid longer and stronger shots with the inner side of the foot in order to prevent groin pain or leg injuries common with unprepared and insufficiently developed muscle structure.

- Shooting from a short distance while the ball is in place (you can organise a group competition - who will get to score more).
- Shooting while leading the ball or shooting across the training area.
- Shooting after passing the ball to the coach.
- Shooting after a double-pass with the coach.

3:3 - 7:7 game in a limited area; four small goals

This game usually focuses on placed shots, both while passing and attempting a shot on goal. The goal is valid even after the ball is received behind the goal line of the other teammate, or the player who attempted the shot/placed the ball through the cones.

Option: players are only allowed to place the ball.

Dribbling in a marked area / among cones

Several cones are placed around a marked area. Every time players get past a cone, they:

- Dribble the ball around the cone
- Change the foot with which to lead the ball further
- Change the style of leading (outer side of the foot/inner side of the foot) – rolling, i.e. with the sole.



Each player is given a ball

- Four quadrangles are formed and each is given a number (1-2-3-4).
- The players start dribbling their balls inside one of the quadrangles.
- When the coach calls out one of the numbers, all players should dribble the ball to that particular quadrangle.

Group exercises

- The players are lined up in two columns facing each other.
- Players from the first column dribble the ball to the players from the other column and hand it over.

The same game can be played as a relay. You can also put some cones between the columns (for slalom dribbling).



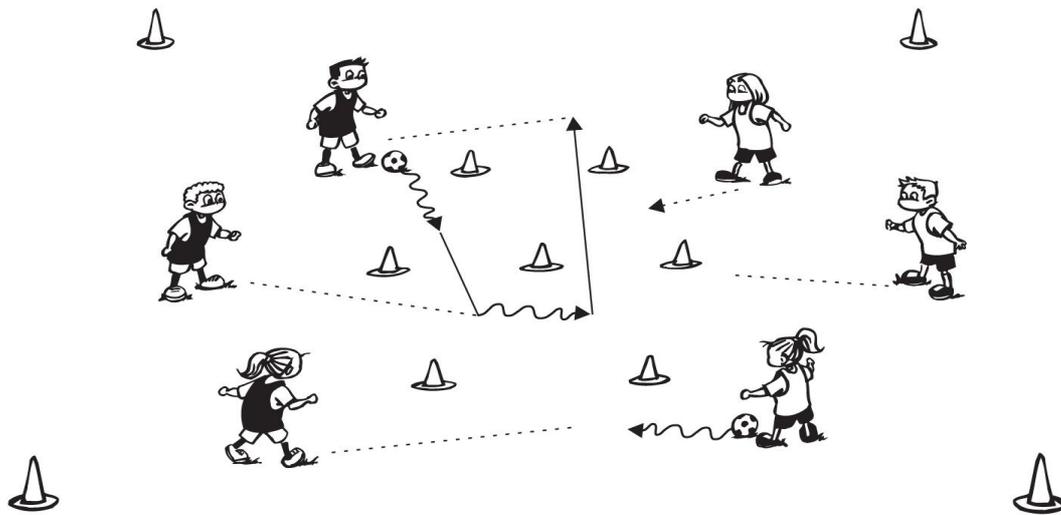
A 4:4 (8:8) game

Two teams have to dribble the ball across the opponent's line (three points). For each successful dribbling a team can score one point.

Dribbling the ball through small goals

Players are randomly scattered around the station in which seven or eight small goals are placed. The players attempt to dribble their ball through every goal as fast as possible and as they do, they have to say the number of the goal they passed (1, 2, 3...). The first player to get through all the goals is the winner.

Option: The task is the same, but the player should make goal shots and go around the goal, get to the ball, and move on to the next goal.



A game

The area has been marked, possibly with a circle in the middle. Players are divided into pairs (each pair gets a number) and they are all given a ball. Put 4 or 5 markers (cones) at a suitable distance (not too far away from the field). The coach calls out, e.g., “red 2” and pair no. 2 has to dribble the ball to the red marker as fast as possible. Who gets there first?

DRIBBLING – GAMES

- Two teams lined up in two columns with players lined up one behind the other compete. In front of each column there is a player with a ball, five metres away and facing the column. He/she throws the ball to the first player in the column who stops the ball and proceeds to lead it around the player who had thrown him/her the ball and goes back. As soon as he/she gets to the starting point, he/she has to pass the ball to the player who started the game and stand at the back of the column. Passes are repeated until all the players have done their run. The first team to finish the game is the winner.
- Two groups compete in this game. Groups are further divided into pairs holding hands. The first pair is given two balls – one for each player. A stand is placed at a distance of 10-15 metres. At the coach's sign, a pair from each group leads their balls to the stand and back to the next pair in line that takes the ball and continues the lead. Pairs must not separate from one another and if one of the players loses his/her ball, they both have to go and get it, still holding hands. The team that finishes first wins the game.

Dribbling with obstacles

If there is enough room, you should set up two tracks with obstacles (and in that case, the groups can compete against each other). The track can be composed of different obstacles depending on what we want to achieve. On this occasion, we present an example of what a coach, depending on the training ground and equipment can combine to create more or less complex tasks (which also depends on his/her players' agility). A player is given a ball which he/she has to lead, dribbling it among three cones. He/she then makes a circle around a stand, walks with the ball under a pommel horse, kicks the ball against a wall, and when it bounces back, he/she continues to lead the ball kicking it over a bench to another player.

Dribbling the ball in a circle

Players form two circles. Each player is one metre away from the other. At the coach's sign, the first player leads the ball around his/her teammates and eventually passes it to the second player in the circle who then proceeds with the same task.

Dribbling a med ball

Players form a column standing one behind the other. There is a small med ball in front of each group. There is a post ten metres away from the column. The task is to lead the ball to the post and back. The rules related to previous games also apply for this one.

Dribbling

Organisation:

- In a marked area, make goals using sticks or cones (as in the picture).
- Each player is given a ball.

Procedure:

- Each player leads his/her ball through the goals.
- Players can't go through the same goal twice in a row.

Competition:

- Who will be the first to lead the ball through the goals twenty times?
- Who will be the best-scoring player in two minutes?

Options:

- Players should lead the ball only with their weaker foot.
- Two players who don't have a ball try to prevent the player to go through the goals, kicking the ball outside the field.
- At first, two players do not have a ball. Their first task is to take a ball away from players who lead balls, and then to go through some of the goals. The players who lost their balls have to steal a ball from other players to continue the game.
- The ball is not being led through the goal but passed. Thereby, the player must not run through the goal to get it, he/she must go around the goal instead.
- At the coach's signal, players stop their ball and look for another players' ball to continue the task.



Catch the mouse

Organisation:

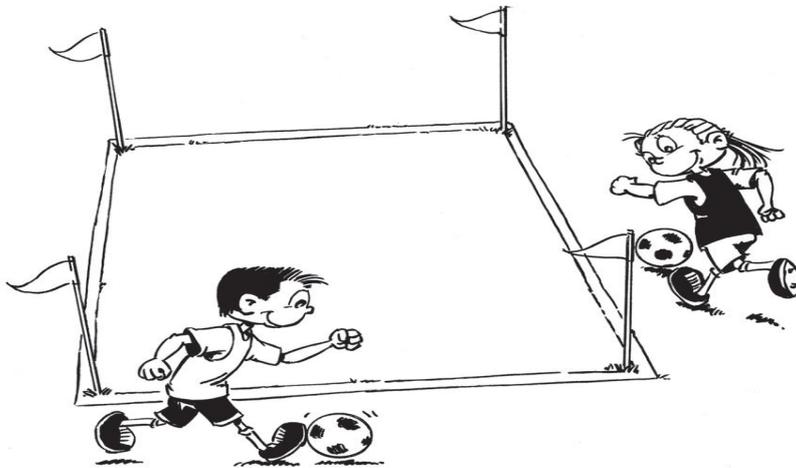
- A 1 or 2 metre wide quadrangle is marked.
- Two players are each given a ball to play with.

Task:

- One player (as a cat) tries to catch the other (mouse).
- Both players have to run and dribble the ball without entering the quadrangle or running across it.
- If the cat catches the mouse, they have to exchange roles.

Important:

- You have to make a break.
- Adjust the size of the quadrangles to the players.



Dribbling the ball through three fields

Organisation:

- There are three marked fields (each 10 m² big).
- Flags are posted 10-15 metres away from the fields.
- Players form three teams.
- Players in each team are given their respective numbers.
- Each player is given a ball.

Procedure:

- Each team leads the balls randomly in their respective fields.
- At the coach's sign ("exchange"), the teams in the two outer fields exchange places, while the team in the middle keeps on leading their balls in the same field.
- At the coach's sign ("move on"), all the three teams move fields clockwise.
- At the coach's sign ("flags") all teams lead their balls around their flags and return back to the field.
- At the coach's sign ("one", "two", etc.) players whose number has been called out have to lead their ball around the flags.

Option:

- There is only one ball in each field. Player 1 passes it to player 2; player 2 passes it to player 3, etc. when the coach calls out a number, the player with that number has to run to the flag; while running, he is being passed the ball. He has to lead it around the flag and back to the field.

Traffic policeman

Organisation:

- Form four teams.
- Each player is given a ball.
- At first, each team stands in one of the corners of the field.
- The coach – “the traffic policeman” is in the centre.

Procedure:

- When the “traffic policeman” points at a team, all its players have to lead their balls across the field to the opposite corner.
- The first team to arrive to the opposite corner scores 1 point.

Options:

- Players are allowed to lead the ball only with the weaker foot.
- Players are allowed to use one leading-style only (e.g. alternating feet, lead the ball with the soles, etc.)
- When exchanging corners, all the players have to lead the ball around the “traffic policeman”.
- If the “traffic policeman” shouts “circular traffic”, all teams lead their balls clockwise, passing through each corner and going back to their own. The first team to reach its corner wins a point.
- If the “traffic policeman” shouts “traffic chaos”, all teams lead their balls to the opposite corner. The first to reach the opposite corner scores a point.



Collecting balls

Organisation:

- There are four marked zones (5x5 metres) in the corners of a field sized 15x15 metres.
- There are four teams with up to five players. Each group occupies one zone in the corner.
- There are at least 10-15 balls in the centre of the field.
- At first, all players are behind the outer lines of their zones.

Procedure:

- At the coach's signal, one of the players from each group starts running towards the balls in the centre, picks a ball and leads it to his/her zone.
- Once the ball is in the zone, another player undertakes the same task.
- If there are no balls in the centre, players are allowed to "steal" balls from other zones and lead them to their own zone.
- There can only be one player from each group in the field; the other player can start only when the first one touches him with his hand.
- A zone must not be defended, and opponents must not be prevented from stealing balls and leading them to their own zones!

Competing:

- Which team has collected the most balls after 4 minutes?

Option:

- You can allow two players from the same team to be in the field.

Changing fields

Organisation:

- The field should be divided as shown in the picture.
- There are four teams with the same number of players.
- Each zone in the corners hosts one of the teams.
- Each player is given a ball.

Procedure:

- At the coach's signal – "clockwise" or "counter-clockwise", players have to change fields. The coach has to explain in advance what both of these terms mean.
- The team whose players reach the next field with the balls score one point.
- Which team has won the most points after a certain period of time?

Options:

- In order for the players to understand this exercise better, they can at first work without balls.
- You can also signal a "diagonal" move. Then, the teams must change the fields diagonally. They have to be careful not to bump into each other.

Leading the ball through the central zone

Organisation:

- Divide the field into three zones as indicated in the picture. There are two "crocodiles" in the 10-metre wide central zone ("river"). The side zones are "shore" zones. All the other players start leading their balls from the "shore" zones.

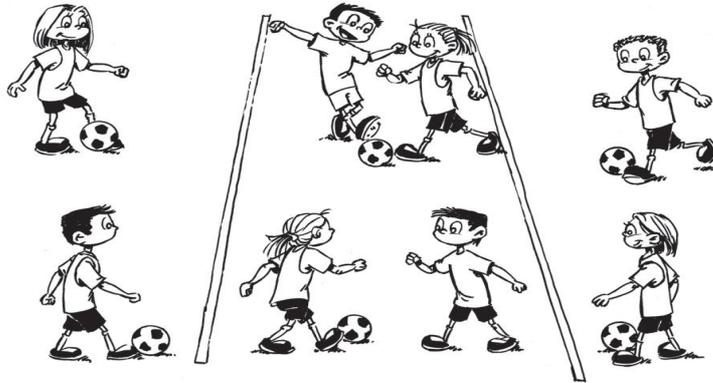
Procedure:

- Players have to lead the ball across the "river" from one shore to the other.
- Both "crocodiles" try to prevent their crossing and to take the ball from the players.

- Who has managed to get across the river the most times in two minutes?

Options:

- There can be three or more “crocodile” players in the “river”.
- If a crocodile manages to steal the ball he/she can exchange roles with the player who has lost the ball.



1.2. RECEIVING AND PASSING THE BALL

For children of this particular age receiving the ball represents a difficult technical detail. This is due to the fact that some children are still unable to assess the ball's speed. You should always start their training with practicing how to receive a rolling ball. Receiving the ball is always based on amortisation and drop-kick principles. Receiving the ball depends on the ball's trajectory:

- Receiving a rolling ball (with the inner and outer sides of the foot or with the sole)
- Receiving bouncing balls (with the sole, inner or outer side of the foot, with the thigh or stomach)
- Receiving semi-high balls (with a horizontal or slightly parabolic trajectory) (with the inner and outer sides of the foot, the thigh or the instep)
- Receiving high balls (with the chest, head, thigh and different parts of the foot, combined with receiving the ball on the ground)

Passes (kicks with the inner side of the foot) are elaborated in the basic kick techniques section and therefore there is no need to elaborate them at this point and in relation to receiving the ball.

METHODOLOGY

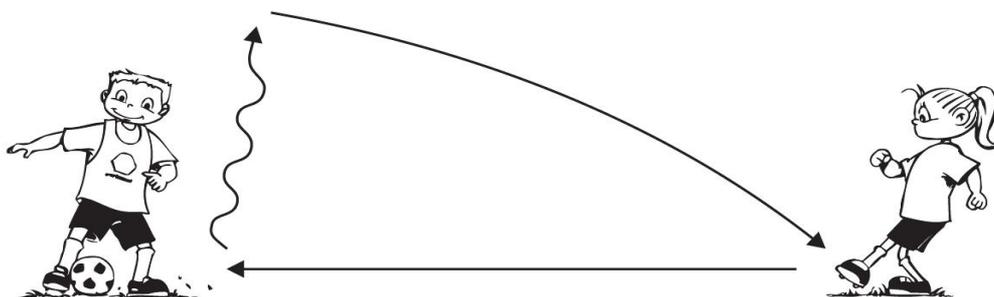
- Explanation (description, application and importance of a particular element)
- Demonstration
- Simulation (practicing the movement without the ball)
- Working individually (dropping and receiving the ball in place)
- Working in pairs (one player makes the pass and the other receives the ball in place)
- One player passes the ball and the other receives it in movement
- Linking receiving with leading, passing and kicking

Show what receiving the ball on the ground looks like. The player who receives the ball has to pass it on right away to make the receiving as natural as possible.

RECEIVING ROLLING BALLS

Players are lined up in two columns facing each other at about 10 metres distance. They are running in place, receiving and passing the ball as follows:

- Moving towards the ball, positioning the foot at the ball and rolling it backwards (amortisation)
- One player receives the ball that his/her partner had passed/thrown in place.
- Stopping the rolling ball with the inner side of the foot and passing it with the same foot to the partner.
- Receive the rolling ball with the inner side of the foot, shift it to the other foot, and pass it to your partner. Receive the ball with one and pass it with the other foot.
- Receive the ball with the outer side of the foot and pass it with the inner side of the same foot.
- Receive the ball with the inner and outer sides of the foot, move the ball by 90° to both sides, and pass it to your partner.



I call out – Give me the ball

Players are in a limited field with only one ball. Each player is given a number. The ball is being passed from player 1 to 6 and back from player 6 to player 1. The next player in line to receive the ball has to call out his/her number. The ball can be passed straight away, after being received and lead, or after being touched three times with different parts of the foot, the entire heel, or its inner or outer side.

- Another variant of the same exercise would be to introduce two balls and tell the players with odd numbers (1-3-5) to cooperate with each other (receiving, leading, passing). The same applies to players with even numbers (2-4-6).
- Similarly, you can have three balls and do the same exercise in pairs – 1-2, 3-4, 5-6.



Pass the ball through the coach's legs

- The coach stands in a quadrangle sized 10x10 metres. He/she changes his/her position and spreads his/her legs from time to time.
- The players follow his moves and use the opportunity to pass the ball through the coach's legs.
- Who will be the first to succeed five times?



Playing on a marked field with several cone-goals.

You should work in pairs and score points by leading the ball across the goal line or by receiving the ball on the other side of the cone-goals. The focus is on receiving the ball, leading the ball to the side, various forms of leading, passing, and placing the ball.

A 3:3, 4:4 - 7:7 game, with or without goalkeepers

- This is a free game, but remember!!! **RECEIVE THE BALL** as many times as possible with various parts of your foot, lead the ball and cooperate – pass the ball without interception, with semi-active, or active interception. Use one or two balls (each team plays with its own ball, and attacks only one goal).

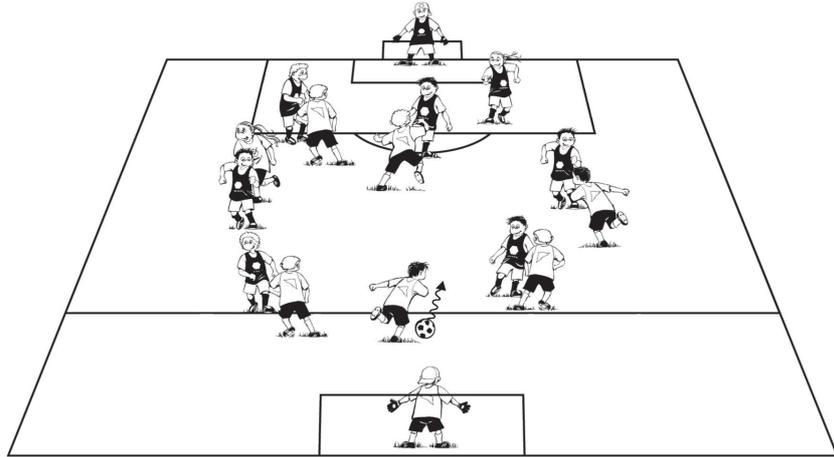
Playing on two goals (7+1:7+1)

- The game is played with ground passes exclusively. The coach instructs the teams how to receive, pass, lead, shoot on goal, and place the ball.
- The rival team, while defending their goal, plays a passive, semi-active, or active game.
- Allow the ball to be touched only twice (receive and pass).
- Goals are scored only by placing the ball with different parts of the foot on the ground after receiving.

Game

Set up 4 or 5 small goals. Players work in pairs and pass the ball to one another. They can score a point when they pass the ball through the goal but the ball has to be received in the right way.

The pairs cannot score if they constantly shoot at one and the same goal. They have to move and change goals. Passing the ball to a teammate through the goal, who is running into the free space, opens up the spatial dimension of the game, enhancing the dynamics of receiving and passing the ball in movement.



Exercises in flexible groups

Players are divided into groups of four – 2:2 at a distance of 10 metres. They practice ball reception, passing and dribbling as follows:

- Receiving and passing the ball to the other column and running to the back of your own column.
- Receiving and passing the ball. After passing, players have to go to the back of the opposite column.
- Having received the ball, players lead it with the instep to the opposite column, stop it with the sole in front of the player who runs at it and makes a long parabolic pass towards the opposite column.

Long passes

The coach gives instructions in current circumstances related to ball reception, leading and passing.

- Receiving the ball in the air (with the thigh, chest, or head) as would be done in a real game. A plastic ball can be used for practicing receiving the ball with the chest or head. The ball is at first thrown gently so as to create a moderate arc and then kicked from the hands with the instep from a greater distance.

RECEIVING A BOUNCING BALL

Receiving the ball based on the trapping principle (drop-kick) so that the player touches the bouncing ball with the shin or foot, directing it to the ground, and pointing it to the right direction.

INDIVIDUAL EXERCISES

A player drops the ball him/herself and receives it with

- The palm of his/her hand as if with a foot
- The inner side of the foot
- The outer side of the instep
- The foot sole
- The shin and stomach
- Any part of the body he/she chooses
- A ball thrown or kicked in the air, closer or further away, can be received in various ways
- After juggling, receive the ball randomly, changing its direction.



PAIR EXERCISES

A player kicks or throws the ball to his/her partner who:

- Receives it with the inner side of the foot (both feet)
- Receives it with the outer side of the instep (both feet)
- Receives it with the sole
- Receives it at random choice, changing its pace and direction (pronounced acceleration after reception)
- Receives it with the sole pointing it in the same direction;
- Receives it with the inner or outer side of the foot turning by 90 or 180 degrees;
- Feinting to the side, receiving the ball with a drop kick before the ball reaches the ground and leading it to the opposite direction accelerating its pace;
- Working in pairs, one player throws the ball and the other receives it with passive interception;
- A player throws and receives the ball, while the player behind him/her is trying to obstruct him;
- A player throws the ball, attacks, and tackles, while the other player receives, leads, blocks, and guards the ball.



RECEIVING SEMI-HIGH BALLS

Receiving the afore-mentioned balls based on the principle of amortisation is always linked to, i.e. combined with receiving the ball on the ground (drop-kick). We can receive these balls in various ways:

- This is usually done with the inner or the outer side of the foot, the thigh and instep, chest and head. The most important thing is to assess the ball's speed, position oneself vertically in relation to the ball, stretch the part of the body with which we receive the ball and lift it back at the point of contact and slow down the ball, stopping its trajectory in front of ourselves. This gives us an opportunity to play on, start leading the ball, pass it, or shoot on goal. After imitating those movements, we should instantly try to work in pairs. At first, partners will throw the ball, but some time later, they should try the volley kick with a stretched instep.

Options

- Standing in place and taking turns, one of the players throws the ball in while the other receives it.
- Moving forward and back, first assist your partner by throwing him/her the ball and then by shooting.
- Receiving the ball in place and turning by 90 or 180 degrees.
- Assisting with a ground kick from a moderate or longer distance.
- Working in groups of three or four, in place or while moving, receiving, leading and passing the ball with a lob kick.
- Linking receiving, dribbling, and passing with shooting (finishing).

RECEIVING HIGH BALLS

When receiving a high ball, the first thing we have to do is to steady the ball, moving towards it and flexibly optimising the striking surface. We can do this with the chest, head, thigh, and different parts of the foot. Using soft balls at the beginning not only makes the reception a lot easier but it also helps beginners overcome their fear of contact with the ball. Practicing the ball reception technique itself should not be constrained to time and success.

Methodologically, a coach should at this stage first encourage children to practice receiving the ball in place and then while moving, as well as combined with other techniques – leading, passing, dribbling, and shooting.

When it comes to beginners, special attention is paid to softly stopping and lowering the incoming ball in order to bring it under control while moving, and to lead it with the inner or outer side of the foot. The first contact is thus the most important one. If we can control the ball, then there is no difficulty in finding the possible and ideal solutions, i.e. positive outcomes of an action or combination/cooperation, which is the most important element of an attack in a football game.

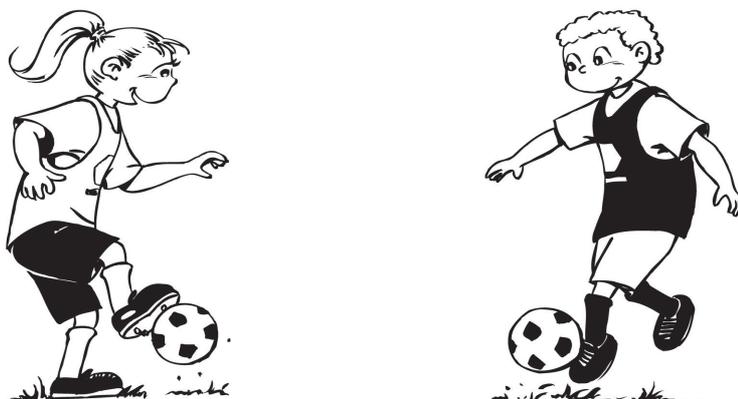


Working individually

- A player tosses the ball to him/herself and receives it in place (with his head, chest, thigh, and instep).
- Do the same exercise again but this time with slow movement.
- Juggling the ball first, the player tosses it to him/herself and receives it in place, while moving or jumping.

Working in pairs

- Toss the ball to your partner. He/she receives it with the chest or head directing it to the ground and proceeds to dribble the ball for a few metres.
- Toss the ball to your partner. He/she receives it with the chest or head and returns the ball with a header.
- Toss the ball to your partner. He/she receives it with the chest or head and returns it with the inner side of the foot or the instep.
- Kick the ball to your partner so that he/she receives it with the chest or head, dribbles, and shoots.
- Kick the ball to your partner. He/she receives it with the chest or head and proceeds with a volley kick.



There are many ways in which you can combine the reception of the ball with the chest and head with other elements and techniques. Coaches will have no difficulty whatsoever in developing a number of interesting tasks that will largely focus on receiving high balls.

Receive the ball from your partner

The partner shoots and serves long parabolic and sharp semi-high passes while the other player receives them either in the air or with a drop-kick on the ground as fast as possible and passes it back to the first player. Both players move around the field passing the ball to each other in various ways and with various parts of the foot changing the ball's direction, pace and rhythm.

Random and planned passes

This game allows 4-16 players to participate. Each player is given a number. They move around the station and pass the ball from the first to the last player who then passes it back to the first player and the game goes on. Players are allowed to pass the ball with the hand, foot, or head.

Options

- Players can pass the ball counting the players backwards.
- The coach can call out the number of the player who should receive the ball. The player in question should either raise his/her hand or give a sign of some sort to the passer.

Player A passes the ball towards the goal to player B who finishes off with a shot on goal

Player B receives and dribbles the ball, turns towards the goal and shoots (running towards the goal) and stays at the goal, while player C moves away from the goal and stands at the back of the column. Player A, who passed the ball, proceeds to place B. This time, player B receives the ball, turns, and proceeds to shoot on goal.

Lark

Lark is a popular football game that can be played and organised in a number of different ways. This game is very useful for working with younger children because it helps us improve the receiving and passing abilities in a particular situation. We would like to emphasise that coaches set the conditions which children are able to fulfil successfully and which are in line with their technical and tactical abilities. First of all, this relates to the allowed number of contacts with the ball, the number of players in the centre of a circle whose task is to touch or steal the ball from the players from the circle, as well as to the size of the circle. Attention should be paid to the technical and tactical aspects of the game.

Options

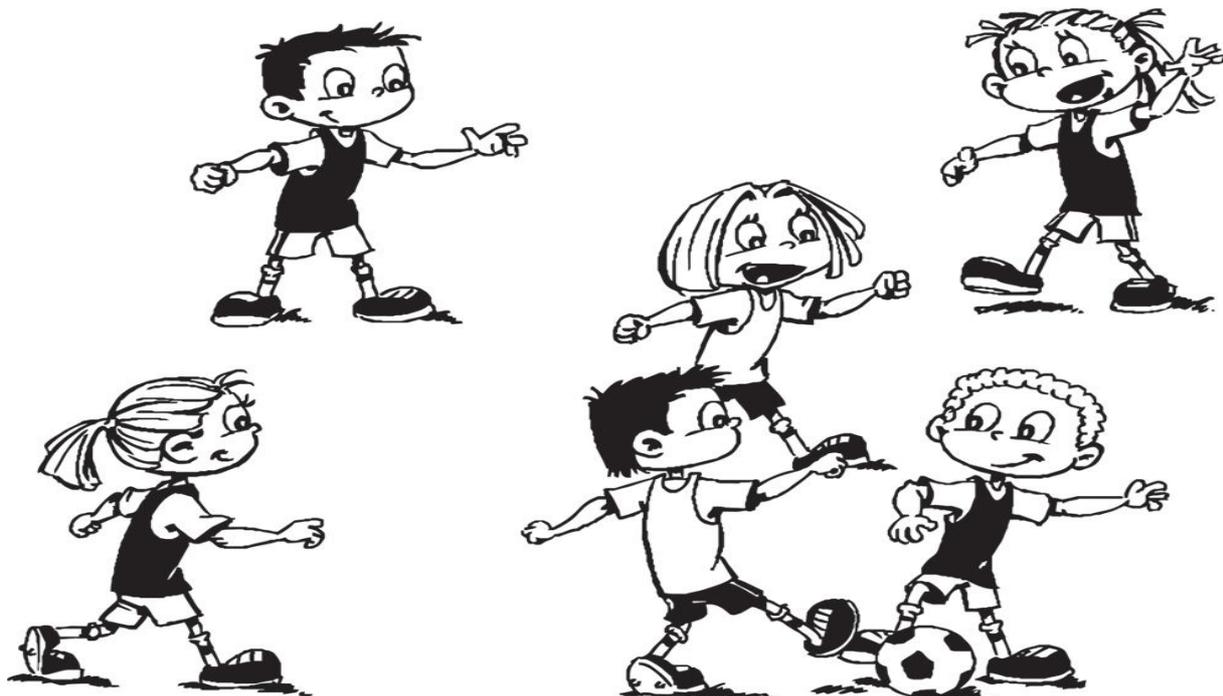
- A 3:1; 4:1; 5:1; 4:2; 5:2; 6:2 game whereby one, two or more contacts with the ball are allowed;
- A 6:3; 9:3; game in three or four colours where players are divided into groups of three. Having made a mistake in passing, the team in the middle must be changed completely.

Naturally, there are far more difficult variants of this game in which the number of players in the centre is increased and the number of allowed contacts reduced. However, that is of little interest to us since it is too difficult and too complex for children of this age. Similarly, the aforementioned variants should be organised at a station to provide as much space as possible, allowing at least two or three contacts for the youngsters. The older group can try a single-contact variant.

PASSING GAMES

- All players are divided into two groups. Each group forms a semi-circle. There is a player with a ball in the centre of each semi-circle. At an agreed signal, the player makes a ground pass to the first player in the semi-circle with the inner side of the right foot. The player returns the ball in the same fashion. The ball is then passed to the second player and then to the third, fourth, etc. The first group to finish the game wins. In case of a mistake, the player who made the mistake has to continue the game.

- Two teams play. Each team is divided into two columns facing each other at a distance of 2-5 metres. Each group is given a ball. At the coach's signal, the first player in the first column passes the ball to the first player in the second column. That player then passes the ball to the second player in the first column and so the ball is passed on in a zigzag manner to the last player in the column and goes back to the player who started the game.
- Two teams play. Each team forms a column in which players stand behind each other with their legs spread apart. At about two metres distance from the column, there is a line behind which is a player with a ball. He/she kicks the ball trying to pass it through the legs of the players in the column. The last player in the column takes the ball, picks it up and runs forward and repeats the activity. Players who finish passing the ball go back to the end of the column.
- Players are divided into two columns. There are several cones in front of each column, each about half a metre away from the other. There is a player behind the cones whose task is to catch the ball and put the cones back to their place in case they are knocked down. At coach's signal, the first player passes the ball past the cones to his/her player but has to be careful not to knock down the cones because the second player cannot continue the game until they are put back the way they were. The player behind the cones takes the ball and throws it to the next player who places it at the designated starting point and continues the game.
- Rugby passes – only backward. Teams of four compete. At the coach's signal, the four players pass the ball among themselves. The ball is dribbled and that is the only way the team can move forward. The aim is not to make a mistake, whereas points are gained by counting the successful passes in a given period of time. The system of elimination can also be applied here – the group that makes a mistake is out of the game.
- Rugby passes – forward. The same principles apply as in the previous game



Passing the ball through the goal

Organisation:

- Make a small hurdle with sticks (crossbar not necessary).
- Five metres away from the hurdle (on both sides) there are two columns of players (the same number).
- There are several balls to work with and several cones are placed on both sides of the hurdle.

Procedure:

- Players pass the ball through the hurdle.

- After that, the player runs slalom among the cones and goes to the back of the opposite column.
- Each player counts his/her successful passes. Which of them has made the most passes in a given period of time?

Option:

- Organize a relay competition.

Torpedo

Procedure:

Players with markers are divided in pairs and arranged to stand in lines facing each other. Between them, also facing each other, there are two players without markers.

Task:

- One of the players without a marker plays a pass towards his teammate (“Torpedo”).
- Players with markers attempt to hit the ball of the blue players with their own ball.
- Should one of them succeed, the pair wins a point.
- Should the other pair succeed to pass the ball from one to the other without the other pair hitting the ball, they get a point.

1.3. KICKING – SHOTS

This topic is being dealt with at two stations:

- BASIC KICKS
- SPECIFIC KICKS

BASIC KICKS

- Kicking with the inner side of the foot
- Kicking with the instep
- Kicking with the inner side of the instep
- Kicking with the outer side of the instep
- Kicking with the front of the foot (the tip of the foot)
- Kicking with the heel

With modules related to different forms of kicking, it is necessary to focus on the kick with the inner side of the foot and shooting with an outstretched instep. If you have a group whose members, according to their age and abilities, belong to an older age group, you may as well try practicing the kick with a partly outstretched foot (the inner side of the instep), the outer side of the foot, or with the front of the foot (tip).

Observe the methodology:

- Explanation, role, and importance.
 - Demonstration.
 - Imitation.
-
- Working in place (pairs passing the ball to each other from a short distance).
 - Working in place – the ball moving (working in pairs, tossing a rolling ball and kicking alternately).

- Working while moving – both the players and the ball are on the move (increase the strength of the kick).

KICKING WITH THE INNER SIDE OF THE FOOT – PLACING



Individual or pair exercises

Body posture: the standing foot is 10-20 cm away from the ball, leg slightly bent at the knee. The striking leg is turned by 90° in relation to the standing leg and is moving parallel with the surface. At the moment of striking, your arms and trunk turn in the opposite direction to that of the striking leg. Depending on the strength of the kick and the distance the ball is expected to reach, the trunk is slightly bent forward, held straight, or bent backward.

Pass the ball to each other while

- Standing in place.
- Moving constantly but still facing each other, approaching (the ball) and moving away (from the ball).
- Moving in a limited area, e.g. in the penalty area.
- The ball is received and passed with different parts of the foot.
- If possible, pass the ball straight away at approaching and move away.

Hit or knock down your partner's marker or cone

Short distance. Players stand beside their markers/cones.



- How many times can you hit/knock down a cone in x minutes (various kicks)?
- How many times can you hit/knock down a cone in x minutes with your “weaker” foot?

- Players work in pairs at 10-15 metres away from each other. Between them, there is a marker goal about 2 metres wide. Passing the ball through the goal counts as one point. The player who passes the ball through the goal the most times wins the game.

Knock down the cones

Players move in a limited area with several cones on it. Each player is given a ball. They dribble the ball and attempt to knock down a cone by placing the ball from 3-5 metres distance. The player who knocks down a cone has to lift it.

A 4:4 - 8:8 game in a limited area

A team scores a goal by knocking down a cone with a placed shot. You can make small goals or quadrangles of cones. One of the teammates has to receive the ball behind the goal.

Shots on goal

It is not very frequent that placed shots are used as strong shots on goal. Look up the “Games” or “Shooting with a stretched foot” section and see how you can modify the placed shot in the final phase.

Coaches should bear in mind that children of this age should avoid longer and stronger shots in order to prevent groin pain or leg injuries common with unprepared and insufficiently developed muscle structure.

- Shooting when the ball is at rest, from a shorter distance (you can also organise group competitions – which group will score more goals).
- Shooting after dribbling or shooting across the training ground.
- Shooting after passing the ball to the coach.
- Shooting after a double pass with the coach.

Dribbles and shots on goal

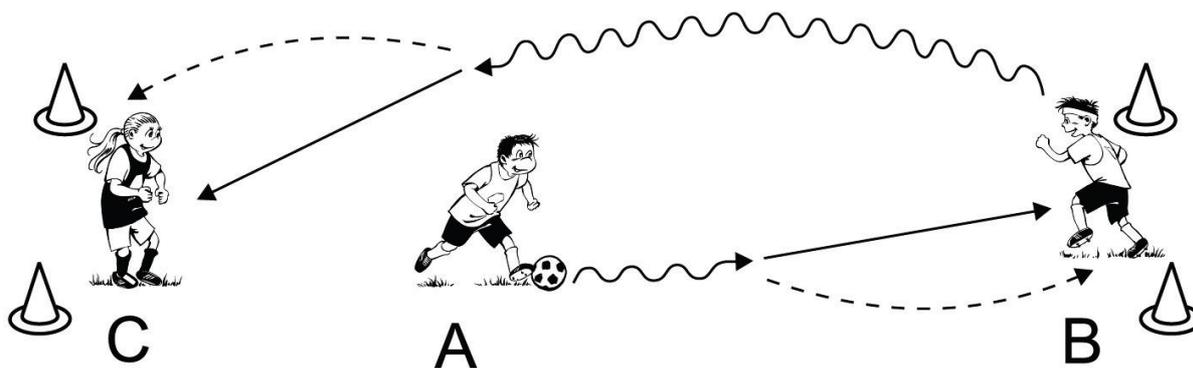
Players dribble towards the goal and shoot (using different dribbling styles).

