



KICK FOR TRADE

LIFE-SKILLS CURRICULUM FOR ENTREPRENEURSHIP AND EMPLOYABILITY



International
Trade
Centre



Kick For Trade is an initiative that utilises football-based life-skills development to promote social cohesion, employability and entrepreneurship of young people.

The **Kick For Trade Life-Skills Curriculum** has been developed by - Kick4Life (www.kick4life.org) and streetfootballworld (www.streetfootballworld.org).

IMPRINT

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FOREWORD

Sport for Development builds on the universal popularity of sport and taps into its potential to make progress towards individual, community, and development objectives. Over the past few decades, the sector has become increasingly embedded in the work of NGOs, governments, the private sector, and many humanitarian actors in civil society.

The popularity and inclusive nature of sport makes it an ideal tool for driving development and means that Sport for Development programmes can work on both individual and community levels, building social capital and strengthening networks, as well as benefitting governments with a cost-effective approach to addressing socio-economic priorities.

Sports-based organisations can use the language of sport, as well as role models (coaches and athletes) to increase access to health services, teach life-skills, engage in open discussions to break down stigma, and encourage positive behaviour. Through various forms of play and recreation, young women and men can learn essential life-skills, such as problem-solving and interpersonal skills, can develop respect for others and understand the role of leadership.

Sports also encourage social inclusion. Community-based sports activities can successfully reach socially excluded groups, such as at-risk and vulnerable youth, and provide them with the opportunity to develop self-esteem and confidence.

Football, in particular, motivates and enthuses young people in a way that no other sport does. The investments made by the football industry on the economic and social development of young people (e.g. education, skills development and youth employment) have great potential for collaboration and action in advancing the Sustainable Development Goals (SDGs).

For years, UEFA, the governing body of European football associations, has harnessed this potential, through supporting initiatives and programmes that support children in challenging circumstances, and working with numerous different partners to develop projects across Europe and beyond.

In July 2019, The UEFA Foundation for Children and the International Trade Centre announced their joint commitment to an exciting new initiative: Kick For Trade.

Kick For Trade aims to address some of the most pressing social challenges related to youth unemployment and limited new business opportunities. These interlinked factors inhibit sustainable economic development and engender vulnerabilities in communities, which can in turn create negative consequences, such as poor provision of health, education and social care services.

The International Trade Centre (ITC) is a joint development agency of the World Trade Organization and the United Nations. ITC is dedicated to supporting the growth of micro, small and medium sized enterprises (MSMEs) around the world, and in doing so aims to develop and connect local economies to international markets, raising incomes and creating job opportunities, especially for women, young people, and poor communities.

Alongside a broad range of interventions being implemented by ITC on the ground, Kick For Trade specifically aims to use football to help young people develop skills that are essential for gaining and sustaining employment, as well as nurturing entrepreneurial skills.

This includes topics such as resilience, self-confidence, communication, adaptability and teamwork - life-skills that are critical on and off the pitch. Football is a great way to engage and inspire young people, and is effective in helping them to develop transferable skills that can be applied in the workplace and in their everyday lives.

The Kick For Trade toolkit is aimed at coaches initially and consists of two modules – Life-Skills for Employability and Life-Skills for Entrepreneurship – which have been developed using tried and tested methodologies created by some of the world's leading Football for Good organisations, including Kick4Life and streetfootballworld and inspired by the entrepreneurship work of ITC.

Initially implemented in the context of the "Peace building fund" project in The Gambia and the INTEGRA project in Guinea, we expect that these tools can be adapted and deployed in other parts of the world in the coming years, helping young people to achieve their potential as part of strengthened, connected and thriving local economies and communities.

We look forward to sharing with you our experiences of delivering Kick For Trade, as well as continuing to use football as a tool for addressing the needs of young people across the globe.

Meanwhile, with this new toolkit, and with our partnership firmly established, we can, together, build a better world through 'the beautiful game'.



Dorothy Tembo
Executive Director a.i.
International Trade Centre

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INTRODUCTION

WHAT IS THE KICK FOR TRADE LIFE-SKILLS CURRICULUM?

The **Kick For Trade Life-Skills Curriculum** is a fun and interactive curriculum that uses the power of football to support participants in developing key life-skills. With a focus on employability and entrepreneurship, the life-skills covered by this course are relevant to many areas of life, with the aim of helping participants to pursue healthy and successful lives.

The sessions are designed to be delivered by trained life-skills coaches with minimal equipment and resources needed, so that they can be implemented easily in different environments, and made as inclusive as possible.

The curriculum has two sections – Employability and Entrepreneurship - each with 11 sessions - the number of players in a football team. The Employability section is focused on 11 key life-skills that will help young people to develop attributes needed to gain and remain in employment. The Entrepreneurship section builds on this, and introduces participants to 11 life-skills needed for pursuing their own ventures, and for setting up their own businesses and income generating initiatives.

WHO DEVELOPED THE LIFE-SKILLS CURRICULUM?

The curriculum has been developed through close collaboration between sfw and Kick4Life, both of whom have drawn upon their extensive experience and expertise in the field of football for good. The collaborative venture has seen streetfootballworld leading on strategic development and project management, with Kick4Life developing the curricula methodology and content, and providing coach training and support to local stakeholders.

streetfootballworld is a global network of 135 organisations that use football as a tool for social change, collectively reaching over two million people in 90 countries every year. The purpose of the network is to identify, connect and empower community organisations that have demonstrated a sustainable social impact in their communities, enabling them to do more. For over 15 years streetfootballworld has been implementing social impact strategies in cooperation with network members and a wide range of partners, to maximise the power of football for good. This has included creating initiatives such as Common Goal, that can contribute to advancing and leveraging the field of football for good, making the sector sustainable and amplifying its global impact. For more information on streetfootballworld visit: www.streetfootballworld.org

Kick4Life is a network member of streetfootballworld, based in Lesotho in Southern Africa, where the organisation delivers a wide range of football-based health, education, gender and employability programmes. They have also pioneered in the field of sport and social enterprise, launching a restaurant and a hotel which generate income for the charity's programmes, as well as providing structured training and employment opportunities for young people. Through Kick4Life Assist, the organisation also delivers training and support to other sport for good projects, working with partners throughout the world. For more information on Kick4Life visit: www.kick4life.org

WHAT DOES THE LIFE-SKILLS CURRICULUM AIM TO ACHIEVE?

The course is designed to help young people develop critical skills that are relevant to all areas of life. There is particular emphasis on developing skills that are important in the workplace – for gaining and remaining in employment, and for laying the foundations for young people to develop as entrepreneurs.

The Life-Skills Curriculum aims to develop the following skills identified by the World Health Organisation as core life-skills:

- › **DECISION-MAKING AND PROBLEM-SOLVING**
- › **CREATIVE THINKING AND CRITICAL THINKING**
- › **COMMUNICATION AND INTERPERSONAL SKILLS**
- › **SELF-AWARENESS AND EMPATHY**
- › **ASSERTIVENESS AND COMPOSURE**
- › **RESILIENCE AND COPING**

In developing these skills the curriculum aims to help participants develop holistically and healthily in relation to the following areas of personal development and improvement:

Healthy mind: to help participants develop self-confidence and self-esteem, and to promote inclusion and key skills such as communication and working with others.

Healthy body: to empower young people with knowledge about protecting and enhancing health and wellbeing.

Positive attitudes and behaviours: to support participants in developing and implementing values such as inclusivity, indiscrimination, respect and gender equality.

The long-term aim is for participants to develop skills which they implement in their everyday lives, with the confidence to pursue and achieve their goals and potential in all walks of life, notably in relation to their future careers. As such the curriculum also aims to contribute to Sustainable Development Goal 8: Decent Work & Economic Growth.

METHODOLOGY, PRINCIPLES & VALUES

The **Kick For Trade Life-Skills Curriculum** is founded on the principles of Social Learning Theory, through which learning is seen as a social process that can occur via both observation and participation. Understanding that learning does not necessarily lead to changed behaviour, the curriculum methodology is designed not only to facilitate the learning process, but to also support the transition to behaviour change beyond the duration of the course. The following methods and principles are core to this delivery model:

Motivation

Learning occurs successfully when participants are engaged and motivated. The Curriculum seeks to achieve this through a positive style of delivery, fun activities and the integration of football.

Observation

Young people respond well to role models, and Kick For Trade Coaches display and encourage positive behaviour that participants want to replicate. Coach selection and good training are critical components and central to the success of the model.

Environment

Environment – in terms of both the physical environment and the culture and style of delivery – significantly affects learning. A suitable safe space is regarded as central to the efficacy of the learning and behaviour change process, as well as the development of a positive environment where participants feel confident to share ideas and experiences.

Participation

Learning is not just a cognitive process, but also occurs effectively through participation. The curriculum sessions are designed to combine elements of both traditional learning techniques such as information sharing, as well as social methods such as discussions and interactive games, enabling both knowledge acquisition and learned behaviour through participation.

Retention & Reproduction

The curriculum uses a number of methods to support retention of learning, including structured patterns of delivery and key message repetition. Practice and reproduction is then a key link in the transition from retained learning to behaviour change. Within the curriculum, the football games that follow a given learning activity provide opportunities for life-skills to be put into practice in a live context.

Community

Wider community support is key in promoting lasting behaviour change, and participants are encouraged to share their learning and experiences with their families and friends outside of the course. Where possible, delivery partners should forge partnerships with other agencies that engage with participants, such as schools, health providers and protection services, to encourage understanding and support.

The methodology recognises that skills and values are not learned through lecturing on right and wrong. Instead, the factors above provide a framework for these skills and values to be developed and nurtured, giving participants the confidence, motivation and resilience to apply them in the real world, and develop lasting positive behaviours.

The curriculum is underpinned by the following values:

- › **RESPECT** – the acceptance, understanding and tolerance of others.
- › **INCLUSION** – involvement and acceptance of all regardless of age, gender, religion or race.
- › **FUN** – enjoyment and a positive attitude!
- › **TEAMWORK** – recognising the abilities of others and working together to achieve more than we can on our own.
- › **FAIR PLAY** – honesty, integrity and humility on and off the pitch.

FOOTBALL – WHY & HOW?

Football is the world's most popular sport. It is ubiquitous across countries and cultures and has a unique ability to bring people together. The game does not require expensive equipment and the rules are simple, making it accessible for people throughout the world. As such, football is a powerful tool for social change and has been used in many contexts to address a diverse range of challenges from health and education to peace building and employability. The game is used as an engagement tool and a motivational device as well as a delivery mechanism and a metaphor for life.

Kick For Trade uses football to engage and motivate participants to attend the course, as well as actively empowering young people with knowledge and skills to lead healthy and successful lives. The sessions included in this toolkit use games-based activities, with **football as a common thread** that runs through the curriculum. This is evident in the terminology of the course, the learning activities and in the integration of a football game within all sessions. The games have standard rules related to fair play as well as an adapted 'Match Factor' that aims to reinforce learning and provide a format for the implementation and development of specific skills.

MEASURING SUCCESS

Monitoring & Evaluation is embedded within the course with the aim of capturing quantitative and qualitative evidence. This includes pre and post-course questionnaires of knowledge and attitudes, coach observation and focus groups held at recommended intervals after completion. The questionnaires and coach observation enable assessment of changes in knowledge and attitudes that occur during the course, while the focus groups provide a means of understanding how this translates to longer-term behaviour change beyond the course. This helps to build an understanding of the long-term impact of the course, as well as providing a framework for qualitative case studies to be produced.

Further materials and specific measurables are included in the Monitoring & Evaluation section.

TARGET GROUPS & ADAPTABILITY

Life-skills are relevant to all, and the curriculum has been designed to target young people from all backgrounds. It can also be adapted to address the particular needs of different target groups, for use in different countries and regions, for different literacy levels, using different sports, taking into account cultural sensitivities and made appropriate for different age groups and group sizes. The sessions are suitable for ages 15+, with the intention that they are delivered to youth of broadly the same age at any one time e.g. 15-17, 18+. The ideal group size is 14, but delivery can be adapted for bigger and smaller groups.

Further information is available in the Adapting the Curriculum section.



Stakeholders Consultation
on Football for
Peace and Development

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**USING THE
LIFE-SKILLS CURRICULUM**

DEFINITIONS

COACH: The coach is the person who leads the session.

MASTER COACH: A Master Coach is someone who trains new coaches to deliver the curriculum.

PARTICIPANTS: Participants are the young people who are involved in the session. Participants can also be referred to as players.

CURRICULUM: The curriculum is the entire collection of sessions and materials that comprise the **Kick For Trade Life-Skills Curriculum**.

SESSION: A session is one defined interaction with participants that is usually expected to last approximately one and a half hours. It has a defined structure as outlined on pages 13 and 14.

ACTIVITY: An activity is a specific game or drill within a session. There may be multiple activities within a session.

ENERGISER: A short, fun game that is designed to ensure participants are physically and mentally warmed-up for the session.

MATCH FACTOR: An adapted rule or additional feature in a standard game of football which is used to reinforce a message or implement and develop a life-skill.

GOALS: Each session has a number of goals that coaches hope to achieve.

KEY MESSAGES: Each session has a key message that coaches share with participants. These are key takeaways that participants should be encouraged to remember.

APPEAL FOR PRAISE: An energetic way of giving praise to an individual or the group. It works as follows:

- › Coach or participants claps four times before shouting: **How's that?**
- › The group clap four times and shout in reply: **No doubt!**
- › The Coach or participant then claps four times before shouting: **Then shout.**
- › The group then clap four times before shouting: **Alright!**

SNAPS: A gentler way of giving praise to an individual or the group by clicking fingers.

CONTEXT & PREPARATION

The curriculum has been developed on the basis that it can be freely delivered in open societies. When new organisations are trained in new regions, care should be taken to ensure that the content and delivery is suitable for the local context and adapted accordingly (see adaptability section). Contexts that should be considered are:

Political: Delivery should take into account the local and national political context and whether the messages are suitable to deliver in that context.

Social: Delivery should consider the cultural context. For example, is it suitable for boys and girls to play football together? Local customs and traditions including religion should also be considered when discussing certain themes.

Participant needs: The circumstances and needs of participants should be evaluated before delivery. This should include the economic wellbeing of participants, protection issues, educational level and any special learning or behavioural needs. Disabilities should also be evaluated to ensure inclusivity of all participants. Access to the safe space where delivery takes place should also be considered e.g. will transport need to be provided?

Wider programming & partner delivery: Coaches should be aware of wider involvement of participants with the delivery partner, for example have they completed any other courses or is this their first intervention? Coaches should also be aware of relevant wider support from other organisations and schools so that they can complement and contextualise content.

Facilities and environment: The curriculum is designed on the basis that delivery takes place in a suitable safe space with a small-sided football pitch. Where this is not the case, coaches will need to have additional materials e.g. goal posts and cones. Delivery partners should consider climactic issues e.g. avoiding running sessions at the hottest time of day in warm climates. It is also assumed that water will be available at the venue. Where this is not the case coaches should provide water or ensure that participants bring their own.

SESSION STRUCTURE & TIME

All sessions included in the **Kick For Trade Life-Skills Curriculum** are structured into three halves. The 'three halves' structure is drawn from the football3 methodology used by some 90 organisations in the streetfootballworld network. The central idea of football3 is to use football to educate and empower young people. It incorporates key life lessons and a strong focus on fair play. For more information on football3 visit: www.football3.info

The three halves approach is used in the **Kick For Trade Life-Skills Curriculum** sessions and methodology in the following way:

- › The first half includes the energisers as well as learning activities which introduce and explore the life-skill addressed by the session.
- › The second half is the application of learning which includes a match of football with specific 'match factors' that put the learning into practice in a live setting.
- › The third half is dedicated to reflections - thinking about what was learned and covered in the session, and how this can lead to changes and further thinking in the future.

The activity time allocations should be seen as a rough guide, with one hour 30 minutes being an approximate overall session length. It is important, however, that sessions or activities do not overrun extensively in order for the progression from the 1st half to the 2nd half, and thereafter to the 3rd half, to happen smoothly.

SECTION	ACTIVITIES	TIME ALLOCATION Total 90 min
FIRST HALF	ENERGISERS	› 10 minutes
	LEARNING	› 30 minutes
SECOND HALF	APPLICATION OF LEARNING /MATCH	› 35 minutes
THIRD HALF	REFLECTIONS/TEAM TALK	› 15 minutes

Learning activities: This is the core part of the session where participants learn about key topics or skills. It can include a mix of discussions, games and tasks.

Application of Learning: This element aims to put the learning into practice in a live setting. It involves a football match with additional Match Factors that reinforce key messages and learning, and gives participants the opportunity to practice their skills in a fun and supportive space. As with football, the 'three halves' approach is also applied to the football matches that take place within each Kick For Trade session:

- The first half includes reinforcing values of fair play as well explaining the match factors.
- The second half is the match itself.
- The third half is for reflections and discussing regarding how the game went, what the participants experienced and what learning can be taken from the match and the match factors.

Team Talk: The team talk is an important chance to reflect on the session and to explore what participants have learned. It asks them to consider what they might do differently in their lives in the future and reminds them of support structures that are available to help them apply their skills in the real world.

Two coaches including one lead coach should ideally deliver the sessions. However, the sessions can be delivered by one coach.

SESSION SUMMARIES

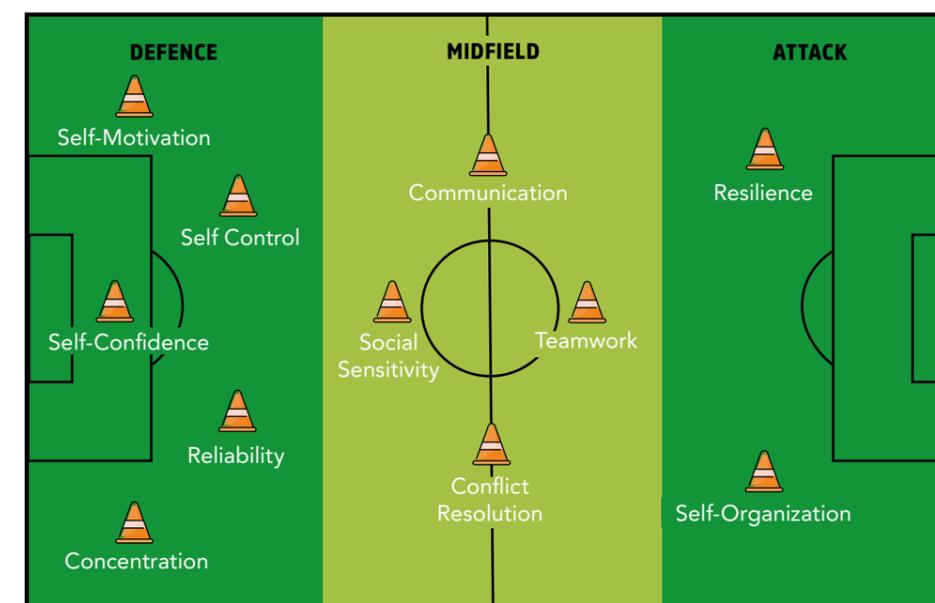
The sessions are ordered logically to take participants on a journey that starts with building confidence and self-esteem which are seen as a critical attributes for the rest of the course. Following this, the curriculum focuses on key life-skills such as resilience, communication and teamwork as well as encouraging positive behaviours and attitudes around topics including gender equality, inclusion and indiscrimination. These skills are relevant in all walks of life, and are extremely important in equipping young people with the confidence and resilience to adopt and maintain healthy behaviours and to thrive and succeed in the workplace.

The sessions also include a focus on physical and mental health which are regarded as essential for helping young people to develop healthy habits and behaviours. Learning how to eat healthy, exercising regularly, and making choices that enforce positive mental health are regarded as critically important life-skills that can help young people to achieve their potential.

The curriculum has two sections – Employability and Entrepreneurship - each with 11 sessions - the number of players in a football team. The Employability section is focused on 11 key skills that will help young people to develop attributes needed to gain and remain in employment. The Entrepreneurship section builds on this, and introduces participants to 11 key skills needed for pursuing their own ventures, and for setting up their own businesses and income generating initiatives.

The sessions for each module are divided into a football team formation, starting with skills that provide a solid foundation and progressing to those that enable participants to engage with others and thrive in the workplace.

LIFE-SKILLS FOR EMPLOYABILITY FORMATION



LIFE-SKILLS FOR EMPLOYABILITY SESSION SUMMARIES

Session 1: **Game of Our Lives**

The opening session is focused on building self-confidence and giving young people the confidence to be active members of the course. It is also designed so that participants get to know each other. The process of building self-esteem and self-confidence continues throughout the duration of the curriculum.

Session 2: **What's Your Motivation?**

This session is focused on self-motivation. It covers different types of motivation and helps participants develop skills for staying motivated, even when faced with challenges and obstacles. It explores how self-motivation can help us achieve our goals in the workplace and all walks of life.

Session 3: **The Power of Concentration**

This session explores how maintaining good concentration can help us to stay focused and achieve our goals. It aims to help participants develop skills and confidence to manage distractions and remain focused on specific tasks and goals.

Session 4: **The R Factor**

This session is focused on the importance of being reliable in the workplace and in other situations where we have to cooperate with other people. It covers the importance of being on time, staying committed to a task, always trying our best and taking responsibility for ensuring things are done well.

Session 5: **Keep in Control**

This session looks at how self-control can help us to maintain composure and make good decisions in different areas of life. It explores a number of techniques for developing self-control and staying composed in challenging and pressurised situations.

Session 6: **Improve Your Communication**

This session is focused on developing good communication skills and the importance of different types of communication including verbal and non-verbal techniques. It considers the importance of communication for developing effective relationships in all areas of life including on the pitch and in the workplace.

Session 7: **Team Players**

This session is focused on developing teamwork skills. It covers the importance of inclusivity and valuing the contributions of everyone, even when people are different to us. It looks at the benefits of working together and developing an understanding that we also have responsibilities as team members.

Session 8: **A World of Difference**

This session explores similarities and differences between people, and the importance of understanding other people's perspectives and backgrounds. It aims to build tolerance and understanding as a basis for developing social and cultural sensitivity.

Session 9: **From Conflict to Collaboration**

This session is focused on developing skills for avoiding and managing conflicts including managing emotions, showing respect and being willing to compromise. It explores how we can move from conflict to finding ways to collaborate to achieve shared goals.

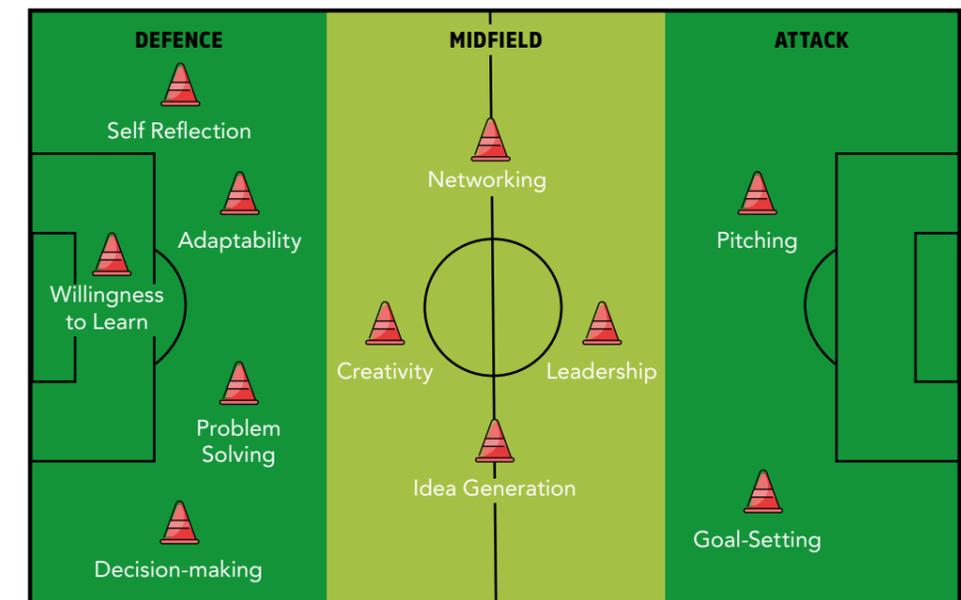
Session 10: **Get Organised!**

This session considers how self-organisation can help us to be happier, more balanced and more productive in all areas of our lives. It looks at some specific tools and techniques for being organised and how this can help us to achieve more and work more effectively towards our goals.

Session 11: **Build Your Resilience**

This session is focused on the importance of building resilience to help us avoid peer pressure and make the right choices for ourselves. It also looks at how resilience can help us to overcome challenges, manage pressure, recover from set-backs and remain focused on our goals.

LIFE-SKILLS FOR ENTREPRENEURSHIP FORMATION



LIFE-SKILLS FOR ENTREPRENEURSHIP SESSION SUMMARIES

Session 1: **Don't Stop Improving**

The opening session is focused on developing a willingness to learn and encouraging participants to develop learning as a lifelong habit. It covers different ways that we can continue expanding our knowledge and skills, and how doing so can help us to work towards our goals.

Session 2: **Know Who You Are**

This session is focused on self-reflection and how taking time to reflect on events and on our own actions and behaviour can help us to make changes that lead to better results in future. It includes practicing a technique for self-reflection.

Session 3: **It's Your Call**

This session is focused on decision-making and includes a process that participants can use to help them make good decisions in different areas of their lives, including in business. It also considers how making changes to small, daily decisions can lead to significant positive changes in our lives.

Session 4: **Problem Solvers**

This session is focused on solving problems and finding solutions that lead to new opportunities. It shows how the decision-making process can be applied to problem-solving, and gives participants a number of problem-solving challenges to work on. This includes considering problems in their own communities and identifying solutions to address them.

Session 5: **Fit for Change**

This session is focused on adaptability and helping participants develop skills that enable them to adapt to different situations. It considers the importance of adaptability and a willingness to embrace change in the business world, which is constantly evolving and changing.

Session 6: **Captains Fantastic**

This session is focused on leadership. It explores different leadership styles including the pros and cons of each, as well as showing that anyone can put leadership into practice, not only those in positions of authority. It aims to build the confidence of participants as leaders.

Session 7: **Build Your Network**

This session is focused on helping participants to understand the importance and benefits of entrepreneurs building a diverse professional network, and how doing so can support their business growth and success. It explores different ways of growing a network and the importance of also adding value to other people as part of healthy relationships.

Session 8: **Use Your Imagination**

This session is all about creativity. It encourages participants to recognise they are creative, and to have confidence to put forward their ideas. It looks at the importance of creativity for entrepreneurs, and considers different ways of nurturing our creativity.

Session 9: **Be An Entrepreneur**

This session introduces participants to a technique for idea generation and puts this into practice with the development of their own business ideas. It provides them with a template and tips for preparing to pitch their ideas at the next session

Session 10: **Make Your Pitch**

At this session every participant has the opportunity to pitch their ideas to the rest of the group, and receive feedback about their ideas and their pitch. They also have the opportunity to provide feedback to others.

Session 11: **Goals for Success**

This session is focused on goal setting. It considers the importance of goal-setting in business and looks at different ways of supporting our goals including setting actions and accessing support. It also considers our responsibilities to other people and the planet. The final match is all about celebrating the participants' goals and their participation on the course.

ENERGISER EXAMPLES

There are hundreds of potential energisers that can be used to get a group moving and engaged. Often there will be ones that are specific to certain communities and countries that young people will know. The following are a few examples to get you started:

RIVER BANK

Have the participants form a circle or a line. Explain: "We are all standing on the bank of a river. When I say 'river' I want you to take one big jump into the middle." (Have everybody jump into the middle.) "When I say bank, I want you to jump back onto the bank." (Have them take one big jump backwards to the bank). Start out by calling out "River!" "Bank!" "River!" "Bank!" with the participants jumping back and forth, according to what you say. Try to trick them by calling out "River!" when you are already in the river or "Bank" when you are already on the bank. If someone makes a mistake, they leave the circle. The exercise continues until one person wins.

DO LIKE I DO

Have participants stand in a circle. Each participant must call out their name and do some sort of physical movement. Have the first participant shout their name and show their 'move': "My name is ___ and I do like this!" Then they say, "Do like I do!" then in unison the rest of the group responds, "I do, I do!" while they do the move. This happens three times and it then gets passed to the next person.