- They go past 3 or 4 cones before they shoot (changing direction, ball control, and shot).
- The partner is a passive defender. He/she “OBSERVES” the feints and does not obstruct or steal the ball.
- The coach passively obstructs the dribbling and the shot on goal.
- Pass the ball to one side of the cone, run to the other side, and go around the cone.
- The partner lets the ball pass through his/her legs, turns around, runs after the ball, and shoots on goal.
- Think of other fun and interesting options.
- It is really important to introduce the concept of competition to the participants and pronounce the winners.

3 players together

Two players are goalkeepers, while the third dribbles the ball and shoots.

- A dribbles and shoots the ball to B
- B gets his/her ball, dribbles and shoots to C
- C takes the ball, dribbles, and shoots to A, etc.
- The goalkeeper A kicks the ball from his hands with the entire instep to player C.



- Player C dribbles the ball he/she received towards player B and then shoots on goal.
- Players take turns: A moves to place B; B moves to place C, whereas player C, who received the ball, dribbled, and shot on goal, proceeds to where player A had been standing.

Game

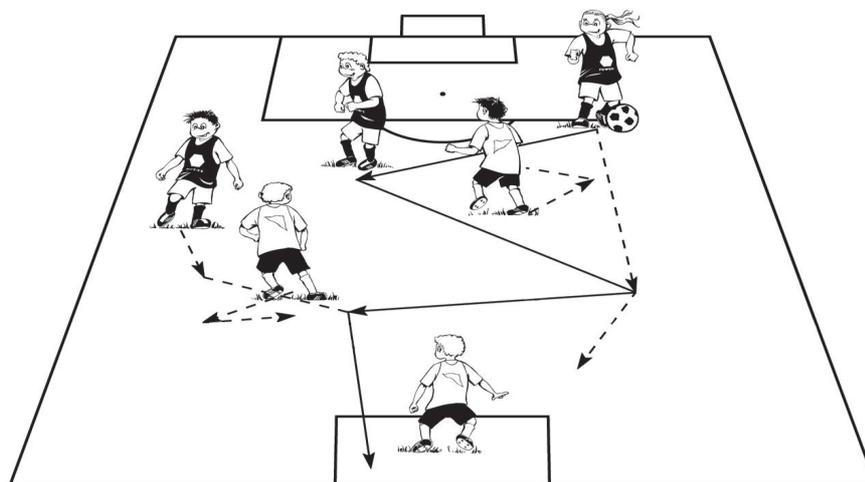
- Play 2:2 or 3:3 in a limited area (free or supervised), with wider or narrower goals. A player is always at the goal, which helps the attackers to cooperate more easily (2:1 and 3:2).

Playing pool

There are two teams (4:4) facing each other and both are at the same distance from a med ball in the centre of the field. Each player is given a ball.

Objective: Hit the med ball as many times as you can in a given time.

It is allowed to use the balls of the opposing team that end up on the opposite side.



Dribbling and placing the ball in a limited area

You should hit other balls with your own.

Who can hit the most balls in two minutes?

Cooperate around the cone quadrangles

You can shoot along one of the field lines.

You can play straight away or receive the ball in different ways first, with or without feinting.

Players stand outside the corners of cone quadrangles.

The ball should go around the quadrangle.

- Receive the ball before you pass it.
- Play the ball straight away.

Play the ball from both sides of the cones.

Play the ball around the quadrangle in both directions.

Pass the ball with the foot which is closer to it (do not twist the ball).

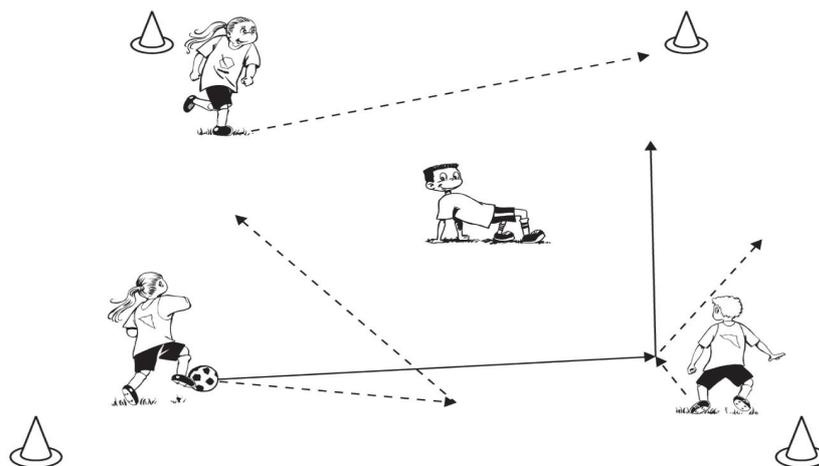
If possible, play where the lines can be made use of.

Receive the ball with different parts of the foot, go around the cone, and pass.

3:1 on 4 cones

The player who is in possession of the ball has to have two possibilities for passing.

Remember! You must not keep the ball in the centre for too long; change the player in the middle or else he/she is out of the circle when he/she gets hold of the ball and the player who made the mistake takes his/her place. Options: frog, crab, or snake positions.



3:3 – 7:7 in limited space; 4 small goals

The game is usually played with a focus on placed shots, when it comes both to passing and shots on goal. The goal is valid even when the ball is received behind another teammate's goal, or when the player who shot – placed the ball through the cones.

Option: players are only allowed to take placed shots.

KICKING WITH THE FULL INSTEP

In a modern football game, an instep kick is often used for moderate and long passes, shots at the opponent's goal as well as for clearing the situation at one's own goal. In a biomechanical sense, it is important to note that the standing foot is 10-20 centimetres away from the ball and that, at the moment of striking, the player is on the toes to allow enough room for the striking foot; otherwise the trunk would bend too much to the side from the ball. The striking foot is stretched and strained (vertical to the ground), while the head is aligned with the spine. At the moment of

striking, the player looks at the ball and swings his/her opposite arm, turning the shoulder and trunk in the opposite direction in relation to the striking foot.

Individual

Kick the ball high in the air. Receive the ball in different ways. Keep moving.

In pairs

Kick the ball with the foot towards each other from a fair distance.

Remember to move forward and back.

Kick the ball high in the air. Receive the ball in different ways. Keep moving.

- In pairs, either toss or pass the ball from a shorter or longer distance; combine with receiving, dribbling, and passing/shooting in different ways.

Shots on goal

Shooting at a cone goal

2 players, each at his/her goal. There is a 10/20-metre distance between the goals.

Try to score a goal. Possibly on time!

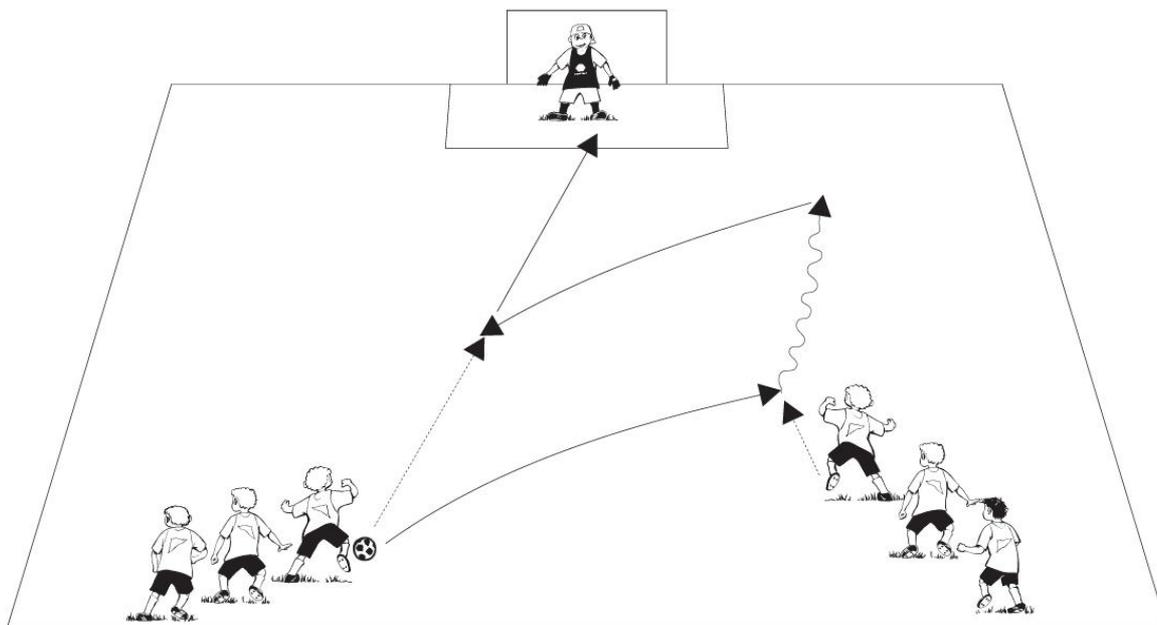
- Only the below-the-waist shots are valid and count as a goal.
- The goalkeeper is not allowed to use his/her hands.
- Both the distance between the goals and the goal width are changing.

Shooting at a goal with a goalkeeper + cooperation

Player A passes the ball to player B with a placed shot.

Player B receives the ball, dribbles, and passes it to the middle.

Player A runs forward and shoots at the goal with a downward full instep.



Playing a 1:1 game on two goals

- The size of the field is 10x10 metres.
- Which player will manage to jeopardise the opponent's goal will depend on the outcome of this duel.
- The coach tosses the ball towards the centre of the field where the players are.
- The team that scores the most goals wins.
- Change the pairs so that players can try playing with each player from the opposing team
- Shoot the ball high in the air and receive it. This exercise is done individually.
- Same as above, only in pairs. One player passes the ball and the other receives it and passes back.
- Another option is to try and hit a wall, cone, or something similar.

Shots on goal from different positions

At first, shoot carefully (cautiously) and accurately bearing in mind your body posture, the position of your standing and striking foot, the kick, and your movement.

- Straight at the goal
- From the side and to the opposite side

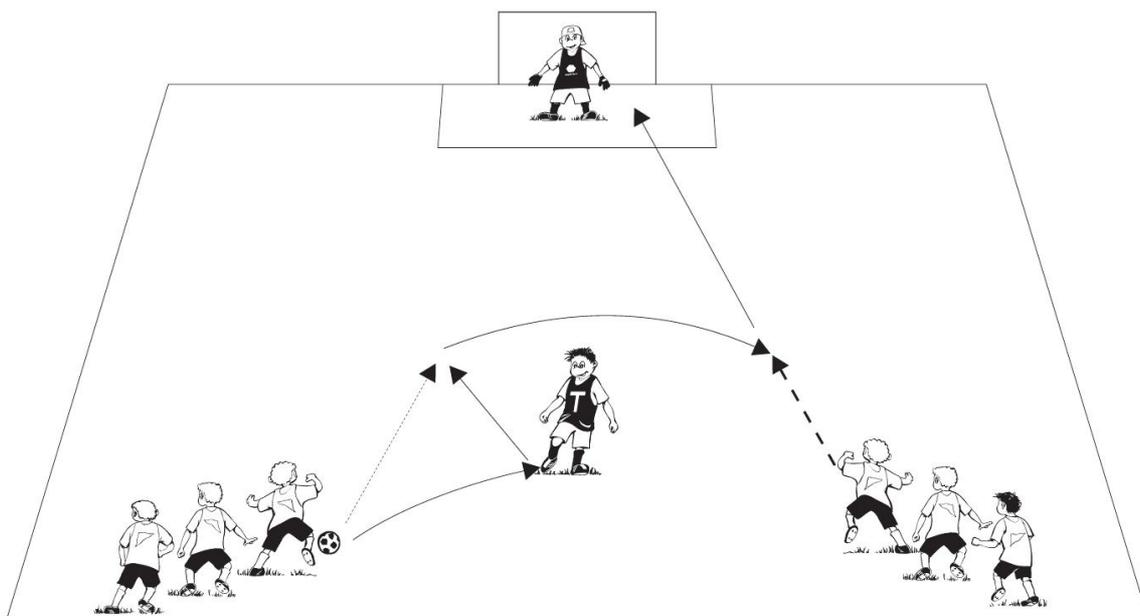
Hit a cone. The partner is behind his/her cone.

A shooter stands beside his/her cone.

Both players attempt 10 shots. The winner is the one who managed to hit the most cones.

Shots on goal after players-coach cooperation.

Players are divided in two columns. One column has the ball. The coach stands in front of the column at a certain distance. The first player passes the ball to the coach who returns the pass; the player then passes the ball towards the centre for the first player from the second column to attempt a shot on goal. After that, the players exchange places. This exercise can also be done in a different order – the coach sets the ball for the player from the second column and he/she sets it for the shooter behind the coach's back.



COMPLEX PAIR WORK EXERCISES

Return the ball my way

Two players are given one ball. One passes it to the other and gives him/her a task, i.e. commands him/her to pass the ball in a particular way (with the outer or inner side of the foot, with the full instep, head, and heel, straight away or after receiving the ball). The ball is passed in various directions to make the task more difficult, whereas commands are given after the first contact.

Juggling in pairs with fitnesses

Two players pass the ball to each other trying to keep it in the air. They tell each other how many times (one, two, five, etc.) they should juggle the ball before passing it back to their partner. At first, one player gives the command and the other performs the task. As the game proceeds, they issue commands alternately as they pass the ball to each other. The game should be continued normally even if they drop the ball. If you are dealing with children with poor technical knowledge, this exercise can be done by passing the ball on the ground, with or without juggling. The command (number) should be given promptly so as to allow the partner to prepare him/herself and to perform the task successfully.

These and other exercises help us ensure the variability/reaction speed, to avoid creating stereotypes and repetitions of same and similar movements, and to develop creativity, imagination, autonomy in making decisions, and choosing solutions.

KICKING WITH THE INNER SIDE OF THE INSTEP

(Kicking with a half-stretched foot)

This kick is used for moderate and long passes, diagonal forward and backward passes, centre shots, free kicks, corner kicks, etc. The ball's trajectory will depend on the position of the foot and the striking surface as well as on the player's movement towards the ball. The player approaches the ball at an angle of 45 to 90 degrees in relation to the direction of the kick.

The ball is kicked over the goal or over a rope.

- Divide the players in two teams. The field should be "cleared" of balls.



A game played in limited space - 5:5 - 7:7 + 1-3 goalkeepers

A goal is scored when the ball is passed with a long, lobbed kick into the goalkeeper's hands.

Remember that receiving the ball (changing its direction, which is relevant for the game) practically means to prepare the ball for its next task, to ensure control over the ball, and to focus your attention on the space and all the players in it (your teammates as well as the opponents).

A 5:5 game

You are not allowed to move in the central zone. When the ball is out of the field, the ball is thrown into the centre.

A 5:5 - 7:7 game with goalkeepers

There is a "ditch" – a corridor on both sides of the field in which the players are not allowed to attack. Scoring with a header or footer wins you two points. A centre-shot, a lobbed ball with more or less swerve is taken from the side, while the kick is made with a half-stretched foot so that the ball is raised from the ground by slipping the big toe of the striking leg under the ball.

An 8:8 centre-shot game

One team returns the balls, while the other is divided into two groups of four – one group takes centre-shots and the other shoots at the goal. Both mistakes and scored goals are counted. Having made ten mistakes, the groups exchange roles. The winners are those who manage to score the most goals.

- Centre-shot with the ball in place
- Centre-shot after dribbling through the obstacle course
- 8:8 hitting a marked area of the field, kicking the ball with the inner side of the instep (use hoops or cones as markers).

Duel in a quadrangle

Take four cones and make a quadrangle sized 8x8 metres. Inside the quadrangle, there are two players with about 10 balls in the middle. Their task is to pass as many balls as they can to players outside the quadrangle in a given time. The players have to return the balls into the quadrangle. The player with the most passes wins the game. The players in the middle have to count the passes and pass the ball in a different direction each time.

Option: The same principles apply, but you can put a cone goal on each side of the quadrangle. The ball has to be passed through those goals. The game can be timed or else a certain number of goals must be achieved.

KICKING WITH THE OUTER SIDE OF THE INSTEP

This kick is mostly used for shots on goal and short-, medium- and long-distance passes. It is very difficult to master for this particular age-group, but it should be introduced at a certain stage so that children could get a basic grasp of its technique through training and individual practice. Be careful to observe the methodological cycle:

- Explanation, role, and importance.
- Demonstration.
- Simulation.
- Working in place (pairs passing the ball to each other from a longer distance). Gradually increase the distance between the players
- Working in place – the ball moving (working in pairs, tossing a rolling ball, and kicking alternately).
- Working while moving – both the players and the ball are moving (increase the strength of the kick).

To improve players' precision and kicking technique, use the afore-mentioned games and exercises for practicing kicking with the full and inner side of the instep, both from the ground and in the air.

KICKING WITH THE FRONT OF THE FOOT (TIP)

This is a kick most frequently used for quick reactions in different situations, e.g. when taking a shot on goal among a crowd of players, getting the ball away from your own goal, kicking the ball away from your opponent's feet, and for short passes. The technique itself is not all that complex and is very similar to that of an inner kick with the exception that the ball is kicked with the tip (front) of the foot. The kick is the strongest if you are striking the centre of the ball. If the foot is closer to the top of the ball, it will move on the ground (or, as it often happens, bounce). Striking the bottom of the ball sends it high in the air giving it an arched trajectory. Do not waste too much time on this technique. More attention should be paid to previously-mentioned techniques moreover because this technique is also known as a “forced kick”.

Playing in limited space

- Each player is given a ball. Players attempt to kick the ball away from each other's feet with a tip-of-the-foot kick and send it outside the field.
- Another option is that one player should be left without a ball. His/her task is to attempt to kick the ball away from as many players as he/she can. (You can also have more than one player without a ball and make them compete as to who will kick away the most balls). You can also make them exchange roles after they have succeeded in kicking the ball away from their opponents.
- Pairs or groups of 4 or 8 compete. Who is more precise in kicking with the tip of the foot – knocking down the cones with the balls?
- A competition in attempting shots on goal with a goalkeeper (with the ball in place or after dribbling).

KICKING WITH THE HEEL

This kick is mainly used for sudden passes and for passing other players on all parts of the pitch. At times, this kick can be used for a goal shot. As for children of this particular age, it should largely serve as a means for developing their imagination and fantasy, which is our main intention and one of the main goals of the Open Fun Football School.

- Groups compete at kicking the ball with the heel with the ball in place (with the goalkeeper if they are shooting at a big goal and without him/her if the goal is small).
- Attempting a heel kick after dribbling and turning by 180 degrees and after a fake kick move.
- Playing on two goals. Goals are scored only with heel-kicks.
- Playing the ball into an open space in front of your teammate after a fake kick move and turn.

SPECIFIC KICKS

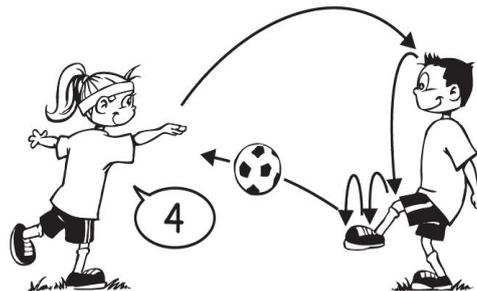
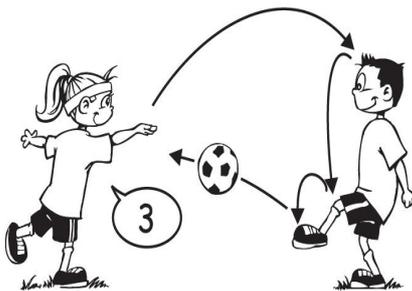
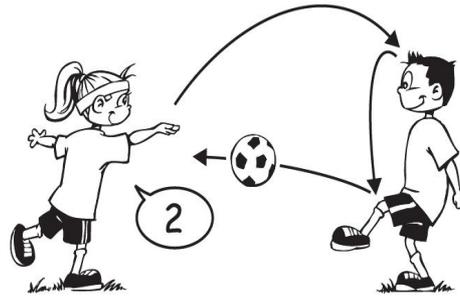
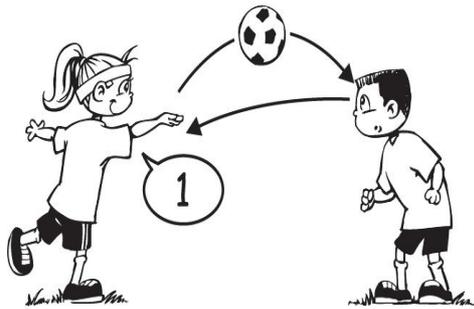
Specific kicks or air kicks are technical elements that are much more complex in biomechanical terms and therefore much more difficult to train and perform. The training methodology provides it that these kicks should be practiced after mastering the basic kicks. Of course, children of this age should start training these elements, but you should use games and exercises that are appropriate to their age and abilities.

The specific kicks are:

- Semi-volley (Drop-kick)
- Volley
- Bicycle Kick

Observe the following methodology:

- Explanation, role, and importance of these elements.



- Demonstration.
- Simulation (practicing the move without a ball).
- Both the player and the ball are in place (the ball is in the hands of the teammate, or on a rope)
- The player tosses the ball himself and kicks.
- The partner tosses the ball in place.
- Attempting a volley-kick from a centre-shot.
- Attempting a volley-kick while moving and from a centre-shot.

DROP-KICK – A SEMI-VOLLEY

A semi-volley is a kick we take right after the ball has bounced off the ground. The kicking technique is not much different from the ones we previously discussed, however, it is very important to assess the moment of contact between the foot and the ball in order for the foot to have the right strength, height, and direction. A well performed technique produces an unusually strong kick that we usually use for shooting at the goal, as a rebound kick, or goal kick and for taking control over the ball with the inner or the outer side of the foot. For beginners, one of the main difficulties with the drop-kick lies in the fact that one has to find the right moment for shooting, immediately after the ball has bounced off the ground. Hence, the drop-kick practice should first include individual exercises for participants, as in the case of ball-control practice with the inner and outer side of the foot.

Individual and pair exercises

Taking the ball away with a drop-kick

Each player is given a ball; drop the ball and once it is on the ground, take it directly with a drop-kick and lead it forward with your heel, or to the side with the inner or the outer side of the foot.

A high pass as a drop-kick

2 players – 1 ball; playing the ball from the hand with a dropkick, with the entire foot or its inner side; play the ball high to your partner who is ten metres away from you.

A straight drop-kick pass

2 players – 1 ball: playing the ball from the hand with a drop-kick, either with the entire foot or with its inner side. Play the ball straight to up to your partner who is ten metres away from you.

Drop-kick in a mutual game

2 players – 1 ball: playing on the field in free-style. A high ball is stopped and drop-kicked to the partner while moving. Having played the ball, the player continues moving. After being stopped, the ball may bounce once or more than once.

Group exercises

A drop-kick shot on goal from the hand

Each player is given a ball; all the players are 16 metres away from the goal with one goalkeeper. They are taking a drop-kick shot on goal from the hand.

A drop-kick shot on goal while moving

Each player is given a ball; all the players are 20 metres away from the goal with one goal keeper. They throw the ball over their heads towards the goal, turn, run to the ball, and shoot at the goal.

A drop-kick shot on goal after a centre-shot

2 players – 1 ball: one of the players shoots from aside, taking a high centre-shot to his/her partner who is at 16 metres from the goal; the player stops the centre-shot and takes a drop-kick shot on goal (then they exchange tasks).

Ball control and shot on goal

2 players – 1 ball; one of the players tosses the ball high as a centre-shot throw-in to his/her partner who is waiting at 16 metres from the goal; the player receives the ball and dribbles it with either the inner or the outer side of the foot towards the goal and takes a shot. The drop-kick technique is arbitrary, whether during ball control or the shot on goal.

Playing over the wing and shooting at the goal

2 players- 1 ball; one of the players is in possession of the ball, while the other, as an outside attacker (winger), is at the side-line some 20 metres away from the goal-line. The first player passes the ball to the winger and runs towards the goal without the ball. The winger receives the ball and dribbles it to the goal line and takes a long centre-shot towards his/her partner that is in front of him/her. The other player either shoots at the goal with a drop-kick straight away or after stopping the ball.

Option

3 players – 1 ball: as above, players have to finish with a drop-kick shot on goal but this time playing against a fixed defender in front of the goal. If the players loose the ball to the defender, they have to exchange positions.

VOLLEY KICK

Every kick taken while the ball is in the air is considered to be a volley kick. A good performance requires a good coordination of movements, spatial orientation, and flexibility. Volleys are most frequently used as shots at the goal or rebound kicks. It is not uncommon to see a volley kick in both short and long-distance passing games. A volley can be taken by engaging all parts of the foot, but the instep-kick has proven to be the most powerful. A player can take it in place, while moving or jumping, while the way in which the kick is taken depends on the course and direction of the ball. Special attention should be paid to the body posture and the position of the standing foot (on toes); the arm parallel to the standing foot should be extended, while the other arm is swung back to keep the balance.

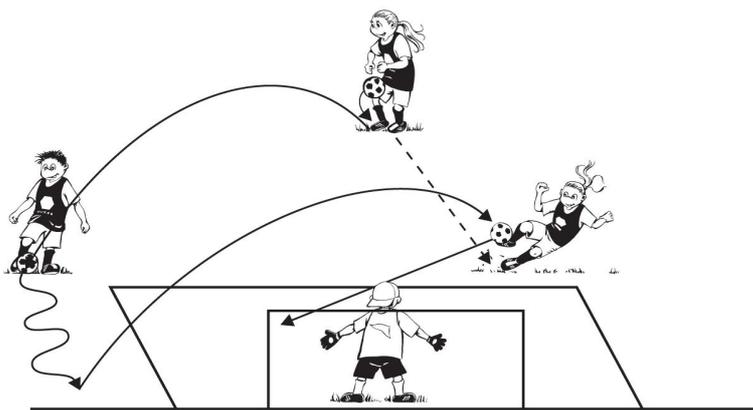
Practicing the volley kick

- Simulation.
- A player holds the ball while the other, bent to the side, swings and kicks the ball gently, simulating a volley kick.
- In pairs, toss the ball and when it bounces off the ground, shoot towards your partner. He/she catches the ball and repeats the exercise.
- The procedure is the same as in the previous exercise, except that the ball should be kicked before it hits the ground.
- Turn to the side in relation to your partner, toss the ball, and after it has bounced off the ground, kick it to your partner.
- Repeat the exercise, but kick the ball before it hits the ground.
- One player passes the ball and the other returns it with a volley.
- Hold the ball in your hands. Bend over the ball and shoot at the goal with the foot instep. Can be done in pairs.
- Toss the ball in the air and running underneath it, kick it with a stretched foot aiming at the goal or your partner.
- One player tosses the ball (upward) and the other lobs it with the inner side of the instep or with the full instep.
- One player stands behind the goal and passes the ball across the crossbar. The other player lobs it into the goal (semi-volley).
- Two players toss the ball. Control the ball by lobbing it back to the player who tossed it. Then exchange roles.
- The procedure is the same as in the previous exercise except that the player who is taking the shot bends to the side and swings his/her foot to kick the ball.
- The coach tosses the ball high in the air over the player standing in front of him/her and facing the goal. At the moment he/she sees the ball flying over him/her, the player is prepared to take a volley kick at the goal after the ball has bounced off the ground once or several times. Younger and less skilled players should be told when to start the ball or be allowed to watch the coach throw the ball.
- Taking a shot on a trampoline.
- The last two exercises should be carefully done because their complex technique could cause injuries.

With all the afore-mentioned examples, having taken a bicycle kick, the player is bound to fall on his/her back. Of course, if we provide thick and soft mats, or practice in a pool, we should be able to avoid or reduce the risk of possible injuries.

An ordinary 5:5 game with goalkeepers

- The player who has the ball in his/her hands should kick it with a volley towards the goal, pass it to his/her teammates, but he/she must not run after it. Points can be made with ordinary shots, headers, semi-volleys, volleys, or with drop-kicks.
- A corridor game. Mark two corridors along both sidelines. The ball is thrown in from the corridors with a volley kick so that players can score a goal with a header, semi-volley, or volley (three points worth).
- Two players assist each other and finish off with a volley kick.



BICYCLE KICK

This is certainly the most attractive and, at the same time, the most difficult kick to perform and train. It is used in situations where the player is with his/her back to the goal or turned at 90°, while the ball is at head level and has a parabolic trajectory or a vertical fall. The kick is taken by swinging the non-kicking leg high, and kicking the ball with the other foot after jumping, falling on the back or the side. Having explained and demonstrated the kick simulate and practice with the children. At first, practice the technique while sitting on the ground and use a mat or padding.

Exercises

- Sitting on the ground, turned to the side or with your back to the goal, simulate the kick with your legs.
- Sitting on the ground, turned to the side or with your back to the goal, toss the ball with your arms and legs.
- Taking the kick after juggling the ball seated.
- Taking the kick after the coach's or partner's assist from a sitting position.
- Assisted by a partner, taking the kick from a standing position.

4 and 4 together

Three players form a semi-circle around a fourth player. They alternately throw the ball to the player in the middle who returns it with a header (possibly while jumping). The player should focus on the ball and observe his/her posture, swing, position of his/her arms and shoulders.

3 and 3 in a triangle, at a suitable distance from one another

Player A tosses the ball to player B, who kicks it towards player C, who catches the ball. Now player C starts the game and so the game goes on.

Two teams facing each other.

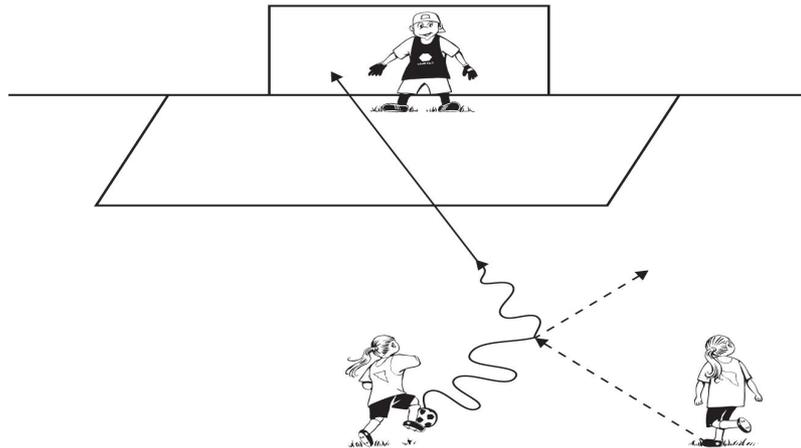
There is a cone goal between the teams.

A player from team A throws the ball to a player from team B and proceeds to the goal as goalkeeper. Player B shoots at the goal. Having taken the shot, player A proceeds to the end of the column of group B, while player B goes to the end of column A.

- A goalkeeper is on the goal all the time.
- A goalkeeper on a small or big goal all the time. Team B throws the ball over the goal (forward from the back).

Diagonal passes and taking over the ball

Changing positions and shooting at the goal with the inner side of the foot



SHOOTING GAMES

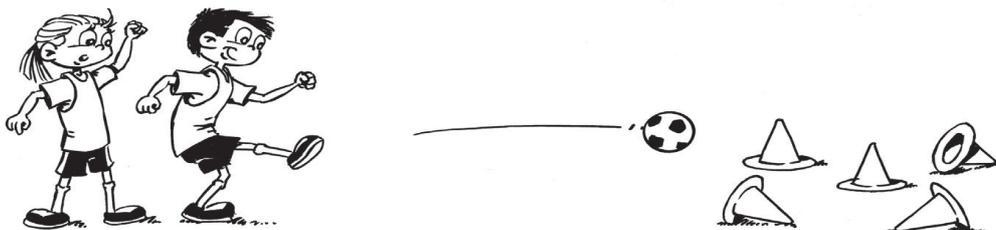
The playground is divided into two large areas and a small one in the middle, about 4 metres wide. Participants are divided into three groups, each occupying one of the marked areas. The groups occupying the outside areas are shooting the ball and trying to hit one of the players in the middle. They in turn run away from the ball or save themselves by catching the ball. Should they manage to catch the ball, they can attempt a shot at the players from the outside teams and the roles are exchanged.

The aim of the game is hitting a target. Two groups play against each other. Every successful hit gains a point. This game can be organised in different ways, e.g.:

- Try to hit a marked area,
- Aim at the left or right corner, both up and down
- Aim at a ball in the goal,
- Aim at a ball on a vaulting buck, on a bench, or behind it,
- Aiming at the goal across an obstacle that has been put in front of it,
- Aiming at a ball in movement, or cones.

Two groups participate, but players compete individually. Cones are set as bowling pins. Each player takes a shot at them, first with the right and then with the left foot. After the cones that have been knocked down are counted, they have to be reset for another player to take a shot. The number of knocked down cones is summed up and the group with the most cones wins the game.

Two teams play this game. The playground is divided into three parts – the two on the outside are narrower and the one in the middle is somewhat wider. Team A occupies the two narrow areas, and team B is placed in the middle. Team B is in possession of a ball (one or two). The aim of this game is for players from group A to run from one of their fields to the other while the players from team B shoot the ball in an attempt to hit one of them. Team A wins a point if they manage to get across without being hit. Team B scores a point if they manage to hit a player from the



opposing team. Players from team A can save themselves if they catch the ball or kick it away. The running players must not be stopped with the hands or pushed. The teams have to exchange positions having played for five minutes. The group with the most points is the winner.

Shooting after call-out

Organisation:

- Two goals with goalkeepers facing each other.
- Between the goals a quadrangle is marked.
- Two teams with the same number of players.
- Each team shoots at their own goal.
- Each player within a group has his/her own number.
- At the beginning, all players with balls are inside the quadrangle.



Procedure:

- The coach calls out a number, e.g. "3".
- After that, a player from each team marked with that number gets out of the quadrangle and shoots at his/her goal.
- The coach calls out a new number and the exercise continues.

Scoring:

- Which team has scored the most goals?

Option:

- If there aren't two goalkeepers, participants are in a single group and shoot at just one goal.

Shooting at the goal straight away

Procedure:

- Player A plays a ground pass to his/her coach who forwards the pass to player B straight away.
- As player B returns the pass to the coach, player A runs around a cone and takes an immediate shot at the goal having been passed the ball by the coach.
- Having shot at the goal, player A takes the place of player B, whereas player B goes to the back of the column.

Shooting at the goal performing different tasks

Organisation:

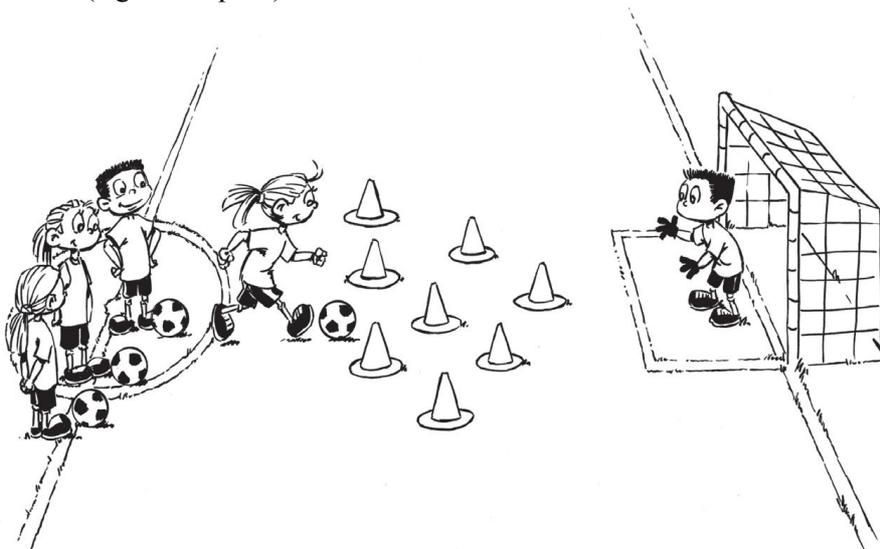
- Cones and hurdles should be arranged as in the picture. (the number will depend on the size of the playground!).
- Players are close to the sideline.
- A goalkeeper is on the goal.