HEAD-CATCH

Have participants stand in a line or in a circle around you. Explain that when you say "Head" they are to catch the ball and when you say "Catch" they are to head the ball. Throw the ball underhand with both hands as if it was intended for them to head back to you.

As you release the ball, shout out "Head" or "Catch." Try to trick participants as you speed up the game. If someone makes a mistake, they leave the line/circle. The exercise continues until one person wins. Repeat as time permits.

DO THIS, DO THAT

Have participants repeat certain actions you do while saying "Do This!" Explain that they are only to obey your command if you say "Do This" but that they are to remain frozen if you say "Do That!" After several quick actions while shouting "Do This", do something while saying "Do That!" If anyone does that thing, they are out!

KINGDOM, WISDOM FREEDOM

Form a circle and stand in the middle. Show what the participants should do when you call each word: Kingdom – hold your hands in the air; Wisdom – put your hands to each side of your head; Freedom – hold your hands down low. Go through the different moves, increasing your speed. Then tell the participants that in the next go they must do as you say, not as you do. Start off normally but then mix up what you say with the actions to see if the participants are listening and keep doing what you say. It is a good exercise for concentration.

CUP OF TEA

Participants stand in a circle with the coach in the circle as well. When the coach says 'Cup of tea', the participants must put one hand their hip and the other hand held out (same as coach), and move in the direction of the out held hand, in slow steps. The coach repeats 'Cup of Tea' several times and then says 'Turnover', at which point the participants must switch their hands and change direction. The coach can then say 'Cup of Tea' or 'Turnover' again, and keep mixing it up to see if the participants can keep up!

I WENT DOWN TO THE RIVER

- Start chanting with normal voice level, then go really quiet with it, then scream!
- I went down to the river (run in place)
- And I saw that chicken (hands across your eyes)
- Then I washed that chicken (scrubbing motion)
- Then I hanged it on the line (mock hanging clothes on a line)
- Then I hanged it on the line (mock hanging clothes on a line)

VOGA!

- One person starts yelling "VO" and puts out their hands
- The person to their left then does the same thing and joins in, and so on, going around the circle until everyone is shouting "VO" (like the Mexican wave). PEOPLE SHOULD BE YELLING!
- When it gets back to the first person who started yelling "VO," everybody yells "GA!" while bringing their arms back into their chest and lifting up their knee

ADAPTING THE CURRICULUM

The following information includes guidance for how the curriculum can be adapted for different groups, addressing different issues and using alternative delivery methods.

Cultural sensitivity

Each region and country will have particular cultural characteristics and sensitivities that should be considered when delivering the curriculum. Prior to delivery each local organisation should review the whole curriculum and make any changes needed to ensure the content and delivery methods are appropriate and sensitive to local customs and beliefs. As the coaches will be from the local area, they will be well placed to identify potential challenges and to make any necessary adaptations, whether these are small changes to language or more significant alterations to session content. For example, in communities where the role of women in society is more restricted it will be important to consider the activities that address this subject.

Topic relevance

The curriculum is focused on helping young people to develop critical life-skills that can help them to increase their employability and to develop their potential as entrepreneurs. It is also envisaged that these universally important skills will help participants to achieve their potential in all areas of life.

It is possible to adapt session delivery to focus in on issues or topics that are particularly relevant in a given location or community. For example, Session 8: A World of Difference, looks at social sensitivity - discussions within this session could be focused on particular marginalised groups such as refugees or migrant workers. Alternatively, it could be focused on people with different religious beliefs or from different social backgrounds.

In future the curriculum can also be expanded to cover a wide range of topics and themes, such as health and gender equality, so that local organisations can pick and mix the sessions that are most relevant for young people in their local area, while keeping the core structure of the course. Any changes to the curriculum content should also be reflected in the pre and post course-questionnaire.

Low literacy groups

The majority of the curriculum has been designed so that people with low literacy levels can participate, with a focus on discussion and physical activity. However, a number of group activities do require at least a basic literacy level. It is possible that a scribe can be used in these instances if there are sufficient coaches to take on this role. Alternatively, activities can be adapted or changed so that literacy is not required. Local organisations should determine participant literacy levels prior to each in-take so that necessary adaptations or changes can be prepared in advance.

Disability

Many of the activities are suitable for the inclusion of young people with disabilities, while other activities may prove more challenging depending on specific disabilities. Local organisations should find out in advance if participants have disabilities and consider what adaptations are possible to ensure a maximum level of inclusion.

Ages

The curriculum is pitched at ages 15+, with the intention that they are delivered to youth of broadly the same age at any one time e.g. 15-17, 18+. Where groups have a wider age range coaches should ensure that discussions are appropriate and that games are fair. This can include ensuring younger participants have the chance to contribute to discussions and adding in additional Match Factors so that younger participants are able to compete equally alongside their older peers.

Group size

The ideal group size is 14, but recognising that this is not always possible the curriculum has been designed to be suitable for smaller and larger groups. All of the activities are adaptable for different numbers, but increasing coach numbers proportionally for larger groups is important to ensure levels of quality are maintained. One coach works well for groups sizes of 10-20. Larger groups should ideally have 2 coaches. Groups should not exceed 30 participants. For the football games it may be suitable to have three or four teams for large groups, and rotate the teams so that everyone has equal game time.

Sports

The curriculum has been designed as a football-based resource, and uses the language of football. However, many of the activities do not directly involve playing football and can be used generically, while those using football can be adapted to a range of other team sports such as basketball or hockey where many of the same principles of play apply.

DELIVERY RESOURCES

TRAINING

A **Kick For Trade Life-Skills Curriculum** training course has been designed to train local partners and coaches in delivering the curriculum. This will cover delivery style, session preparation, adaptability, Monitoring & Evaluation and a wide range of tips for successfully delivering the course. The training should be delivered by Master Coaches and is seen as essential preparation for all delivery.

MATERIALS NEEDED

'Coach kits' consist of a few important basics: 2 footballs, 2 sets of bibs, a stack of small cones, flipchart paper, marker pens, clipboards, pens, paper, blu-tack, a stopwatch and stickers. Any additional materials needed for individual sessions are outlined in the session plans.

INCENTIVES

Participants can be incentivised to attend for the entire duration of the curriculum. For example, a participant could be given a cap after 5 sessions and a t-shirt or wristband at curriculum completion if they have attended all or a sufficient number of sessions. It must be made clear that there will be no monetary benefits gained from attending. The non-monetary benefits of being part of Kick For Trade should be emphasised including acquiring important skills and knowledge, forming new friendships and the opportunity to discuss, share and engage with others.

Incentives such as caps and t-shirts will ideally be branded as Kick For Trade and/or with the branding of the programme funders and delivery partners.

ICON KEY



Goals that the participant should be able to reach by the end of the activity.



Instructions to you, the coach. Do not read these out loud.



Correct answers that you can guide participants towards.



Things you say to participants. Avoid reading these bits out like a script. The important thing is that you cover this information.



KEY MESSAGE

Important information to share with participants. These are key takeaways that participants should be encouraged to remember.



Duration of the activity.



**MONITORING
& EVALUATION**

OVERVIEW

The long-term aim of the course is for participants to develop new skills and knowledge that is applied in their everyday lives, with the confidence to pursue and achieve their goals and potential. The course aims to help participants develop skills that in turn help them in all areas of life, however there is a particular emphasis on the development and application of skills that increase their employability and entrepreneurial potential.

The Monitoring & Evaluation approach is designed to enable relevant data to be captured and assessed at all stages, so that an understanding of the curriculum's effectiveness and impact can be developed. Information on individuals from Kick For Trade should be recorded and considered alongside data captured from any other interventions taking place, in order to build a comprehensive picture of need and progress. Capturing and analysing this information will help to build an understanding of the most effective means and pathways for participants to gain knowledge, to develop new skills and to adopt changed behaviour. A suitable database should be used for storing and analysing data.

The following data collection methods are recommended in order to capture a range of quantitative and qualitative data. Collectively, information from the following sources can be used to produce detailed case studies of individual participants.

ATTENDANCE REGISTER

This is a straightforward record of attendance. Coaches should record attendance at the start of each session and this data should be recorded on the database. It will provide an indication of commitment and can be used to manage an incentive system if one is being used. If there are significant gaps in attendance coaches should follow up to find out why and provide support in encouraging and enabling attendance if needed and relevant.

PRE AND POST-COURSE QUESTIONNAIRE

This is an assessment of the knowledge, skills and attitudes of each participant at the start and end of the course. It is a useful benchmark to understand the starting point of each participant and helps to measure what they have learned and how their skills and attitudes have changed during the programme. This is a very useful tool but it should not necessarily be assumed that any changes during the course will translate to changed behaviour on an ongoing basis (focus groups, detailed further below, can help to explore this).

Each module has a pre and post-assessment sheet with two sets of questions:

- **Section 1:** Self-assessment of personal skills.
- **Section 2:** Attitudes and beliefs related to the skills, their importance and their application in life.

The questionnaire should be conducted prior to the first session and after the final session, using different sheets so that participants can't see their previous answers. Ensure participants write their names and do not consult each other on the answers. Where literacy levels are low, the coach should read the questions and participants can mark their answers, once shown what the different answer boxes mean.

Participants should be encouraged and reminded to give truthful answers and not try to give answers that they believe coaches want to hear.

The data can be used to quantitatively assess both changes in individuals as well as groups as a whole, and to identify where the course is having an impact. For instance, the data can be used to generate statistics, such as '25% of participants expressed an increased level of self-confidence' and 'there was a 75% increase in participants who believe that the viewpoints of other people are important.'

COACH OBSERVATION & REPORT

This is a report that coaches will make at the end of the in-take. It should be approximately a page long report of the group's progress on the course, recording key developments or changes in their behaviour, confidence and attitude. It is not designed to be shared with participants but to help build up an overall picture of the group's journey through the course. Coaches should be encouraged to make notes across the duration of the curriculum so that they have material to feed into the reports.

A template for this report is included in the next page.

MEDIA

Where possible, media including photos and videos should be captured throughout the course. This should not be conducted by the coach but by a separate person perhaps 3 or 4 times during the curriculum delivery, including at the start, middle and end of the course. It should include interviews with questions about the experience of participants, what they have learned and what they have found challenging. These materials can be added to the record of each participant and used to build an understanding of their journey.

FOCUS GROUPS

Focus groups are an important tool for assessing the qualitative impact of the course, and for understanding how it has contributed to lasting changes in knowledge, attitude, and most significantly, behaviour.

It is recommended that focus groups are held with between 8 to 12 participants, approximately six months after the intervention. This is a significant time after delivery, and changes sustained after this time can be considered sustainable for the long-term.

Each module has a focus group template. There should be a facilitator and a scribe to capture responses and discussions. Another option is to film the focus group.



Organisation

Plan

Time

Discipline

Teamwork

Decisions

Communication

IV.

MODULE A: LIFE-SKILLS FOR EMPLOYABILITY

Stakeholders Consultation
on Football for
Peace and Development



SESSION 1:

THE GAME OF OUR LIVES

LIFE-SKILLS RELEVANCE

A common definition of self-confidence refers to simply believing in yourself. Others extend to an individual's trust in his or her own abilities, capacities and judgements to successfully be able to face day to day challenges and demands. With high levels of self-confidence people are more likely to be committed and persevere towards achieving their goals.



KEY MESSAGE

Self-confidence can help us to make good decisions, trust in our abilities, pursue objectives, develop new perspectives, and deal with challenges on the football pitch and in the game of our lives.



GOALS

By the end of the session participants will:

- › Feel motivated and inspired to attend the rest of the course.
- › Agree with certain behaviours and attitudes expected from everyone on the course and feel part of a team who support each other.
- › Understand the concept of self-confidence and that it is a key life skill to advance on the football pitch and in life.
- › Have the confidence to make judgements that are right for them and express their ideas and opinion in life.
- › Learn that self-confidence is crucial to achieve goals that result in new perspectives and additional opportunities in their lives.



MATERIALS NEEDED

- › Coach Kit
- › Declaration poster/ sheet of flipchart paper, marker pens and something to hold it up e.g. Blu Tack and fix it to the wall



ACTIVITY SCHEDULE

SECTION	ACTIVITIES	TIME ALLOCATION Total 90 min
FIRST HALF	ENERGISERS	› 10 minutes
	LEARNING	
	1. Pair Introductions 2. Pledge 3. Goal, No Goal, VA	› 5 minutes › 10 minutes › 20 minutes
SECOND HALF	APPLICATION OF LEARNING Match: Be confident	› 30 minutes
THIRD HALF	REFLECTIONS	› 15 minutes

FIRST HALF



ENERGISERS

Deliver 2-3 energisers.



LEARNING

1. Pair Introductions: This game is designed to get participants talking to each other and sharing information about themselves.



Gather the group in a circle. Ask for a volunteer. Thank them for volunteering. Make an **APPEAL FOR PRAISE** and explain that we use this to praise someone.

Coaches should introduce themselves very briefly.

Go around the circle and get everyone to shout their name as loudly as they can. Get the whole group to do an **APPEAL FOR PRAISE**.



We are going to do an activity that will help us get to know each other better.



Divide the group into pairs. A coach can be a partner if needed.



For the next few minutes you are going to talk with your partner. You need to find out the following about them:

- › Name
- › Age
- › Their favourite football team
- › What job or career they would like to have in the future?



Allow a few minutes for people to talk in their pairs. Each person then introduces their partner and tells the group what information they found.



2. Pledge: This activity involves making a pledge about different behaviour and attitudes that participants believe should guide the group's conduct during sessions



There is something important that we need to do. Does anyone know what a Pledge is?



A promise, a commitment.

SESSION 1: THE GAME OF OUR LIVES



We are going to make a Pledge about how we are going to act on this course. It will be a promise and a commitment about how we will treat each other on the course and how we would like to be treated.



Write **PLEDGE** on the middle of a piece of flipchart paper. Ask the group to put forward suggestions for the Pledge and write these on the flipchart paper. Ask them why their point is important.

If they are struggling, you can suggest things such as:

- › Listen when someone is talking.
- › Show respect to each other.
- › Have fun.
- › Be honest.
- › Don't judge each other.
- › Be supportive, be kind.
- › Don't laugh at other people's ideas.
- › Be a team.
- › Try out best.