Procedure:

- The first player slaloms the ball around the cones.
- Then he/she plays the ball through the hurdle, jumps over it, gets the ball again, and dribbles it for a while before he/she plays it through the next hurdle.
- At the end, the player slaloms the ball around the cones and finishes off with a shot on goal after turning at the last cone.
- As soon as the first player gets across the first hurdle, the next player can start.

Option:

- Should the player touch a cone or a hurdle, after he/she has taken a shot at the goal, he/she is given an additional task to fulfil (e.g. five squats).



A cone maze

Organisation:

- Make a quadrangle as in the picture above.
- Cones are arranged randomly inside the quadrangle.
- All the players are at the half-way line with their balls.
- One goalkeeper is on the goal,

Procedure:

- The first player starts from the half-way line and dribbles the ball through the maze without touching the cones.
- Having dribbled the ball through the maze, he/she takes a shot at the goal.

1.4. PRECISION GAMES AND PRECISION

Precision games are important for football schools in many different ways. First and foremost, they help children from this age group to develop a sense of spatial coordination, distance, precision in aiming and throwing, kicking, and heading. Hockey sticks have been provided as well as balls of different sizes and purposes, giving us a wide range of opportunities to improve our precision games and make them more complex. The balls and other equipment that we have at our disposal help us create several interesting tasks contributing to the development of the basic football technique. Task requirements should be more football-oriented, i.e. the precision exercises should contain elements of the basic technique. Apart from this, precision games and exercises help children relax after working at more demanding stations, and they keep them motivated and help maintain control over the group. Due to their less demanding features, precision games should be played during breaks because otherwise children will immediately start playing football and exhaust themselves unnecessarily. Exhaustion can cause injuries and slow down the working pace.

Precision games (competition between two or four teams arranged in columns):

- Throwing rings on cones you have previously arranged (can be done as a relay).
- Throwing balls (small ones) into a hoop you placed on the ground or a marked area.
- Throw the ball into the hoop (rolling).
- Kick the ball into the hoop (rolling).
- Throw the ball into the hoop (through the air).
- Play a bocce game on a limited area. You are allowed to strike out your opponent's ball.
- Bowling. Knock down the balls on plastic markers or cones.
- A precise hit! Participants are divided into several columns in front of each there is a cone at 6-8 metres distance. The first player in a column rolls-kicks the ball trying to knock down the cone. He/she has to get the ball and give it to the next participant. The team that manages to knock down the most cones wins.
- Hit or knock down your partner's cone.
- Short distance. Players stand beside a cone.
- How many times can you knock down the cone in X minutes?
- How many times can you knock down the cone in X minutes with your "weaker" foot?

Knock down the cones

Players move in a limited area where cones have been arranged. Each player is given a ball. They dribble the ball and place it from 3-5 metres distance trying to knock down the cone. The player who succeeds has to pick the cone up.

Ball in the goal

Shoot at an empty goal. At first, shoot carefully (ground-shots).

Shoot at the goal after dribbling or passing (placing).

- Shoot straight/vertically at the goal with a full instep after dribbling.
- Shoot from the side (diagonally) in the opposite side, with the outer or the inner side of the instep.

Hitting the target

Tie two targets to a goal – balloons, hoops, or paper-boards. Children shoot at the goal trying to hit the targets. The targets have different score values. You can put up a plastic goal with holes on it and marked points inside the goal. The team that scores the most goals from the same number of attempts is the winner.

Games

In pairs – each player is given a ball.

A point is won each time a player gets to hit his/her partner's ball.

Hit the ball.

Dribble the ball within a limited space.

Hit other balls with your own.

Who can hit the most balls in one minute?

Football golf

Arrange several cones around the football pitch. In pairs, players move around with one ball. They alternately shoot the ball to the next cone. How many shots does a pair have to take to knock down all the cones (pick up the cones you have knocked down)? They start from their own cone or wait for others to finish. With more skilled players cones can be put in some less accessible places.

Avoid being hit by a ball

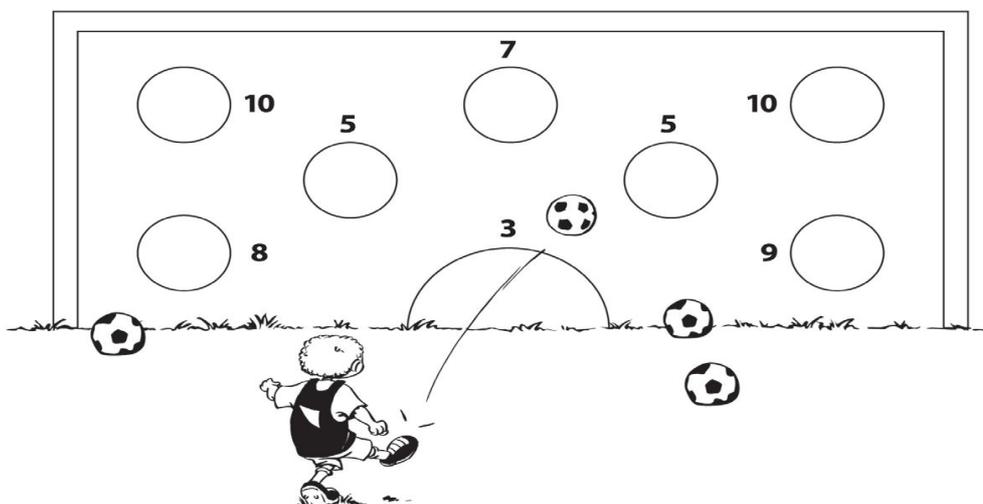
Two players are at a certain distance from each other. They kick the ball from the ground or hand aiming at the player in the middle who tries to avoid being hit.

The player in the middle can be limited to a certain area, i.e. the size of the space between the players can be altered. The player who had the most hits wins points, but the player in the middle can also be a winner if he/she avoided the hits successfully.

Roles are exchanged after a while.

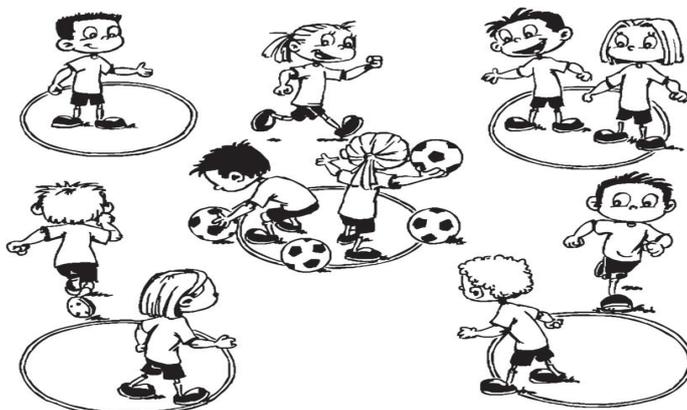
Shooting at the OFFS plastic wall

Divide players into 2-4 groups facing the wall. The size of the wall is that of a goal to which it is attached. Holes are made in the middle and in the corners of the wall (close to the ground and the cross-bar) with clearly designated points a player can make should he/she manage to get the ball through. Players try to score as many points as possible out of the same number of attempts. Points are summed up and the team with the most points wins the game.



Mind the ball

Set up five hoops – four in the corners of the station, one in the middle. In each of those hoops there are two players. There are several balls around the hoop in the middle. The two players there have the task to take a ball in their hands and try to hit the pairs running from one hoop in the corner to the other. You must decide on the direction in which the players will move to prevent them from bumping into each other. Players that get hit are out of the game and step in for the players in the middle. It is only allowed to hit the players' legs. Other players return the balls to the middle of the field.

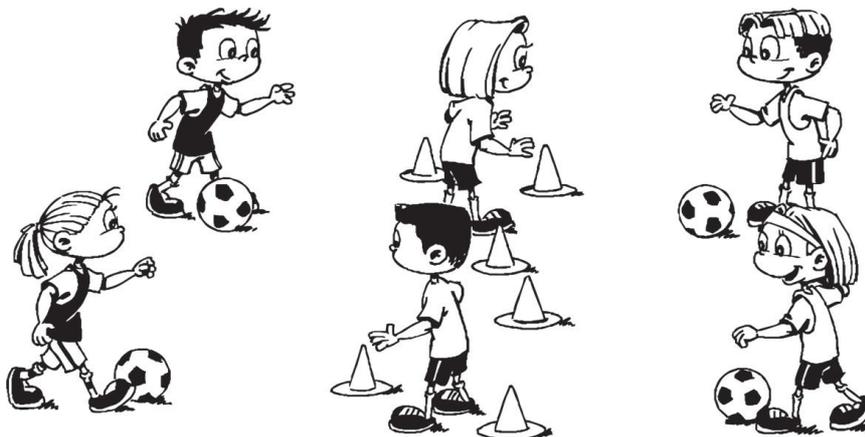


Hit the goal

A relay game with 2, 3, or 4 teams standing in columns with small cone goals in the front. The task is for every player from a team to shoot at his/her goal. A player standing behind the goal returns the ball to the next player in the team and runs to the back of the column. The player who took the previous shot stands in his/her place. The game is played until a certain number of goals are scored, or it can be timed. Everyone should count their goals aloud and pronounce the winner in the end.

Knocking down the cones

All the players at a station are divided into three groups – A, B, and C. A and B players stand on opposite sides with their balls, while those from team C stand in the middle of the station around which 14-16 cones have been scattered. A and B teams dribble their balls to opposite sides (exchange of positions) shooting at the cones to knock them down. The task of the C team is to preserve the cones from being knocked down without a duel and without taking the ball away from the players. The coach changes the teams after they have crossed the field, counts the cones that have been knocked down, and announces the winners. The aim of this game is that players, by dribbling and controlling the ball in somewhat complex conditions, complete their task successfully and improve their technique in an amusing way.



Bocce football

Organisation:

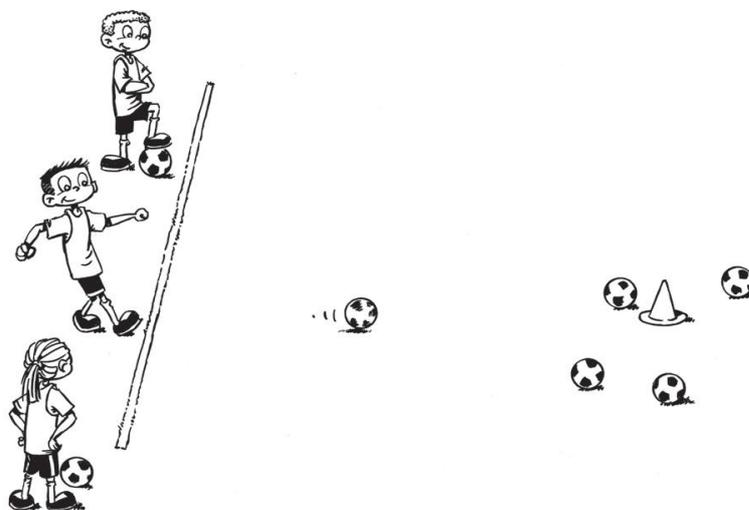
- Form groups of 4 or 5 players.
- Each player is given a ball.
- The field should be arranged as in the picture below.

Procedure:

- The first player tries to pass the ball from the line and get it as close to the cone as possible.
- After that, all the other players do the same. They are allowed to hit the balls of the previous players.
- Whose ball will remain closest to the cone?

Option:

- The distance between the cone and the line can be altered.



Bowling

Participants stand in two columns. In front of each column, at a certain distance, one player sends the ball towards the column, just like in bowling. The participants try to avoid the ball by jumping. The team that makes the least mistakes wins the game.

Options

- With two balls
- With more balls



Hitting the cones

Organisation:

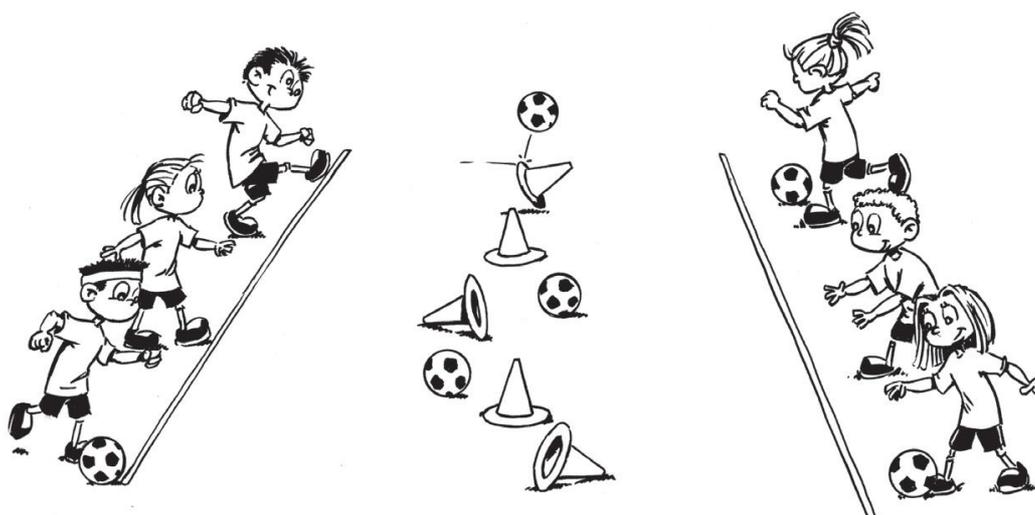
- Two teams (red and blue) face each other behind lines 10 metres apart from one another.
- A row of cones has been arranged in the middle.
- At the beginning, each player is given a ball.

Task:

- The players try to hit one of the cones from their lines and shout “Score” if they succeed.
- The coach counts the scores of both teams.
- Players can shoot with any of the balls on their side, but must not go to the other side to fetch the balls or keep them on their side for long.

Competition:

- The game goes on until all the cones have been hit (knocked down). Which team will hit the most cones?
- Which team will knock down the most cones in a given time?



Options:

- The coach replaces the knocked-down cones right away.
- Cones are arranged on a bench (ball off the ground).

Hit me if you can

Two players move around the field and try to hit the player in the middle. He/she tries to avoid being hit.

Options

A timed game, played individually at shorter or longer distances with the left or the right foot. Use different shooting techniques and shoot in place or while moving.



A precise header

Practicing a precise header over a net or rope, aiming at hoops arranged randomly on the ground. The player tosses the ball and plays a header. Each hoop can score you a different number of points.



1.5. DRIBBLING AND FEINTS

This is one of the most attractive elements of a football game that can heat up the atmosphere at the stadium when used accordingly and moderately, without spoiling the rhythm of the game. It can be performed in different ways on all parts of the pitch, depending on the situation in question, the size of the space and the number of players in it. To become a great dribbler, a player has to previously acquire a versatile technique of leading and receiving the ball, i.e. a player must have excellent control over the ball, both on the ground and in the air. The general requirement for successful dribbling is to lower the body gravity centre and observe both the ball and the opponent; the direction should be changed quickly, as well as the rhythm and the speed of running, whereas the feint itself is supposed to be a little slower so that the opponent could react to it. In the first part of this chapter, we will present a number of

exercises, games and relays with which you can start training and improving the ball-control and dribbling techniques. In the second part, apart from the methodological training procedure, we will provide you with a number of different dribbling moves and feints that you can practice and improve with children. Since dribbling and feints go together, the following exercises have been developed to practice both. We recommend that you teach your players to perform one or two kinds of feints at this stage. Don't forget to show them regularly how a dribbling and feint look like!

WORKING METHOD

- Explanation (role, application, and importance).
- Demonstration.
- Simulation (without a ball).
- Without an opponent, with a ball.
- A semi-active opponent.
- An active opponent.

EXERCISES WITHOUT A BALL

- Free movement around the area of the station with an imaginary ball and simulation of various feints against an imaginary opponent.
- Simulation of different tasks at the coach's command, e.g. dribble the ball with the outer side of the foot; dribble and shoot; dribble like Ronaldinho, etc.

DRIBBLING EXERCISES

Each player has a ball.

Players dribble forward and back in a limited area.

- Dribbling with the inner side of the foot (left/right).
- Dribbling with the outer side of the foot (left/right).
- Dribbling with a stretched foot (left/right).
- Combine all the movements using different parts of the foot moving around players or cones.

Chaos dribbling drill in limited space

- Free-style.
- Changing direction at a given signal.



- Changing balls. At the coach's whistle, the player stops his/her ball and runs for another.

- “The King’s escort”. Work in pairs. One player is in possession of the ball, while the other runs after him/her and vice versa. (Game of shadows).

Game

Played in limited space, with the ball in the middle. Players are grouped in pairs (each pair has its own number). All players have their own balls. 4-5 cones are arranged at an adequate distance. When the coach calls out a number, e.g. “red two”, the pair with that number has to dribble their balls to the red marker as soon as possible. Which player will get there first?

Grouping game

Players lead the balls while moving in a limited space. When the coach calls out “TWO”, players leave their balls where they were (or keep the ball at coach's request) and group themselves in pairs.

When the coach calls out “THREE” they form teams of three, etc.

A chasing game in a limited space

One player (or more) chasing without a ball

Dribblers cannot be chased when they are sitting on the ball or when their foot is on the ball

Options:

How many dribblers can you catch in a minute?

Dribblers and catchers exchange roles.



Dribbling and stealing the ball

- Dribbling the ball in a zigzag with an opponent in front of you.
- Dribbling the ball with an opponent beside you (shielding).
- Dribbling and feints to your own choice.

Kicking out the ball

All the players dribble the ball on the same field. One catcher, without a ball, can kick other players' balls out of the field. The dribblers try to shield and keep the balls in their possession. Should the catcher succeed, he/she takes his/her ball and becomes the dribbler or keeps kicking other balls out until he/she has them all out of the field. The last dribbler to lose the ball is the best dribbler, whereas the best catcher is the one who managed to kick out all the balls in the shortest possible time.



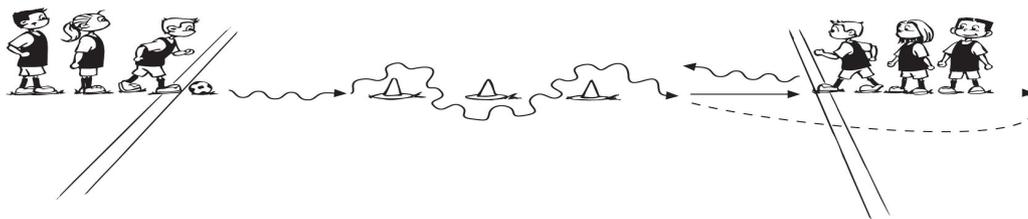
Relay

Two teams of six, both divided into two groups

- The ball is dribbled among three cones and then passed to a partner on the opposite side of the opposite column.
- All the six players stand on the same side. Dribble the ball forward and back through the cones, pass and run to the back of your column.

Competition

The winner is the team that first succeeds to align in a column it started in, after all the players have carried out the task.



Option

There is only one cone or hoop between the columns. The coach assigns the same task to both groups (e.g. a dribbling with the left foot crossing the ball and forwarding it with the outer side of the right foot, leading the ball around the cone or hoop to the right). The first players from both columns start at the same time and proceed to the back of the opposite column.

Dribbling towards the goal with:

- There are 3-4 cones to pass before shooting.
- Defensive area – defenders are in front of the goalkeeper trying to win the ball and cut off the path for a finishing.

- In order for the attacker to get an opportunity to finish, defenders that track the dribblers start from the goal line when the attacker starts dribbling through the cones. The attacker places the ball into the goal beside the defender and plays a semi-active defender him/herself passing the ball to another attacker.

Net

Divide players in four groups of four. The groups are on four different sides of the station and their task is to get across to the opposite side past each other dribbling the ball.

Option:

Players are in groups as described above, this time holding hands (making a chain). Without letting go, they dribble the balls across the station to the opposite side.

A 7:7 game with goalkeepers

The usual game. Instruct the players about INTERRUPTIONS during the game. Explain what you mean, ask the players what they think, but the most important thing here is that the players try to combine all the elements they have been taught on previous trainings.

Mark the field with cones to provide a new dribbling pattern

Dribble alternately with both feet, with the inner and the outer side of the foot, with the foot extended, with the sole or heel, blocking it with the standing foot, with wide open arms, the body, etc.

An ordinary game – 2 teams with 2 goalkeepers

Alternately, one player can start dribbling at the coach's signal (“ALONE”). This means that he/she has to get past at least one player of the opposing team before passing the ball. You should note that dribbling and feints are inseparable even though attempts have been made to separate them in practice. Therefore, players should be encouraged to practice dribbling and feints at home.

To master the skill of dribbling and feinting, a player needs to practice, practice, and practice.

Dribbling (feint) with body movement to the side

This type of dribbling is performed by turning the upper part of the body to one side while leading the ball to the other in two ways – either with the inner or the outer side of the foot. This is usually done immediately after receiving the ball or in movement.

- One of the variants of this dribbling is “feinting with the body and stepping forward” (before the ball) to one side, while leading the ball to the other. It is very characteristic that this dribbling type can be performed when moving faster (because the forward leg provides a good support for changing the direction and rhythm) leaving room for a single or double feint. It can be done in two ways:
 - Step forward with one foot to one side while leading the ball to the other with the outer side of the foot.
 - Step forward with one foot to the side and then leading the ball to the other with the same foot (with the inner side of the foot).

Fake shot

It is particularly used in the shooting zone or when taking a centre-shot, but it is not uncommon on other parts of the pitch either. It is very important that the player performing this fake shot convinces the opponent, with his/her body movement, to block him/her (shot), and to abruptly change his/her intention, leading the ball with the instep to one or the other side and ridding him/herself of the opponent.

Fake stop

Typical for the side positions on the pitch; however, it can be used on other parts of the pitch as well. It can be performed in a number of different ways - facing your opponent or turning your back to him/her. In both cases, you should make a fake stop, turn half-way to or away from your opponent, stop the ball shortly with the inner side of the foot dragging it with the other in the same direction and speeding up your movement.

Sideways dribbling

Alternately stopping the rolling ball with the inner side of one foot, leading it back two or three steps and taking it quickly in the opposite direction with the inner side of the other foot. Changing the direction of the ball should be sudden and quick in order to deceive the opponent.

Dribbling with alternate feet

In movement, the player heads towards the opponent and, observing the distance between them, transfers the ball with the inner side from one foot to the other and goes past the opponent.

- Another possibility is to roll the ball from one foot to the other, and getting past the opponent using the inner side of that foot, and speeding up his/her movement.

Dribbling by rolling the ball

- We have previously stated that rolling, as a leading technique was most frequently used as a starting point for dribbling. Here are some of the options:
- Dragging (rolling) the ball backwards and leading it abruptly with the inner side of the foot either forward or to the side.
- Dragging (rolling) the ball to the other foot, and using the inner side to push the ball past our opponent.
- Dragging (rolling) the ball to the other foot with which we jump over the ball (feinting our direction) and keep moving.
- Dragging (rolling) the ball forward and turning on it by 90 or 180 degrees.



Dribbling in pairs

Work in pairs. One player leads the ball holding hands with the other player. Their task is to dribble past other pairs.

Bicycle

This kind of dribbling can be done in many ways providing us with an opportunity for multiple feinting, i.e. deceiving our opponents. At the same time, it is very suitable for combining with other feints. One of the features of this dribbling type is feinting with both feet over and in front (around) the ball towards the inside and the outside (from one foot to the other).

- Single feint to the outside (Ronaldo) - feinting with one foot over and around (in front) the ball to one side while leading the ball to the other side with the outer side of the other foot. The first foot thus becomes a

good support for changing our direction. Of course, this can be done twice or three times, until the opponent is deceived.

- Single feint, to the inside (Rivelino) to the other foot. Feinting over and around the ball to the other foot with which we make a short step, and then take the ball away with the outer side of the other foot to the other side. This feint can also be done twice or three times, bearing in mind that the foot with which we feint takes the ball to the other side, as opposed to the previous example.

Osim's feint

Prior to feinting, play the ball to the right with the outer side of the right foot. Make out you want to lead the ball to the right with the outer side of the foot while making fast movements in front or over the ball and poke it to the left with the outer side of the left foot. Swinging your foot in front of the ball helps you shield it better.



Osim's double feint

Same as above, just feint first with the right foot, then with the left, playing the ball to the right with the outer side of the right foot. Yes, this feint can be performed for as many times as you like, especially if your opponent is not deceived right away.

Long Šeki's feint

Run with the ball at your toes. While running, you are trying to position the ball between the heel of one foot and the entire foot of the other. Then you roll the ball with your heel to your toes where you keep it with a swift movement. Raise your heel, bend forward, and kick the ball (stretch the foot) over your head and hopefully over your opponent. This is not an easy thing to do by all means.



Laudrup's feint

Push the ball with your left foot to the right and back, going around a player that shields you with the ball tight to the outer side of the left foot. The ball is played diagonally, before taking the ball with the inner side of the left foot getting past the player who is shielding you. The last part of this procedure is shown in the picture.



One on one with an assistant

Organisation:

- Select three players. Two players are defenders and they stand on one of the two lines each. The third player is positioned between those lines and acts as an assistant to the attacker.
- Other players, each with a ball, wait behind their goals.
- Goalkeepers are on the goals (this game can also be played on small goals without goalkeepers).

Procedure:

- One of the attackers starts from behind the goal and has to get past both the defenders and score at the other goal (cross the line).
- Defenders must not cross their lines.
- The attacker can get past the defenders in a one-on-one game or in cooperation with an assistant player.
- In case a defender steals the ball or the attack finishes, the player from the opposite side can start.
- Both defenders and the assistant remain on the pitch with the same tasks. After a certain period of time, the players exchange roles.

Options:

- The attacker must get past the defenders without the assistant's help.
- Defenders are allowed to cross the lines and play on the entire pitch.

1.6. HEADERS

Headers are an indispensable element of a football game, used mainly for kicking the ball away from one's own goal after a centre-shot or corner kick. It is also used to jeopardise the opponent's goal, intercept opponent's actions, and in cases when there is an opportunity to pass the ball and engage one of your teammates. A header can be performed in place, on the ground or in the air, as well as while moving (from the ground) and while jumping (with one or both legs). For a successful header a good take-off is required as well as stability, technical accuracy while hitting the ball with the head, landing, and continuation of movement.

There are three types of headers:

- Hitting the ball with the forehead and the sides of the forehead.
- Hitting the ball with the top of the head.
- Hitting the ball with the back of the head.

A header taken with the top of the head serves to forward the passed ball, to transfer a centred ball from a corner kick or a cross during the game, from the first post to the second post, and to shoot at the goal from a position in which the player is to his/her back to the goal and the ball's trajectory is adequate. You should not dwell too long on practicing such shots. Special attention should be paid to headers with the forehead and the sides of the forehead since they appear to be the most common ones. Make sure that children are given soft rubber balls to be able to practice longer. In case you don't have such balls, use ordinary footballs but do not practice longer than 15 or 20 minutes.

Depending on the type of header we want to train, the following procedure should be observed.

Explanation, role, and importance;

- Demonstration.
- Simulation.
- Player in place, ball in place (hanging on a rope or in players' hands).
- One player in place, while the other tosses him/her the ball.
- Player moving, and ball moving after cross, free kick, corner kick, and other situation.



INDIVIDUALLY

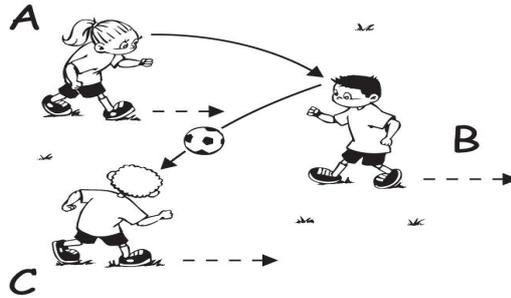
- Simulate the movement in the neck and hip, observing the position of arms and shoulders in place, while moving or jumping.
- The player holds the ball in his/her hands and tosses it to his forehead.
- Thrust your head back with the ball in your hands; hit the ball so that it falls out of your hands.
- The player tosses the ball and hits it with his/her head/forehead.
- The player tosses the ball and hits it with his/her head into the goal or aiming at a given target (hoop, cone, or marker).
- The player tosses the ball trying to hit it with his/her head several times – in place, while moving or jumping.

IN PAIRS

- Player A tosses the ball to player B who returns it with a header.
- The same situation as above; players just attempt as many passes as possible from head to head.
- Player A jumps and takes a header, while player B is holding the ball high in his/her hands.
- Passing the ball with a header while one player is moving backwards and the other forward, and vice versa.
- Passing the ball with a header across a rope or net (head volleyball) in place, while moving forward, backward, or side-ways.

IN THREES

- Player A passes the ball to player B with a header. Player B receives the ball and plays it by moving backwards to C (in a triangle).
- Same as above, except that player B has to receive the ball with his/her head once and pass it on to C.
- Standing in a line, player A passes the ball with a header to B and B passes it with the top of his/her head to C. C returns the ball to B (who has turned to C in the meantime) and he/she returns the ball to A. Change positions so that every player can stand in the middle.



IN GROUPS

- One player stands in front of a column and passes the ball to players for a header. The player that hits the ball has to go and stand at the back of the column or just squat.
- Players stand in a circle with one player in the middle. He/she tosses/passes the ball to every one of them and they return it with a header. Later, the ball can be passed and returned with headers, without catching it with the hands – from head to head. Circles compete – which circle can keep the ball going from head to head the longest?

Handball with side-corridors

One player is in each of the corridors on both sides of the pitch with whom players of the team in possession of the ball can cooperate. A goal is scored with a header after the ball has been thrown in from the corridor. The ball is only allowed to be thrown with the hands. Players must not enter their penalty area, only the opponents' while finishing.

2:2 Head ball

Standing (kneeling or sitting), one player tosses the ball to the other who takes a header at the goal defended by other two players (standing, kneeling or sitting).

Two pairs play against each other on two small goals (cone goals are also allowed). One player tosses or passes the ball with a header to the other who heads the ball at the other pair's goal. The other pair stands to defend their goal together. Partners then exchange roles and after completing the task, the pairs proceed to exchanging roles. The game can be played in three different ways – standing, kneeling, and sitting as well as playing “from head to head”, feinting kicks, jumps, and falls.

Handball

- An 8:8 handball game. A goal can only be scored with a header.
- Pass the ball with your foot, kicking it from the hand using different techniques and score a goal with a header.
- Play a football game, but you are only allowed to score with a header.
- Play a handball game on a single goal in the centre (with a goalkeeper); you are allowed to score from both sides.

HEADER GAMES

- All players are divided into pairs. They head the balls to one another in free-style. Players who make a mistake are out of the game. New pairs are formed from players who have won in the previous round. The game continues in similar manner and again, new pairs are formed for a new round. The last player to remain is the winner.
- The game is played on a volleyball field. There is a net extended across the middle. The height at which the net is extended depends on the age and ability of the players. The ball is served from an appointed place to be taken with a header across the net. The opponents are allowed to return the ball directly with a header; however, the ball can also bounce off the ground, but only once. The ball has to go over the net after three passes.
- Passing the ball in a circle. Players form two circles. In each of the circles there is one player who is skilled at passing the ball with a header. At a given signal, the passing begins. Passes can be random. The aim is to keep the ball up in the air as long as possible.
- Shooting at a target with a header. Groups play against each other, but the game is played individually. Draw a small goal on a wall. Divide it into several parts, and mark each with a number. One player takes the ball and stands in front of his/her team. He/she tosses the ball to the first player in the row who forwards it with a header trying to hit the goal. Points are counted and the team with the most points is the winner.

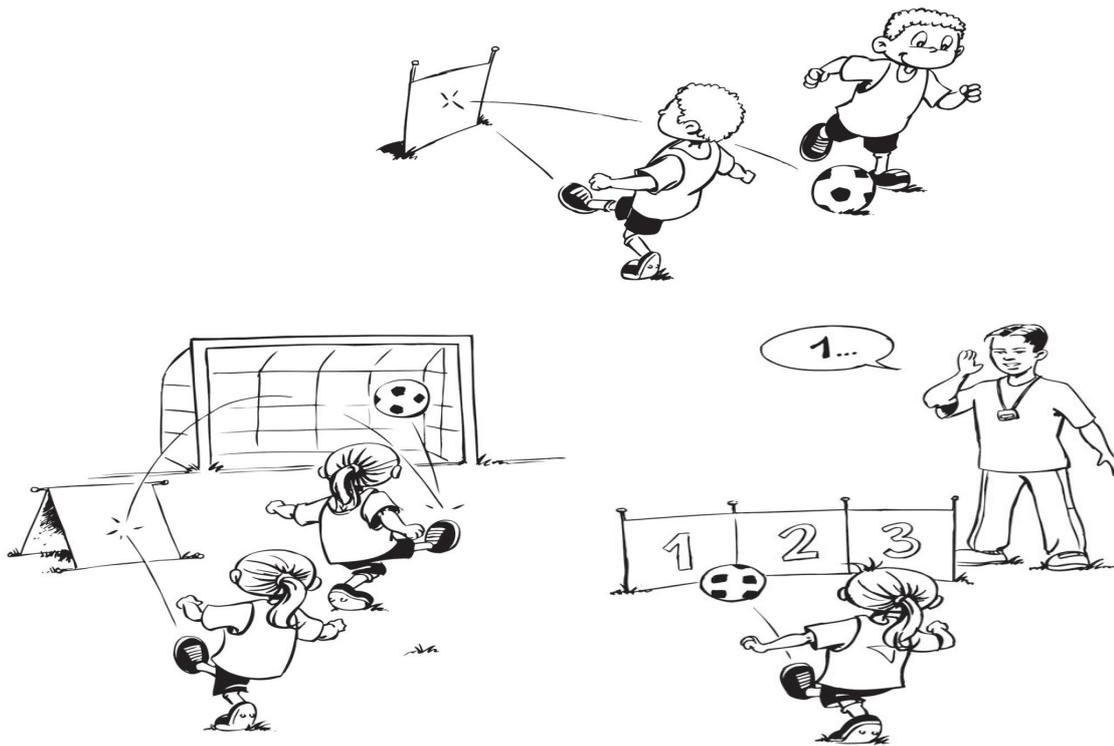
1.7. BEST FRIEND



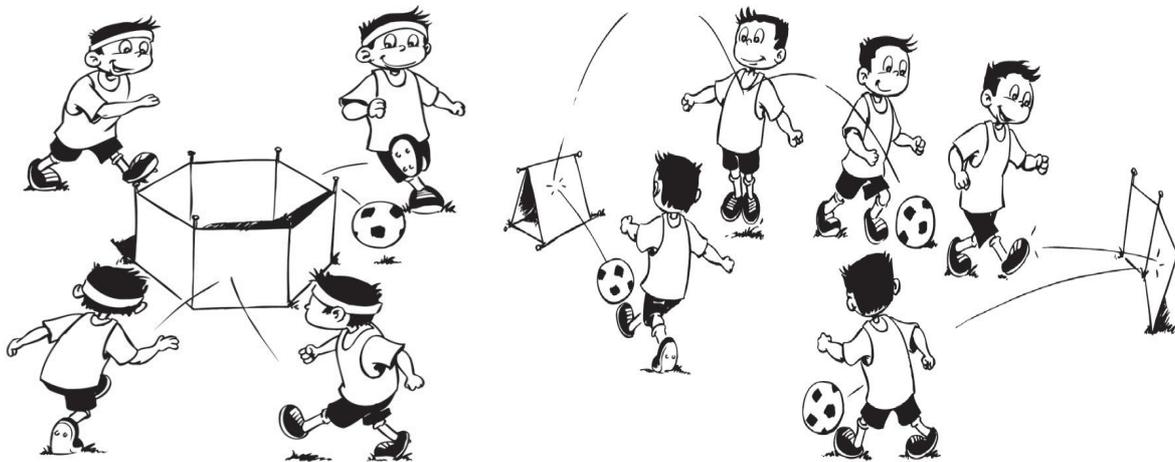
Exercises with a portable board

With the aim of widening the range of equipment and additional materials for our school, and with a better football education in mind, we have prepared (or you will prepare) a number of small boards that can be used in a number of different ways. At this stage, we shall give you examples of exercises for which you can use these boards. Feel free to use your imagination and your own experience and make amendments to this manual with your own examples.

- A double pass with the “best friend” in place or while leading (both running and walking); the ball can be rolled on the ground or taken as a sharp semi-high pass.
- Passing (shooting) the ball to and receiving it from your “best friend” using various techniques and having the board in various positions. Continue the action and cooperation...
- Combining the receiving and passing techniques and the leading-dribbling with the finishing.
- Passing the ball with the inner side of the foot to a square board; chest the ball and shoot at the goal with a volley or semi-volley straight away.



If we want the ball to return rolling on the ground to the next player, we must set our “best friend” straight (on the ground). However, if we want to practice the reception of high balls, the board should be put aslant in order for the ball to bounce back in a higher arch.

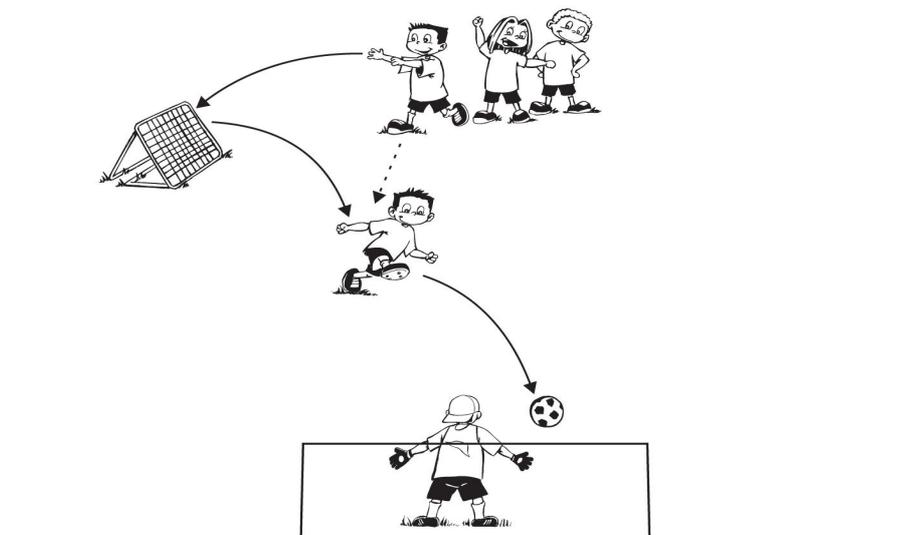


Exercises with a trampoline

The trampoline (elastic net) is one of the main props at the OFFS. We use it to practice specific kicks at a number of stations as well as to practice various receiving, passing, and catching techniques. Practicing on a trampoline does not mean practicing “ON YOUR OWN” but “WITH SOMEONE” because it substitutes a coach or a teammate and because it is very interesting for both children and adults to practice on it.

Toss the ball gently at the trampoline at 2-3 metres to the side of the player, let it bounce off the ground and shoot at the goal at a suitable moment (at first, it does not matter how many times it bounces off, but after a couple of times insist on taking the shot after one or two rebounds) with a semi-volley, volley, bicycle kick, header (while moving, jumping, or falling). Working on a trampoline requires a lot of focus and a developed sense of space and time. It is necessary to get the strength of the shot right, to cooperate and communicate in line with the “WHAT YOU GIVE

IS WHAT YOU GET” rule. In order to gain you have to give first, “YOU CAN’T GIVE BADLY AND EXPECT SOMETHING GOOD IN RETURN”.



1.8. DEFENDING THE GOAL

By constantly improving and promoting the OFFS programme we have come up with an idea to offer you new stations that could, should they be your choice, represent a breath of fresh air at our football schools. Of course, should it be necessary, School Leaders can change the current layout of stations (we have discussed this at the very beginning). This is one of the new stations with which we wish to encourage your imagination with the aim of getting new ideas for the improvement of our programme for the future. Defensive play is a constituent part of football and it is an element of every station. Our goal is to provide children with basic knowledge and skills regarding this particular segment of the game using simple exercises and games.

Exercises without a ball:

- Practicing football moves in defence (free-range or in a defined space) – defenders sideways shifting.
- 1:1 without a ball, either face to face or behind one’s back.



Exercises for pairs and groups of three

- Playing 1:1 with the ball, semi-actively, without stealing the ball.
- The same exercise, play actively and steal the ball.
- Playing 2:1 with the ball, semi-actively, without stealing the ball
- 1:1 zone defence; the defender prevents the attacker to get into the hoop with the ball.
- 2:1 – two attackers have to get inside a hoop with their balls, while a defender tries to distract them (the defender could also be moving as a frog or a crab).
- The same exercise as above, except that this time we put another goal or hoop on the opposite side. Once the defender has stolen the ball, he/she can score a goal himself/herself.

Group exercises:

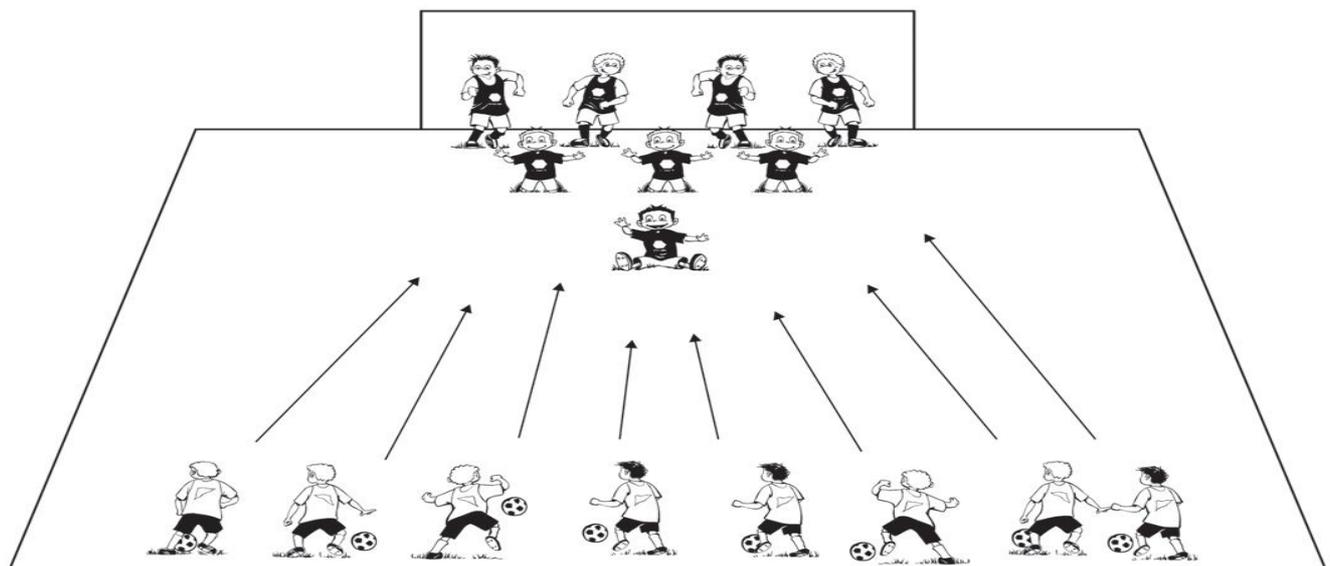
- 4:2 zone defence with one or two balls; defenders move like frogs or crabs; set up a goal for the defenders to attack once they have succeeded in stealing the ball.
- 2:2; 3:3; 4:4 – zone defence and preventing the attackers to get across a marked line.
- 4:4 football games on two or four goals.

Preventing the pass

Players are arranged in the same way as in the previous exercise, but now the players outside the field try to pass the ball among themselves, while the players inside are trying to prevent it. The game goes on until a certain number of intercepted balls are reached, or it can be timed. Players in the middle can intercept the balls with their hands or feet (moving normally or as frogs, crabs or snakes). Do try all these options because they are very interesting and make children laugh.

1.9. GOALKEEPER TECHNIQUE

A goalkeeper is the key figure in a football game. It is very often the goalkeeper who gets to decide whether a team is to win or lose the game. Since the goalkeeper's tasks are different from those of the players on the pitch, his/her technical and tactical skills and moral values are bound to be trained separately and in a different way. As for training children of this particular age, this specialisation, of course, does still not count. Children should develop and train as comprehensively as possible and it is therefore that they have to be introduced not only to all the techniques on the pitch, but to those on the goal as well. Children should take turns at the goalkeeper's position



in all games and exercises. The bottom-line is that he who understands the roles of others is more able to understand and anticipate their behaviour. Thus, even when working with children aged 7-11, no systematic training of the goalkeeper's technique is required as yet, but they need to be introduced to the most important techniques in general terms:

- How to receive and catch the ball properly
- How to throw properly – rolling and in-taking
- Rebounds and blocks
- How to do a throw-in with the hand and with the foot

The most important goal of this training is to awaken interest in goalkeeper tasks. Enjoyment, talent, and planned and systematic training at a later point should produce a great goalkeeper.

Warm-up exercises

- Every player holds his/her ball in his/her hands. Running in a circle, they are all throwing the ball in the air trying to catch it.
- Same as above, except that this time the ball is thrown at a given signal and each player has to catch the ball of another player.
- Players can also throw the ball in pairs.

Suggestion: catch the ball with your fingers and then hold it close as fast as possible.

- Same as above, except that the players now roll the ball on the ground (as in bowling)

Suggestion: Hold the ball with both hands. Look at it. Keep your elbows close together. Your legs should be slightly apart and bent in the knees. Keep the ball close to your body.

The following exercises and games should be presented to the entire group. Being very relaxing and agreeable, they appeal to children, and help them develop their skills in a comprehensive and coordinated manner.

CATCHING TECHNIQUE

- The basic posture and movements of a goalkeeper;
- Catching a ball on the ground.
- Catching a ball rolling towards the goalkeeper. The goalkeeper steps forward and throws him/herself at the ball.
- Catching low balls crossed from the sides by stepping forward and throwing oneself sideways at the ball.
- Catching semi-high balls.
- Catching high balls (headers and shots from the side).
- Boxing the ball out with one or both hands.

All these exercises are done in such a way that at first the ball is passed with the hands and then with the foot. At this station, players are offered a range of exercises for goalkeepers.



Catching: Players are in pairs; one ball.

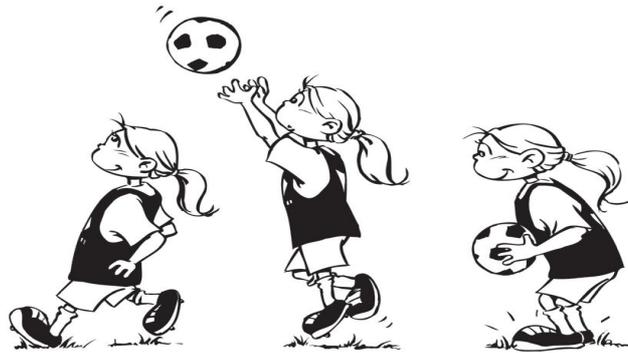
- Player A passes the ball straight to player B who picks it from the ground
- With his/her feet slightly spread apart, legs slightly bent in the knees
- With fists wide open, fingers apart (small fingers pointing at one another).
- Player A holds the ball close to himself/herself, leads it with his/her foot to the A position, and begins the game with a ground-pass to player B.
- Player A plays a straight pass to player B, this time a metre or two from the side in relation to player B. Player B takes a quick step to the side and takes the ball as has been previously described.



- Player A throws the ball to player B at waist-height with wide open hands (fingers spread, small fingers pointed at one another). Player B runs out to receive the ball and draws it to him/herself. Lead the ball to player A and toss it to the player who had run to position B.



- Player A tosses the ball at head-height to his/her partner. Partner's hands reach out to get the ball, his/her fingers spread in a ball-like shape. His/her arms are stretched out, the thumbs pointed at one another. As soon as he/she touches the ball, he/she draws it to the chest. If the ball is wet, it should be caught in such a way that the hands grab the ball from underneath and press it to the chest.
- Should a ball be coming in from above head-height, a goalkeeper can catch it both while jumping (with both feet) and draw it to his/her chest right away. If the ball is flying in at a reasonable height but from too short a distance, the goalkeeper then catches it by jumping forward (a short run and a one-foot jump), immediately drawing the ball to his/her chest. A wet and slippery ball is held close as soon as it is caught.
- Alternate the passes continually; apply all the afore-mentioned possibilities and options.



LEARNING TO FALL

- The goalkeeper is sitting on the ground, his/her legs pointed at the player. The player rolls the ball to the goalkeeper's side. The goalkeeper rolls to the side and having caught the ball, draws it to his/her chest. His/her hands are above not below his/her body.

The exercise is repeated from a lying, kneeling, and goalkeeper's posture, rolling the ball with the hands and with a number of different shots.



- The goalkeeper is lying on his/her stomach, his/her head turned towards the partner. He/she passes the ball about 1 metre to the side in relation to the goalkeeper who tries to defend the ball from that position. His/her body is facing the opponent; his/her hands are behind the ball (fingers are spread apart).



- The goalkeeper has the same posture as above, except that balls are thrown in from the side at head-height. The goalie catches the ball sideways and drags it to his/her chest rolling.
- The goalkeeper is in the same position as in the previous two exercises. His/her partner tosses the ball high to the side. The goalkeeper catches the ball stretching to the side and has to return it to the partner before he/she falls on the ground. His/her hands are now automatically stretched away from the body and this is how a goalkeeper can acquire the sense for an accurate stretch-out to the side (children should practice on a mat).

- The goalkeeper is lying on the side, face to his/her teammate. The teammate rolls the ball about 50 centimetres behind the goalkeeper's foot. The goalkeeper stands up quickly, feet heading forward to the other side, trying to defend the shot by throwing himself/herself to the side. Having caught the ball, he/she throws it back to his/her teammate.
- The goalkeeper is kneeling down. His/her teammate rolls the balls low to his/her side. The goalkeeper stretches over his/her thighs, hips, and ribs to the side to reach the ball. One has to be careful that the arm does not end up underneath the body so as to make the fall less painful.
- The exercise is essentially the same as above, except that the balls are now thrown to the side at head-height. The goalkeeper catches the ball from the side, being careful that he/she has stretched him/herself adequately and rolling side-ways.
- The goalkeeper faces his/her teammate who is leading the ball towards him/her. At one metre distance from the goalkeeper, the player tries to direct the ball at 90 degrees to the side in relation to the goalkeeper (decide in advance which side it is going to be). The goalkeeper throws himself/herself to the side trying to take the ball off the player's foot.

BOXING

- The goalkeeper tosses the ball high in the air, clinches both his/her fists, leans his/her elbows against his/her body, and "boxes" the ball out to his/her partner. Fists are launched from the chest diagonally upwards, touching the ball, with arms almost fully stretched.
- Same as above, except that the goalkeeper has to do a two-foot jump trying to box out the ball to his/her partner at the highest point he/she can reach.
- A player tosses the ball to the goalkeeper. Depending on the situation, he/she boxes it back to the partner with both fists.
- Three players – one ball. Player B tosses the ball high to player A. As an active opponent, player C stands in the front trying to cut out the goalkeeper. Player A tries to box the ball back to player B. Change positions after 15 attempts.
- Same as above, except that now player B runs to his/her position after tossing the ball, and the goalkeeper is trying to box the ball out from him/her in a run.



GAMES

Divide players into two teams of eight. One team shoots at the goal defended by all the players from the other team. The team that scores the most goals out of the same number of attempts is the winner.

Options:

- Players are aligned in three rows; one of them is seated, the other three kneel/squat behind him/her while the remaining four players stand and defend the goal.
- Four players stand in two rows, while four other players kneel in front of them and defend the goal.
- All the players of the defending team are turned away from the ball. At the coach's whistle, they all turn around and defend the goal.
- An 8:8 game should be played on a large goal, but it could also be organised around a "German" or handball goal. In that case, you should reduce the number of players to 3-6 players per team (either as a one-on-one game or as a cup). The defending team has a 4-3-1 line-up.

A clumsy goalkeeper

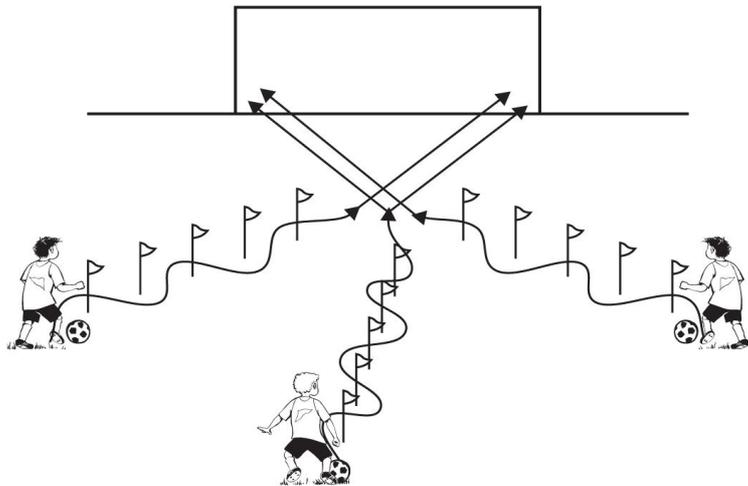
Make a goal from with cones. A player who defends it has to stand on one foot. He/she is allowed to hop around and defend the goal with the standing foot and hands. After a certain number of shots, another player is brought to defend the goal, and after all the players have taken their turns, the most successful player wins the game.

1.10. FINISHING

In a classic football training the aim of finishing is improving the technical and tactical aspects of attack and defence. Playing football at our school means acquiring the first tactical knowledge (changing positions, lines of movement, opening up, covering a player, and covering a zone), but much greater attention is given to the improvement of the basic football technique, especially the kicking technique. Shooting at a goal and scoring is the greatest satisfaction a player can have, especially a child. Coaches have an opportunity to heat up the working atmosphere by organising different competitions (with a lot of laughter and joy), cheering, applauding, scoring goals, and defending.

EXAMPLES OF ATTACKING EXERCISES FOR INDIVIDUAL WORK

- Dribbling the ball and shooting from three different directions (with the full foot, its inner or outer side).
- Shooting at the goal after juggling, receiving, leading, and after receiving a high ball.
- Shooting at the goal after a 1:1 dribbling, semi-actively or with a set dribbling.
- Shooting at the goal after transferring the ball (a double or back pass, or a set shot)
- Shooting at the goal linked to a 1:1 game (passively or semi-actively).



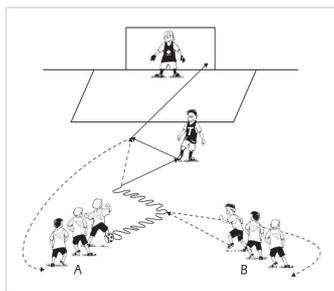
EXAMPLES OF EXERCISES IMPROVING THE COOPERATION OF TWO ATTACKERS:

- Attacking through the middle of the pitch (crossing and twisting).
- A double pass and shot on goal with passive obstruction.
- A back pass/left behind ball and shot on goal.
- A diagonal pass, change of position and shot on goal.
- Taking over the ball (at the 16-metre line) and shot on goal.
- Cooperation between two players (2:1) and shot on goal.

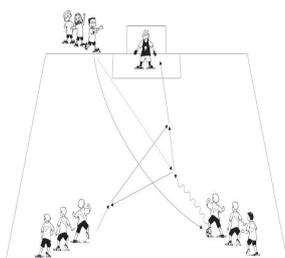
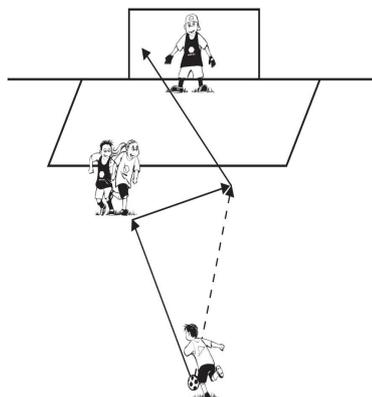
SHOOTING AFTER TAKING OVER THE BALL

All players in a group participate; they are divided into two or more groups, playing on one, two, or more goals. One by one, players from group A lead the ball towards their teammates from group B who, upon meeting players from group A, take over the ball and play it to the coach (standing at the 16-metre line). The coach returns the ball playing a double pass for player B to take an immediate shot at the goal. After completing the action, players exchange their positions.

Cooperation between two attackers in a 2:1 game



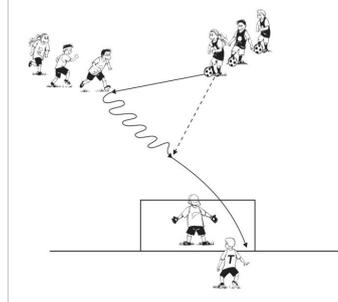
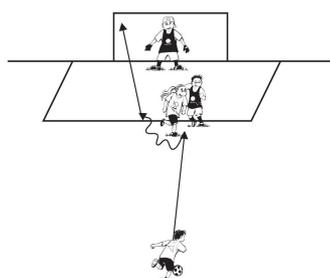
Passing the ball diagonally or in depth, leaving the ball for the team-mate and taking the shot,



Diagonal - in-depth pass, with a fake double-pass and shot on goal

The players are in front of the goal

Balls are passed and dribbled towards the goal. The coach is pointing at the spot from which the shot is to be taken, while the passer is semi-actively obstructing the attacker.



A 1+7:7+1 game

Mark the lines in front of both goals at about 8 or 10 metres distance. Every goal that is scored behind the line counts twice (emphasise the full-instep shot).

A 2:2 game with the coach serving the ball

Working for two minutes and make two-minute breaks three or four times. The coach throws/serves the ball for a 2:2 game with a finishing. A new ball is served every time a goal is scored or missed to keep on playing without interruptions.

After a number of attempts or after a period of time, teams change, as does the goalkeeper.

FINISHING – A GAME OF NUMBERS

Players are divided into two columns, their backs to the goal in line with the six yard box. A ball is placed at the distance of the penalty-kick and two cones at the edge of the eighteen yard box. Every player is given his/her own number (1, 2, 3, 4, 5...) and at the coach's call-out, the two players from each column race to the cones and back. The one who gets to the ball first shoots at the goal. The player wins a point for shooting at the goal and should he/she score a goal his/her group gets two points. The goal is made shorter with cones set at one metre from the goal-posts. Players can start from a squatting, sitting, lying, or kneeling position.

The shooting-distance will depend on the ability of the group.

Players must not make too long a pause between the shots. Observe the queue. One group can play one of those small games while the other shoots at the goal.

2 FOOTBALL GAMES

2.1. A FOOTBALL GAME AT OFFS

The CCPA-OFFS football games are organised at three stations:

Station No. 12 – a football game,

Station No. 24 – a football game with jokers and

Station No. 20 – a football game with various tasks.

Of course, this only serves to illustrate the practical set-up of our school, regardless of the fact that it is a segment of a whole out which we have extracted the three games as topics of these three stations. As we have already stated in the introductory part of this manual, a football game, in any of its forms, can be played at all stations in the final part of a lesson. By means of a football game (game as a method), we intend to develop and cherish such positive features as equality, friendliness, collectiveness, devotion, fair-play, and respect. Our school's central stations (12 and 24) should be devoted to the football game. In the first cycle (stations 1-12), it is an ordinary football game. However, it has to be a game which is amusing and in which the coach will actively participate and play with the children, change the rhythm, and give tips and suggestions. The coach can be a great animator and incorporate some great details into the game, e.g. imitate some of the greatest players celebrating their goals or a good move.

In the second cycle (stations 13-24), the central station (24) will cover the football game with jokers, whereas station No. 20 will cover a football game with various tasks.

LET'S LEARN TO PLAY FOOTBALL

Games and exercises at this station enable children (beginners) to learn and discover the rules, principles, and essence of the game while simultaneously solving some situations (1:1, 2:1, 2:2, 3:2, 3:3) that represent the foundations of a football game. Those games are results of our attempts to replace football in the streets, lawns, and the beach (without a coach) through which generations of the finest football players grew up. Official institutions (UEFA, FIFA) have launched numerous football programmes with the aim to enlarge the football base and educate and teach children about the game. Coaches set the limits and tasks in line with their programme assignments, based on which he/she discusses and evaluates the game, its rules, and requirements with the children after each training and exercise.

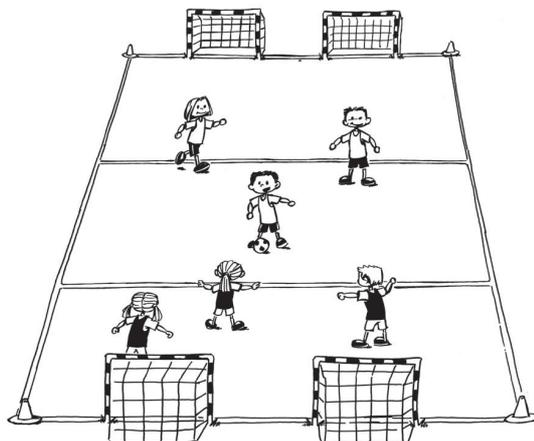
We are well aware of the fact that in an 11:11 60-minute football game (adequate for children of this age), a child is rarely in contact with the ball. By this type of training, we can provide children with an opportunity to gain the necessary experience in playing, with or without a ball, and contribute to the improvement of their technical and tactical abilities.

A 3:3 game on 4 goals and three fields (12x24 metres)

- Unlimited number of contacts, scoring only in the zone in front of the opponent's goal.
- Playing with hands, scoring with a header or volley in the same zone.
- Goals are only scored from the central zone; the defenders have to be in it;
- Each team defends diagonal goals and attacks the opposite.
- Goals are either scored with the right or the left foot.
- Put a fifth goal in the middle – both teams can either defend or attack it.

- Increase the number of players - play 4:4 or 5:5.
- Play without dribbling or with a limited number of passes.
- Play without passing in the centre field; lead the ball (dribble) to the third field.
- Play on two goals and three fields applying the above rules.

These are just some of the possibilities we can use with such games. They are always very useful for training and developing children's situational intelligence.



2.2. A FOOTBALL GAME WITH JOKERS

To organise this game, mark a corridor 2-3 metres wide along the sidelines. There is certain number of players in those corridors whose role is to play only where they are. Their main task is to pass the ball from the side (crosses, diagonal passes) in front of the goals. Other players are in the central area of the field and they are not allowed to cross into corridors or to attack the players in them. On the contrary, players from both teams in the centre cooperate with the players in the corridors who have to perform their main task for both teams – to play the ball in front of the opponent's goal.

This game could also be grouped among the football games with specific tasks. However, it requires a somewhat longer field and due to the specific organisation of our school it is suitable for playing at the central station of the second cycle (24).

A game with two jokers in limited space on the sides

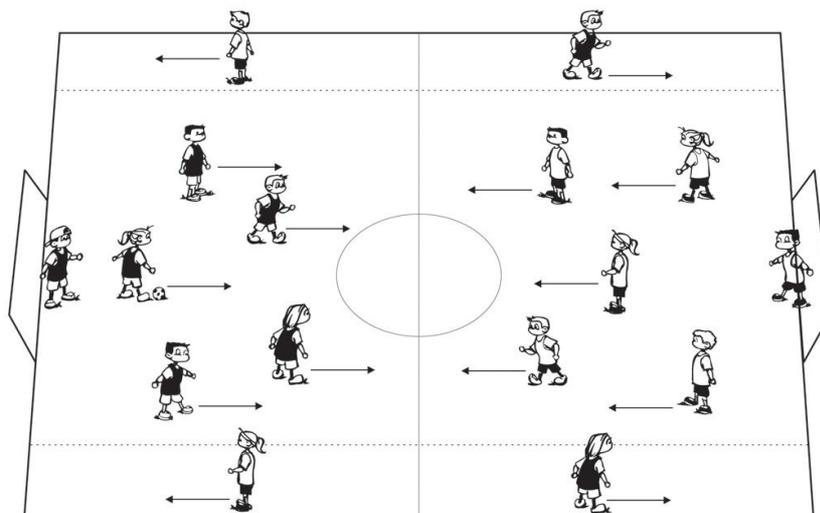
Options:

- A goal is valid only after the players from the sides have assisted it with a pass to the centre (scores you two points).
- A goal is also valid after the assistance of a player in the central field (scores you one point).
- The player who passes the ball to the joker has to exchange positions with the joker.

A game with four assistant players

Two teams – 1+5+2:2+5+1 play in a marked area. There are four players in the corridors along the sides. Two players play for each team. They only play in the striker zones of the field. The aim is that the attacking team

organise the game across one or the other side and that the players at the sides assist and pass the balls in front of the opponents' goals. Change the positions of the players after a while.



The other option is for the four jokers to stand in quadrangles (3x3 metres) in the corners of the field. Their role remains the same but the coach will define the ways in which the other players are to cooperate with the jokers, e.g.

- Pass the ball to the joker after three contacts (maximum).
- A goal can be scored only by throwing or passing the ball from the corner.
- The one who passes the ball to a joker has to step in his/her place.

A game with jokers

For this particular game, the size of the field should be reduced by 1.5 or 2 metres at the sides so that you get eight new fields for jokers, 4 along the sidelines and four along the goal lines.

The group is divided into two teams of eight, whereby each team has four players in the centre and four players along the sides – jokers. The coach and his/her assistant can stand and defend the goals; in case there are more than 16 players in a group, the coach can select a goalkeeper or if there are less than 16 players, reduce the number of jokers.

Option

Jokers cannot enter the central field, and the players in the centre cannot cross to the corridors. Players should change the roles, either after scoring or receiving a goal, or else play a timed game and change roles after 3 or 5 minutes.

A 6-2:6-2 game

In this game, jokers play a double role. Two jokers are at the sides in a marked corridor, playing for both teams, i.e. in both directions and their role is to forward the ball in front of the goal. The other two jokers stand behind the goals and play only for the team organising the attack and are allowed to assist them from either side of the goal. Their role is to get the balls, whereas the coach can decide that the ball remains in possession of the attacking team until the other team succeeds in stealing the ball, or until the goalkeeper catches it.

Another football game with jokers is the game in which one or two players (jokers) wearing special scrimmage vests help the team which is in possession of the ball or the team which is defending itself.

That way, a surplus of players is created and depending on the coach's tactical and technical objectives, the players can play different roles and have different privileges in the game.

Here are some of the possibilities in which the game can be played:

- Jokers are allowed a greater or smaller number of contacts with the ball as opposed to other players.
- Allow them to participate in every phase of the game.
- Allow them to participate in specific game phases only, e.g. attack, defensive manoeuvres.
- Allow them to score goals (or not), steal the ball from the opponent (or not), etc.

Apart from the afore-mentioned options, it is also possible to combine some of them and get a large number of variations to the theme. “Joker” positions are very often played by coaches themselves and that is how coaches can contribute to the creation of a particular style of his/her own group and to the motivation of his/her players.

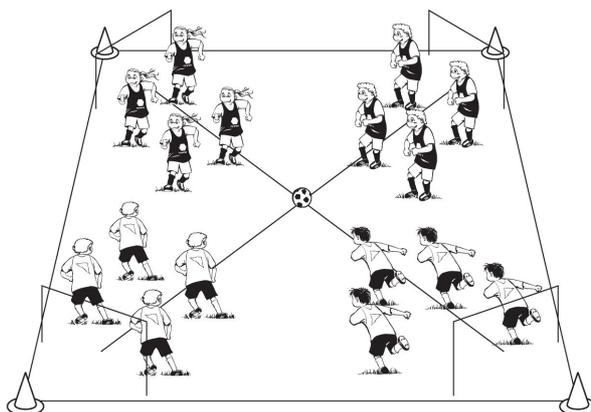
A GAME ON FOUR GOALS

The group is divided into four teams of four players, marked with a different colour.

They play with one ball and try to score at each of the three opponents’ goals but from an (imaginary) half-way line in relation to a particular goal. (from the half closer to the goal)

The game can be played with two or three balls as well.

Another football game with jokers is the game in which one or two players (jokers) wearing special scrimmage vests help the team which is in possession of the ball, or the team which is defending itself.



That way, a surplus of players is created and depending on the coach’s tactical and technical objectives, the players can play different roles and have different privileges in the game.

Here are some of the options:

- Jokers are allowed a greater or smaller number of contacts with the ball as opposed to other players.
- Allow them to participate in every phase of the game.
- Allow them to participate in specific game phases only, e.g. attack, manoeuvres, or defence.
- Allow them to score goals (or not), steal the ball from the opponent (or not), etc.

Apart from the afore-mentioned options, it is also possible to combine some of them and get a large number of variations to the theme. “Joker” positions are very often played by coaches themselves and that is how coaches can contribute to the creation of a particular style of his/her own group and to the motivation of his/her players.

2.3. FOOTBALL GAMES WITH VARIOUS TASKS

Football games with various tasks are often played as part of a football training being useful as they are in developing and improving our technique and situational intelligence, developing our imagination and fantasy, gaining a sense of time and space, improving the speed of our reaction to new challenges, and finding solutions to new tasks and situations made more difficult and put into prominence in these games.

- Playing 4:4, leading, passing, and shooting with the hand, the ball rolling on the ground; two goals.
- Playing 2:2; 4:4; playing with the left or the right foot only.
- Playing 4:4 – Players are only allowed to walk.
- Playing 4:4 – Players are seated and not allowed to stand up.
- Playing 4:4 on one goal in the centre of the field. Players can score from both sides.
- Two teams playing on 4 goals – Players are allowed to score on each of the goals (play with 1, 2, or 3 balls).
- Playing 4:4 (8:8), as above, only this time, players are holding hands (in pairs) and must not stand apart.

Options

Playing and scoring on all four goals or scoring on two goals and defending the other two.

Playing on 5 goals; two teams of 4

- Scoring on the goal in the centre (common goal) wins you two points.
- Playing with your arms on your back (keep your arms steady on your back).
- “VICTORIA” – Playing on a single goal with one goalkeeper. There are 2-7 players in a team. The goalkeeper turns his/her back to the team and throws the ball back into the game.
- 2:2 or 3:3 – Make small playing fields. Play an ordinary football game, scoring by sending the ball across the goal-line.
- 6:6 or 7:7 – No goals.

Score by dribbling the ball across the goal line of the rival team.

Dribbling the ball and passing it back (conquering the space by dribbling).

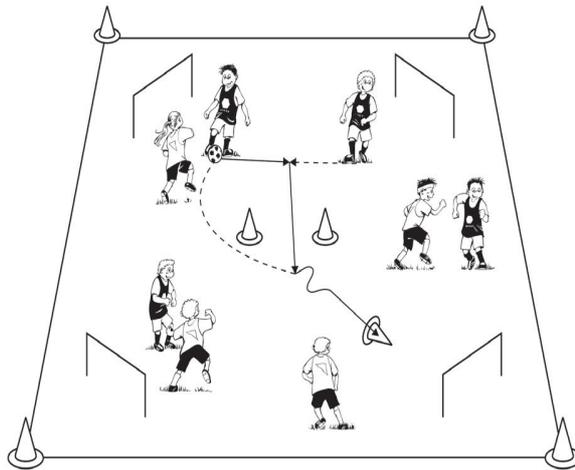
Scoring by crossing the corner-lines of the rival team. Forward passes are penalised by taking the ball away from the team. There are 4-6 players in each team.

A 7+1:7+1 game

The game is played on two goals with goalkeepers. The goals are placed in the middle of the field, their nets facing each other.

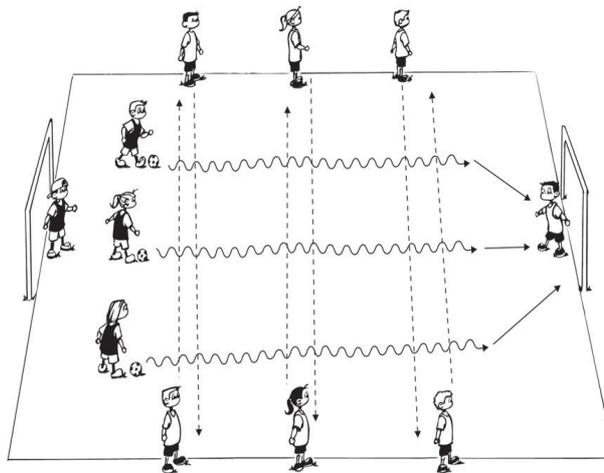
Playing with cones on small goals

Cones can be held with the hands in order not to fall off from the players' heads. This is one of the games in which one team is allowed to have more or fewer contacts with the ball than the other (e.g. 1:2, 1:3, 2: unlimited, etc.). Moreover, this is one of the games in which one team has one or two players more (e.g. 5:3, 6:4, 5:4, 6:5, etc.), and is therefore allowed fewer contacts with the ball (1:2, 1:3, etc.). such games can be played on 1, 2, 3, or 5 goals, but also in a marked area with no goals at all, the main task of a team being to keep the ball in their possession for as long as possible, observing all the limitations set out by the coach. All these games can be played with two or three balls – this, in turn, will increase the number of contacts with the balls as well as situational requirements and problems that children will have to resolve during the game.



PENDULUM

Playing in a field 3-4 metres wide with goals at each end (15-20 metres apart). Three players are in the field moving side-ways from line to line without a ball, with their backs to the players who are dribbling the ball. The task of those players is to dribble the ball from one goal to the other, passing all the obstacles in the way, i.e. they have to dribble the ball past the other players and get themselves into a position from which they are unobstructed to shoot at the goal and score. The players in the field obstruct them semi-actively (without touching the ball), moving from the left to the right and vice versa, as a pendulum.