Give **SNAPS** for good answers and introduce this as a gentler way of giving praise.

When the ideas are exhausted ask each member in turn to come forward and sign the Pledge. Explain that by signing it they are committing to do their best to keep to the Pledge throughout the course.

Keep the Pledge on the wall throughout the course at every session. There may be occasions when it is useful to bring it out and remind the group of what they committed to. It is also used in the final session to show the group what they committed to, and to praise them for sticking to the Pledge.

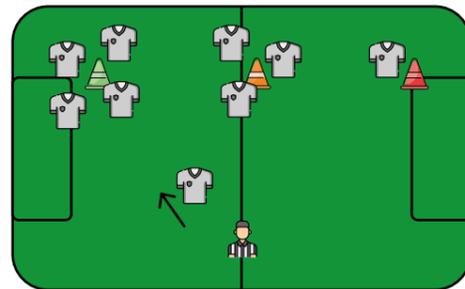
If new people arrive who missed the first session, show them the Pledge. Ask them if they agree with the Pledge and if they have anything to add. If they agree, ask them to sign it.



3. Goal, No Goal, VAR: This game involves participants having the confidence to make decisions that are right for them.



- › Position three cones in a row with approximately 10 metres between each one.
- › If possible, have three different colours – green for **GOAL**, Orange for **VAR** and Red for **NO GOAL**.
- › Using four further cones mark a square or rectangle for the Starting Zone, approximately 20 metres from the three cones. Participants will start the activity in the Starting Zone and must return to it after each round of the game.



Does anyone know what self-confidence is?



A feeling of trust in our own abilities, qualities and judgement.



It is important not to confuse self-confidence with arrogance, which is a belief that we are more important than other people and that our opinions are more worthy. Can you think of any examples from your own lives of self-confidence and arrogance and how they are different?

Making the right decisions can sometimes be difficult but having self-confidence can help us to pursue goals and make good choices.



Explain that the group will now make some decisions about whether their lives are better with certain things, or whether their lives are better without them. (Indicate the green and red cones at relevant points)



Some decisions might be easy, others might be difficult or controversial. In football, if a referee is unsure about whether a goal should be given what can they do?



Refer the decision to **VAR**.



In the same way that a referee can refer a decision, if you are unsure about the answer you can run to **VAR**. (Indicate the orange/middle cone).



Call out some of the following things and ask the group to run as quickly as possible to the cone that represents how they feel. (There will be two rounds so don't use up all the words in the first round).

Once they have all reached their chosen cones, if relevant ask how and why they made their choice. Don't do this every time but if you feel there is something controversial or that needs to be discussed further.

After each round ask them to jog back to the Starting Zone for the next round.

Before starting, remind the group of the Pledge – to listen to each other and to value the opinions of others. Avoid subjects that could be too sensitive for any given community.

FRIENDS	PLASTIC	LEARNING	STRESS	GOALS	ALCOHOL	SOCIAL MEDIA
DISCRIMINATION	CREATIVITY	VIOLENCE	CELL PHONES	REFEREES	FOOTBALL	DRUGS
CARS	BULLIES	CHALLENGES	KINDNESS	PRESSURE	HOBBIES	SCHOOL



The list above is not exhaustive. Think about other things you could use that are topical and which would be of interest to your participants.

Bring the group back together.

SESSION 1: THE GAME OF OUR LIVES



How did it feel making your own decisions? Were you tempted to follow other people?

It doesn't matter if you didn't agree with everyone - we are all different. But it is important to have the confidence to make decisions that are right for you.



Play another round of the game, encouraging people to have the confidence to make their own choices.

**KEY MESSAGE**

Self-confidence can help us to make good decisions, trust in our abilities, pursue objectives, develop new perspectives, and deal with challenges on the football pitch and in the game of our lives.

SECOND HALF**APPLICATION OF LEARNING**

Match – Be Confident: Set up for a game of football using the standard rules and the Match Factors below:

**STANDARD RULES**

1. Fair play should be observed and encouraged at all times.
2. The coach selects teams and allocates bibs. Try to make teams relatively even but change teams each week. Girls and boys should be split evenly.
3. If the ball goes out of play it must be rolled back in, except for corners when it can be kicked.
4. Goalkeepers must stay in their areas and must roll the ball out underarm.
5. There are no referees. If there is a foul, players are encouraged to hold up their hand if they are at fault.
6. If a player goes to the floor the game stops until the player is helped up. The players will decide how the game should resume.
7. The coach will observe the game and will only get involved to encourage dialogue and fair play if deemed necessary.
8. The game should run continuously without changing ends.

**MATCH FACTORS**

In today's match the focus is on putting self-confidence into practice. Before kick-off lead a short discussion around how they can do this. Encourage participants to consider the following:

1. Having the confidence to enjoy and express themselves on the pitch, including trying new skills and tricks.
2. Having the confidence to make decisions, especially when under pressure.
3. Having the confidence to keep trying even if they make a mistake.
4. Encouraging others throughout the whole game – on both teams – to build the self-confidence of other players.

THIRD HALF**REFLECTIONS**

Bring all the players together for a reflection. Use the following questions to stimulate a discussion. Take your time to give all participants the chance to contribute.



1. **WHAT THINGS DID YOU ENJOY MOST ABOUT THE GAME?**
2. **WHAT HAVE YOU LEARNED ABOUT SELF-MOTIVATION AND HOW IT CAN HELP YOU ON THE PITCH AND IN YOUR WIDER LIFE?**
3. **HOW CAN IT HELP YOU IN SCHOOL OR IN THE WORKPLACE?**
4. **IS THERE ANYTHING YOU MIGHT DO DIFFERENTLY IN FUTURE OR THINK ABOUT MORE AFTER TODAY'S SESSION?**
5. **HOW WILL PEOPLE IN YOUR PERSONAL ENVIRONMENT RECOGNISE THAT YOU ARE SELF-MOTIVATED PERSON? WHAT ARE INDICATORS FOR A HIGH LEVEL OF SELF-MOTIVATION?**



Remind participants of the key message learned today.

**KEY MESSAGE**

Self-confidence can help us to make good decisions, trust in our abilities, pursue objectives, develop new perspectives, and deal with challenges on the football pitch and in the game of our lives.



Remind participants about the next session and end with a group **APPEAL FOR PRAISE**.



SESSION 2:

WHAT'S YOUR MOTIVATION?

LIFE-SKILLS RELEVANCE

In the sports and also the work environment, self-motivation is often connected to a player's will to try something new or to persevere when they have not yet succeeded in accomplishing something. When young people have strong self-motivation they have a reason or drive to undertake and complete a task, even when faced with challenges.



KEY MESSAGE

Self-motivation can help us to keep going and stay committed to our goals, even when things get tough.



GOALS

By the end of the session participants will:

- › Understand the difference between intrinsic and extrinsic motivation and reflect on how these factors apply in their own lives.
- › Be able to stay motivated when faced with obstacles and to identify drivers for completing tasks.
- › Have the opportunity to test out their motivation to complete tasks.
- › Be dedicated to improve and act on opportunities.
- › Feel motivated to pursue their career goals and find fulfilment and satisfaction in their day to day lives (i.e. intrinsic).



MATERIALS NEEDED

- › Coach Kit



ACTIVITY SCHEDULE

SECTION	ACTIVITIES	TIME ALLOCATION Total 90 min
FIRST HALF	ENERGISERS	› 10 minutes
	LEARNING 1. Ten Good Reasons 2. Pat on the Back	› 10 minutes › 20 minutes
SECOND HALF	APPLICATION OF LEARNING Match: Be Motivated	› 30 minutes
THIRD HALF	REFLECTIONS	› 15 minutes

FIRST HALF



ENERGISERS

Deliver 2-3 energisers.



LEARNING

1. Ten Good Reasons: This discussion covers two different types of motivation – extrinsic and intrinsic, and considers how we can keep motivated even when faced with challenges.



Can anyone tell me what motivation means?



A need or reason for doing something or acting in a certain way. Enthusiasm for doing something.



Can you think of any footballers that are very motivated?



If they are struggling for answers suggest Cristiano Ronaldo or your favourite footballer as a player who trains and works very hard.



What types of things do you think motivate Cristiano Ronaldo and other football players to train and work so hard?



If they are struggling for answers suggest:

- › To win trophies.
- › The enjoyment of playing
- › To be rich.
- › To be famous.
- › Staying fit and healthy.
- › To score goals.
- › To be creative.
- › To be the best in the world.
- › To keep improving.
- › To win the game for his team-mates - ten good reasons!



They are two types of motivation:

- › Extrinsic, where we are motivated by a reward such as money, grades, trophies or fame.
- › Intrinsic, where we are motivated by what we experience and feel inside, such as having fun, learning something new or being part of a team.

Why do you think each type of motivation is important?



- › Extrinsic motivation can help us to succeed and achieve, and to get the things we need and want.
- › Intrinsic motivation is important because it gives us purpose, fulfilment and enjoyment.

Make an **APPEAL FOR PRAISE** for good answers.

SESSION 2: WHAT'S YOUR MOTIVATION?



Intrinsic motivation is very important in helping us be self-motivated. Imagine playing football just to get a trophy, without the enjoyment of sharing the experience with teammates! The same applies in our lives - at school and in work. Sometimes things happen that make it difficult to stay self-motivated. Can you think of any examples? Why do they make it difficult?



If they are struggling for answers suggest:

- › If we make mistakes.
- › If we are criticised.
- › Lack of opportunities.
- › Stress.
- › Not feeling valued or appreciated



There are things we can do to help us stay self-motivated even when we face set-backs? Can you think of any examples?



If they are struggling for answers suggest:

- › Don't forget our long-term goals.
- › Set short-term goals as well, so that we see progress
- › Keep good company – surround ourselves with positive and supportive people.
- › Keep learning.
- › Learn from our mistakes.
- › Know ourselves and what is right for us (Remember Goal, No Goal, VAR).
- › Help others – an important intrinsic motivation!

**KEY MESSAGE**

Self-motivation can help us to keep going and stay committed to our goals, even when things get tough.

**2. Pat on the Back**

This game involves participants complimenting each other and receiving compliments. It shows the importance of being valued in motivating people and teams.



Ask the group to form a circle. Pick someone to start and ask them to pat the person to their right on the back and say something positive about them. Explain to the group it should either relate to:

- › Their character e.g. they are funny, or kind or helpful.
 - › Or to something they are good at e.g. a school subject or a football skill or position.
- Emphasise that it should not relate to their appearance.

After the circle has been completed ask the participants how it felt when there were given a compliment by another team member.

Then ask how it felt to give a compliment to someone else.

Explain that how we treat each other plays an important part in keeping a team motivated.

SECOND HALF**APPLICATION OF LEARNING**

Match – Be Motivated: Set up for a game of football using the standard rules and the Match Factors below:

**STANDARD RULES**

1. Fair play should be observed and encouraged at all times.
2. The coach selects teams and allocates bibs. Try to make teams relatively even but change teams each week. Girls and boys should be split evenly.
3. If the ball goes out of play it must be rolled back in, except for corners when it can be kicked.
4. Goalkeepers must stay in their areas and must roll the ball out underarm.
5. There are no referees. If there is a foul, players are encouraged to hold up their hand if they are at fault.
6. If a player goes to the floor the game stops until the player is helped up. The players will decide how the game should resume.
7. The coach will observe the game and will only get involved to encourage dialogue and fair play if deemed necessary.
8. The game should run continuously without changing ends.

**MATCH FACTORS**

In today's match the players should be encouraged to think about intrinsic motivation. Explain that you will not be counting the number of goals – there will not be a winning team, instead you want the teams to think about other ways to stay motivated. Before the game ask both teams to get together and discuss how they are going to achieve this. They should be encouraged to think about points such as:

1. Having fun.
2. Trying their best.
3. Supporting each other.
4. Being creative and expressing themselves.
5. Showing fair play.
6. During the game highlight good examples where these factors are being demonstrated.
6. At the end of the game ask each player to give a score out of ten for how much they enjoyed the match.

THIRD HALF



REFLECTIONS



Bring all the players together for a reflection. Use the following questions to stimulate a discussion. Take your time to give all participants the chance to contribute.



1. WHAT THINGS DID YOU ENJOY MOST ABOUT THE GAME?
2. WHAT HAVE YOU LEARNED ABOUT SELF-MOTIVATION AND HOW IT CAN HELP YOU ON THE PITCH AND IN YOUR WIDER LIFE?
3. HOW CAN IT HELP YOU IN SCHOOL OR IN THE WORKPLACE?
4. IS THERE ANYTHING YOU MIGHT DO DIFFERENTLY IN FUTURE OR THINK ABOUT MORE AFTER TODAY'S SESSION?
5. HOW WILL PEOPLE IN YOUR PERSONAL ENVIRONMENT RECOGNISE THAT YOU ARE SELF-MOTIVATED PERSON? WHAT ARE INDICATORS FOR A HIGH LEVEL OF SELF-MOTIVATION?



Remind participants of the key message learned today.

**KEY MESSAGE**

Self-motivation can help us to keep going and stay committed to our goals, even when things get tough.



Remind participants about the next session and end with a group **APPEAL FOR PRAISE**.



SESSION 3:

THE POWER OF CONCENTRATION**LIFE-SKILLS RELEVANCE**

Being able to focus and concentrate on the task at hand is another very critical skill for young people. Focus refers to attention and involves being alert and orienting. When we are able to orient, we can focus our attention on the specific task that we would like to accomplish.

**KEY MESSAGE**

Keeping concentration enables us to stay focused on a task or subject, helping us to be efficient and to do our best on and off the pitch.

**GOALS**

By the end of the session participants will:

- › Understand the importance and benefits of focus and communication on the football pitch, at school and in the workplace.
- › Be confident to maintain good concentration, including when faced with challenges and changing situations.
- › Develop skills and confidence to manage distractions and remain focused.
- › Become better learners and problem solvers through increased ability to concentrate.
- › Gain confidence to manage frustrations and avoid demotivation and stress.

**MATERIALS NEEDED**

- › Coach Kit
- › Two footballs are needed for today's session.