Playing in fours

Players are divided into groups of four. Two teams play in the middle, while each of the other two teams stands to defend two goals at opposite sides of the field (4 goals altogether). Players stand at goals in pairs (holding hands). The team that has failed to defend a shot proceeds to the goal of the team that hasn't, and so the "punished" teams remain on goal, while the team that successfully defended their goal enters the game.

Victoria

Two teams play on one goal with one goalkeeper. The goalkeeper throws the ball into play, with his back to the other players. The team which gets the ball attacks first while the other team defends the goal. Once the defenders have managed to steal the ball, they start attacking as the other team turns to defend the goal. The goalkeeper is a neutral player. The game is either timed or played until a certain number of goals are scored.

Played as an ordinary 4:4 or 8:8 game; goals scored with the full instep counts twice.

“Picigin”

Same as Victoria, “Picigin” is a game played on one goal and a goalkeeper. All the players pass the ball to each other (except the goalkeeper) and shoot at the goal at a suitable moment. If a player fails to score, he/she has to step in for the goalkeeper, whereas if he/she scores, the goalkeeper gets a negative point. The goalkeeper has the right to step out and intercept a pass and players are only allowed to have a single contact with the ball when passing. Having received a pass, a player can juggle the ball provided that it doesn’t fall. After juggling, the player is both allowed to shoot at the goal or pass the ball to another player. All technical mistakes are punished by ordering the players to stand on the goal. The game is played until a player scores ten negative points. The first to score ten negative points is “torpedoed” by other players.

Playing in a quadrangle

The station is divided into three quadrangles with cones in the corners. There is a player at each corner; however, at the first corner there are two players with balls who start the game. The ball is passed in one direction around the cones. The player moves to the position of the player to whom he/she has passed the ball. The game should be played in both directions.

Option: Players need not follow the pass; they can go in the opposite direction after passing the ball.

Who gets there first, the ball or the player?

This is a similar exercise as the one explained above. Here, 4 players pass the ball to one another without changing posts, while a fifth player is running in the same direction trying to get to the end of the cycle before the ball does. This game can be played in a number of ways, e.g. running two circles or running in the opposite direction. The focus of this exercise is not the speed, but the technical performance of passing and receiving the ball and cooperation among players around the quadrangle.

2:1 Exercises

- A defender is on a large goal trying to prevent the opponent pair to score a goal (pass the ball across the goal line).
- Set up three goals (zigzag-wise) with a defender on each. The task of the attacking pair is to go through all these goals and get the ball across the lines.
- Organise a pair competition in completing such tasks and measure their times.

Changing fields

Organisation:

- Three teams with three players in each
- Make a small goal (or mark it with flags). This game can also be played on larger goals (with three players).

Procedure:

- First, the red team attacks the blue team’s goal trying to score.
- The yellow team is in front of the opposite goal.
- Should the red team score, the blue team takes the ball and attack the goal the yellow team is defending.
- Should the red team lose the ball during the attack, they can try to win it back but cannot cross the half-way line.
- Should the blue team win the ball and take it across the centre, they attack the yellow team’s goal. The red team goes to the other goal and waits for the yellow team to attack.

2 against 2 in a team

Organisation:

- Make two even teams.
- Players in each team are grouped in pairs.
- A pair from both teams is inside the play-area.
- The game is played on two goals (5 metres wide), either with or without the goalkeepers.

Procedure:

- Players in the field play 2:2.
- Should they score a goal or shoot past the goal, the attacking team stays in the field and plays defence. At the same time, the pair that had previously defended the goal leaves the field and a new pair from their team enters and tries to score at the opponents' goal.
- The score is summed up after the game is over.

Leading the ball across the line

Organisation:

- Mark two lines (about 10 metres long).
- Form two teams of three.
- One red and one blue player stand in pairs (three pairs, altogether).
- One pair is inside the field between the two lines.
- Other two pairs are behind the lines.

Procedure:

- A player starts from one of the lines and attempts to go past his/her rival and dribble the ball across the opposite line.
- Having succeeded, he/she plays a pass to his/her teammate who has the same task – to get the ball across his/her opponent's line.
- Defenders play only between the lines.
- If the attacker loses the ball, his/her opponent counter-attacks and leads the ball across his/her line.
- Every successful action wins a point for a team.
- Which team will win more points after five minutes?



2.4. CANDY CUP

EXPLANATION OF THE GAME

- There should be about 19-24 players in a group / on the list. All players are listed under a separate ordinal number. They are instantly given their respective letters (e.g. No. 07 = A, C, E, A, C) displayed on the inner side of their forearms. Leaders and coaches should find a simple and quick way of marking the players (e.g. a wristband marked beforehand) because we have found that a lot of precious time is lost due to writing the letters on children's forearms.
- The game is played on three playgrounds. In the first round, all the players marked with a letter A are in the same team and play against those marked with the letter B; players marked with the letter C play against D, while the E team plays against the F team.
- The final result of the game and the number of scored points is written down. The first sheet, apart from the number of points won as a result, will also contain the number of points won for a scored goal.
- In the second round A plays against B, C against D, and E against F, but now teams comprise of other players. Each of the five rounds is played that way.
- At the end, all points are summed up and the winner or the winning team is proclaimed. The winners can then play against the team that scored the least points.

The CANDY CUP takes place on Wednesday afternoons as prescribed by the schedule. One person (together with an assistant) is in charge of 24 players on a single football pitch (divided into three small fields for a 4:4 game) for 90 minutes. The School Leader has all the forms – it is not a bad idea if he/she fills them in advance.

THE CANDY CUP IS GOOD BECAUSE:

- All the players play at the same time; there is no time to wait.
- Teammates and opponents change constantly.
- There is a great possibility that each player could win more than once.
- Simple organisation

DIVISION OF GROUPS:

- Count the players.
- Take a look at the layout; how many fields are required, and how big are the teams?
- Make a random selection of players for a team.

MATCHES:

- All matches begin and end at the same time.
- They last 10-15 minutes with 15-minute breaks.
- When the match has finished, gather all the players and write down the results (the game sheet).
- Start a new match and repeat the procedure until all the matches are finished.
- Provide refreshments for the players during breaks (water, soft drinks).

LIST OF PARTICIPANTS

CANDY CUP (19.24)

OFFS: _____

Date: _____

No.	Name and Surname	1	2	3	4	5	Points	Rank
1		A	B	C	D	E		
2		B	C	D	E	F		
3		C	D	E	F	A		
4		D	E	F	A	B		
5		E	F	A	B	C		
6		F	A	B	C	D		
7		A	B	C	D	E		
8		B	C	D	E	F		
9		C	D	E	F	A		
10		D	E	F	A	B		
11		E	F	A	B	C		
12		F	A	B	C	D		
13		A	B	C	D	E		
14		B	C	D	E	F		
15		C	D	E	F	A		
16		D	E	F	A	B		
17		E	F	A	B	C		
18		F	A	B	C	D		
19		A	B	C	D	E		
20		B	C	D	E	F		
21		C	D	E	F	A		
22		D	E	F	A	B		
23		E	F	A	B	C		
24		F	A	B	C	D		

TABLE - GAME SHEET

OFFS: _____

Round	Match	Results	Points
1	A-B C-D E-F	____ : ____ ____ : ____ ____ : ____	A ____ B ____ C ____ D ____ E ____ F ____
2	A-B C-D E-F	____ : ____ ____ : ____ ____ : ____	A ____ B ____ C ____ D ____ E ____ F ____
3	A-B C-D E-F	____ : ____ ____ : ____ ____ : ____	A ____ B ____ C ____ D ____ E ____ F ____
4	A-B C-D E-F	____ : ____ ____ : ____ ____ : ____	A ____ B ____ C ____ D ____ E ____ F ____
5	A-B C-D E-F	____ : ____ ____ : ____ ____ : ____	A ____ B ____ C ____ D ____ E ____ F ____

Results: Win - 20 points
 Draw - 10 points
 Defeat - 0 points
 + 1 point for each goal

Date: _____

Coach: _____

TABLE – GAME SHEET

CANDY CUP – TEAMS

No.	Team	Players	1	2	3	4	5	Points	Rank
			A	E	D	B	A		
			C	F	A	E	D		
			E	B	C	F	E		
			F	D	E	A	C		
			D	A	F	C	B		
			B	C	B	D	F		

Round	Match	Results	Points
1	A-B C-D E-F	____ : ____ ____ : ____ ____ : ____	A ____ B ____ C ____ D ____ E ____ F ____
2	A-B C-D E-F	____ : ____ ____ : ____ ____ : ____	A ____ B ____ C ____ D ____ E ____ F ____
3	A-B C-D E-F	____ : ____ ____ : ____ ____ : ____	A ____ B ____ C ____ D ____ E ____ F ____
4	A-B C-D E-F	____ : ____ ____ : ____ ____ : ____	A ____ B ____ C ____ D ____ E ____ F ____
5	A-B C-D E-F	____ : ____ ____ : ____ ____ : ____	A ____ B ____ C ____ D ____ E ____ F ____

Results: Win - 20 points
 Draw - 10 points
 Defeat - 0 points

+ 1 point for each goal

Date: _____

Coach: _____

3. GENERAL AND SPECIFIC SKILL DEVELOPMENT GAMES

3.1. CHASING GAMES

Chasing games are extremely popular. Their main objective is to prepare children for greater exertions and raise the good humour and motivation. They are usually played as an introductory, warm-up activity. Chasing games help us improve our agility, mobility, and perseverance. We get to meet our teammates more easily; children are less shy and reserved and they develop a sense of belonging. These games are very useful in the introductory part of our school's programme. They are a perfect means for children from different areas to meet. At first, simple variants of the game are played, but it becomes more complex as we go when different tasks and props are introduced to the game.

Catchers in pairs chasing other participants

Those who get caught are out of the game; the last to remain is the winner.

Forming a chain

The players that get caught stand together and form a chain that must not be broken. As in the previous game, the caught players get together and form a chain, but once there are four of them, the chain splits in two parts – two pairs who continue with the task.

The Stone man

The catcher strives to touch as many players as he/she can. Once touched, they must stand still (as stones) with their legs apart. They can be activated again only if the players who have not been caught slide through their legs.

A chasing game with a ball

There are 1-2 catchers in a marked area. Other participants have three balls at their disposal. The catchers chase them but they can only be thrown out or petrified if they are not holding a ball. The objective of this game is to improve children's resourcefulness. Approaching each other and catching the ball, they can save themselves.

Master

All participants are in a marked area dribbling the balls they have been given. There are one or two catchers without a ball. The players that they catch are out of the game. They can save themselves by sitting on the ball.

A funny chasing game with a roll call

The game is played in a marked area. The coach selects a player whose task is to touch as many players as he/she can in a given time. When he/she touches the first player, all the other players have to touch the same spot on their bodies and remain in that posture until the catcher touches another player (another part of his/her body).



Chasing pairs with a ball on their backs

There are eight pairs in a marked space. Each of the pairs has a ball between their backs with which they have to move around. One of the pairs (wearing a marker to show that they are catchers) chases the other pairs. Once they succeed, they exchange roles with the pair they have caught.

The hunter and his prey

All 16 players from the group participate. One player is the hunter and his/her task is to hunt down another player (the prey) by chasing him/her around other players standing in pairs in a circle, one behind the other. The prey can save himself/herself if he/she stands in front of any of the two players. That done, the last player becomes the hunter and the game goes on. If the hunter catches the prey, the prey becomes the hunter.

Option

Another way to play this game would be for the hunter to become the prey after the player he/she has been chasing saves him/herself. The last player in the pair in front of which the player stops becomes the hunter. The idea is to change roles continuously – the hunter becomes the prey and vice versa.

Statue

For this particular game, you can use any of the afore-mentioned set-ups and rules. The essence of this variant is that the player who gets caught remains standing in the same position as he/she was when he/she was caught, i.e. to become a statue. When all the players are caught, the catcher and the coach select the nicest “statue”.

Rescue

All the players are scattered around the station. Two players are selected to chase them around. When a player is in danger of being caught, he/she shouts “RESCUE” and the other players rush towards and shield him/her from the catcher who no longer has the right to chase him/her. The aim of this game is to teach players to help each other in difficult situations and show solidarity and dedication.

Wasp

All the players are scattered around the station running in different directions. One player is the WASP. Those who get caught keep on running touching the spot where the “wasp” had stung them. Players who get caught for the third time are out of the game.

Hunter, sparrow and mosquito

Divide players into groups of three. One player is the hunter, the other is the sparrow, and the third player is the mosquito. The hunter has to shoot the sparrow; the sparrow has to eat the mosquito, and the mosquito has to sting the hunter. To avoid chaos, the game should be organised in such a way that only three groups play at the same time while the others are taking a break, cheering, or else they can step in for one of the groups.



The wolf and the sheep

Mark a 2-4 metre wide area in the middle of a limited space. The task of the “sheep” is to run across that marked area and not be caught by the “wolf”. The one that gets caught becomes the wolf and starts chasing other players with the first. The game is played until the last sheep has become the wolf.

The hen, the chicks, and the hawk

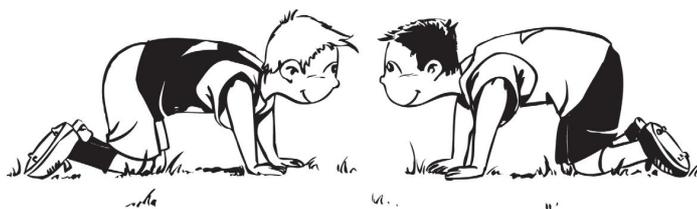
All the players hold each other at the waist thus making a column (chain). The first player in the chain is the “hen” and all the others are chicks. One of the players is not in the chain – the “hawk”. The hawk is trying to deceive the hen and catch the last chick in the chain. The hen has to defend the chick from the hawk, pushing him/her away with his/her hands. The chick has to defend him/herself and run dragging all the others along. When the chick gets caught, the roles have to be changed.

Cowboys and Indians

Children are divided into even groups; they can either be cowboys or Indians (children get to choose what they want to be). Both teams are lying on their stomachs facing each other (to be able to look at each other) at three metres distance. Balls are about 2 metres away from the players (the game can be played without the balls at the beginning). The coach decides when the cowboys are to start chasing the Indians. At a given signal, cowboys stand up, take the balls, and run after the Indians. Indians have to run with their balls and get behind their lines to save themselves. Those who get caught become cowboys and the game goes on until all the Indians are caught.

Option

- Another way to play the game would be for the coach to roll a sponge dice between the players while they are still lying on the ground. If it stops at an even number (2, 4, or 6), Indians get to run from the cowboys. If it stops at a mean number (1, 3, or 5) the cowboys have to escape the Indians.



- The other option is to roll the dice and see to which team it gets closer. The chase starts when the dice has stopped.

Chasing and dribbling

Organisation:

- Divide the field into two areas of the same size (about 10x10 metres).
- Divide players into two teams.
- Each player is given a ball.
- One of the teams and one of the players from the rival team are in one of the marked areas.

Procedure:

- Each player in the field dribbles his/her ball.
- At the coach's signal, catchers try to touch as many of the rival players as they can with the ball at their feet.
- The coach should count the players that get caught.
- The catcher is not allowed to catch the same player twice in a row.
- After a minute or two the coach stops the game and, after a short break, the catchers change.
- Points are added up after each round (the number of caught players).

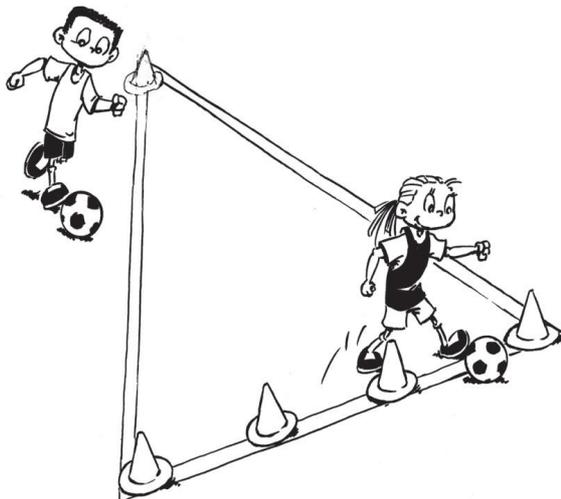
Chasing in a triangle

Organisation:

- Use cones to mark a triangle with 8-metre long sides.
- Several cones are placed along one of the sides of the triangle.
- Players are divided in pairs.

Procedure:

- One of the players is the catcher and the other is the fugitive.
- The players are in different corners of the triangle.
- At the coach's signal, both players start dribbling their balls around the triangle.
- They have to dribble the ball around the cones placed along one of the sides of the triangle.
- Can he/she catch the fugitive in 60 seconds?



Option:

- The catcher does not have a ball.

A walking chase

Players are not allowed to run. There can be more than one catcher. Players can run “on all fours”, jump on one or both feet, etc.

The wolf and the lamb

Players are divided into groups of three, holding each other at the waist. They are randomly scattered around the station. Two players are selected – the “wolf” and the “lamb”. The “wolf” is chasing the “lamb”. The lamb is trying to avoid being caught and to save himself/herself by holding on to the last player in one of the teams. The last in the team tries to avoid this and obstructs the lamb in every way possible. Should the lamb succeed to hold on to the player, the first in the team becomes the new wolf, and the old wolf becomes the lamb. Should the wolf catch the lamb, they exchange roles.

A blindfold chase

All the players are in a marked area. One of them is the catcher (blindfolded). The catcher is chasing the other players around. The players are jumping around, while the catcher is walking. Once the catcher has managed to touch one of the players, or once a player stands on both feet, the roles must be changed. If you are organising the game in a bigger area, there can be 2 or 3 catchers at the same time.

3.2. RELAY GAMES

Relays are competitive games that are very easy to play. Their aim is to enable the acquisition and application of new skills, agility, and habits through various forms of movement.

The task of these games is to increase the emotional requirements in children.

- Coordination of movement (cognitive and conative factors).
- Speed, agility, and mobility.
- Have fun and overcome the obstacles in the shortest time possible.

The true value of these games lies in its pronounced competitive features – individuals compete for a team and so the game helps players develop the team spirit and values. Apart from that, relay games are suitable for all age groups.

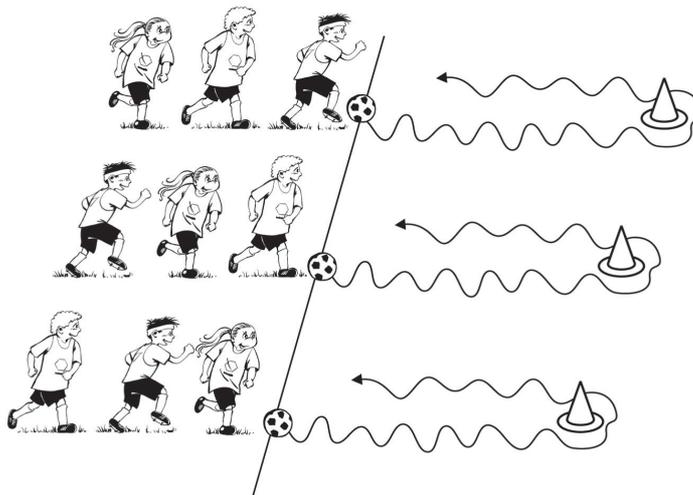
There are two kinds of relays:

1. Relays with props.
2. Relays without props.

The most important thing to bear in mind in relation to relay games is that tasks need to be carried out properly and that a certain code of conduct should be observed (fair-play).

Relay in columns

Players form two or more columns with cones in front of them. At the coach’s signal, they start racing each other dribbling the ball around the cones (free-style or as directed by the coach), passing or taking over the ball from one player to the other.



Romanian relay

Players hold their ball on their stomach (lap) and lift themselves up on their hands and feet (like a crab). With their legs to the front they try to take the ball around the cone and back or to pass it to a teammate who would take the ball to the opposite side.

RELAY GAMES

Relative to the number of participants and the coach's intent, form 2, 3, or 4 groups. (It is essentially better to form more groups to engage more players with the ball/task). Foot baskets should be at an equal distance from all the teams, but the distance should be changed and adjusted to the groups' age and abilities.

Moving with the ball between the feet

Jumping with the ball between your feet, move to the cone and back to your teammates. Should you drop the ball, go back to the start or to the spot where you have dropped the ball and continue with the task.

Running a relay in pairs with the ball between the back and the stomach.

Relays with balls

Dribbling to the cone and back and passing/delivering the ball to the next player. This game can be played in various ways (with basketball, handball, volleyball dribbling, and take-over).

Alternate relay

Participants are divided in two columns. At a given signal, the first player in the column passes the ball back through his legs to the other player behind him/her. That player passes the ball to the next one behind him/her and the game goes on until the last player in the column receives the ball. All the players then turn by 180 degrees and repeat the whole procedure. The team that finishes first wins the game.

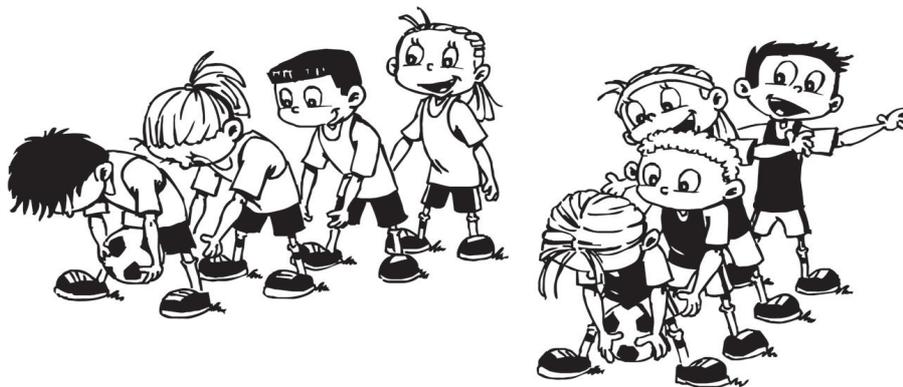


Option

Players stand in columns. The first player sends the ball back above his/her head. When the last player in the column receives the ball, he/she runs to the front and starts a new round. When all players have done the same, the last one in the column runs to the front and lifts the ball above his/her head.

Through the tunnel

Participants are divided in two columns standing with their legs apart and at arm's length from one another. At a given signal, the last player in the column crawls through the legs of his/her teammates carrying a handkerchief. He/she gives the handkerchief to the first player in the column who, in turn, runs to the back of the column and performs the same task as the other player. The game goes on until all the players have done the same and got to their initial positions. When the first player in the column waves the handkerchief, the task is completed.



Option

Players stand in a column with their legs apart. The first player in the column rolls the ball between his/her legs to the back (to the last player). Once the last player has caught the ball he/she has to run to the front and send the ball to the back once more. The exercise is repeated until all the players in the column have done the same.

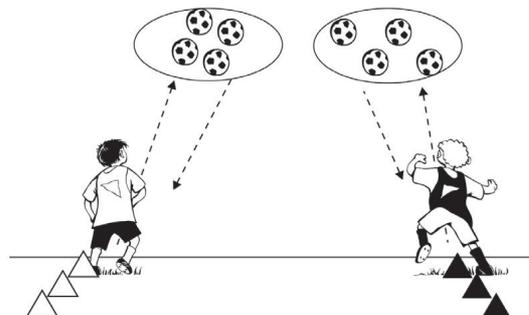
Another way to do this would be to order the players to touch the ball as it is passed to the back, i.e. to roll it with their hands.

Dribbling in pairs

The first pairs in the columns are given two balls each. At a given signal, they dribble the balls to the cones and back, but must on no account go apart. When they reach the goal, they pass the ball to the next pair, turn around, and proceed to the back of their column.

Taking over the balls

The entire team participates in this game (even number of players). The players stand one behind the other in two columns. At ten metres distance, there are two hoops, four balls inside each. The first player has to get to the balls as fast as possible, pick up all the four balls and take them to his/her teammate who has to run and take the balls back to where they were. The game ends when one of the groups finishes first and stands in a line having taken all the balls back into the hoop.



Lying relay

In this game, players are lying on their backs one behind the other. The first players in the columns keep the ball between their feet. At a given signal, they have to put the ball on the ground above their heads. The next player in line takes the ball with his feet and slings it over his/her head in the same way. The team that finishes first wins the game.

Options

- The ball is slung overhead; the next player in line takes it with his/her hands, puts it between his/her feet, and slings it to the next player.
- Players are at a shorter distance from one another. The ball must not be put on the ground but passed from one player's feet to the others.
- The ball is slung with the hands but received with the feet.
- The last player in the column can start the game (in the opposite direction).

Through the hoop

There is a hoop in front of each column. At a given signal, the first player takes the hoop and carries it vertically along the column so that all the other players could go through it. When all the players have got through the hoop, the player that was carrying it remains at the back rolling the hoop forward to the first player. He/she repeats the exercise as do all the others once it is their turn. When the players are in their initial position, the first player in the column raises the hoop as a signal that they have finished the game. The first team to finish is the winner.

Clinging like a bur

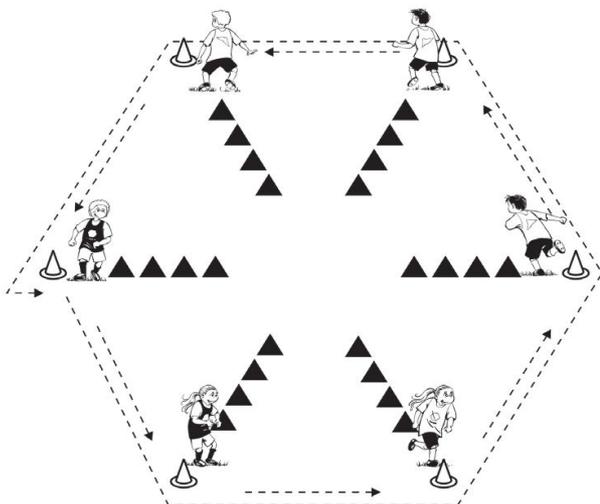
Players are divided into two columns. The aim is to transfer and pass a light sponge ball to the players from the other column. The ball should easily cling to sticky squares that players are wearing on their chests and bottoms

Option

Players pass the ball with their hands, but can only receive it with the sticky square on their chests.

- Players can transfer the ball (bur) from column to column only with their bottoms. Players pass it to their partners from the other column by sitting on his/her bottom while he/she is lying on the stomach.
- The ball is passed on from bottom to bottom, standing. The players move backwards between the columns.

RELAY IN A STAR



At the coach's signal, the first players in the columns run in a circle and they either go around the last player in the column or around the cones. Player 2 starts running when the first player touches him/her. The player that completes the circle stands at the back of the column. The relay is finished when the last player gets back to his initial position.

This game can also be played with a ball, tasking the players to dribble it in different ways, carry it in their hands, or bounce it against the ground. They can also carry a relay baton, eggs, little balls, glasses of water, etc.

A jumping-over and crawling-under relay

Players stand behind each other in four columns. There is a post to which they have to run at ten metres distance. Between the post and the columns one of the players is squatting with his hands on the ground so that others could jump over him/her. Three metres away from that player another player is in a touch-toe position so that others could crawl underneath him/her. At a given signal, the first players in the columns start running; they jump over the first player, crawl under the second, run around the post and return to the back of their column along the start-line. As they pass, they touch the hand of the next player in the column who then starts running. The first group to finish the relay wins.

Running backwards

The game is essentially the same as the one above, except that the distances are a bit shorter. The player that starts the competition is at the start-line with his back turned. At a given signal, he starts running backwards to the post, goes around it, and returns to his/her column. The next player is waiting to be touched and to continue the relay.

There are 5-8 rings in front of each column. Players have to jump from one ring to the other either with the left or the right foot, as if jumping from stone to stone in a brook. This can also be done by jumping on one or both feet, but the rings have to be somewhat closer to one another.

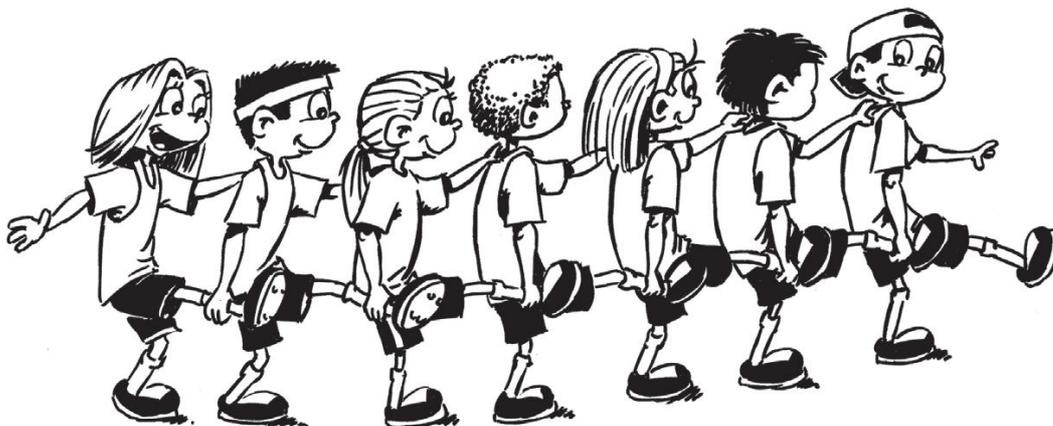
All the players are divided in four circles in the corners of the field. At a given sign, the groups have to change positions diagonally – group 1 with group 3, and group 2 with group 4. Whose group will reach the new circle first? Groups can be told to jump, walk on all fours, or to move in some other way.

Columns compete

All the players in a group hold each other at the waist, running to a marker and back. The team whose last player manages to cross the start-line first wins. The group has to stick together all the time.

This relay can be organised in various different ways:

- Players hold each other at the waist or in any other way; they can be told to run in a particular manner, walk or run backwards;
- Holding on to each other, players can be told to jump on one or both feet
- Players put their hands on one another's shoulders;
- Holding the outstretched hand of the teammate in front of them, and putting their other hand on their shoulder,
- Holding the right foot in the right hand and putting their left hand on their teammate's shoulder
- Holding the right leg of the player behind in their right hand, while the left hand is on the shoulder of the teammate in the front.



Funny relay games

Players stand in four columns. The first player in each column has one or two books. At a given signal, with the books on their heads, they run/walk to the marker and back. They must be careful not to drop the books. Players are not allowed to touch the books with their hands.

Waiters' competition

This game can be played using various props (a glass of water, eggs in a teaspoon, etc.). This time, we shall illustrate how the game works when cones are used. The first player in the column is carrying a cone in his palm. He/she has to carry it to the post and back without dropping it. Should the cone be dropped, the player must stop and place it back in his/her palm. Then he/she can continue the race.

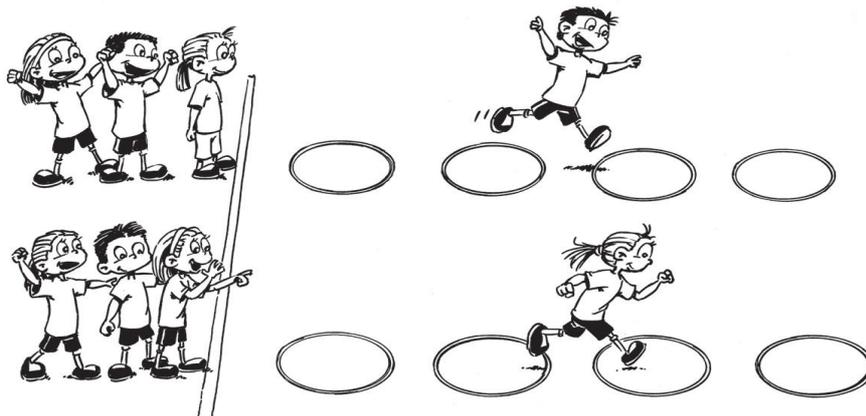
Carrying objects

Place various objects around the post – small balls, cones, jumping ropes, and anything else you can find. At a given signal, the first players in the columns run to the post trying to carry as many of those objects as they can. He/she then runs to his/her column and back to the post leaving the objects where they were. Going back to the column, he/she taps the next teammate in line who then continues the race.

This game can be played in a number of different ways. Divide players into two groups. They stand next to each other ready to take and carry the objects they are passed. They are not allowed to move while the game is going on. Various objects are put in front of the first player in line (different props, clothes, etc.). He/she takes the first object and passes it to the next player who has to pass it on right away. When the object gets to the last player in the column, he/she puts it on the ground. Objects have to be passed quickly and uninterruptedly. Be careful to put the same number of objects in front of each column.

Jumps

Teams stand in two or three columns. A line is drawn in front of each column so as to control the start. Ten metres ahead of the line several circles are drawn (significantly apart from one another). Each player has to get over the circles (jumping), each time with one foot in the circle.



Relays with jumping ropes

All players are grouped in four columns, one behind the other. They are all given a short jumping rope. Between the column and the post, several cones are put (1-2 metres from one another). One of the players from each column starts jumping the rope, going around the cones and back the same way.

- Instead of a post, you can tie a short jumping rope on both ends. The players run to the rope, crawl underneath it, and leave it where it is. When they get back to their column the next player can start running and continue the game.
- All players are given a short jumping rope. They stand 1-2 metres away from each other. At a given signal, all the players (the entire column) start jumping their ropes and moving to the post. They jump around it and go back to their initial positions. The team whose last player in the column crosses the marked line first wins the competition.
- In front of each column (in the direction of the post), a long jumping rope has been extended at 0.5-0.7-metre height. The first player in the column jumps over and then crawls underneath it, runs to the post and, on his/her way back first crawls underneath and then jumps over the rope.

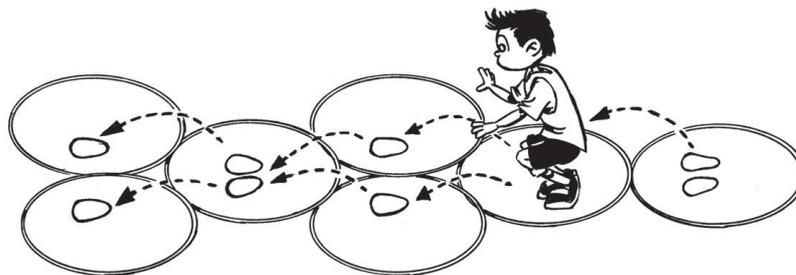
Through the hoop

There is a hoop in front of each column. At a given signal, the first player takes the hoop and carries it vertically through the column, while the other players try to get through it as fast as possible. When all of them have got through the hoop, the player that was carrying it remains at the end of the column and rolls the hoop forward to the first player. The player at the front repeats the task, as do all the others until they all reach their initial positions. Then, the first player in the column lifts the hoop to signalise that the task has been completed.



Hopscotch

Hoops are arranged as hopscotch fields. Players have to squat and move. When they get to a field with a single hoop they have to make a two-foot jump to get into the hoop, whereas when they get to a field with two hoops, they jump with their legs apart.



Getting through the hoop

Participants are divided into two teams. The first player from each team gets through the hoop from head to toes, whereas the second player does it from toes to head, and the game continues in this order until all the players have completed the task. The first team to get the hoop to the end of the column and perform the task properly wins the competition.

Take back the cone

Players are arranged in two columns. Each column is given its own cone, ball, and hoop. Cones and balls are at 4 metres distance from one another, while the balls and hoops are at 6 metres distance. At a given signal, the first player in a column takes the cone runs around the ball and proceeds to the hoop in which he/she plays the cone and

runs back as fast as he/she can. The next player takes the same path, this time taking the cone from the hoop and takes it back to where it originally stood. The first team to complete this task wins the competition.

3.3. ORIENTATION

Blindfold hunt

Players are all in a marked space. One of them, blindfolded, has the task to catch any of the other players. As he/she succeeds, they have to exchange roles. The players who are trying to run away have to call out to the blindfolded player and inform him/her about their positions to make it easier for him/her to catch them.



Collecting balls

Blindfolded, players have to take the balls from their initial positions into a hoop. They have a partner who instructs and guides them. The game can be played with 2-4 teams whereby each team is given 4 balls. The first team to finish the task wins the game.



Fixed goal

One of the players is blindfolded. At a given signal, he/she shoots at the goal. His/her partner who is outside the limited area signals him/her where to shoot. Pairs play against each other as do the groups.

Movable goals

The player turns his/her back to the opponent's goal and shoots at it with the heel for an agreed number of times. His/her partner who is outside the marked area signals him/her how and where to shoot. The opposing team is allowed to move their goal up to two metres to the left or right when the player is about to shoot. Pairs and teams can play against each other.