**ACTIVITY SCHEDULE**

SECTION	ACTIVITIES	TIME ALLOCATION Total 90 min
FIRST HALF	ENERGISERS	› 10 minutes
	LEARNING 1. Shopping List 2. A Little More Concentration	› 15 minutes › 15 minutes
SECOND HALF	APPLICATION OF LEARNING Match: Keep your Concentration	› 35 minutes
THIRD HALF	REFLECTIONS	› 15 minutes

FIRST HALF



ENERGISERS

Deliver 2-3 energisers.



LEARNING

1. Shopping List: This game involves participants using concentration skills including listening and focusing to remember what their teammates said.



Ask the group to form a circle. Introduce the game and explain that someone will start by saying: 'I'm going to the market and I'm going to buy...'. They can then pick something they are going to buy.

The next person then repeats the line 'I'm going to the market and I'm going to buy...'. This time they must first say the item mentioned by the first person and then add their own item.

This keeps going round the circle with the list getting longer and longer. If someone makes a mistake the rest of the group can help them until they get to the end of the list and add their own item.

Go round the whole group.

Give the group an **APPEAL FOR PRAISE** for their effort.

**2. A Little More Concentration:**

This discussion covers how good concentration can help people in different areas of life. It includes techniques and ideas for avoiding distractions and maintaining good concentration.



Can anyone tell me what it means when we are able to stay focused on one thing?



Concentration



Can you think of any moment in a football match when we need concentration?



- › Taking a penalty.
- › Defending a corner.
- › Marking an opponent.
- › Taking a goal kick.
- › Listening to our coach.



We actually need to concentrate all the time when playing football. What can happen if we lose concentration? Can you think of any examples?



- › We can make mistakes e.g. miss a penalty, lose a marker.
- › We don't do our best e.g. we might make a pass behind a teammate instead of in their path.
- › Not aware of what is happening around us.



What about in our lives outside of football? Where else do we need concentration?



If they are struggling for answers suggest:

- › At school, when we are learning.
- › At home when we are doing homework or chores.
- › When we are reading.
- › When we are listening to someone – a teacher or a friend.
- › When we are operating machinery or riding a bike.



Sometimes it can be very hard to concentrate and remain focused on what we are doing. The world is full of distractions! Can you think of any examples of things that make it difficult to concentrate?



If they are struggling for answers suggest:

- › Other people interrupting us e.g. at school when we are trying to learn.
- › Noise.
- › Our cell phones!
- › Day-dreaming - our minds can wander if we don't stay focused.
- › Trying to do too many things at once.



It is the same as when we play football. When we are unable to concentrate, these distractions can result in mistakes and stop us from doing our best. Imagine if you are taking a penalty in the Champions League final. What distractions might there be?



If they are struggling for answers suggest:

- › Opposition players trying to put you off – saying things.
- › Opposition goalkeeper doing funny movements.
- › Fans – cheering or booing..
- › Advertising boards moving.
- › Pressure.



What things could you do to stay concentrated and score your penalty?

**KEY MESSAGE**

Keeping concentration enables us to stay focused on a task or subject, helping us to be efficient and to do our best on and off the pitch.



If they are struggling for answers suggest:

- › Ignore distractions.
- › Block out the noise.
- › Remain focused on your task.
- › Make a decision – don't change your mind.
- › Remain in the present – don't think about what will happen if you score or miss.



Many of these things also apply in our wider lives and in the workplace. It is not always easy but there are things we can do to remain concentrated.

Can you think of any examples of things we can do in our lives to remain focused on our tasks?



If they are struggling for answers suggest:

- › Find a quiet place to work (not always possible – sometimes we need to learn how to block out distractions).
- › Switch our cell off.
- › Try not to do too many things at once (though multitasking is sometimes important).
- › Eat a healthy diet.
- › Get enough rest.
- › Take breaks.
- › Make a plan.
- › Don't forget your long-term goals – they can help us keep concentration on the small tasks.

SECOND HALF**APPLICATION OF LEARNING**

Match – Keep Your Concentration: Set up for a game of football using the standard rules and the Match Factors below:

**STANDARD RULES**

1. Fair play should be observed and encouraged at all times.
2. The coach selects teams and allocates bibs. Try to make teams relatively even but change teams each week. Girls and boys should be split evenly.
3. If the ball goes out of play it must be rolled back in, except for corners when it can be kicked.
4. Goalkeepers must stay in their areas and must roll the ball out underarm.
5. There are no referees. If there is a foul, players are encouraged to hold up their hand if they are at fault.
6. If a player goes to the floor the game stops until the player is helped up. The players will decide how the game should resume.
7. The coach will observe the game and will only get involved to encourage dialogue and fair play if deemed necessary.
8. The game should run continuously without changing ends.

**MATCH FACTORS**

There are two balls in today's game! The game begins with both goalkeepers having a ball and rolling it out. Each team can score with either ball. As soon as a goal is scored with either ball the game stops and will restart again with the goalkeepers each rolling out one ball. At the same time as pursuing a goal with one ball the teams should concentrate on not conceding with the other. Teams can attack with both balls at the same time if they can.

THIRD HALF**REFLECTIONS**

Bring all the players together for a reflection. Use the following questions to stimulate a discussion. Take your time to give all participants the chance to contribute.



1. **ASK HOW THEY FOUND THE GAME. WAS IT EASY TO CONCENTRATE ON TWO BALLS AT THE SAME TIME? HOW DID THEY MANAGE TO PURSUE GOALS AND PROTECT THEIR OWN GOAL AT THE SAME TIME AND WHAT STRATEGIES DID THEY ADOPT FOR SUCCESS?**
2. **WHAT HAVE YOU LEARNED ABOUT CONCENTRATION AND HOW IT CAN HELP YOU ON THE PITCH AND IN YOUR WIDER LIFE?**
3. **HOW CAN IMPROVED CONCENTRATION HELP YOU IN SCHOOL OR IN THE WORKPLACE?**
4. **IS THERE ANYTHING YOU MIGHT DO DIFFERENTLY IN FUTURE OR THINK ABOUT MORE AFTER TODAY'S SESSION?**
5. **HOW WILL PEOPLE IN YOUR PERSONAL ENVIRONMENT RECOGNISE THAT YOU ARE A SELF-MOTIVATED PERSON? WHAT ARE INDICATORS FOR A HIGH LEVEL OF SELF-MOTIVATION?**



Remind participants of the key message learned today.

**KEY MESSAGE**

Keeping concentration enables us to stay focused on a task or subject, helping us to be efficient and to do our best on and off the pitch.



Remind participants about the next session and end with a group **APPEAL FOR PRAISE**



SESSION 4:

THE R FACTOR

LIFE-SKILLS RELEVANCE

Being reliable means that you are able to take responsibility and ownership for what you say and do. Put simply it means that if you say you will do something, you will do it.

Following through with the little things makes people have greater trust in you. In order to be reliable you must stay focused and committed to the task, be able to prioritise and also make sacrifices when the process becomes challenging.



KEY MESSAGE

Reliability is key to consistently good performance on the football pitch and in the workplace. A reliable person is on time, always tries their best and sees a task through to the end.



GOALS

By the end of the session participants will:

- › Recognise the importance of reliability in the workplace and in other situations where we have to cooperate with others.
- › Understand that reliability means showing up, being on time and staying committed to a job or task, even when things get tough.
- › Understand that reliability means always trying your best and taking responsibility for ensuring things are done well.
- › Recognise that when we are part of a team, a family, or a community, other people rely on us to do our best.
- › Learn that being reliable helps us to perform well and work towards achieving our goals.



MATERIALS NEEDED

› Coach Kit



ACTIVITY SCHEDULE

SECTION	ACTIVITIES	TIME ALLOCATION Total 90 min
FIRST HALF	ENERGISERS	› 10 minutes
	LEARNING 1. Bang on Time 2. I Am Reliably Informed	› 15 minutes › 15 minutes
SECOND HALF	APPLICATION OF LEARNING Match: Reliaball	› 35 minutes
THIRD HALF	REFLECTIONS	› 15 minutes

FIRST HALF



ENERGISERS

Deliver 2-3 energisers.



LEARNING

1. **Bang on Time:** This is a fun game that shows the importance of not being late.



Explain the rules of Bang on Time.

- › Participants must stand in a circle.
- › Call out an amount of time, anything between 20 and 90 seconds.
- › When you shout 'go' and start your timer, participants must bow their heads and close their eyes.
- › They must try to work out the exact time that you called out, and when they believe the time is up they must lift their head and shout 'BANG' as loudly as possible.
- › Encourage the participants not to be influenced by others – stick to what they think is right.
- › Watch carefully. Anyone who shouts out after the designated time is out. Anyone who shouts out before the designated time or exactly on time goes through to the next round.
- › **It is important that you do not explain this to the group – they must work it out for themselves.**
- › Play another round of the game with a different time allocation and keep going until there are only a few participants left or until all those left have worked out that they can shout BANG early.



What happened in the game? Who was knocked out in each round?



Only those who shouted 'BANG' after the target time got knocked out. Everyone else stayed in.



Can you think of any examples in life where being late can have negative consequences?



- › School
- › An exam
- › A job interview
- › A job
- › Meeting people



There are some moments in life when being late has negative consequences for us. A job interview is a good example. If you are late you won't get a second chance. It is OK to be early (though emphasise don't be too early!)
What can we do to avoid being late?

SESSION 4: THE R FACTOR



- › Allow plenty of time.
- › If you are travelling somewhere, don't just go for the minimum travel time. Allow extra time for traffic or getting lost.
- › Set an alarm and reminders.
- › Be organised.

Give a group **APPEAL FOR PRAISE**.



2. I Am Reliably Informed: This activity includes a discussion about the importance of reliability in different areas of life, and features a game that involves reliably passing a message on as part of a team.



Has anybody here ever watched the X Factor?
What does the X stand for?



A special talent or quality that makes them stand out.



There is an R factor that makes people stand out to employers. Can you guess what that might be?



Reliability
(They may come up with other good suggestions).



What do we mean by reliability?
What qualities does a reliable person have?

Give an **APPEAL FOR PRAISE** for good answers.



- › Do what you say you will, and do it well.
- › Consistency.
- › Keep your promises.
- › Good timekeeping – don't be late or leave people waiting.
- › Finish what you start.
- › Take responsibility for seeing things done.
- › Honesty.
- › Composure – don't collapse in emergencies.
- › Show up!



A reliable person is a great asset to an employer, and also to a football team. Can you think of any footballers who are reliable and what make them reliable?



- If they are struggling for answers suggest:
- › Cristiano Ronaldo, Megan Rapinoe and Lionel Messi – consistently excellent and consistently score goals.
 - › James Milner, always tries his best and can be relied upon to play well in any position.
 - › Manuel Neuer – a goalkeeper who rarely makes mistakes.
 - › N'Golo Kanté – never gives up.

**KEY MESSAGE**

Reliability is key to consistently good performance on the football pitch and in the workplace. A reliable person is on time, always tries their best and sees a task through to the end.



We are now going to try and be reliable members of a team.



- › Explain the rules of I Am Reliably informed.
- › The group should be standing in the circle.
- › Explain that you will whisper something to the person on the left. That person must then whisper the exact same thing to the person on their left, and so on. (You can use the football facts below or your own ideas).
- › When it gets to the final person, they must say 'I Am Reliably Informed that...!' and repeat the statement that has been passed round.
- › Announce what the correct phrase was.
- › Have several goes until a message is successfully passed round to the end, **word for word**.
- › Congratulate the participants for reliably passing the message around and emphasise the importance of everyone in a team being reliable – it can make a big difference to a football team and in the workplace!

Football facts for 'I Am Reliably Informed...'

- › Pele was only 17 when his team Brazil won the World Cup in 1958.
- › Germany have won the Women's European Championships a record 8 times.
- › Egypt won the first African Cup of Nations in 1957.
- › Kristine Lilly played an incredible 352 games for the USA.

SECOND HALF**APPLICATION OF LEARNING**

Match – Reliably: Set up for a game of football using the standard rules and the Match Factors below:

**STANDARD RULES**

1. Fair play should be observed and encouraged at all times.
2. The coach selects teams and allocates bibs. Try to make teams relatively even but change teams each week. Girls and boys should be split evenly.
3. If the ball goes out of play it must be rolled back in, except for corners when it can be kicked.
4. Goalkeepers must stay in their areas and must roll the ball out underarm.
5. There are no referees. If there is a foul, players are encouraged to hold up their hand if they are at fault.
6. If a player goes to the floor the game stops until the player is helped up. The players will decide how the game should resume.
7. The coach will observe the game and will only get involved to encourage dialogue and fair play if deemed necessary.
8. The game should run continuously without changing ends.

**MATCH FACTORS**

Before the game ask each team to spend 5 minutes together, with each player making one individual commitment for the match. Players should be careful not to promise something they are not certain they can stick to (e.g. scoring 10 goals).

Ideas can include:

1. To try their best.
2. To only encourage and not criticise their teammates.
3. To stick to their position.
4. To play fair and be respectful.

At the end of the game allow 5 minutes for the teams to get back together and discuss if each player was reliable in keeping their commitments. Were their commitments realistic? What challenges did they face in keeping their commitments? What might they change for next time, if anything?

THIRD HALF**REFLECTIONS**

Bring all the players together for a reflection. Use the following questions to stimulate a discussion. Take your time to give all participants the chance to contribute.



1. **WHAT DID YOU LEARN IN THE MATCH ABOUT BEING RELIABLE?**
2. **WHAT HAVE YOU LEARNED ABOUT RELIABILITY AND HOW IT CAN HELP YOU ON THE PITCH AND IN YOUR WIDER LIFE?**
3. **HOW CAN IT HELP YOU IN SCHOOL AND AT THE WORKPLACE?**
4. **IS THERE ANYTHING YOU MIGHT DO DIFFERENTLY IN FUTURE OR THINK ABOUT MORE AFTER TODAY'S SESSION?**
5. **WHAT MAKES THE PEOPLE YOU TRUST MOST RELIABLE AND WHAT INSPIRES YOU ABOUT SUCH PEOPLE?**



Remind participants of the key message learned today.

**KEY MESSAGE**

Reliability is key to consistently good performance on the football pitch and in the workplace. A reliable person is on time, always tries their best and sees a task through to the end.



Remind participants about the next session and end with a group **APPEAL FOR PRAISE**.

**SESSION 5:****KEEP IN CONTROL****LIFE-SKILLS RELEVANCE**

Self-control is when an individual can focus on their (and their team's) long-term goals, inhibiting their immediate desires and emotions. It is an important skill that enables us to behave in a way that is aligned with our goals and can help us avoid making bad decisions. Understanding ourselves and our emotions is an important step in helping us to develop self-control on the football pitch and in the workplace.

**KEY MESSAGE**

Self-control can help us stay cool and make good decisions that help us to work towards our goals.

**GOALS**

By the end of the session participants will:

- › Recognise how losing self-control can result in bad decision-making and negative consequences.
- › Learn a number of skills for developing self-control and keeping it in challenging situations.
- › Recognise that self-control contributes to personal development and harnesses social relationships.
- › Have the chance to practice keeping self-control in pressurised circumstances.
- › Have the confidence to move on from mistakes without blaming others.

**MATERIALS NEEDED**

› Coach Kit

**ACTIVITY SCHEDULE**

SECTION	ACTIVITIES	TIME ALLOCATION Total 90 min
FIRST HALF	ENERGISERS	› 10 minutes
	LEARNING Stay Cool Relay	› 35 minutes
SECOND HALF	APPLICATION OF LEARNING Match: Stay in the Zone	› 30 minutes
THIRD HALF	REFLECTIONS	› 15 minutes

FIRST HALF

**ENERGISERS**

Deliver 2-3 energisers.

**LEARNING****Stay Cool Relay**

This activity includes a discussion about the importance of keeping self-control in different areas of life, and features a relay game that puts self-control into practice.



What happens if we lose control of a football in a match?



- › The opposition can get the ball.
- › The opposition might score.



How do you feel if you lose control of the ball in a match.



- › Disappointed
- › Frustrated
- › Like we have let our teammates down.



What else can we sometimes lose control of when we play football?



- › Temper
- › Emotions
- › Discipline



What are some of the things that can happen if we lose our self-control?



- If they are struggling suggest:
- › Make mistakes.
 - › Behave irrationally.
 - › Say things we regret.
 - › Get booked or sent off!
 - › Lose focus on our goals.
 - › Blame others.
 - › We might let ourselves and our teammates down.



Can you think of any examples when you or a famous footballer have lost self-control? What happened?



Use the example of Zinedine Zidane headbutting Marco Materazzi in the 2006 FIFA World Cup Final. He lost his self-control, got sent-off and was not there for the penalty shoot-out that France lost to Italy.



When things go against us or if people upset us, it can be very hard to keep our self-control, both in football and in all areas of life including the workplace.

There are some things we can do to stay cool. Can you think of any examples?

Give an **APPEAL FOR PRAISE** for good answers.



If they are struggling for answers suggest:

- › Understand ourselves and our emotions – an important step in being able to develop self-control.
- › Take a moment to think before reacting.
- › Breathe! It can help us remain calm in stressful situations.
- › Keep a positive attitude.
- › Keep long-term goals in mind to help stay motivated.
- › Consider the consequences of losing self-control.
- › Don't bottle up problems and issues – speak to trusted friends about them.
- › Manage stress in our lives.

**KEY MESSAGE**

Self-control can help us stay cool and make good decisions that help us to work towards our goals.

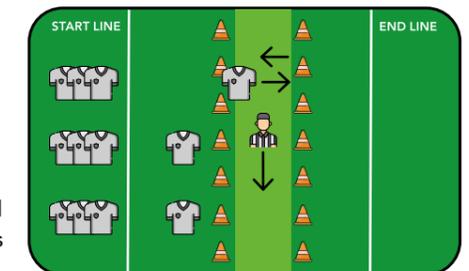


We are now going to play a game called the Stay Cool Relay to practice keeping cool and keeping our self-control when the pressure is on and when we might get frustrated.



Explain the rules of the Stay Cool Relay.

- › Ideally have the course set up in advance. There should be a start and finish point for each team with a 'road' marked by cones running along the middle. (See diagram).
- › Form the group into 3 or 4 teams and line them up at one end of the court. Using cones, lay out a 'road' crossing the pitch at approximately half way. One coach should walk steadily from one end of the road to the other continuously shouting something silly or singing a song.
- › The first runners in each team go when you blow the whistle. When they reach the road they can only cross it if the 'coach car' is walking away from them. If the coach is walking towards them they must stop until the coach passes.
- › Sometimes this will be frustrating as other teams will be able to carry on and those waiting will be anxious to cross.
- › They must keep their self-control and wait until the 'coach car' passes them as well. As soon as it passes they can carry on running.
- › Runners turn around and run back when they reach the end line.
- › Each player will cross the road twice – once on the way out and once on the way back.
- › If a runner crosses the road when the 'coach car' is coming towards them they receive a yellow card. If it happens again the team receives a red card and are out of the game.
- › The runners must also stay in a straight line allocated to their team. They cannot run around the 'coach car' to save time. This will also result in a yellow or red card.
- › The runners go one after another until the team is finished.
- › The first team home wins.



SESSION 5: KEEP IN CONTROL



Run through the game twice. If you have enough coaches you can add another road to the course.

Ask the participants how they found the game. Was it sometimes frustrating to wait until the road was safe? How did they manage to keep self-control?

SECOND HALF



APPLICATION OF LEARNING

Match – Stay in the Zone: Set up for a game of football using the standard rules and the Match Factors below:



STANDARD RULES

1. Fair play should be observed and encouraged at all times.
2. The coach selects teams and allocates bibs. Try to make teams relatively even but change teams each week. Girls and boys should be split evenly.
3. If the ball goes out of play it must be rolled back in, except for corners when it can be kicked.
4. Goalkeepers must stay in their areas and must roll the ball out underarm.
5. There are no referees. If there is a foul, players are encouraged to hold up their hand if they are at fault.
6. If a player goes to the floor the game stops until the player is helped up. The players will decide how the game should resume.
7. The coach will observe the game and will only get involved to encourage dialogue and fair play if deemed necessary.
8. The game should run continuously without changing ends.



MATCH FACTORS

In today's match lay out three zones with horizontal lines of cones on the pitch. Before the game each team must select which players are going to play in which zones. They can pick as many players per zone as they wish, but once the players are in that zone they must keep their control and cannot move to any other part of the pitch. If any player leaves their zone they must leave the game for 1 minute.

Interval 1 - After 10 minutes blow your whistle and give the teams a minute to discuss any changes they want to make to which players are in which zones. Again, the players must not leave their zones.

Interval 2 - After 20 minutes give each team another minute to discuss any final changes they wish to make for the rest of the game. Players must stay in their designated zones.



THIRD HALF



REFLECTIONS



Bring all the players together for a reflection. Use the following questions to stimulate a discussion. Take your time to give all participants the chance to contribute.



1. HOW DID YOU FIND THE GAME? WAS IT DIFFICULT TO KEEP CONTROL AND STAY IN YOUR ZONE? WHAT TACTICAL CHANGES DID YOU MAKE AT THE INTERVALS AND WHY?
2. HOW DID YOU LEARN ABOUT KEEPING SELF-CONTROL WHEN IN A PRESSURISED SITUATION? WHAT DID YOU DO?
3. WHAT HAVE YOU LEARNED ABOUT SELF-CONTROL AND HOW IT CAN HELP YOU ON THE PITCH AND IN YOUR WIDER LIFE?
4. HOW CAN IT HELP YOU IN THE WORKPLACE?
5. IS THERE ANYTHING YOU MIGHT DO DIFFERENTLY IN FUTURE OR THINK ABOUT MORE AFTER TODAY'S SESSION?



Remind participants of the key message learned today.



KEY MESSAGE

Self-control can help us stay cool and make good decisions that help us to work towards our goals.



Remind participants about the next session and end with a group **APPEAL FOR PRAISE.**

□ _____ □



SESSION 6:

IMPROVE YOUR COMMUNICATION

LIFE-SKILLS RELEVANCE

Communication skills are essential in all spheres of life, from the football field to relationships to the work environment. In football, verbal and non-verbal communication skills are essential, as it is a team sport where individuals have to work together towards common goals. To be a good communicator means that you not only have to clearly transmit your ideas and opinions to your audience, but also that you must learn how to listen to others, understand their main points and be able to discuss and negotiate on different topics.



KEY MESSAGE

Good communication, including verbal and non-verbal, is crucial for sharing information, expressing needs, understanding others and building good relationships.



GOALS

By the end of the session participants will:

- › Recognise the importance of both verbal and non-verbal communication in all spheres of life.
- › Have confidence to transmit their ideas and views.
- › Have increased understanding of how their own body language communicates different messages to other people, and have increased ability to interpret the body language of others.
- › Understand the importance of listening in building relationships and understanding other people's views, ideas and perspectives.
- › Develop increased capacity to manage their communication to build effective relationships.



MATERIALS NEEDED

› Coach Kit



ACTIVITY SCHEDULE

SECTION	ACTIVITIES	TIME ALLOCATION Total 90 min
FIRST HALF	ENERGISERS	› 10 minutes
	LEARNING Act & Articulate	› 30 minutes
SECOND HALF	APPLICATION OF LEARNING Match: Talking Football	› 30 minutes
THIRD HALF	REFLECTIONS	› 15 minutes

FIRST HALF



ENERGISERS

Deliver 2-3 energisers.



LEARNING

Act & Articulate

This activity includes a discussion about the importance of different types of communication, and features a game that puts verbal and non-verbal techniques into practice to highlight the importance of both.



Can you tell me some different ways that communication happens in a game of football?



If they are struggling for answers suggest:

- › Talking and listening – players talking and listening to each other, coaches giving instructions, Referee speaking to players and to Assistant Referees.
- › Non-verbal communication e.g. pointing and other hand instructions, body language, facial expressions (ask for examples).
- › Visual e.g. red and yellow cards, substitution board, scoreboard.



Most research studies suggest that non-verbal communication is just as important or even more important than verbal communication. I'm going to show you some examples of body language and I'd like you to shout out what it communicates to you:



Act out the following body language and invite discussion:

- › Nail biting (nervousness, stress or insecurity)
- › Tapping or drumming fingers (impatience).
- › Arms crossed over chest (defensive or disagrees with opinions or actions of other person).
- › Head tilted to one side (indicates person is listening keenly or is interested).
- › Rubbing hands together quickly (person is excited).
- › Placing tips of fingers together (a demonstration of control and authority).
- › Head in hands (boredom or negativity).

Ask the group if they have any examples.

Give an **APPEAL FOR PRAISE** for good suggestions.



KEY MESSAGE

Good communication, including verbal and non-verbal, is crucial for sharing information, expressing needs, understanding others and building good relationships.

SESSION 6: IMPROVE YOUR COMMUNICATION



Can you think of any jobs where good communication is important?



They should be able to come up with lots of examples but if they are struggling put forward some examples such as:

- › Shop worker – communication with customers (verbal and non-verbal).
- › Call centre worker – verbal with customers.
- › Factory worker – sharing information with & listening to colleagues.
- › Journalist – interviewing people.
- › Counsellor – speaking to people, body language important.
- › Football coach – giving instructions.

In fact **EVERY JOB** needs some good communication skills!



We are now going to practice communicating using verbal and non-verbal means of communication.



Explain the rules of Act or Articulate.

- › In turn, each participant will be given a word from the list below (whispered to them by the coach) along with whether they have to act or articulate that word.
- › You can also use your own locally relevant words and actions.
- › They will have 20 seconds to either act (using no words) or articulate (using words) to get the remaining participants to guess what the word is.
- › For example, to act out Cristiano Ronaldo they could stand the way he does before taking a free kick, or to act 'anger' they could shake their fist.
- › To articulate, for example, to Manchester United, they could say 'football club from England' or to articulate golf they can act out taking a golf shot.
- › They cannot say things such as 'It begins with...' or 'It rhymes with...'.

WORD	ACT OR ARTICULATE	WORD	ACT OR ARTICULATE
Surprise	Act	Penalty Kick	Act
Football	Articulate	Assistant referee	Articulate
Happiness	Act	Usain Bolt	Act
Barcelona	Articulate	Laughter	Articulate
Anger	Act	Scorpion	Act
Lionel Messi	Articulate	Fear	Articulate
Megan Rapinoe	Act	Tennis	Act
Golf	Articulate	Sadio Mané	Articulate
Sadness	Act	Ice Skating	Act
Excitement	Articulate	Offside	Articulate



- › After the game, ask everyone how they found it.
- › Was it sometimes easier to act and sometimes easier to articulate? Is it sometimes helpful to use both verbal and non-verbal communication?

**KEY MESSAGE**

Good communication, including verbal and non-verbal, is crucial for sharing information, expressing needs, understanding others and building good relationships.

SECOND HALF

**APPLICATION OF LEARNING**

Match – Reliably: Set up for a game of football using the standard rules and the Match Factors below:

**STANDARD RULES**

1. Fair play should be observed and encouraged at all times.
2. The coach selects teams and allocates bibs. Try to make teams relatively even but change teams each week. Girls and boys should be split evenly.
3. If the ball goes out of play it must be rolled back in, except for corners when it can be kicked.
4. Goalkeepers must stay in their areas and must roll the ball out underarm.
5. There are no referees. If there is a foul, players are encouraged to hold up their hand if they are at fault.
6. If a player goes to the floor the game stops until the player is helped up. The players will decide how the game should resume.
7. The coach will observe the game and will only get involved to encourage dialogue and fair play if deemed necessary.
8. The game should run continuously without changing ends.

**MATCH FACTORS**

1. In today's game participants will be limited to different types of communication. There will be three periods in the game.
2. Period 1 (10 minutes) - Players can talk but they must try not to use body language e.g. pointing, holding their arms up in appeal or celebrating a goal with arms aloft or by hugging. There are no penalties for using body language but the coach should shout out when they see it being used and encourage players to stop using it.
3. Period 2 (10 minutes) - Players can use body language but they must not speak at all. Any player who speaks must leave the game for 1 minute.
4. Period 3 (10 minutes) - Players can use body language but only one player on each team can speak. Each team must select who this will be before the game starts. Any other player who speaks must leave the game for 1 minute.

THIRD HALF



REFLECTIONS



Bring all the players together for a reflection. Use the following questions to stimulate a discussion. Take your time to give all participants the chance to contribute.