Mine field

Players from one of the teams are blindfolded, while the other team has to scatter different props in the centre of the station (cones, hoops, etc.). At a given signal, the blindfolded players start walking through the "mine field" trying not to knock down any of the objects (a player is allowed to touch the objects, but must not move them or knock them down). The objects must be sufficiently apart from each other so that the players can easily walk between them. Those who knock down the least number of objects win the game.

Options:

- The game is essentially the same, except that each of the players is given a bat with which he/she can examine the ground trying to avoid the "mine".
- The game is the same, except that informants are introduced. One or two players stand at the side and warn and point their players in the right direction.

A blind coachman

Players are divided into threes, with one player in the middle. Blindfold his/her eyes and hold him tight at the wrist with one hand and at the upper arm with the other. Take him/her around the station and be careful not to let him/her walk out or bump into another person. Start moving faster. Change roles until each player in the pair has been blindfolded and taken around the station.

This game can also be played in pairs.



Leaving the ball in pairs upon hearing a sound signal

There are 8 pairs in a marked area. Each pair is holding hands, whereas 7 pairs have a ball at their feet. All the pairs move around and at the coach's signal, they leave their ball and run for another. One of the pairs will be left without a ball and is automatically out of the game. Now only 7 pairs and six balls remain in the field. The pair that gets the last ball wins the competition.

Passing balls in pairs

There are 8 pairs in a marked area. Each pair is holding hands, a ball at their feet. They are all moving around with their balls except the pair that does not have a ball (but it is moving as well). Pairs exchange the balls among themselves randomly. There is always one pair without a ball.

A trick

Participants form a circle. One of them is holding a ball and has the option to either trick someone in the circle or throw him/her the ball. Hands are kept to the body. The player who reacts to the ball but does not receive it gets penalty points or leaves the game.

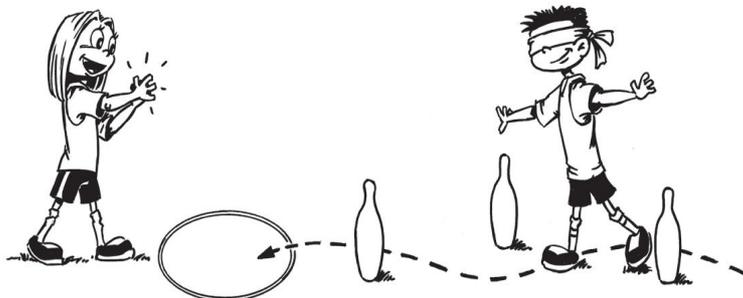
An 8:8 game; two colours

Players divided into two teams can cooperate in various ways:

- The ball can only be thrown to a player of the other colour.
- The same as above, except that one must not give the ball to the same player.
- The player who is in possession of the ball has to pass it to the player the coach tells him/her to.
- All the above-mentioned variants can be played with the foot.
- The same tasks but with 2, 3, or 4 balls.

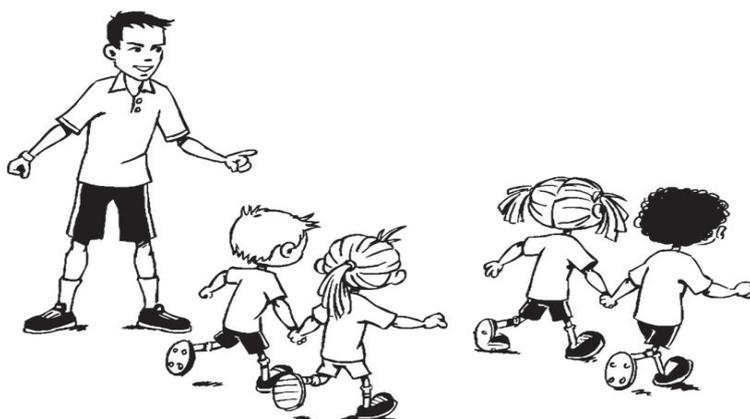
Moving by ear

Blindfolded, a player starts moving between several cone obstacles trying to get to a hoop. Another participant guides him/her by clapping his/her hands. The player who completes the task without knocking down the obstacles in shortest time possible wins the competition. Should the player knock down one of the cones, it has to be put back to its place before the game can be continued.



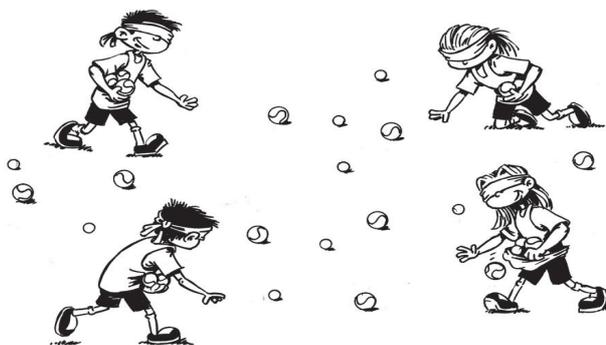
Traffic policeman

Moving in a marked area. Players are in pairs, holding hands. They are moving in the direction to which the coach is pointing – right, left, forward, or backwards. This game can also be played without a ball, or with one ball (or two).



Looking for small balls

Tennis and table-tennis balls are scattered around the station. Players are blindfolded and their task is to collect as many as they can. The player that collects the most balls in a given time is the winner.



Informant

All of them blindfolded, players from one team hold each other at the waist. At a given signal, they start moving while one of their players keeps informing them about their whereabouts trying to get them through a “mine field”. Which team will manage to get past the most cones without knocking them down?

Ships in the fog

Four teams compete in this game. Blindfolded, the players are holding each other at the waist. They are all at one end of the field standing next to each other. There are four mats at the other end and the guides of each team stand on them. At a given signal, all four teams start towards the mats. The guides use various signals (left, right, straight forward, etc.) to direct their “ships” to their mats. The first group to reach their mat wins.

Pass the ball!

Players stand along the edge of a circle. A blindfolded player is inside the circle with a ball in his/her hands. The game begins when one of the players shouts “Pass!”. At that instant, the blindfolded player has to pass the ball in the same direction from which he/she heard the voice. If he/she passes the ball to the player who shouted, he/she scores a point. One player is only allowed to have five goes and then another player steps in. Who will score the most points?

Who’s talking?

One of the players turns around, while another asks “What’s your name?”. The first player has to guess who asked him/her the question. He/she is allowed three guesses only. Who will be the best?

Touch and tell

Blindfolded, a player has to recognise his/her friend by touching his face and hair.

Find your house

This game can be played with more groups, but each group competes separately. Draw as many circles on the ground as there are players in a group. The players are at the start-line, several metres away from the circles. Before their eyes are blindfolded, they have to take a close look at their circles. At a given signal, they head for their circles. When they think that they have arrived to their circles, they sit down and at another signal, they take off their blindfolds. The group gets as many points as there were players who managed to find their circles. When one group has finished, the other can step in and play. Which group will score better?

Moving by heart

This game is about walking across the obstacles blindfolded. Put a cone at two or three-metre distance from the start-line, then a ball, then a hoop at a metre’s distance from the ball and finally a bench. The player who begins the competition takes a good look at the objects before his/her eyes are blindfolded. First, he/she has to knock down the cone, kick the ball, get through the hoop, and get across the bench. The game is timed. It can be organised as a competition between individuals or groups if there is enough room and objects.

3.4. BALANCE AND STABILITY GAMES AND EXERCISES

One of the first football lessons taught at this age is “how to maintain stability and balance” when changing the rhythm, pace, and direction during a match. (It is essential that we lower the body gravity centre, bend the hip, knee, and ankle gently, and keep our legs slightly apart).

EXERCISES

- Chaotic movement and running in limited space, emphasising stability (avoiding collisions, half-turns, and turns).
- Running free-style and standing on one foot at the coach’s signal (change feet);
- Running free-style abruptly changing direction at the coach’s signal;
- Jumping from a stable position and turning by 90, 180 or 360 degrees in both directions (in place);
- The same as above, only this time making a one-foot jump from a start-up.
- Walking on a rope.
- Each player has a small jumping rope and uses it to make a circle, snake, or line jumping and playing around it, performing pirouettes, and other figures.
- The same as the previous exercise, except that players are working in pairs and making synchronised jumps, turning and landing on one or both feet, observing their balance and rhythm.
- Cross a rope. One player is in each of the fields performing his/her figures at the coach’s request.
- Option: One player could be performing, while the other three imitate his/her movements.
- Chaos dribbling in limited space; keeping the balance;
- At the coach’s signal, players sit on the ball ;
- When dribbling, step on the ball with one foot and drag it with the heel (of the same foot) in the desired direction.
- Dribbling in various ways. At the coach’s signal, stop or change your activity (jump over the ball to maintain balance and stability, sit on the ball);

A tame ball

- Toss the ball high in the air and stop it by trapping it after it has bounced off the ground; you can trap it with your hands, feet, and different parts of your body.
- Toss the ball high in the air and once it has bounced off the ground jump over it with your legs apart, so that it doesn’t touch you.
- Put the ball on your forehead and try to keep it in that position as long as you can.
- Put the ball behind your neck and try to keep it there as you move; don’t let it drop.
- From the same position try to toss the ball above your head and receive it using various techniques.
- Dribble the ball with a cone on your head.
- Pass the ball to a partner on one foot.



Mind your back

A player is in a marked area trying to keep his/her back from others, turning simultaneously with a lowered body gravity centre. Should he allow a player to touch his/her back, the player has to laugh in his/her face (that is why the first player has to move quickly and preserve a stable posture by running, jumping, and turning).

Working in pairs

Holding hands, pairs have to run past the cones, either with or without a ball (or with two balls).

GAMES

A rooster fight

Jumping on one foot and rumpling with the shoulder; players may or may not be allowed to change the foot they are jumping on.

A fixed duel

In pairs, players face each other with arms at chest-height in a stable position or squatting. Clashing with their palms, they try to knock each other out of balance (one of them only has to move his/her leg for the other to score a point).

A duel on an imaginary log

This is a game in which two players are facing each other and holding hands (as in a handshake). At the same time, the tips of their feet are touching). The other leg/foot is leaning back in an effort to maintain the balance. Players are allowed to move that leg. The aim of this game is to knock the opponent out of balance by pushing him/her or pulling his/her arm (to the left or right). The game is over when one of them moves his/her front foot. The winner is the one who remains in the initial position.



A sack relay

This game is suitable for group competitions (4 or 6). Players are divided into groups of 8. The first player puts on a sack on his/her legs and holding it with his/her hands, jumps to a post and back. On returning, he/she gives the sack to the next player in line. The player puts it on and repeats the task. The team that completes the task first wins the race.

Catching the snake

One player is the “snake”. He/she is dragging a rope or twisting it around, while the others are trying to catch its other end. The players are not allowed to tread on the rope – it can only be caught with the hand. The player who gets hold of the rope becomes the “snake”.



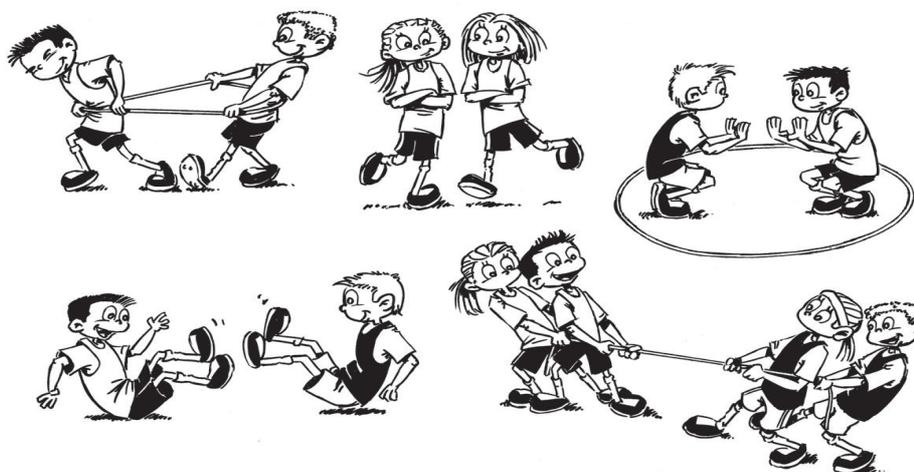
Pulling, pushing, dragging

These games are suitable for all age groups and occasions. They can be organised as games for pairs or groups relative to the props we use. As has been shown in the pictures, all these games can be played without any props;

however, all the aids and materials we use for physical practice (e.g. cones, jumping ropes, short and long bats, etc.) can be used to this end. As can be seen, there is no text to back the pictures, since these games are generally thought to be sufficiently simple and self-explanatory. However, we would like to make certain suggestions that will help you make these games even more interesting and accepted among those who will take them up. First and foremost, one has to make sure that all the rules are observed and respected; the area in which the games are to be played has to be clearly marked in advance (by drawing a circle, or in some other way). Each game should be repeated several times so as to create equal opportunities for all.

3.5. COORDINATION

Coordination is defined as motor ability or motor intelligence; it represents synchronised movement of the body, or a part of the body, in time and space. Walking itself represents a form of coordination. The main qualities of coordination are agility and mobility.



Agility is coordinated movement, whereas mobility can be defined as a high level of movement coordination of the whole body in a given time and space. Coordination is a hereditary feature and the percentage of improvement probability is not as high as the percentage of probability of strength improvement; however, it is sufficiently high to be trained and to expect results regarding the improvement of the movement technique.

When talking about the football technique, we refer to a player’s movement with and without the ball.

Individual exercises:

- Dribbling the ball free-style while holding a tennis ball or some other object in your hand (a UEFA water bottle).



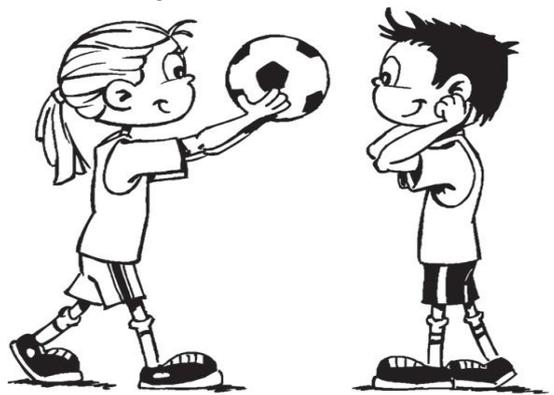
- Dribbling the ball with the left and the right foot alternately, while tossing the tennis ball from one hand to the other.
- Dribbling the ball using various techniques, while tossing the tennis-ball from one hand to the other behind your back.
- Stepping on the football, while tossing the tennis-ball from one hand to the other behind your back.
- Stepping on the ball and keeping one foot on it while tossing the ball from one hand to the other underneath that foot.
- Juggling the ball using various techniques while tossing the tennis-ball from one hand to the other behind your back.

Pair exercises

- In pairs and with two footballs, players forward parallel passes to one another – passing one ball with the foot and the other with the hands in a synchronised way: when one of them is passing the ball with the foot, the other passes the other ball with the hand.
- Players pass two balls simultaneously on the ground.
- Juggling the ball in pairs, determining the number of contacts beforehand. The player determines the number of contacts with the ball as the other player receives it. If the ball is dropped, the game should go on. One of the possibilities is to drop the ball intentionally after each contact.

Catch the ball

In pairs, players stand facing each other. One player is holding both his/her ears with his/her hands. The other player holds the ball at chest-height and drops it without any signal. The player who's holding his/her ears has to react quickly and catch the ball before it falls on the ground.



Football juggling

Juggling with one foot only, with both feet (alternately), combining two or more different parts of the body, stepwise juggling, juggling with the head or the thigh, combining drops, turns, and slinging.

Dance and juggling

Juggling to the rhythm with soft movements of a tennis-ball, making small and large eights in the air, lowering and raising the ball, accelerating and slowing down the speed combined with catching.

- Football juggling in pairs, threes, or in groups in all possible forms (players can drop out of the game if they make a mistake).
- Rhythmical juggling with variations of speed and precision, agility, and mobility.

Competition – two groups

Two players from each group are running side-ways, one foot across the other or forward and back, facing one another with a ball between them (at the chest or stomach). They have to run around a cone and signal the next two players to start.

Competing in two groups

Individually, players run around a cone with a piece of newspaper on their chest (they must not drop it).

Playing with the forehead

Players are divided into two groups (in pairs). Each group is given a ball. Players proceed to a marked place, go around a hoop or cone, and back to the starting-point passing the ball to the other pair. All this time, the ball is held between the players' foreheads. They are not allowed to use their hands at any time. If they drop the ball, they have to go back to the start. The first team to finish the task wins.

Exercises with balls

- Tossing the ball over one's head from one hand to the other, both in place and movement.
- The ball is tossed from the back with both hands over the head and caught in the front.
- Tossing the ball rhythmically from one hand to the other, both in the front and behind one's back.
- With arms spread apart, the player rolls the ball from one arm to the other, tossing the head a little to the back in order that the ball might roll across the chest and on to the other arm. Try the same exercise but bend your head forward so that the ball rolls across the back of your neck.
- With arms spread in the front, the player rolls the ball along his/her arms, from the body to the palms and back.
- Tossing the ball above one's head and forward; catching the ball.
- The same as above, except that the player turns by 360 degrees and catches the ball.



Pair exercises

- Two players, with their backs to one another and with their arms spread apart, hold hands.
- They hold the ball on one of the sides and their task is to roll it to the other side without dropping it on the ground. When the ball rolls across their shoulders they have to bend their heads forward.

This exercise can also be done with players standing face to face.



3.6. COMMUNICATION AND COOPERATION

Cooperation and communication among players are compulsory constituent parts of each football game, its rules, and essence. Cooperation and communication can be visual, verbal, or gestured. To communicate and cooperate on the pitch while a match is underway means sending and receiving different signals among one's teammates, providing help and support, and understanding each other. In that way, players express their wishes, possibilities, and views regarding the game, their team, and the opponents. When training and working with children, it is very important to develop the sense of sending and receiving different signals, and the sense of cooperating and communicating with ones teammates. This should not only be perceived as receiving and passing a ball, i.e. we can (and we should) represent this as giving and receiving gifts. This is the way we want children to perceive the game. The ball is a gift – when we receive it, we feel great, just as we do when we give it away, and that is why we should pass it the way we would prefer to receive it. The feeling we have is very difficult to describe. Children should experience the joy and pleasure of playing while we are doing our best to incorporate all the positive features of cooperation and communication into their team, i.e. the community they live in. If someone intercepts or steals the ball we consider to be a gift, then we shall certainly do all we can to get it back. Actually, we shall show our competitive spirit and devotion to get to the present and to give it to someone. An intercepted ball should not be taken tragically, because the person that stole it got it as a present too and he/she will probably present it to someone from his/her own team. Therefore, the game itself is a sequence of giving and receiving presents.



EXERCISES AND GAMES

Chaotic movement in pairs in limited space

- The first player closes his/her eyes while the other is pushing him/her around and directing him/her where to go.
- The first player leads and watches another player with his/her eyes closed.

Pairs with balls

The first player dribbles, feints, changes the direction, while the other is following and imitating his/her movements (at 2-3 metres distance).

Options

- Both players have balls, they only change their roles.
- The first player is without the ball; he/she changes the rhythm, pace and direction; the other player has a ball with which he/she is following the first player around.
- Dribbling the ball after your partner; when he/she spreads his legs apart (signal) pass the ball through his/her legs and run past him/her.
- Dribbling the ball around your partner after a given signal (with the hand to the side).

The dog and the master

This exercise is done in pairs; one of the players (the master) mimes the tasks to the other (dog). The dog tries to fulfil all the tasks as obediently as a dog. The tasks in question could be running, jumping, lying down, rolling, rotations, etc.

A boat among the waves

The coach (joker) is dribbling the ball in a marked area, while other players are moving in the opposite direction trying to set up an imaginary balance in the field (boat).



The bridge

This is another pair exercise in which one player tosses the ball under the “bridge” that his/her partner is imitating (through the legs, hands, etc.). Pairs are given pictures that show them how to cooperate. Players have to change roles all the time.

The invisible thread

Arms of one player (standing) and the legs of the other (sitting) are about 50 centimetres away from one another. The player that is standing is the guide – he/she is moving his/her arms in all directions, while the other player is trying to imitate his/her actions with the legs and to keep the connection with his/her partner’s arms (move your arms up-down, left and right, cross-wise, etc.)

- All the players in a group move randomly in a limited space carrying 4-5 balls in their hands. At a given signal (raise your arms, jump, sit down, etc.) pass the ball to the other team member asking for the ball.
- Players dribble the ball in pairs, one behind the other. The second player is trying to imitate all the actions of the first player at 3-5 metres distance.



Collecting balls

Blindfolded and with the help of their partners (signals), players collect a ball and take it into a marked circle, go back and collect another ball from its initial place and repeat the activity. This game can be played with 2-4 teams whereby each team is given 4 balls. The first team to finish wins the game.

Hitting the hoop

Form two teams of eight. With their backs to the hoops, they throw the balls over their heads. The players are allowed to take a look at the hoop before they shoot. The team that scores the most points wins.

Pinocchio

This is another exercise for pairs. One of the players leads his/her partner on a “chain” in different directions, performing different tasks at the same time. The tasks can be either running (changing direction), jumping, lying down, getting through the legs, or some other objects, various rotations, etc.

Defend yourself

Leaning on their arms, players sit in a 10-metre-wide circle. A player is going around the circle with a ball. His task is to try and hit the players in the circle who defend themselves by kicking the ball with their feet (shin) or head. The hit is valid if the ball hits a player’s body (stomach or back) or thigh. If the player succeeds to kick the ball away, the outside player has to get it back to the group in no more than three kicks/tosses. He/she has to be careful, because the players from the circle can stand up and move (with their hands on the ground) and kick it away again. After two kicks/tosses, the outside player has to take a shot at one of the players. If he/she is too far away from the circle, there is a small chance that he/she might hit someone, whereas the players in the group are given a great opportunity to kick the ball away again. The player that gets hit steps in for the outside player. Players from the circle are allowed to tease the outsider or joke with him/her in an attempt to encourage him/her to take a shot at them. Option: You can have 2-3 outsiders with a single ball taking shots at those in the circle who, once shot, drop out of the game. The outsiders are allowed to cooperate with each other trying to trick the others and take easier shots. The game goes on until all the players have been kicked out of the circle. The first players to have been hit have to step in for the outsiders.

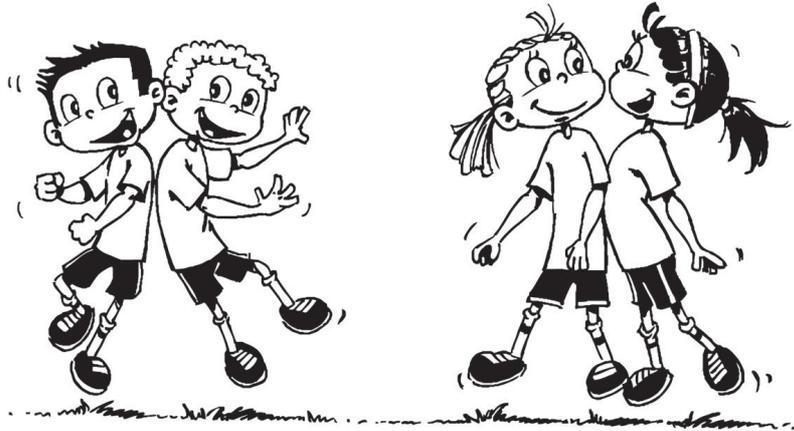
Hand (foot) tennis (across arms)

Players work in pairs holding one another’s hands (as in a handshake). They are tossing the ball with the other hand (foot) across the handshake. Each player is allowed to have one contact with the ball. They must on no account release their handshake and they have to move together quickly to make the task easier to perform.



Exercises for pairs and threes

- Standing face to face, pushing, and pulling each other holding hands.
- Pushing each other with the chest, back and shoulders. Do not use your hands.
- Standing face to face and holding hands, try to maintain your balance. Tips of your feet are pointed at one another, shoulders pulled back with arms wide open.



- The same as above, except that the players are standing side-by-side holding one another's closer hand. They are trying to stretch their arms and maintain their balance.
- Supported on their hands and face to face one to another, players are trying to hit their partner's upper arms, simultaneously trying to avoid being hit themselves.
- One of the players is walking supported on his/her hands, while the other player is holding his/her feet up (imitating a wheelbarrow).



- In pairs, one player falls into the other's arms (either facing him/her or with his/her back to his/her partner). Having caught him/her, the partner lifts him/her up to his/her original position. At first, players fall with their eyes open to gain confidence in their partner. Later, they can do this exercise with their eyes closed.
- This can also be done in threes, whereby two players toss the third player among themselves. He/she has to tighten his/her muscles to make the exercise easier to perform.

Dribbling in pairs

This is another pair exercise. One of the players from the pair is dribbling the ball, holding hands with the other player. Their task is to avoid other pairs along with dribbling.

Stealing eggs 2

This game is played 8:8 in a marked area with 16 balls (eggs). One of the groups has the task to take the balls (eggs) out of the marked area, whereas the other group has to bring them back to its centre.

Horses and riders

Five players are kneeling down in a circle (horses); four players are standing behind their backs, while one of the horses is free (without a rider). A rustler (catcher) is trying to steal the horse, while the riders are trying to protect it by moving left-right, so that each horse could have a rider. The riders have to coordinate their movements to preserve the horse. The essence of this game is to improve team-work among the players so that they prevent the horse from being taken. You can also use balls instead of players, but the same rules apply.

Chasing pairs with balls between their backs

Eight pairs are in a marked area. Each of the pairs has got a ball between their stomachs/back as they move around the marked area. One of the pairs (wearing markers to signify that they are the catchers) is chasing others. Once they have managed to catch a pair, they have to exchange roles.

3.7. ROPE GAMES

Exercises and games with ropes are one of the GAME cycle stations that capture children's attention and awaken great interest. This year, we are proud to offer you some new ideas regarding the organisation of this particular station. We consider the rope to be not only a prop used for jumping or pulling – it is also a powerful tool for organising and making very different and interesting obstacles, corridors and goals. Exercises and games in this setup help children improve their ball control technique (passing/receiving, dribbling, and feints, etc.).

ROPE IN A STRAIGHT LINE

Dribbling and stopping the ball using various techniques (dribbling with the sole, the inner, or the outer side of the foot, etc.), turning and dribbling backwards from both sides of the rope, and inserting more complex tasks into the exercise. There are two ways in which you can play this:

- the players either return to their own group, or
- they cross to the other group.

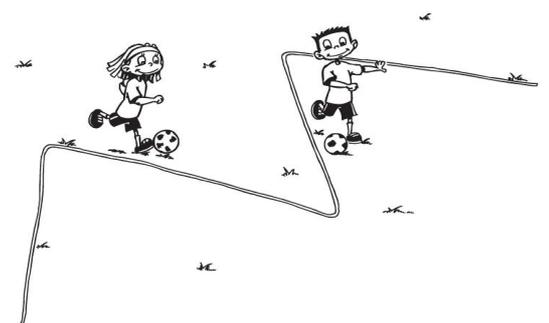
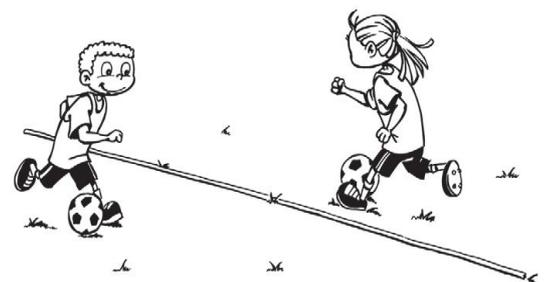
Based on such an organisation, you can create a complete training schedule or a part of it, leaving the possibility for other technical elements to be combined, including the basic and specific kicks, long and short passes, the finishing, etc.

ROPE IN A ZIGZAG LINE

The station is organised as in the exercise above, except that all the tasks are made more complex by frequent changes of direction. When creating your own tasks, you should similarly use as many technical elements as you can, taking into account children's age and abilities.

ROPE CORRIDORS

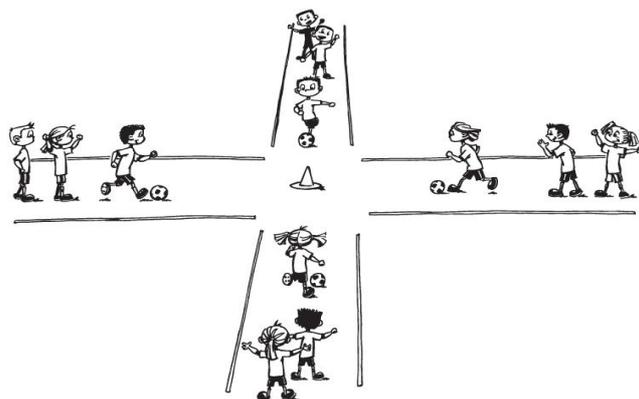
Mark several corridors (700-100 centimetres wide) with ropes. Players dribble their ball along the corridors using various techniques, returning through the corridors or along their outer sides, either returning to their own group, or crossing to the other. Arrange one or more cones along the corridors around which players can turn and go back to their group or cross to the other.



CRISSCROSS FORMATION

This is a very interesting organisation that leaves us with numerous opportunities for a great number of technical and tactical organisational tasks.

- Dribbling the ball to and around the cone using all known techniques
- Crossing to the other group without turning around the cone with 2 and with 4 balls
- Crossing to the other group from the left or from the right side with 2, 3, or 4 balls



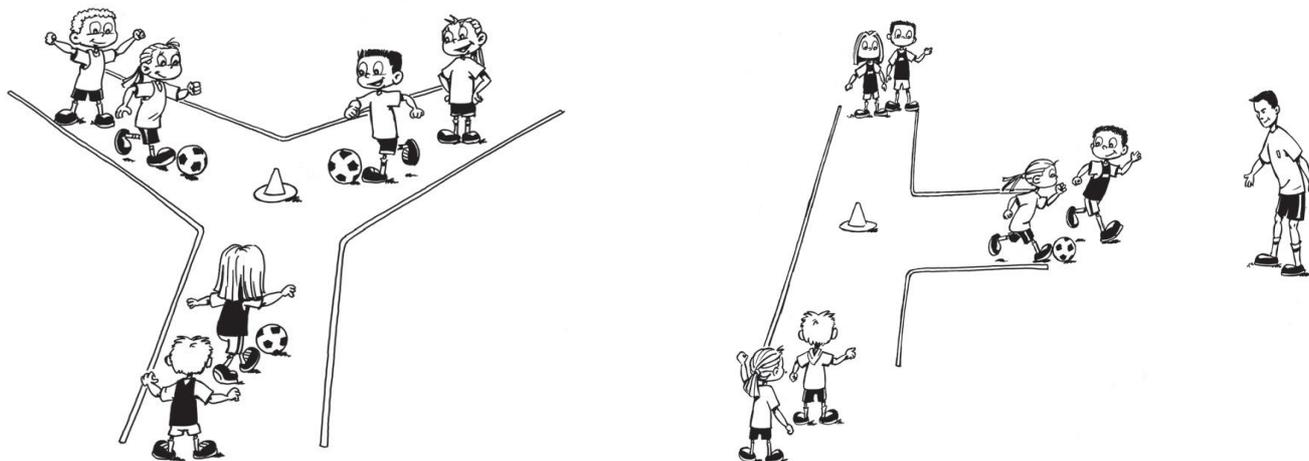
THREE-SIDED CORRIDORS

This setup is similar to our previous organisation however, here we have three groups of players working together, and they can either return to their own groups or cross to the other.

The second option would be to combine precision exercises and finish-offs with players either returning or crossing to the other group. Upon leaving the corridor, a coach or one of the players can step in and play a double pass with the player in the corridor or else he/she can dribble past them and shoot at the goal.

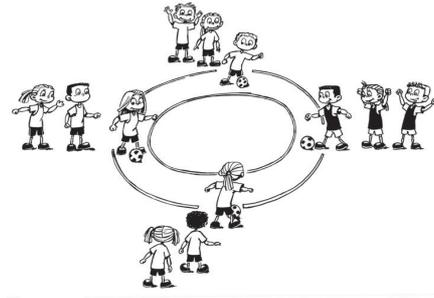
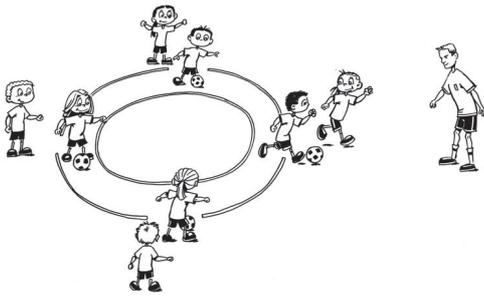
ROUND CORRIDORS

This is a very interesting set-up that gives us a number of opportunities such as exchange of positions, return to one's own group, change of course and direction of movement with the ball, and various forms of dribbling.



PAIRS IN FOURS WITH SHORT ROPES

One pair is holding the rope while the other is practicing. The height at which the rope is held is optional or in line with the technical requirements. (e.g. if you are practicing passes and reception, hold the rope at 30-40 centimetres; if practicing headers, the rope should be held at 100 centimetres from the ground). Change roles in even time sequences.



GAME

Two players hold the rope and move in circles around the station. The other two players pass the ball to one another but the ball has to go over or under the rope. Who will be the fastest to score 10 passes or who can pass more balls in a given time?

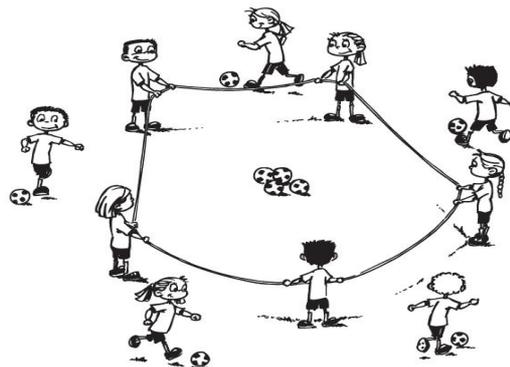
OBSTACLE COURSE

- Several pairs are holding ropes; other pairs are passing and receiving the ball under the ropes and jumping or going under the ropes themselves to get to the end.
- Passing the ball under the ropes individually, jumping over, or going under the ropes until the end of the course.



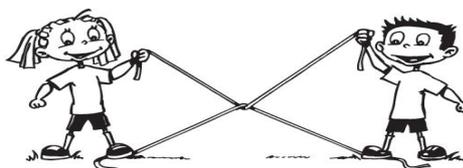
A LONG ROPE IN A CIRCLE

6-8 players are holding the rope at a height of one metre from the ground. The other players are each given a ball which they have to dribble around the circle using various dribbling techniques. At the coach's signal, they quickly slide into the circle with the ball; at another signal they have to get out. Players should change their roles after a while. The game can also be played in such a way that the last one to get in or out of the circle drops out of the game. **GAME** – There are several balls inside the circle around which the players are moving very slowly. There is always one ball less than there are players outside the circle. At the coach's sign, the players have to get into the circle, take a ball, and get out. The player that is left without a ball drops out.



DIFFERENT FORMS OF ROPE GOALS AND GAMES

- Rope goals are laid on the ground – scoring by getting across the rope with the ball or by kicking it across the rope
- A rope goal held up by two players at a certain height.
- Two players are holding two ropes. They are pressing one rope with their feet. Having pulled the other rope under the one on the ground, they are holding it up tight with their hands. This interesting goal form gives us an opportunity to train children to be precise. They can also be used as goals for different forms of matches (4:4, 5:5, 6:6, etc.)



"Bull" game

The players are holding a rope in a circle. One of the players is inside. His/her task is to touch one of the players outside the rope who is trying to avoid contact by letting the rope go as the player approaches. They must be careful not to drop the rope fall on the ground. The player that fails to avoid contact has to get into the circle. The players around the rope tease the insider and then try to avoid him/her as quickly as they can.



Pulling the rope

In pairs, fours or eights, or group against group; played either face to face or back to back.

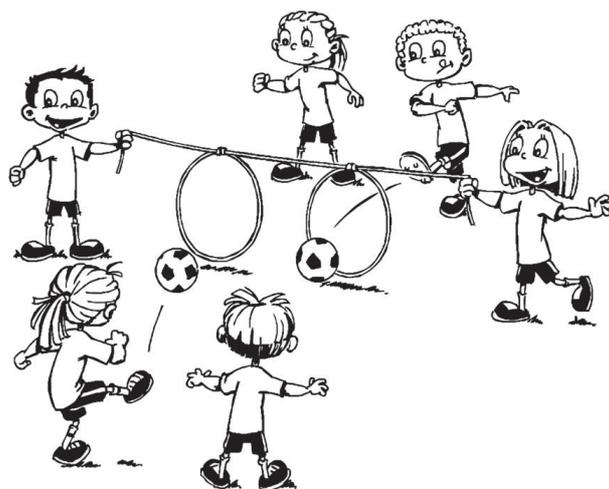
Dragging the rope

The rope is in a quadrangle shape and on its two inner sides, there are four players holding another at hip-height. At a given signal, they start dragging the rope backwards. The team that manages to drag the other team to the little rope in the middle of the quadrangle wins.