1. **HOW DID YOU FIND THE GAME? HOW DID IT FEEL BEING RESTRICTED FROM USING A TYPE OF COMMUNICATION? WHAT WAS IT LIKE WHEN ONLY ONE PLAYER COULD SPEAK?**
2. **WHAT DIFFERENT COMMUNICATION TECHNIQUES HAVE YOU LEARNED ABOUT AND WHY ARE THEY EACH IMPORTANT?**
3. **WHAT HAVE YOU LEARNED ABOUT GOOD COMMUNICATION AND HOW IT CAN HELP YOU ON THE PITCH AND IN YOUR WIDER LIFE?**
4. **HOW CAN IT HELP YOU IN THE WORKPLACE?**
5. **IS THERE ANYTHING YOU MIGHT DO DIFFERENTLY IN FUTURE OR THINK ABOUT MORE AFTER TODAY'S SESSION?**



Remind participants of the key message learned today.

**KEY MESSAGE**

Good communication, including verbal and non-verbal, is crucial for sharing information, expressing needs, understanding others and building good relationships.



Remind participants about the next session and end with a group **APPEAL FOR PRAISE**.



SESSION 7:

TEAM PLAYERS**LIFE-SKILLS RELEVANCE**

Teamwork is a skill that can be developed in many areas of life because it entails being part of a group which is working towards a set of common goals in the most effective way. It is a vital skill for football and in the workplace environment where employees are often working on different teams to successfully complete projects. Every team member brings their own unique skills and knowledge and it is important to value everyone's contribution.

**KEY MESSAGE**

Everybody has different skills that they bring to a team, and by working together, we can achieve more.

**GOALS**

By the end of the session participants will:

- › Appreciate the benefits of working as a team to achieve collective goals.
- › Understand that everyone brings unique skills and abilities that add value to a team.
- › Understand that as team members we have a responsibility to contribute to shared goals.
- › Recognise the importance of listening to fellow team members.
- › Have increased confidence to work as part of a team and to trust fellow team members.

**MATERIALS NEEDED**

- › Coach Kit

**ACTIVITY SCHEDULE**

SECTION	ACTIVITIES	TIME ALLOCATION Total 90 min
FIRST HALF	ENERGISERS	› 10 minutes
	LEARNING Name Your Team	› 35 minutes
SECOND HALF	APPLICATION OF LEARNING Match: Teamwork Goals	› 30 minutes
THIRD HALF	REFLECTIONS	› 15 minutes

FIRST HALF

**ENERGISERS**

Deliver 2-3 energisers.

**LEARNING**

Name Your Team: This activity involves a discussion about what makes a good team member on and off the pitch, and gives participants the opportunity to pick a team of people they can trust and rely on. It also asks them to consider their own qualities as a team member.



Does anybody here have a favourite football player?



- › When participants say their favourite players, ask them what they like about that player and what qualities they have. There are no right or wrong answers.
- › Ask them how they think a team would do if it had their favourite player playing in every position in the team e.g. Kylian Mbappé in every position?
- › Suggest that the team might struggle because a good team needs players with a range of different skills.



What different types of player does a football team need?



A football team needs a balance of different players – a goalkeeper, defenders, midfielders, wingers and forwards.



What other types of skills and qualities does a football team need?



If they are struggling, suggest:

- › Leadership (captain)
- › Communication
- › Teamwork
- › Positivity
- › Commitment
- › Passion
- › Hard work
- › Resilience

Explain that as well as good technical football skills a good team also needs people who bring various personal qualities and skills



It is not only football teams that need a balance of skills. This applies to all sports and all areas of life. What do you think makes a good team member in life? Think about your own lives and the qualities that you value in people.



Mention the following qualities if not already covered:

- › We can trust and rely on them.
- › They are loyal.
- › They give good advice and guidance.
- › They are kind.
- › They treat us with respect..
- › They listen to us
- › They are honest with us.
- › People we can relate to and who understand us – similar interests and challenges.
- › Someone who inspires us.
- › They build us up.
- › They don't gossip and talk behind our backs. They stick up for us.



What types of people contribute these qualities to our lives and make good team members?



If they are struggling, suggest:

- › Friends – school friends, sports teammates, neighbours.
- › Family members – siblings, parents, grandparents, cousins, aunts/uncles etc..
- › Teachers
- › Coaches



We are now going to pick a team that can support us in our lives and help us be successful and happy. Imagine you are in 5-a-side team in your life. Who are four people that you would pick?



Explain the following activity as follows:

- › When you blow your whistle players must find a partner as quickly as possible.
- › They have 30 seconds to tell each other one person they would pick for their team and why they would pick them.
- › Let them know when 15 seconds is up so they can switch the person talking if needed.
- › After 30 seconds blow the whistle again and they must immediately find a different partner. They must tell them about a different person they would pick for their team, and why they are a good team member. Again, remind them when 15 seconds is up.
- › Play 4 rounds of the game in total. Each time they must find a different partner and mention a different person they would name for their team.
- › Remind them that in the same way that a good football team needs balance and a mix of skills and abilities, so does the team of people in our lives.

Ask if anyone would like to share who is in their team. Give a few people to chance to share their team with the group.



There is one space left in your 5 a-side team. This is for you!

We all have things that we can contribute as team members, on the football pitch and in our everyday lives. When I blow my whistle you must find one more partner and tell them what skills and attributes you believe that you bring to a team.

SESSION 7: TEAM PLAYERS



Blow your whistle and play the final round of the game. Afterwards call the group together. Ask if anyone would like to share what they said about themselves.

**KEY MESSAGE**

Everybody has different skills that they bring to a team, and by working together, we can achieve more.

SECOND HALF**APPLICATION OF LEARNING**

Match – Teamwork Goals: Set up for a game of football using the standard rules and the Match Factors below:

**STANDARD RULES**

1. Fair play should be observed and encouraged at all times.
2. The coach selects teams and allocates bibs. Try to make teams relatively even but change teams each week. Girls and boys should be split evenly.
3. If the ball goes out of play it must be rolled back in, except for corners when it can be kicked.
4. Goalkeepers must stay in their areas and must roll the ball out underarm.
5. There are no referees. If there is a foul, players are encouraged to hold up their hand if they are at fault.
6. If a player goes to the floor the game stops until the player is helped up. The players will decide how the game should resume.
7. The coach will observe the game and will only get involved to encourage dialogue and fair play if deemed necessary.
8. The game should run continuously without changing ends.

**MATCH FACTORS**

Today's match involves trying to score a goal involving all players in the team except the goalkeeper. Every player must touch the ball during a move without it connecting with an opposition player. If it does hit an opposition player, the move must start again. The ball is however allowed to connect with an opposition goalkeeper on the way in. If a goal is scored without involving all players, the goal does not stand.

This will be difficult and it will be encouraging for the teams to work together and involve everyone. After 15 minutes you can consider reducing the number of players that need to touch the ball before a goal e.g. to 4 or 3.

THIRD HALF**REFLECTIONS**

Bring all the players together for a reflection. Use the following questions to stimulate a discussion. Take your time to give all participants the chance to contribute.



1. **HOW DID YOU FIND THE GAME? HOW DID YOU WORK TOGETHER AS A TEAM TO TRY TO SCORE A GOAL?**
2. **WHY IS DIVERSITY AND THE INVOLVEMENT OF EVERY TEAM MEMBER IMPORTANT IN TEAMS?**
3. **WHAT HAVE YOU LEARNED ABOUT GOOD TEAMWORK AND HOW IT CAN HELP YOU ON THE PITCH AND IN YOUR WIDER LIFE?**
4. **HOW CAN IT HELP YOU IN THE WORKPLACE?**
5. **IS THERE ANYTHING YOU MIGHT DO DIFFERENTLY IN FUTURE OR THINK ABOUT MORE AFTER TODAY'S SESSION?**



Remind participants of the key message learned today.

**KEY MESSAGE**

Everybody has different skills that they bring to a team, and by working together, we can achieve more.



Remind participants about the next session and end with a group **APPEAL FOR PRAISE.**



SESSION 8:

A WORLD OF DIFFERENCE

LIFE-SKILLS RELEVANCE

Social sensitivity is the ability to perceive and understand the feelings and viewpoints of others. Social sensitivity demonstrates that you are aware of other people in social and work situations. It is often tied to empathy because it involves the experience of understanding another person's thoughts, feelings and condition from their point of view, rather than just your own. When working in a team, the ability to understand and read the opinions and feelings of other team members can be critical to success.



KEY MESSAGE

The world is full of different people but we all have similarities and by understanding other people's backgrounds, we can find common ground and work together towards shared goals.



GOALS

By the end of the session participants will:

- › Recognise the importance of understanding the feelings and viewpoints of other people.
- › Have increased respect and tolerance for people who are different to us including cultural and social differences.
- › Be encouraged to learn about people who are different to us.
- › Be motivated to find common ground and develop shared goals with people who are different to us.
- › Recognise that teams consist of people with different ideas and perspectives, and that this diversity is a strength.



MATERIALS NEEDED

› Coach Kit



ACTIVITY SCHEDULE

SECTION	ACTIVITIES	TIME ALLOCATION Total 90 min
FIRST HALF	ENERGISERS	› 10 minutes
	LEARNING Identity Pitch	› 30 minutes
SECOND HALF	APPLICATION OF LEARNING Match: All Together Goals	› 35 minutes
THIRD HALF	REFLECTIONS	› 15 minutes

FIRST HALF



ENERGISERS

Deliver 2-3 energisers.



LEARNING

Identity Pitch: This game involves participants considering the similarities and differences that they have with other people, and includes a discussion about how this can be used to develop tolerance and shared goals.



Set up the Identity Pitch - a football pitch shape marked with cones, approximately 10 metres by 5 metres.



We all have similarities and differences from each other that make us unique. In this activity, we are going to think about some of the things that we identify with and things that make us similar and different. I'd like you to imagine that this rectangle, marked by the cones, is a football pitch. The cones represent the touchlines.



Ask the group to spread out around the outside edge of the Identity Pitch.

Explain that you will call out some words and they need to decide whether they identify with that word. If they do, they should jump across the touchline and enter the Identity Pitch. If you don't identify with that thing, they should stay on the outside of the pitch.

Give an example e.g. 'sports fan'. Those identifying as sports fans should enter the pitch. Those who don't identify as football fans should stay outside the pitch.



There are no right or wrong answers.



Emphasise it is about their self-identity, not how other people view them.

Call out some of the following identities. Each time the participants should come back outside the pitch before you call out the next identity.

- › Manchester United fan
- › Manchester City fan (use different rival teams depending on where you are based)
- › Football fan
- › Ambitious
- › Teenager
- › Local community or tribal member (use relevant local communities)
- › Nationality e.g. Gambian
- › Religion (e.g. Christianity, Islam)
- › Peaceful / pacifist
- › Confident
- › Environmentalist
- › Artist
- › Academic (you could pick out specific subjects such as Science)
- › Defender
- › Midfielder
- › Forward
- › Goalkeeper
- › Team Player

SESSION 8: A WORLD OF DIFFERENCE



During the game talk to the group and ask questions such as:

- › How do you feel when you are on the pitch?
- › How do you feel when you are outside the pitch?
- › How do you feel towards people who have the same identity?
- › How do you feel towards people who don't share your identity?
- › For anyone in the pitch on their own or in a small group – how do you feel being on your own or in the minority?

After the game bring the group together.



Were you always with the same people for every identity?
Were you with everyone for at least one category?

**KEY MESSAGE**

The world is full of different people but we all have similarities and by understanding other people's backgrounds, we can find common ground and work together towards shared goals.



What are some negative things that we can sometimes feel towards people who are different to us?



If they are struggling suggest:

- › Fear them.
- › Hatred.
- › Don't understand their values or opinions.
- › Think our way is right or best.
- › Stereotype them – ask the group for examples e.g. women should only do certain jobs, people from certain communities are lazy. How does it feel when we are stereotyped and given an identity that we don't have?

What do these things ever achieve?



Nothing positive. They lead to resentment and conflict.



What are some things that we can do instead when people are different to us?

Mention the following if not covered by the group:

- › Learn about them and understand their values and opinions.
Give examples e.g. religious fasting or celebrations.
- › Show respect.
- › Stand up to stigma and discrimination.
- › Find similarities and commonalities e.g. football!
- › Create shared goals. Can they think of any examples of shared community goals?



Can you think of any examples in your own lives where people are different but it doesn't matter because you are working towards a shared goal?

**KEY MESSAGE**

The world is full of different people but we all have similarities and by understanding other people's backgrounds, we can find common ground and work together towards shared goals.

Give an **APPEAL FOR PRAISE** for good suggestions.

SECOND HALF**APPLICATION OF LEARNING**

Match – All Together Goals: Set up for a game of football using the standard rules and the Match Factors below:

**STANDARD RULES**

1. Fair play should be observed and encouraged at all times.
2. The coach selects teams and allocates bibs. Try to make teams relatively even but change teams each week. Girls and boys should be split evenly.
3. If the ball goes out of play it must be rolled back in, except for corners when it can be kicked.
4. Goalkeepers must stay in their areas and must roll the ball out underarm.
5. There are no referees. If there is a foul, players are encouraged to hold up their hand if they are at fault.
6. If a player goes to the floor the game stops until the player is helped up. The players will decide how the game should resume.
7. The coach will observe the game and will only get involved to encourage dialogue and fair play if deemed necessary.
8. The game should run continuously without changing ends.

**MATCH FACTORS**

For a goal to be scored, all players from the team, including the goalkeeper, must be present in the opposition half. This requires the players to consider all of their teammates and to think about when they should call their defenders and goalkeeper forward in order to try and score. This presents an opportunity for the opposing team to counter-attack. If a goal is scored when all players from the attacking team are not in the attacking half, the goal does not stand.

THIRD HALF

REFLECTIONS

 Bring all the players together for a reflection. Use the following questions to stimulate a discussion. Take your time to give all participants the chance to contribute.