Hanging hoops

Hang and tie 2, 3, or 4 hoops on a 3-4-metre long rope. The rope is held tight between two players at different heights (relative to the task and objective of the exercise). On both sides of the rope, players are practicing and improving certain skills and techniques. For practicing and improving the receiving and passing techniques and precision, the rope should be held in such a way that the hoops are touching the ground. The players' task is to pass the ball through the hoops. These elements could also be practiced with the rope at medium height. Apart from this, we can practice different header techniques (from a sitting, kneeling or squatting position). Holding the rope at maximum height poses the greatest challenge of all. Along with the football elements, we can practice and improve various volleyball, handball, or basketball techniques. Using our imagination, we can also come up with different tasks that include passing and getting through the hoops, changing positions, relays and a combination of all the afore-mentioned elements.

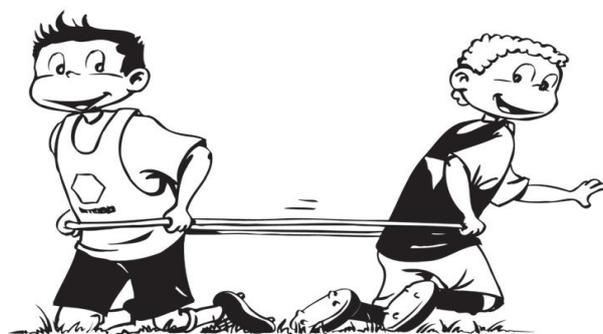


Option: horizontal hoops

Add another rope to the existing rope/hoop construction and tie the hoops in the same way but on the opposite side. That way, we will get a construction that players can hold horizontally or aslant (under a certain angle). There are numerous ways in which we can organise games and tasks at all heights. When holding the rope at a small height, players can practice various jumps with or without a ball, play relays, and get through the hoops. At a medium height, players practice different passes, play chasing games and relays, whereas by holding the ropes at maximum height, they can practice various precision techniques of different sports.

Viking fight

Two players are pulling a rope. The rope is tied to players' waists while they are kneeling on their legs and hands. At a given signal, the players start pulling. The winner is the player who succeeds to drag his/her opponent to the rope in the centre. This can be a 1:1, 2:2, or 3:3 game.



Jumping a rope in pairs

Players are turned face to face to one another. One player is turning the rope but both are jumping. Four ropes are turning in a row, while the players are standing in columns, jumping the ropes one by one. They have to go back the same way but this time either juggling or dribbling a ball. Those who make a mistake are eliminated.

A similar setup would be to have the players jump in pairs. They are holding hands, carrying a ball in the other at the same time. Once they get past all the four ropes, they have to shoot the ball into a basket (with the hand, foot, etc.).

Jumping the rope

Two players are turning a loose rope in place, while others are trying to run in and jump the rope in rhythm, either free-style or as directed by the coach (with both feet, from one foot to the other, with a jump between turns, etc.).

Option

The whole group can jump the rope at the same time and play until there is only one of them left.

The player should run through without touching the rope; they can run in pairs or threes, holding hands. Similarly, they can try to do all of the afore-mentioned but this time with a ball that needs to be dribbled through the turning rope.

Making waves

Two players are holding the rope tight at 1-metre height from the ground turning with it towards the group with the intention to trap someone at that particular height. Other players have to leap to save themselves. Those who get caught step in for the player who had previously been holding the rope or else they drop out of the game.

Option

A similar setup as above, except that the rope is at 20 centimetres height from the ground and that players can save themselves by jumping over it.

TAPPING WITH THE FOOT over the rope

Standing beside an outstretched rope, players have to perform different step-skip exercises moving as fast as they can. When the rope is to a player's left side, he/she makes a step with the left foot, skipping the rope with the right, which is closer to it, touches the ground and lifts it back, without losing the rhythm of his/her movement. The same exercise should be done with the other foot. Once the player has reached the end of the rope, he/she starts sprinting with or without changing his/her direction.

Should you wish to build up on this game, you can use more ropes and arrange them in a zigzag line, whereby players, when crossing from one rope to the other, have to change their direction, rhythm and work with their left and right foot.

Additionally, the following exercises should include working with the ball and dribbling and ball control exercises (with different parts of the foot).

Jumping rope slalom

Players are divided into four columns. Each player has a jumping rope. At a given signal, a player from each column starts jumping his/her rope moving around the cones, doing the same thing on his/her way back. The winner is the column whose players finish first.

3.8. GAMES AND EXERCISES WITH CONES

Individual exercises

- Each player is given a ball and a cone. Moving, he/she tosses the ball out of the cone and then tries to catch it. Hold the cone up to take in the ball.
- Lift the ball with the foot and kick it high in the air. Receive the ball with a cone. Move around, changing the direction, and turning.
- In place, toss the ball from the left hand to the right, receiving the ball with a cone.
- Juggling the ball with the head, foot, and the knee and receiving it in a cone.
- Toss the ball from a cone high in the air (as high as you can) and receive it from a squat position with the cone, being careful not to drop it, softly, rhythmically and with a relaxed wrist.
- Repeat the exercise, this time squatting, sitting on the ground, and standing up.

Pair exercises:

- Working in pairs, toss the ball to one another and catch it with your cones (Careful how you serve and toss!).
- Working in pairs, toss the ball from your cone to your partner's head. He/she kicks the ball with a header and you receive it with your cone. (Passing/serving the ball as a present).
- Working in pairs, toss the ball to your partner. He/she should receive it with his/her knee, foot or head and then into the cone (pass/serve as if giving the ball "on a platter").
- A similar setup would be if both players could toss and receive the ball at the same time.
- Players work in pairs. Each player tosses his/her ball high in the air (vertically) and proceeds to catch his/her partner's ball.

Option

The ball is thrown high in the air, but the height will depend on the distance between the partners.

Players leave their cones on the ground and run to take their partner's with which they receive the ball.

Tossing the "ice-cream" (both the ball and the cone) to one's partner who receives it with both hands. Gradually, players are increasing the distance between themselves. Partners should try and receive the "ice-cream" with one hand only.



PASSING AS SERVING

The exercise is essentially the same as the ones above, except that now partners are simultaneously tossing "ice-creams" to one another. They have to be careful not to drop it.

Options

Players leave the cones diagonally in relation to their position, toss the ball, exchange places, and run to take the cones and receive the ball.

- In pairs, players can toss the ball and set different tasks for themselves.
- Group exercises
- Players are moving in a circle with balls in their cones, tossing the balls to each other. (Option: they can hold hands, kick the ball with the foot, and receive it with the cones).
- One player is moving between two cones - tossing the ball, running to one of the cones, returning to catch the ball and then running to the other, returning again and so on.
- Players can do the same, now with four cones.

- All the players are running in a marked area. Half of them have a ball in their possession, half of them don't. They throw the ball to players that they recognise in a fast rhythm.
- Marked twins – A pair moving and passing only one ball at first, and then two.

Options

A player receives the ball with the chest, knee, head, and different parts of the foot and returns it to his/her partner's cone.

Three players are given one ball. They are running along, changing positions, and passing the ball to each other, maintaining their rhythm, always remaining a group.

At a given signal, players leave their balls and take another.

“Stealing” balls from other groups – the aim is to collect as many balls as you can.



3.9. HULA-HOOP GAMES

Participants are divided into two teams. The first player from each team gets through the hoop from head to toes, whereas the second player does it from toes to the head and the game continues in this order until all the players have completed the task. The first team to get the hoop to the end of the column and perform the task properly wins the competition.

Option

Participants are divided into 2, 3, or 4 groups. The players in the front are given a hoop that they have to jump (with both feet) or get through (the same as with a rope) as they head towards the cone and back, passing the hoop to the next player in line. The group that finishes the task first wins the competition.

The stork and the frogs

Decide who is going to be a stork using one of the nursery rhymes. Other players are frogs. There are several hoops scattered around the playground (water-lilies) representing a refuge for the frogs. “Frogs” are jumping around on all fours. At a given signal, jumping on one foot, the “stork” starts chasing the frogs. If the frogs jump into one of the hoops, they are saved. Should a frog be too far away from a hoop and is in danger of being caught by the stork, another frog can provide shelter for that frog in its own hoop. If the frog does not manage to save itself and is caught by the stork, it will become the stork (the stork will become a frog) and start chasing other frogs.

Hitting the hoop

Two teams (8 players in each) compete. With their backs to the hoops, they throw the balls over their heads. The players are allowed to take a look at the hoop before they shoot. The team that scores the most points wins.

Money-box

Players form four teams of four. The teams stand, sit, or lie at the start-line. In front of them, at several metres distance four hoops have been arranged. At the coach's signal (“money-box”) they simultaneously head towards

their respective hoops and enter them. After three repetitions, the best team is pronounced. The starting positions can be different and which position is to be used is on the coach to decide.

Score in the hoop

Players are divided into two teams of eight. Five hoops are arranged around the station – one in the middle, the other four in the corners of the station. Players play with one ball only and points are scored when the ball is received inside a hoop by a team member of the player who had thrown the ball. The task of the other team is to intercept or take away the ball from the opponent's hands. When they succeed, the teams have to change roles. The game is played until a certain number of point has been scored or for a limited period of time.



Hitting the hoop in movement

Two players are passing a hoop to one another (rolling it on the ground) between two columns of players. The players from the columns are trying to hit the hoop (one point) or get the ball through the hoop as it moves (two points).

Hoop-hopping

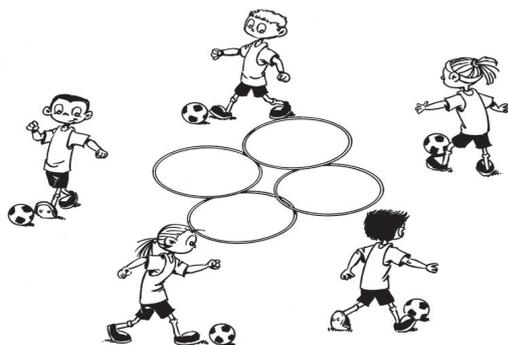
There is a hoop on the ground in front of each column. At the coach's signal, the first player takes the hoop, gets through it and holding it at his/her waist, jumps as far as he/she can, leaving the hoop on the ground. The next player steps in and takes another jump with the hoop from where the first player had left it. The first column to reach the goal wins the competition.

Obstructing from the hoop

Hoops are scattered on the ground (each at about two metres distance from one another). Participants are divided into two groups. Members of one of the groups step into the hoops. The other team are dribbling the ball and passing it among themselves. The players in the hoops are trying to steal the ball from them, but must on no account get out of their hoops (one foot has to be inside the hoop at all times). When they touch the ball, the teams exchange their roles.

Football vagabonds

Participants are dribbling the ball, circling around an area where hoops had been arranged. There is always one hoop less than there are players. At a given signal, the participants with the balls at their feet are trying to take one of the hoops. The player who is left without a hoop drops out. The player to win the last hoop available is the winner.



3.10. FOOT-TENNIS

The football technique training and teaching methodology has shown that coaches and theoreticians frequently use foot-tennis as an excellent tool for improving children’s basic playing techniques. Moreover, this game has proved to raise children’s motivation and develop their sense of collectiveness, communication and cooperation, devotion, and altruism. It is due to all the afore-mentioned that foot-tennis is an indispensable element of our football schools, street sport events, and seminars. This game owes its popularity to the completeness psychological and of football qualities it develops and promotes.

This game provides coaches with a wide range of possibilities to develop children’s sense of fair-play and a number of positive habits that will certainly have an impact on other segments of their lives. By teaching the children to respect the rules of the game and the opponent’s personality, we indirectly teach them to respect the habits, laws, and rules of life. Honesty in a game and a fair judgement are bound to have certain effects on their behaviour towards the environment they live in. When organising a “foot-tennis” lesson or station, we need not start with the game itself. It is very useful (if not necessary) to start with some introductory tasks (individual, pair, or group) and introduce children with the basic principles of juggling and other applicable techniques.

It would be useful and nice to play some music at this station because music helps children develop the sense of movement and coordination and encourage them to juggle not only with their feet, trunk, and head, but also with their hands along with various dance movements. Thereby, we can encourage and enable both children and coaches to improve their own movement techniques.



FOOT-TENNIS RULES

Field

The size of the field will depend on the number of players as well as on the width and height of the net.

Players

Each team has 1-5 players. An ideal ration would be 3:3 or 4:4; however, if there is one player more it will not harm the game.

The way to play

The rules of the game often vary from coach to coach. However, here is a list of suggested rules you can incorporate into the game. The rules are very similar to that of a volleyball game.

A player serves the ball from the back-line of his/her side of the field and the ball is allowed to bounce off the ground before it gets to the opponent's half. It is also allowed (but not required) for the ball to touch the ground once before being returned.

The ball can be served in various ways: with the inner or the outer side of the foot, with the instep, a drop-kick, or with a header.

Each player is allowed to have as many contacts with the ball as he/she likes.

Up to three players are allowed to touch the ball before it is passed over the net.

You can also decide how you want the ball returned, e.g. only with the foot or with a header, with the left or right foot, with a drop-kick, etc.

A serve is won after scoring a point; the set is finished when a team scores 15 points. If it is a draw, teams play for a two point's advantage.

Players have to rotate when another player gets to serve.

The coach selects the teams and makes sure that the rules are adjusted to the technical abilities of the players.

Players can change the rules should they wish to.

The person serving the ball can have 2 or an unlimited number of attempts for a successful serve.

The ball must not bounce off the ground more than once (decide how many times).

A limited number of contacts with the ball (determine the number yourself).

Foot-tennis with forbidden zones

Mark two zones (1-2 metres wide) on the foot-tennis ground into which the ball is not allowed to fall when served or returned.

Option

A zone (1 metre wide) can be marked so as to divide one side of the playground into two parts, meaning that the players of a team are now divided into the first and the second zone. Players rotate as before, but they are not allowed to save the ball in a zone in which they are not standing at the moment.

Adjust the rules to the desires and abilities of children.

3.11. FOOT-BASKETBALL

This is a very interesting and amusing game at our football schools. The hoop is a standard one, set at 50-centimetre height. There is no back board so that players could score from all sides. There are no written rules as to how the foot baskets are to be used or what their requirements are, but the examples we provide here are based on different levels of technical ability of the players. Here are some of the examples, feel free to add your own suggestions. .

TAKING A PRECISE SHOT AT THE BASKET

- Players can shoot at the hoop from different positions, either with their hands or feet (with the inner or outer side of the foot, with the full instep, etc.); (shoot with both feet).
- Lobbing - shooting from the ground.
- After juggling from a cone to the hoop, kicking it with a header in an attempt to score a point.

Options

- Change the distance.
- Change the number of allowed rebounds.
- Mark a new zone (e.g. 2x2 metres around the hoop).
- Shooting directly with a header (groups take turns to shoot; having shot at the hoop, each player runs to return the ball to the next player in line).
- Shooting with different parts of the foot at hoops laid sideways.

In pairs

- Playing 2:2, players juggle the ball to the hoop and try to score with the foot or head.

Chaos shooting

All the afore-mentioned options can be applied in a situation where each group had 2 or 3 balls. All players shoot at the hoop at the same time making a chaos in front of the hoop. This is a good exercise for raising the good humour among the participants because it abounds in funny situations. You should mark an area around the hoop from which it is not allowed to shoot. The game is either timed or played until a number of points are scored.

The principles that need to be observed when playing this game as a relay are as follows:



- Players from a group shoot individually (except in chaos shooting).
- Having shot at the hoop, each player has to return the ball to his/her group.
- There has to be a marked area from which players are not allowed to shoot.
- The game is played until a certain number of points are scored or for a certain period of time; another possibility is to allow a certain number of attempts for each player.

Shooting against a board

One member of each team stands behind the hoop and acts as a “backboard”. Players shoot at the “backboard” with their hands or feet using various techniques and taking into account the strength with which they shoot (gentle shots). The player who has taken a shot at the “backboard” has to step in and become a “backboard” him/herself, while the previous “backboard” fetches the ball and takes it back to the column and waits for his/her turn to shoot.

A GROUP COMPETITION IN TAKING PRECISE SHOTS WITH THE HAND

Players can shoot with one hand (either left or right); both hands (basketball-style), or with their backs to the hoop.

GROUP GAMES

The game is played on a single hoop with 5-6 attackers and 3 defenders. There is a marked area around the hoop (1.5-2 metres radius) from which the players are not allowed to shoot at the hoop.

- Players pass the ball with their hands and shoot with the head.
- Defenders may attempt to steal the ball with their hands and defend the hoop, but they have to be outside the marked area to do that.

Points can only be scored with headers. If the ball is dropped on the ground, attackers are allowed to pick it up and play on. Everyone is allowed to enter the marked area to save the ball.

Options

- The player that loses the ball has to exchange roles with one of the defenders, or if it is a 6:3 game, three attackers have to exchange roles with the defending team.
- Another possibility is to play a 4:4 game with two hoops on the opposite sides, applying the rules of a basketball game (you can organise a competition between 4 teams applying either the point or the cup system).

Hoop- headers

Two players are standing at three-metres distance from one another and passing the ball with the head through a hoop held up by a third player standing in the middle. The winner is the player who makes the most passes through the hoop in 60 seconds.

- Draw as many circles on the ground as there are players in a team. Some players are standing outside the circles. The players in the circle are passing 2-3 balls among themselves but they are not allowed to leave their circles. The players outside the circles are trying to catch or touch the balls. This game can also be organised in such a way that the ball may be passed by bouncing off the ground.

- Players stand in columns as in some of the previous games; however, this time they are in pairs. Draw a line in front of the column to mark the start. There is a cone at 10-15 metres distance from the column around which the players have to go. Every pair is given a ball (it is in possession of the player to the right). At a given signal, holding hands, the first pair starts (the player to the right is dribbling the ball), goes around the hoop, goes back to the start, passes the ball to the next pair and goes to the back of the column.

Here are some of the examples of how the ball could be dribbled in pairs:

- Both pairs dribble the ball, one with the left, the other with the right hand or foot.
- Every other pair leads the ball, one with the left and the other with the right hand or foot.

Apart from these, other relays can be organised and combined with various forms of dribbling:

- squatting
- going backwards
- side-ways
- bouncing the ball high
- dribbling the ball on the ground
- turning at dribbling
- dribbling and changing the course and direction
- combined dribbling

Players are standing one behind the other in two columns face to face. The allowed distance between the columns is 2-4 metres. At a given signal, the player at the head of the first column tosses the ball to the first player in the second column and proceeds to the back of his/her column. That player returns it to the second player in the column and so the game goes on. Which of the two columns will make fewer mistakes? When a player makes a mistake, the game has to be picked up from that particular player.

Foot-golf

If you want a game with which you can improve children's shooting abilities, we suggest that you try foot-golf. The aim of the game is to get the ball into the hole with as few shots as possible. A quadrangle marked with cones, corner flags or T-shirts can serve as a hole (playing on an uneven surface is much more fun). You can also use pieces of wood or a corner flag – be creative when designing your golf course. You can play around climbers, trees, or any other obstacle available. The “dog foot” hole is a path with a sharp turn, at whose start you are not able to see the green area where the hole is. Foot-golf is an excellent game for improving children's ball contact techniques which require a certain level of precision. Moreover, it is useful to give a little *effet* to the ball. Your creativity requires of you to set limitations that will make you a versatile player. For instance, you can play in such a way as to kick the ball with another foot each time. Or, you can play with the outer side of the foot only. If you are really ambitious, the last ball you play should be played high. A small hoop laid on the side will be a perfect “hole” for your shot.

3.12. HOCKEY

Among the props and materials designed for our football schools, you will find a hockey set with twelve sticks and balls for the game. Of course, we are talking about playing field hockey. The very features of this game make it really interesting for children. We use it to bring a breath of fresh air into our programme and to improve the visual aspect of the venue. Apart from that, this game brings certain versatility into the programmes that are not



directly connected with football. Our previous experiences in organising football schools and street sport events have witnessed a great joy and exultation at playing ball. At this particular station we can improve our programme by introducing a number of simple exercises that will help children learn the basic technique and the rules of the game.

DRIBBLING THE BALL WITH A STICK

- Straight
- Curved (zigzag-wise)

A straight dribbling stands for dribbling the ball in a straight line with only one side of the stick. Zigzag dribbling, in turn, stands for dribbling the ball alternately with both sides of the stick at a quicker pace.

After a number of attempts, organise a relay race for groups and make an obstacle course with cones, setting different technical requirements that children have to fulfil. This will help them to find out more about hockey (dribbling, receiving, and passing).

PASSING AND STOPPING THE BALL

Explain and show the children how to hold the stick in line with the rules given at the end of this text. The ball can be passed in place (pairs, groups) and in movement without changing position

Having explained everything, move on to shooting, watching that the stick does not go above knee-level. Precision games can be organised at this stage – either for pairs or groups.

THE GAME

It is essential that the game should be organised to last for a larger part of the lesson. Explain the rules to the children.

The following is not allowed and should not be done in this game:

PLAYING WITH THE FOOT

You are not allowed to shoot the ball in order to stop a player from attacking the goal or shoot at the goal or pass the ball to your teammate.

HITTING THE OPPONENT'S STICK

You are only allowed to lift your opponent's stick (with your own) or hit it at the head from the sides.

LIFTING THE STICK ABOVE THE KNEE

The head of the stick must not be raise above knee-level.

HOLDING THE OPPONENT

Holding the opponent or his/her stick.

STARTING

The players are only allows a shoulder-on-shoulder start.

THROWING THE STICK

Look after your teammates and opponents.

HOLDING THE BALL

Balls passed above waist must not be caught. Should you catch a ball with your hands, you must drop it within a second or two.

You are not allowed to run with the ball, or toss it to your teammate to score a goal.

3.13. RHYTHM

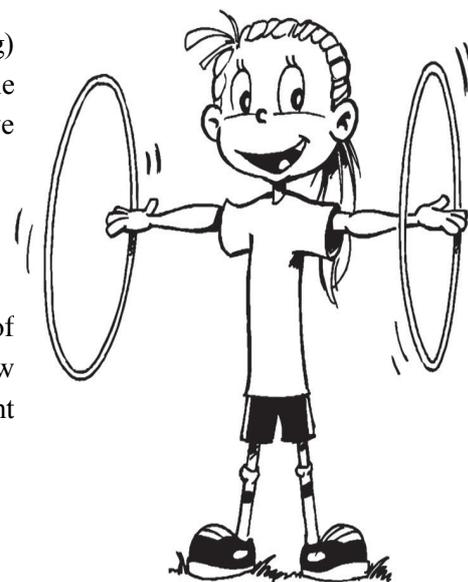
By training and improving our sports techniques, we develop and improve our movement technique as well, i.e. we are improving every individual move that we make. Working on our movement technique through fighting, playing and dancing and a certain sense of correlation, we get to the level of RHYTHM - the highest form of mastering movement techniques. A harmonious unity of individual moves creates a picture of wholesomeness, originality, and versatility, i.e. the rhythm of movement of each individual and the group as a whole at every single station. The total number of individual rhythms is merged into a joint visual image of all participants, with a rhythmical exchange of exercises and breaks, actions and reactions, the difficult and the simple. The individual and group rhythms merge into a well-distinguished RHYTHM of our school (its beautiful setup, our football exercises, dance, game, music).

Aerobics - Individual rhythmical exercises with music and props (ball)

- Breathing exercises – with legs slightly apart and in a semi-squat position; breathe in, lifting your arms with the ball in one of your hands. Lowering your arms as you breathe out, transfer the ball from one hand to the other. (x 4)
- With legs slightly apart, the ball in the front, make circular shoulder movements (8x forward and 8x backwards).
- Stepping in place x 8.
- After stepping, we make a step forward, and then a step and close to the side (RLRL-LRLR) 8 times, first with legs only and then with the ball in your hands lifting them to the sides. (our arms have to follow the movements of our legs).
- Stepping in place x 8.
- After stepping, from a semi-squat position, make a step and close 8 times in the following way: RLRL-LRLR.
- The same exercise as above, except that this time you lift your arms (x 8 up and down and x8 forward and backwards; that done, make a combination of the movements – 2x up and down, 2x forward and backwards, then once up and forward and 8 times backwards and down.
- Stepping in place x 8.
- After stepping we proceed with making a step and close (RLRL-LRLR) with the ball in our hands in front of us.
- Repeat the same leg movements, including the kick with the thigh (x 8).
- Stepping in place 8x.



- After stepping and from a semi-squat, make a step forward and to the side RL RL RL (step and close) and then LR LR LR to the back (x8); first time only with the legs and then with the ball, lifting your arms and straightening up.
- Stepping in place 8x.
- With legs wide apart, kicking with the shins to the back, first with one foot and then with the other (x2 each). The exercise is performed with the legs only 4 times; after that, include your arms as well.
- Your arms are stretched with your elbows to your hips so you should just keep lifting and lowering your forearms (x8)
- Repeat the exercise in a faster rhythm.
- Stepping in place 8x.
- Lifting the knee high – 2x with the left and 2x with the right, then repeat with the ball in your hands and lifting your arms.
- Raise your knees high (2 times with one and 2 times with the other leg) gently kicking the ball in our hands with the thighs (x8). Repeat the exercise, only this time stretch your leg and lift it up at the second move (x8)
- Stepping in place 8x.
- Doing breathing exercises, we put the ball on the floor in front of us.
- Stepping, we perform the following moves:
 - One leg is beside the ball, the other simulates a kick with the inner side of the foot (8x with the left, 8x with the right foot), repeat the exercise now simulating a kick with the full instep (8x with the left, 8x with the right foot).
- Stepping in place 8x, breathing and stretching exercises.

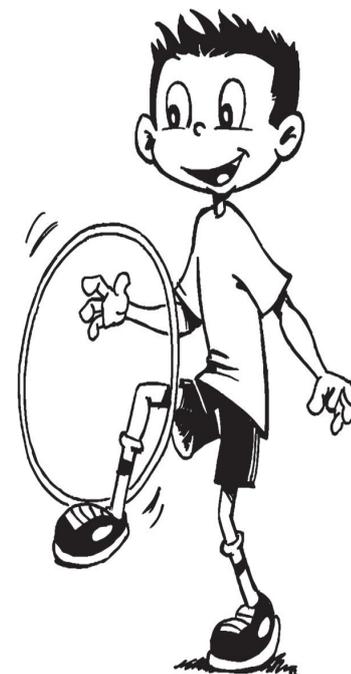


RHYTHMICAL EXERCISES WITH THE HOOP

- Standing in an upright position, turn the hoop around on your palm close to your body. This can be done in place and while moving in line with the rhythm of the music.
- Turn the hoop around your palm above your head in place and while moving (with both hands).
- With the hoop in the right hand, head forward with the right foot. Toss the hoop to the left hand, make one step forward, and toss the hoop behind your back to your right hand thus bringing it to its initial position. Repeat the exercise 6-8 times.
- Hold the hoop with both hands above your head and jump it with both feet several times in a synchronised manner and then return to the initial position.



- Hold the hoop above your head. Let it fall and then quickly spread your legs to prevent it from falling on the ground.
- Hold the hoop in your right hand, toss it above your head, and catch it with your left hand, slightly bending in the knees. Repeat the exercise the other way round.
- Set the hoop on your raised thigh and turn it with your hands.
- Combine all the seven exercises (from above) into a whole/a short rhythmical exercise. The exercise is to be performed while moving, and to the sound of music.
- Toss the hoop low on the ground, so that it rotates backwards and returns to you (if you throw properly), this exercise can be combined with a two-foot jump or with transferring one foot over the hoop. Put the hoop on one of your feet (the other is outside the hoop) and turn it around as you move.
- Rotate the hoop around your waist.
- Players pass the hoops to one another by rolling them on the ground.
- One player tosses the hoop in the air the other on the ground; they catch the hoops and exchange roles.
- Throwing and catching hoops in the air
- In threes or fours (or the entire group) in a circle, toss the hoop to one side and catch the coming hoop of your teammate with the same hand (synchronise your movements at coach's signal).



FUN GYMNASTICS

By introducing gymnastic exercises into our schools, we have made an attempt to encourage children's comprehensive psychological and physical development and to teach them the basic elements of falling and turning (which are extremely important in a football game). Moreover, we have been witnesses to a myriad of ways in which players celebrate their goals on matches; some of them include some extremely difficult gymnastic elements. Those elements *per se* are not our primary goal, but they prove the fact that there is no high-quality sport, and no football for that matter, without a comprehensive and developed movement technique and coordination of individual movements. Coaches should take into account the ability of the children they are working with and adjust the exercises and their requirements to their age and skills. They should provide assistance whenever necessary to avoid potential injuries. Children of this particular age may have problems with a simple forward somersault. A child should be assisted to do it, but coaches must not insist if he/she is afraid. They should try and find something less complicated, e.g. rolling on the ground. Children should be well-prepared and warmed-up before they start with these exercises.

INDIVIDUAL EXERCISES

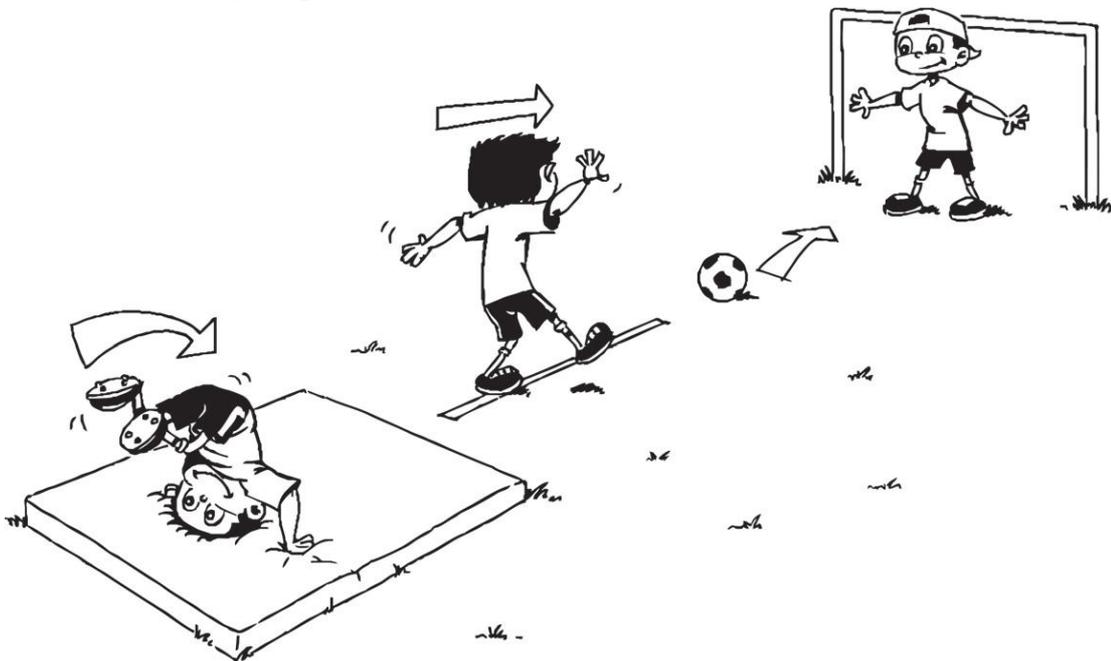
- Children run freely around the station, turning forward and backward with their hands in various positions
- They run at first and then slow down jumping like deer or jumping forward and backward, left or right, with both feet, or from one foot to the other;
- Choose a set of 8-10 development exercises that should cover the entire locomotive apparatus and prepare children for further exertions.

GYMNASTIC OBSTACLE COURSE

Arrange a gymnastic obstacle course in such a way that children can work in two columns.

Organise the course by arranging several mats, a beam (a Swedish gym bench or an improvised line), balls, and a goal for each of the columns. You can ask children to perform a small task between the ball and the goal, e.g. dribbling. The coach should first demonstrate all the tasks and help children do the exercises.

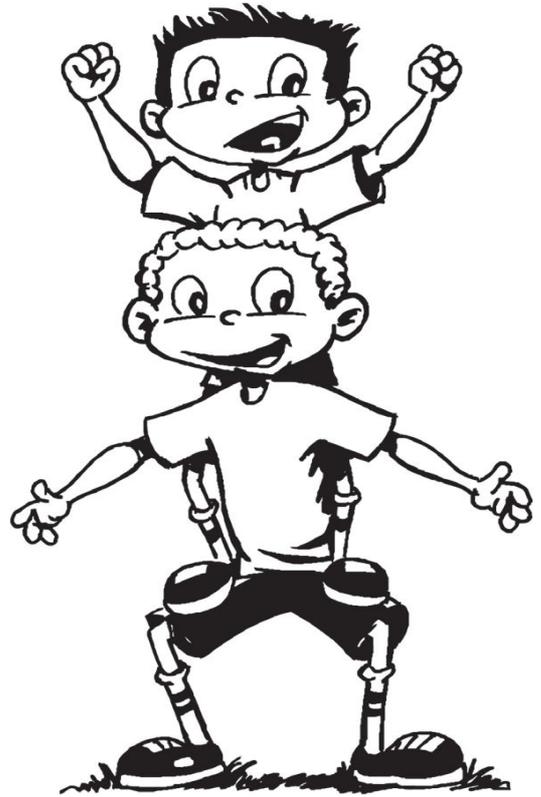
- Forward somersault – running on a beam – taking the ball – shooting at the goal – cheering. Every goal is reason enough to feel happy and the player should run to a particular place and cheer in his/her own way – turning, doing somersaults, shouting, or imitating a famous player.
- Backward somersault – a slight turn on a beam or line – taking the ball.
- Forward somersault – jumping on a beam (line).
- Forward somersault – balancing on a beam (line).
- Doing a cartwheel – a two-foot jump across the line.
- Doing a bridge – a high skip on a line.



ACROBATIC EXERCISES

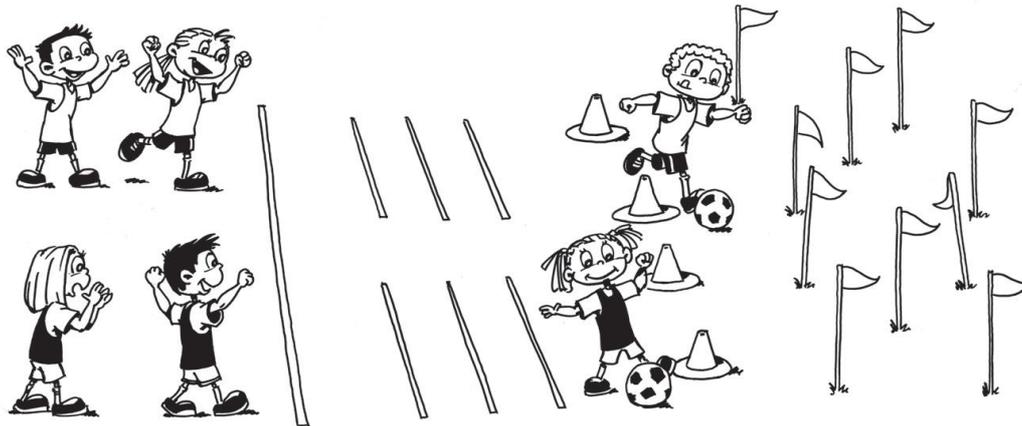
These exercises have to be done with the coach's or his/her assistant's assistance or, if they are not too complicated, with the assistance of two teammates.

- One player is lying on his/her back, legs to the trunk. The other player takes his/her hands and leans his/her stomach against his/her teammate's feet. The player on the ground slowly stretches his/her legs lifting his/her partner up.
- One player is standing with his/her legs wide apart and bent in the knees (stable position). The other player behind his/her back puts his/her feet on his/her thighs and, holding onto his/her shoulders, straightens him/herself up. It is compulsory that this should be done with the assistance of another person and that pairs be selected to match each other's height and weight.
- A small pyramid. The exercise is essentially the same as the one above, except that this time more players participate. Three players are standing next to each other in a stable position, while the other two climb on their thighs and stand up straight.



FINAL GAMES, SHOW, AND FUN





A double obstacle course

On flat fields and playgrounds

- Start, run 5-10 metres, walk across the beam, jump and make a forward somersault; cross an obstacle touching it with hand and feet; crawl under another obstacle, turn around 3-5 times to the left, run 5-10 metres; climb on an obstacle and cross to the other. That done, jump from the obstacle, run backwards for 5 metres, turn around 3-5 times, jump to reach the object and run backwards to the finish-line.
- Start, run 5 metres to a group of cones, take six cones and walk across the beam, crawl under a rope held at 0.5 metres from the ground and arrange the cones in two groups. Run to the hoops and get through three of them and shoot (throw or serve) the ball after getting through each of the hoops. Take the ball and jump over an obstacle. Take the ball, two cones, and two sticks and carry them for five metres crawling on your stomach like a crab. Leave all the objects in a designated area, roll four balls on the ground to a hoop, throw the balls through it, run to a rope and swinging on it, knock down 5 cones; jump into a designated area and run to the finish on all fours.

On the grass

Start, run to a jumping rope, jump it ten times; roll the ball with a stick around the obstacles and jump over a tight rope. Try to hit a target with a stick (three attempts), crawl through a marked area for five metres; roll a hoop around the obstacles, run to the target and throw three balls at it; walk on stilts for ten metres and run through the props to the finish.

STATIONS WITHIN STATIONS

Organisation:

- Mark the fields with cones,
- Divide players into five groups of four players (maximum)

PROCEDURE

STATION 1: penalty shots competition (players take turns on the goal)

STATION 2: A 2:2 game on four goals (each team defends two diagonal goals)

STATION 3: A 3:1 game (outside players are allowed to have one or two contacts with the ball) the player who makes a mistake has to go in the centre.

STATION 4: A 2:2 game across lines (players score if the ball is taken across the opponents' line).

STATION 5: Foot-tennis

Change: Groups change stations every five minutes.

5.2. SMALL GAMES

Bolo game - a game without starts

Goals are scored by passing the ball to a teammate behind the opponents' goal-line, dribbling the ball across the goal-line, or by shooting at the goal with various different techniques (foot or head). The ball must be thrown from player to player (a more difficult option would be to incorporate basketball, volleyball, or handball elements). Players are not allowed to run with the ball in their hands. Only one player is allowed to cover the player with the ball. The ball is given to the other team if:

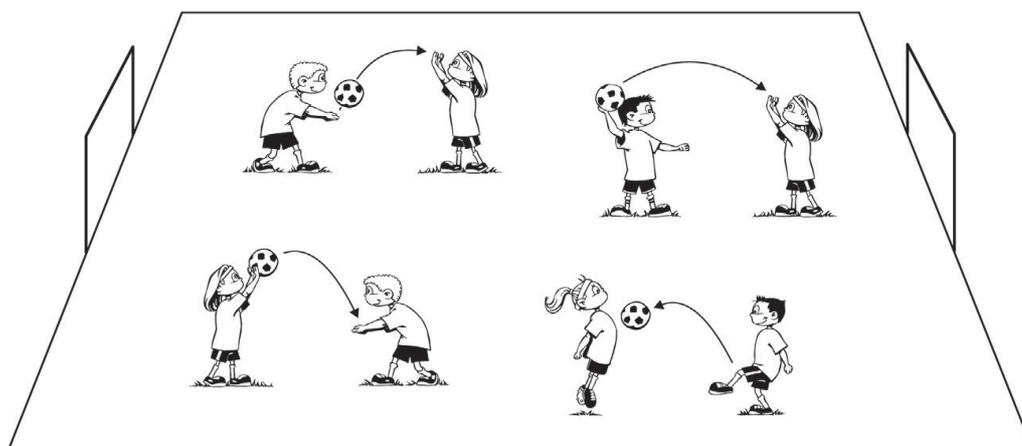
- It touches ground,
- It is caught outside the playground,
- It is caught by a member of the rival team,
- It is dropped on the ground by the opponent,
- The player in possession of the ball takes more than three steps with it.

Players are not allowed to touch the ball while it is the hands of a rival player. It is not recommended to obstruct a player when throwing the ball or running (by starting him/her). When a player has a ball in his/her hands, he/she has to have his/her foot steady in one place; however, he/she is allowed to move the other. A bolo game without starting can be played anywhere – inside and outside. The rule that says that players must not run while in possession of the ball develops and pronounces other aspects and elements of the game, such as:

- Cooperation (passing).
- Opening up to the game.
- Width/depth of movement with and without the ball.
- Overview of the game, timely passes, opening up and the dynamics of the game.
- The rules of this game could be applied to all other ball games.

Options

Bolo game – free game. The coach decides what kind of cooperation on the pitch you should have; however, it is recommended that players should decide for themselves.



Clinging like a bur

The game is played in a marked field with small goals or hoops (2-4). There are six players in each team wearing special equipment. On their chest and bottom there is a sticky surface to which the sponge ball with which this game is played can cling.

- The sponge ball is received with the sticky surface on the chest (do not use your hands).
- It can be thrown to a teammate only after it has been received with the chest or picked up from the ground with the bottom (by sitting on the ball),
- If the ball is on the ground, it can only be lifted with the bottom
- Players can run only with the ball clinging to their bottoms
- The coach can change the rules should there be a need to do it. When preparing for the game, players should practice moving in limited space – individually and in columns, circles or quadrangles; they should master the reception of the sponge ball with the chest, transferring it to the bottom, passing and thus conquering enough room for scoring.

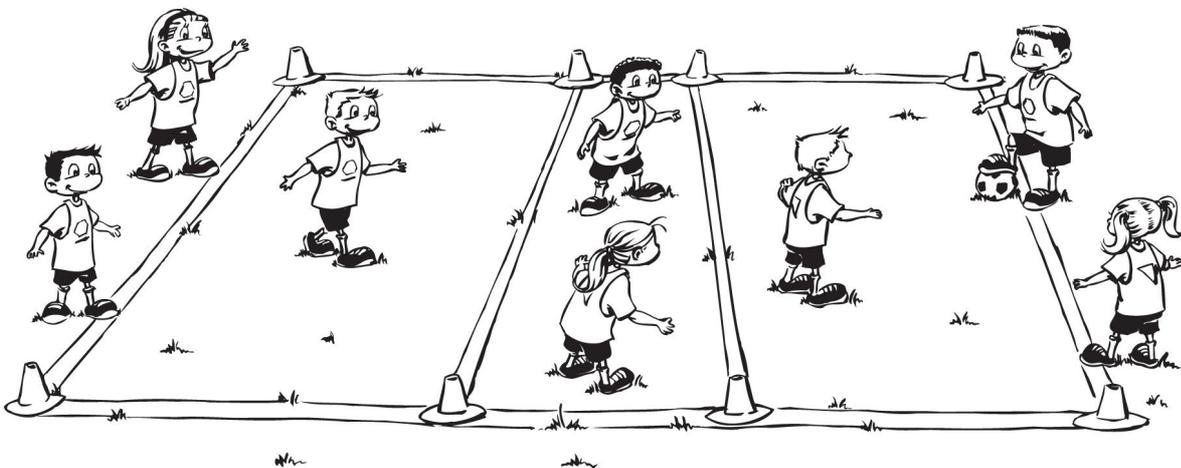
Dodge ball

Players are divided into two teams, each with a captain (1+7:7+1). Each team has its own field; captains of the rival team stand at the end of each field and throw the ball at the opponent players. Each player has only one life (or more, if the teams agree) and if he/she is hit, he/she has to go to his/her captain and help him/her. When all the players of one of the teams are hit, the captain steps in and when he/she is hit as well, the game is over.



Options:

- If the hit players of a team go to the left and right around the opponent's field, it is a double-dodge ball game.
- If the ball is passed and players hit with shots taken with different parts of the foot, the game is called foot-dodge ball.



Guess where the ball is

Divide the group into two teams (8 players) that will play independently from one another. One player turns his/her back to the others. He/she throws the ball. The player that catches it has to hide it behind his/her back. All the other players put their hands behind their backs as well and the player who threw the ball has to guess where it is. If he/she is right, the player who had the ball has to throw it and guess.

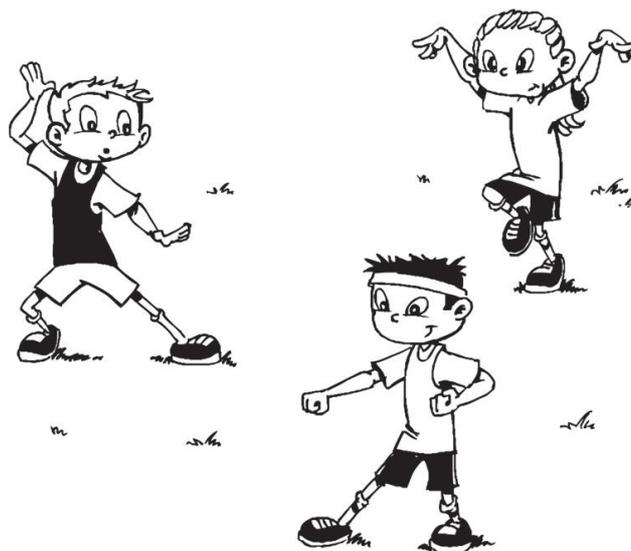
You move on from where I jumped

Divide the players into 2 or 4 columns. The first player in the column takes a long jump and marks his/her trace. From that spot, with his/her toes behind the marking-line, the next player in line takes another long jump. His/her trace is also marked and so the game goes on until the last player in the column has taken his/her turn. His/her trace is marked in a special way. The column that had the longest jump wins.

Exercises in which two players are carrying a third using various techniques – on a chair, on their hands, as a log, holding him/her under the armpits and legs, etc.

Ninja turtle

Divide the group into two columns facing each other, with players lying down on their stomachs. One group is called FUN and the other is FOOTBALL. At coach's command (e.g. FUN), the group gets up, skips and lies back down (another possibility is for them to start running while the FOOTBALL team is chasing them). However, when the coach calls out and says "NINJA", they all have to stand up, shout, and imitate a ninja move.



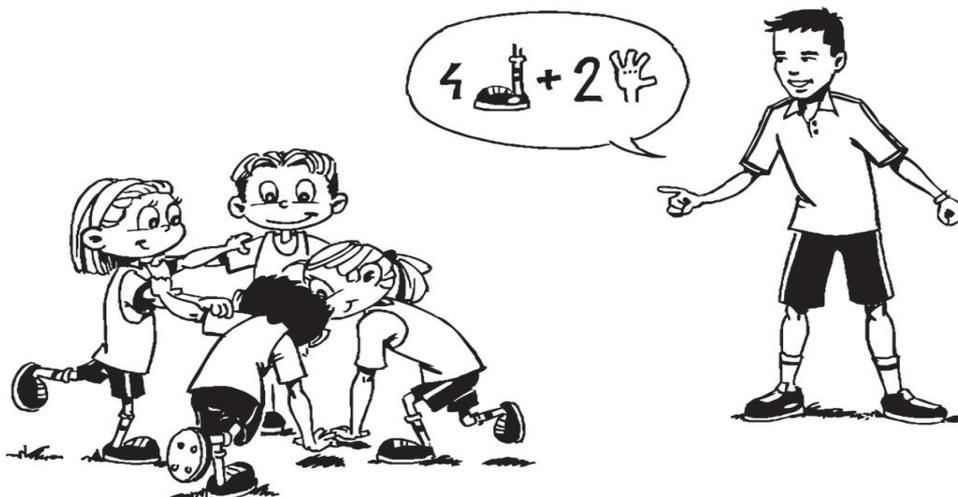
The chaser and the fugitive

Divide the group into pairs. They should all lie down on their stomachs clinging to one another and make a circle together. One pair remains standing to chase one another. The fugitive is running around the circle or among pairs; he/she is also allowed to jump over them. To save him/herself, he may lie beside one of the pairs. At that moment, the outside player in the pair has to stand up and start chasing the "hunter". If he/she is caught they exchange roles and continue the chase.

Mysterious figures

Divide the group into teams of four with markers of a different colour. Each team has a ball with which the players move around the playground and pass it among themselves. At coach's signal, each team has to gather to a certain spot with their ball. When the coach for instance says, "Four feet on the grass", the players of each team have to hug each other and stand on one foot (or one of them stands on the ground on both feet, two of them on one foot and the

fourth player clings on to them with both his feet in the air.). When the coach has checked all the figures, the players let go and keep running around. The coach then issues another command such as “3 feet and 2 hands on the ground”, “4 feet and 2 hands”, or “3 feet and 4 hands”. The players first make a plan and then the figure. The coach checks all the figures and decides on the winner, i.e. the best figure or the quickest team.



Common chair

Stand sideways in a circle. Put your hands on the shoulder of the player in front of you. At coach’s command (“1, 2, 3”) start squatting until you are seated on the knees or lap of the player behind you.



Pancakes

All the players are lying on the ground. At their coach’s signal, they start rolling in all directions. When they bump into another “pancake”, they have to roll over it.

POOL CUSHION

The game can be played in an area with walls (artificial). Goals are turned towards the walls at a couple of metres distance from them. A goal can be scored only if the ball rebounds from the wall (1 point), from a side-wall and behind the goal (3 points). The game is played for ten minutes. The winner is the first team to score ten points.

Assembly line

Lying on their backs and one next to the other, players are divided in two columns, head to head. They raise their hands and wait. The coach is at the head of the column holding the hands of one player and helping him/her to lie

down on the hands of other children that carry him/her to the end of the column. The coach assistant is waiting at the end of the column and helping him/her to lie down next to the other children in the column. The player raises his/her hands and the game goes on until all the children have been carried along the “assembly line”.

A game with three goalkeepers

Organisation:

- 4 teams with three goalkeepers
- 30-metre long field

Two teams (the red and the blue) are playing each other. Three players from the other two teams act as goalkeepers (yellow and grey).

There is a broken line which the goalkeepers are not allowed to cross over and they are not allowed to use their hands. Should the goalkeepers cross the line or use their hands, the opponent team gets to take a penalty shot at an empty goal from the half-way line. When the coach shouts “exchange”, the ball must be left where it is and the red and the blue teams go to defend the goal, while the yellow and the grey teams play each other on the field. Every team counts its score. Which team will have the best score after a given period of time?

IMPORTANT

Goals have to be wide enough for the players to score even with three goalkeepers.

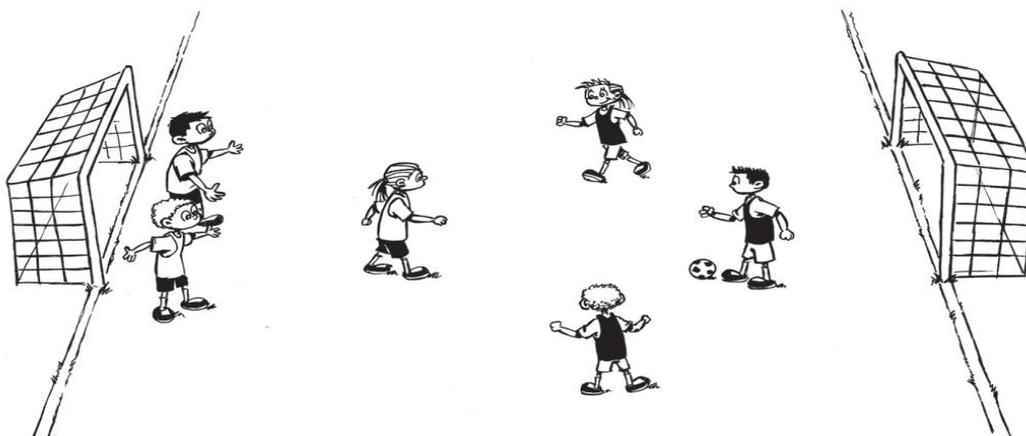
3 against 1+2 goalkeepers

Organisation:

- Mark a 15-metre long field with two small goals
- Form two teams of three

TASK:

- The attacking team is trying to score a goal
- The defending team has one player in the field, while the other two are standing at the goal.



- If the defending team manages to steal the ball but does not have two of their players on the goal, it has to return the ball to the attackers.
- When the ball is taken away from a team or if a goal is scored, the teams have to exchange roles.

Game transfer

ORGANISATION

- Mark a field sized 20x40 metres.
- Make two small goals (with flags) four metres wide at each of the lines
- Form two teams consisting of four players

PROCEDURE

- Each team defends its two goals and attacks the other two.
- When attacking a goal, the attack team has to try to get to the finishing with a long pass.

OPTIONS

Only two consecutive contacts with the ball are allowed.

Playing with neutral goalkeepers

Organisation:

Two goals made of flags, three metres wide, are put in the middle of the playground.

Divide players into two teams with six players.

There is a neutral goalkeeper on each of the goals.

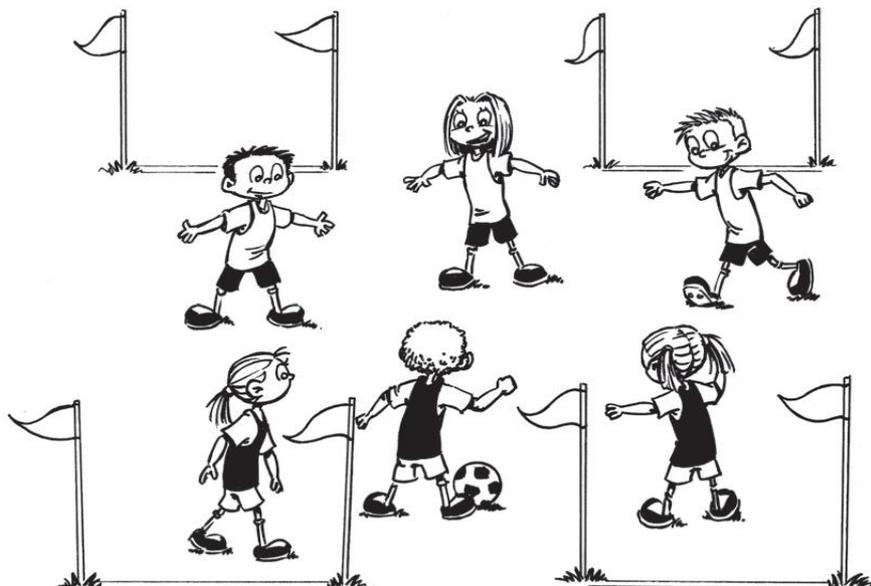
Procedure:

Both teams can score on both goals.

Having caught the ball, the goalkeepers throw it into a player-free area.

Options:

Each team defends its own goal while attacking the opponent's. Both teams can score on both sides. Each team has 7 or 8 players.



Movable goal

Organisation:

Divide players into two teams of six.

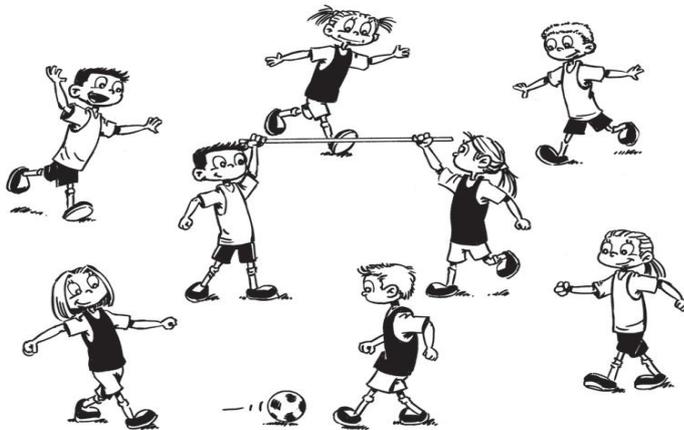
A player from each team has a stick (1.5-2 metres long) that he/she holds up as a cross-bar. The players act as side-bars.

Procedure:

The goal is gently moved across the playground. Teams are trying to score a goal with a precise pass at the movable goal.

Option

The goal is valid only if a teammate receives the ball that went through the goal.



Sitting football

Depending on the size of the field, form two teams with 5-10 players in each. The game is played on small goals.

All the players are seated except the goalkeepers (they are allowed to kneel down). The ball can only be kicked with the foot. The players can move around on all fours, lying on their back, and with their hands on their backs. The game is played observing all the rules of a football game or as set out by the coach or children themselves. The team that scores more goals wins.



Small football games

- The players are not allowed to run. The game is organised in line with the rules of a football game except that running is not permitted. Players pass and dribble the ball at a walking pace. Shooting at the goal is permitted from a certain distance (depending on the size of the playground).
- Players are divided into two teams. A cone is placed at the spot where goals are supposed to be. The aim of the game is to knock down the cone. Each team has its goalkeeper who defends the cone (with the legs only). There is a marked area in the centre from which free shots are taken which the goalkeeper is not allowed to defend. Otherwise, the rules of an ordinary football game apply.
- Playing football with a med ball – the game is played on a playground the size of a volleyball ground with two goals. Bearing in mind that the med ball is rather heavy, players should be careful and pass the ball around by pushing it instead of kicking.

5.3. BALL GAMES

Small handball

- Players are divided into two teams (8:8) in a marked area. The opposite lines of the marked field serve as goals. The ball has to be dribbled and passed as in a handball game. Players can score points by crossing the opponents' line.
- There is a RUGBY variant of this game as well – players can pass the ball backwards.
- 4:4-8:8 – the ball is dribbled with the hands, but a goal can be scored with the foot only.

If a player gets touched (with or without a ball) while he/she is on the opponent's side of the field, he/she has to go back and try again. Players first carry the ball and then they start dribbling. You should also try the TIME OUT tactics (see for yourselves). At a later point, players can consider running without a ball.



A bocce game

The game is played by two teams with two players. The captain of the first team tosses the JACK-ball at about 10-15 metres distance. That done, the first player in the team tosses his/her ball trying to get it as close to the JACK-ball as possible. After that, the first player from the other team does the same and the game goes on until all the balls have been tossed. Balls can also be shot in various ways (with the outer or full instep, with a stretched foot, with the inner or the outer side of the foot, with a volley, semi-volley, or a drop-kick.

Scoring:

1 point, if the ball is closer to the JACK-ball than the opponent's closest ball

2 points, if two balls are closer to the JACK-ball than the opponent's closest ball, etc.

Each team is given four balls and when they have finished and counted their points, the next team can start their game by kicking/tossing their JACK-ball. The first team to score 13 points wins.

Dribbling in limited space in coordination with placing

Hit other balls with your own.

Who hits the most balls in two minutes?

Cooperation around a cone quadrangle

Players are allowed to shoot along one of the side-lines of the field

The ball is either played straight away, or after being received in various different ways (with or without feints). The players are outside the corners of the cone quadrangle

The ball has to go around the quadrangle

- Players have to receive the ball before passing it on
- The ball has to be played straight away

Play the ball from both sides of the cones.

Play the ball around the quadrangle in both directions.

Pass the ball with the closer foot (the ball must not swerve).

Play where the lines can be taken advantage of.

Receive the ball and dribble it with various parts of the foot; turn around a cone and pass it to another player.

Shoot away!

The ball is in the centre of the playground and players are gathered around it. At the signal “Shoot away!”, i.e. when the name of a participant is called out, he/she takes the ball and tries to hit one of the players. The other players are running away as fast as they can to save themselves. The one who gets hit has to complete a task of some sort and then the roles change.

Kicking the balls out

All the players are dribbling their balls in a marked area. One player is without a ball of his own (catcher) and he/she is allowed to kick other players' balls out of the field. Dribblers try to shield and keep the balls in their possession. If the catcher manages to kick out one of the balls, he/she gets his/her own and becomes a dribbler him/herself or else he/she can continue to attack other players until he/she has kicked out all their balls. The last player to lose his/her ball is the best dribbler, whereas the catcher who has managed to kick out all the balls in shortest time possible becomes the best “catcher”.

Stealing balls

Form two teams. Players have at least one ball. The balls have been arranged along the goal-lines of both teams. The aim is to dribble as many balls of the other team as possible to the goal-line of your own team. Dribblers can be caught/touched by their opponents, in which case they have to give the ball back and return to their goal-lines to start again.

Stealing eggs

A “nest” is full of balls that players should “steal” (one at a time). Players are safe when they get to their side of the playground. If they are touched (with or without a ball) while in their opponent's area, they have to go back and start again. At first, players can carry the ball. Later, they should start dribbling. You should also try to use TIME OUT (to agree on the tactics).



Around the world

Participants are divided into two groups of eight. Each group forms a circle. The players are all turned to the centre of the circle. At a given signal, the coach and his/her assistant pass a ball to the player in the circle that starts the game. The player catches the ball, runs around the circle, goes back to his/her place and passes the ball to his/her other teammates to repeat the task. The team that finishes in the shortest time possible wins the competition.

A Trick

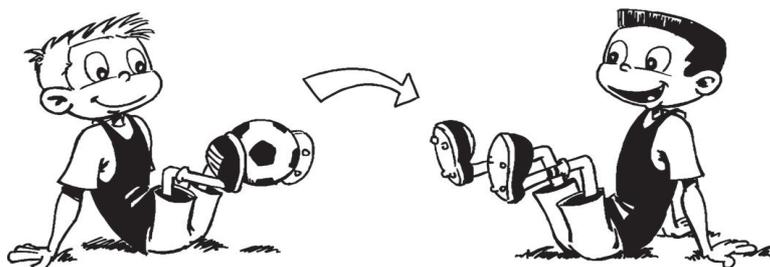
Form a circle. One of the participants is holding a ball in his/her hands. He/she has the possibility to trick someone or throw him/her the ball. Other players keep their arms down to their bodies. The participant that reacts to the ball when he/she is being tricked either gets penalty points or drops out.

World Cup salad

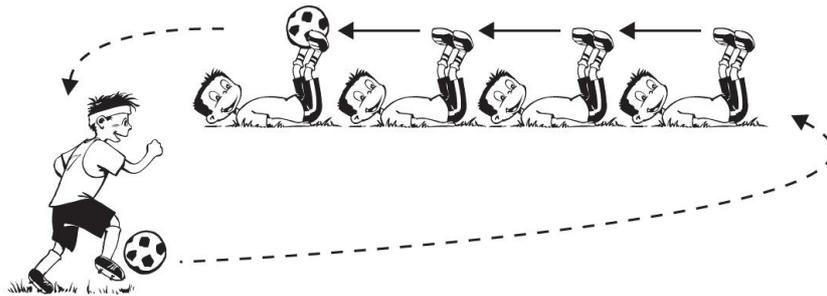
Mark a large circle with markers/cones (1 for each player), each at 1.5-2 metres distance from one another. All the players are standing beside their cones, while the coach is in the middle of the circle. Players are told that they are playing for Denmark, France, or South Africa. At the beginning, you should use only three countries and remember to choose a country for yourself. The person in the middle has to decide which country he/she should call out. When he/she calls out “France”, all the “French” players have to change their positions, while the others remain beside their cones. The person in the middle runs straight to one of the markers/cones. The player who lost his/her cone to the person in the middle, goes to the centre of the circle and now he/she gets to decide which county is to be called out. If he/she shouts “SALAD” EVERYBODY has to change their places.

BALL GAMES

- One player sits down with his/her legs bent in the knees, while the player in front of him/her tosses him/her the ball. The task of the player sitting on the ground is to try and catch (stop) the ball between his/her legs. This exercise can also be performed individually – the player can toss the ball himself, sit down, and try to catch it.



- One player sits down with a ball between his/her feet and the other stands behind him/her and tries to catch the ball when the first player tosses it in the air. This exercise can be performed with a number of players, whereby they would be standing in a column and taking turns (a relay).
- Sitting on the ground and with the help of their hands, the first player goes around the cones and returns to the back of the column. The columns compete as to which of them will be the first to have the players back in their initial positions.
- Players are arranged in the same way as above. They pass the ball from behind – over the head or to the side. Which column will be the first to pass the ball from the head to the end of the column?
- Repeat the exercise, this time passing the ball with your feet up (the ball is between the player's feet, and other players have to receive it with their feet as well).



5.4. FUN GAMES - SHOW

Gourmand

Players represent their groups individually. Who will be the first to eat cream-pies, melons, etc? It is essential that you provide a sufficient number of plates for the pies and melons. At the coach's signal, all players start eating (the cream-pies must be eaten without the hands). When they have finished, the players lift their plates.



The fastest group wins. Untangling hands

Eight participants and a judge.

First, children take the hand of their colleague who is not standing next to them lift it up high. With their other hand they grab the hand of the player who is standing next to them. Their hands are now entangled.

Their task is to untangle their hands (the judge times the game and makes sure that the game is played properly). The game can be played in 3-4 groups.

Shooting at the goal

16 players defending a goal, standing in front of it in three rows. The other group (consisting of 16 players) shoots at the goal – players either shoot individually, in pairs or all at the same time. Goals are counted – which team can score more goals. The players on the goal are allowed to change their positions – they can lie down, sit down, squat, or stand.

Quick eggs

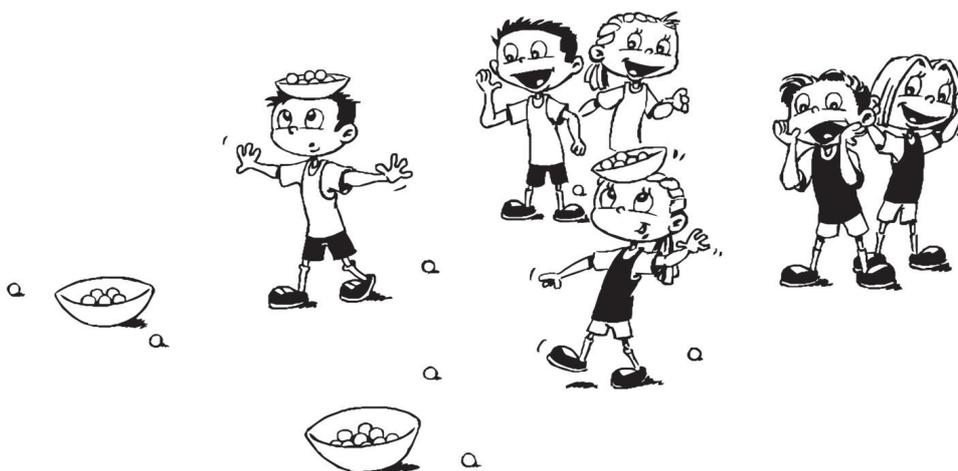
This game can be played by 4 or 6 groups (8 members in each). Each group is given a table spoon and two eggs (a spare egg). The first player from a group carries the egg in the spoon to a post and back as quickly as he/she can, turns around, and rushes back to the start to give the spoon to the next player in line. If the player drops the egg, he/she is given a spare one and he/she has to continue from the player where the first egg was dropped. The egg must on no account be fixed to the spoon or held with the finger. The team that finishes first and with the least number of mistakes wins the game.

Travelling hoop

All group members compete in 4-6 teams. The players of one of the teams stand in a circle holding hands. The team captain is wearing a scrimmage vest of a different colour from that of his/her team. He/she has slung a hoop on his/her shoulder and each of the players in his/her circle has to get through it. The hoop must on no account fall on the ground or out of the chain (circle). The group that finishes the fastest and with the least number of mistakes wins the competition.

Many a little makes a mickle

This is a relay game in which the participants should carry as many ping-pong balls as they can in a bowl on their head (without holding it with their hands) to another bowl which is several metres away from the column. Once they have reached the ball, they are allowed to hold the bowl on their head with their hands, bow forward, and let the ball drop into the big bowl. The next player can start when the previous one has crossed the start-line. The balls that the players have dropped as they were trying to put them in the bowl do not count.



Train

All the participants hold their hands at their backs in a column. One of them (it can also be the first one in the column) sings a cheerful song to which all the other “compartments” sing along.

Frisbee

Children should have many brilliant ideas about how to catch a Frisbee. That aside, this manual can serve as an inspiration.

Plastic plates that you can throw and compete with can easily be found and children can make paper planes or rockets and compete whose plane will remain in the air for the longest period of time or go the longest way.

A Frisbee is thrown with the hands, space can be conquered, and the player who crosses the goal-line scores a point. Rules of the game are adjusted to a particular age group. Throwing the Frisbee with a “swerve” helps children develop the sense of anticipation, and evaluation of temporal and spatial components of the game.

Obstacle race

Players are divided into two groups. Various objects representing different obstacles have been scattered around the playground. We blindfold one participant at a time and remove all the obstacles in the meantime. The game is really fun because the participants are trying to avoid obstacles that are not there at all. The winner is the player who “overcomes all the obstacles”.

One chair less

Chairs are arranged in a circle. There is one chair less than there are players in this game. At a given signal, players start walking around the circle and when the coach gives another signal, they try to sit down on one of the chairs. The player that is left without a chair has to sing a song or do whatever the players have previously agreed on.

Seeker

Pairs are dancing together and during that time they are trying to remember their partner’s smell. After that, boys are lined up at one side while girls are at the other. Blindfolded, the participants whose names are called out have to identify their partners by their smell (touching is not allowed).

Mysterious pegs

The game is played in pairs. Several pegs are clipped to one of the participants (a girl) and the other player in the pair who is blindfolded has to find all the pegs and take them off as quickly as he/she can. The girl is either standing or lying on the ground. If there is a draw at the end of the game, the roles have to be changed.

Happy pen

Players form several columns. In front of each at some 5-10 metres distance an empty plastic bottle is placed. The first players in the column have pens tied around their necks and at a given signal they have to run to the bottle and try to throw the pen into it without using their hands. Once they have finished, they return to their initial positions and give the pen to another player who puts it around his/her neck. The team that finishes first is the winner.

Dance football

This game requires participants to divide themselves into two groups with an even number of players. Throughout the game, they have to hold each others’ hands and they are not allowed to let go. When movement becomes difficult the members of the same team pass the ball among themselves, trying to deceive their opponent with various feints and score a goal. The team that scores the most goals in ten minutes wins the game. Changing hands is allowed.

Circle-goals

Two teams compete in their circles, each 5-6 metre wide. The circles are some 15-20 metres away from one another. Each team is given a ball. The teams attack and steal the ball from one another trying to lob their ball into the opponents' circle, which wins them one point. If one team steals the ball from the other and scores, it wins two points.

Water polo on the ground

The participants are divided into two groups to play "water polo on the ground". The game is played in such a way that one of the players carries another on his/her back. The players are allowed to catch the ball with one hand. While the game is underway, pairs are allowed to change roles. The team that scores the most goals in a given period of time is the winner.

Option

- A game with two balls
- Who gets whose balloons?

Balloons have been tied to the participants' legs. Following the rhythm of the music, players are trying to step on their rivals' balloons, while making efforts to preserve theirs. When the music stops, the coach proclaims the winner. The player who has managed to preserve his/her balloons and destroy the greatest number of other balloons is the winner.

Where is the coin?

You will need a plate full of flour. By blowing at it, the participants have to find the coin that has been put in there. Their hands are on their backs.

Apple in the water

Put an apple in a bowl filled with water. With his/her hands tied, he/she must try to eat the apple.

Taking turns

With their eyes blindfolded, the pairs take turns to feed each other cream pies, pudding, and cream (with teaspoons).

Painting with your eyes closed

Two players are required for this game. One of them, blindfolded, has to draw a certain person, while his/her partner is telling him/her which moves to make. The game takes 60 seconds to finish. The best drawing wins.

Matches

Teams compete as to which of them can carry a box of matches from one nose to the other without touching in the shortest time possible.

Snowflakes

Participants are divided in pairs. Each pair is given a feather that is hovering in the air when blown at. The pair that can keep its feather in the air for the longest period of time wins.

Apple

A boy has to eat the apple tied to a girl's neck (like a necklace) as quickly as he can. Girls are standing while the boys are sitting with their hands at their back. The team that first manages to eat the apple wins the game. The whole apple must be eaten; the game ends when the boy has swallowed the last bit.

Unsteady heart

You will need a cardboard heart on a rope and a lipstick. With their lips painted, a girl and a boy are kneeling with their hands on their backs. At a given signal, they start kissing the heart that is being held by a neutral participant who is jolting it all the time. After a minute has passed, the kisses are counted. The team that had the most kisses wins.

Honey biscuit

Girls are lying on their backs. A honey-biscuit is placed on their chest. Blindfolded and not allowed to use their hands, the boys have to find the biscuit and eat it as quickly as they can. Meanwhile, while the boys are getting ready, the girls quickly change with other boys who put the biscuits on their chest.

Tied spoon

The participants have to untangle a tied spoon from one of their sleeves through the trouser legs and back to the other sleeve. The first player to finish wins the game.

Option

One player "untangles" the other.

Volleyball without a ball

A 6:6 game/ simulation

Two players are holding a rope at a certain height or clasp their hands up high (instead of a net). In teams, the participants start playing volleyball – from the service, reception, passing to spiking, but all this is done without a BALL. They are their own referees and they get to decide when a point has been scored.

Football without a ball

This should be a 3:3, 4:4 or a 5:5 game in limited space. There is no ball, no goals, and no referees. The players lead the game themselves. This is where fair play, tolerance, and honesty come into prominence. With a cheering crowd and players who can simulate an active game, this could become an interesting encounter. The coach could also organise a football-without-a-ball tournament.

BY BRINGING IN NEW GAMES AND EXERCISES YOU BRING JOY AND FUN TO CHILDREN!!!