1. **HOW DID YOU FIND THE GAME? WAS IT EASY DECIDING WHEN TO BRING EVERYONE FORWARD? WAS IT FUN ALL TRYING TO SCORE GOALS ALL TOGETHER IN THE SAME HALF?**
2. **WHY IS IT IMPORTANT THAT WE RESPECT AND TRY TO UNDERSTAND PEOPLE WHO ARE DIFFERENT TO US?**
3. **WHAT HAVE YOU LEARNED ABOUT BEING SENSITIVE TO OTHER PEOPLE'S BACKGROUNDS AND PERSPECTIVES AND HOW IT CAN HELP YOU ON THE PITCH AND IN YOUR WIDER LIFE?**
4. **HOW CAN IT HELP YOU IN THE WORKPLACE?**
5. **IS THERE ANYTHING YOU MIGHT DO DIFFERENTLY IN FUTURE OR THINK ABOUT MORE AFTER TODAY'S SESSION?**

 Remind participants of the key message learned today.

**KEY MESSAGE**

The world is full of different people but we all have similarities and by understanding other people's backgrounds, we can find common ground and work together towards shared goals.

 Remind participants about the next session and end with a group **APPEAL FOR PRAISE**.



SESSION 9:

FROM CONFLICT TO COLLABORATION**LIFE-SKILLS RELEVANCE**

Learning conflict resolution requires an individual to adapt their attitudes, mindset and approach to conflicts. It is a process that can improve with small steps and skills training. The first step in the process is understanding how to manage ourselves and this entails understanding our emotions, expectations and behaviour. Conflict resolution requires an individual to adapt their attitudes, mindset and approach to working with others. This includes managing ourselves and understanding our emotions, expectations and behaviour, as well as understanding the perspectives of other people. Those with good conflict resolution skills can help their organisations and teams work more effectively and develop common goals, avoiding relationship breakdowns, stress and a lack of collaboration. Being able to resolve conflicts effectively has many benefits such as accomplishing goals, developing a positive working environment and strengthening relationships.

**KEY MESSAGE**

Good communication, showing respect, managing our emotions, having empathy and being willing to compromise can help us to resolve conflicts peacefully and find ways to collaborate.

**GOALS**

By the end of the session participants will:

- › Understand how certain behaviours can lead to and escalate conflicts.
- › Develop tools and techniques for better managing our emotions and for managing conflicts.
- › Recognise the importance of understanding other people's viewpoints.
- › Have the opportunity to put conflict resolution into practice.
- › Recognise how it is possible to turn a conflict into a collaboration so that everyone benefits.

**MATERIALS NEEDED**

› Coach Kit

**ACTIVITY SCHEDULE**

SECTION	ACTIVITIES	TIME ALLOCATION Total 90 min
FIRST HALF	ENERGISERS	› 10 minutes
	LEARNING That's My Ball	› 30 minutes
SECOND HALF	APPLICATION OF LEARNING Match: Win-Win-Draw	› 35 minutes
THIRD HALF	REFLECTIONS	› 15 minutes

FIRST HALF

**ENERGISERS**

Deliver 2-3 energisers.

**LEARNING****That's my Ball!**

This activity includes a discussion about the negative consequences of conflict and how it can stop us achieving our goals. It also includes a role play exercise to demonstrate how changing behaviour can prevent conflict and instead lead to collaboration.



What does the word conflict mean?



- › A disagreement or argument about something.
- › Fighting between countries or groups of people.



Can you think of any examples of conflicts that exist in your own lives or communities, or in the wider world?



Can you name some things that might lead to conflicts?



If they are struggling suggest:

- › If people do something bad or unfair.
- › If people are disrespectful in what they say or how they act (e.g. cultural, religious or personal disrespect).
- › If people act emotionally e.g. responding to things angrily can result in irrational decisions.
- › Lack of understanding about other people's views or opinions.
- › Lack of empathy (appreciating other people's feelings).
- › Poor communication.
- › Lack of forgiveness or compromise.



On the football pitch conflicts can also happen when people make bad tackles, if decisions go against them or if opponents show a lack of respect angrily. What normally happens when a player reacts in these situations?



- › Violence, people get hurt.
- › People say bad/disrespectful things.
- › Red and yellow cards.
- › Players being suspended and missing matches.
- › Negative consequences!



We can avoid conflict on the football pitch and in our lives both in terms of how we conduct ourselves (playing fairly, managing our emotions) and also in how we react to the behaviour of other people.

We are now going to see what happens when two parties refuse to back down in a conflict in a role-play game called 'That's my Ball!'



- › Ask for three volunteers.
- › Explain to them, without the rest of the group hearing, that they have found a football and are now playing with it. Tell them that if anyone wants the ball back they must react without consideration and by angrily refusing to give the ball back. They must not back down.
- › Ask for another volunteer. Explain to them, without the rest of the group hearing, that they lost their ball last week and they can now see someone playing with it. Tell them they must go up to the group, accuse them of stealing it and angrily demand the ball back. They must not back down.
- › Ask them to act out the role-play. Set some boundaries – i.e. they must not be violent or disrespectful/unkind.
- › Afterwards ask the observers the following questions.



- › What happened?
- › Did things escalate?
- › What did you think of the behaviour of the people with the ball?
- › What about how the person who had lost their ball acted?
- › Was there a positive outcome?



Finally, ask them how both parties could have acted differently and what solution to the conflict could they have found? If they are struggling suggest:

- › The person who has lost their ball could have more politely approached the group.
- › They could also have more calmly explained that they had lost their ball and that they thought it was theirs.
- › The people with the ball could have listened to the other person and understood their point of view.
- › They all could have controlled their emotions better.
- › They all could collectively have tried to find a collaborative solution e.g. they make friends and agree to play football together in future – common ground and shared interests. With four people they could play a 2v2 match.

Now ask the role players to act out the scenario again but use the ideas from the group to act differently. Afterwards ask the group if a better outcome was reached.

**KEY MESSAGE**

Good communication, showing respect, managing our emotions, having empathy and being willing to compromise can help us to resolve conflicts peacefully and find ways to collaborate.

SECOND HALF



APPLICATION OF LEARNING

Match – Win-Win-Draw: Set up for a game of football using the standard rules and the Match Factors below:



STANDARD RULES

1. Fair play should be observed and encouraged at all times.
2. The coach selects teams and allocates bibs. Try to make teams relatively even but change teams each week. Girls and boys should be split evenly.
3. If the ball goes out of play it must be rolled back in, except for corners when it can be kicked.
4. Goalkeepers must stay in their areas and must roll the ball out underarm.
5. There are no referees. If there is a foul, players are encouraged to hold up their hand if they are at fault.
6. If a player goes to the floor the game stops until the player is helped up. The players will decide how the game should resume.
7. The coach will observe the game and will only get involved to encourage dialogue and fair play if deemed necessary.
8. The game should run continuously without changing ends.



MATCH FACTORS

The objective of today's game is for both teams to win – and at the same time to draw! The teams must play to their best ability but whenever a team goes in the lead the two teams must get together and discuss what changes they can make to ensure the losing team is able to equalise (without the winning team deliberately conceding). This can include the team in the lead playing without a goalkeeper, or a player temporarily changing sides. If the leading team extends their lead further, the teams can agree to make another change until the score is level again.

THIRD HALF



REFLECTIONS



Bring all the players together for a reflection. Use the following questions to stimulate a discussion. Take your time to give all participants the chance to contribute.



1. **HOW DID YOU FIND THE MATCH? WAS IT POSSIBLE TO PLAY AGAINST EACH OTHER AND TRY TO WIN BUT TO ALSO HAVE A SHARED GOAL?**
2. **HOW DID YOU WORK TOGETHER TO ACHIEVE THIS?**
3. **WHAT HAVE YOU LEARNED ABOUT CONFLICT RESOLUTION AND HOW IT CAN HELP YOU ON THE PITCH AND IN YOUR WIDER LIFE?**
4. **HOW CAN IT HELP YOU IN THE WORKPLACE?**
5. **IS THERE ANYTHING YOU MIGHT DO DIFFERENTLY IN FUTURE OR THINK ABOUT MORE AFTER TODAY'S SESSION?**



Remind participants of the key message learned today.



KEY MESSAGE

Good communication, showing respect, managing our emotions, having empathy and being willing to compromise can help us to resolve conflicts peacefully and find ways to collaborate.



Remind participants about the next session and end with a group **APPEAL FOR PRAISE.**





SESSION 10:

GET ORGANISED!**LIFE-SKILLS RELEVANCE**

Self-organisation allows individuals to have a sense of control over certain areas of their performance. Organised sports and work settings can expose people to different challenges that can bring stress and anxiety. Maintaining an organised lifestyle or workflow necessitates an effective approach in order to get things done.

Self-organisation is learned through modelled behaviour and trial and error. Young people can learn the different strategies and tools to developing an effective approach to organising tasks and becoming more self-sufficient. Self-organisation requires keeping track of time, information, tasks and overall goals. When you are not able to be consistently self-organised, it can lead to challenges when working towards deadlines, working under stress and working as a team.

**KEY MESSAGE**

Being organised can help us to be happier, more balanced and more productive in all areas of our lives.

**GOALS**

By the end of the session participants will:

- › Appreciate the benefits of being self-organised in all areas of our lives.
- › Recognise that being organised can help us achieve more and work more effectively towards our goals.
- › Recognise some of the negative consequences of not being organised.
- › Be able to name some tools and techniques for being more organised in the future.
- › Recognise that we can also work as a team to be more organised and efficient.

**MATERIALS NEEDED**

- › Coach Kit

**ACTIVITY SCHEDULE**

SECTION	ACTIVITIES	TIME ALLOCATION Total 90 min
FIRST HALF	ENERGISERS	› 10 minutes
	LEARNING Don't Be Out Of Order	› 30 minutes
SECOND HALF	APPLICATION OF LEARNING Match: Organise Your Team	› 35 minutes
THIRD HALF	REFLECTIONS	› 15 minutes

FIRST HALF**ENERGISERS**

Deliver 2-3 energisers.

**LEARNING****Don't Be Out of Order!:**

This activity includes a discussion about the importance of self-organisation in all areas of life, and features a game that involves the group organising themselves into different orders.



Get into pairs and discuss all of things you had to do to get organised this morning to get yourself here ready for the session?



After a couple of minutes ask the group to feedback their discussions. They should have covered points such as:

- › Get up.
- › Get ready – washed and dressed.
- › Have breakfast and/or lunch.
- › Arrange to get here – transport, meet with friends to walk etc..
- › Leave on time.
- › Get mentally prepared – to be in the right frame of mind.

Give an **APPEAL FOR PRAISE** for good answers.



By getting here for the session, you've all proven that you have the ability to self-organise!
Now get into groups of four and discuss what things you'd need to organise if you wanted to run a successful football tournament.



After a few minutes, ask the groups to feedback. There should have covered points such as:

- › Arrange a date and time.
- › Make a budget – what are things going to cost.
- › Arrange a venue and pitch.
- › Contact the teams, invite them to play and make sure they have all the details.
- › Organise referees.
- › Set the rules and communicate them to referees and players.
- › Make sure you have all the necessary equipment – balls, bibs, cones, goals, trophies etc.
- › Make sure there is a means of recording the scores.
- › Send out reminders.
- › Set up on the day.
- › Find people to help you with organising and running the tournament, and manage their involvement.



Even something like a small football tournament requires a lot of organisation for it to run smoothly and successfully. When we are not organised in our lives or at school or in a job, what are some of the things that can happen?

SESSION 10: GET ORGANISED!



If they are struggling for answers suggest:

- › We are late.
- › Things get lost.
- › We are not prepared and don't do our best.
- › We make mistakes.
- › We get stressed.
- › Other people get annoyed or think we are incompetent.



What are some of the things we can do to be more organised – at home, in school, in work, in sport etc.?



If they are struggling for answers suggest:

- › Make a plan of what you will do and when.
- › Create a to do list.
- › Keep a diary / calendar – mark deadlines.
- › Be tidy!
- › Give yourself enough time – set an alarm.
- › Don't take on too much – ask for help.
- › Don't procrastinate (keep putting things off).

**KEY MESSAGE**

Being organised can help us to be happier, more balanced and more productive in all areas of our lives.



We are now going to practice being organised as a team in a game called **Don't Be Out of Order!**

**Round 1**

- › Explain that the group's job is to organise themselves to stand in a correct order.
- › Give the group 30 seconds to get the group into height order.
- › Play the game, and afterwards check if everyone is in height order.

Round 2

- › This time ask the group to line up in alphabetical order according to their first names. Give them 1 minute 30 seconds.
- › Check if everyone is in the correct order by asking them to shout out their names one by one.

Round 3

- › This time ask the group to line up in order of age – youngest to oldest. This should take into account birthdays within a year e.g. if four players are 13 they must find out who was born first, second etc. Give them 1 minute.
- › Check if everyone is in the correct order by asking them to shout out their ages and their dates of birth one by one.

Round 4

- › This time ask the group to organise themselves to stand in the order of their birthday dates during the calendar year i.e. January to December and the date within those months (not age). Give them just 30 seconds.
- › Afterwards, check if everyone is in the correct order by asking them to shout out their dates of birth one by one.

At the end of four rounds, ask the following questions:

- › How did you find the challenges?
- › How did you work as a team to get organised?
- › Did the team's organisational skills improve each time?
- › How important was good organisation when the time available was less?
- › Did any leaders emerge?

Ask if anyone else would like to suggest a category or order for the group to try.



When we are part of a team we can work together to be organised – sharing the work, taking on different responsibilities and supporting each other.

Make an **APPEAL FOR PRAISE** for the whole group.

**KEY MESSAGE**

Being organised can help us to be happier, more balanced and more productive in all areas of our lives.

SECOND HALF**APPLICATION OF LEARNING**

Match – Organise Your Team: Set up for a game of football using the standard rules and the Match Factors below:

**STANDARD RULES**

1. Fair play should be observed and encouraged at all times.
2. The coach selects teams and allocates bibs. Try to make teams relatively even but change teams each week. Girls and boys should be split evenly.
3. If the ball goes out of play it must be rolled back in, except for corners when it can be kicked.
4. Goalkeepers must stay in their areas and must roll the ball out underarm.
5. There are no referees. If there is a foul, players are encouraged to hold up their hand if they are at fault.
6. If a player goes to the floor the game stops until the player is helped up. The players will decide how the game should resume.
7. The coach will observe the game and will only get involved to encourage dialogue and fair play if deemed necessary.
8. The game should run continuously without changing ends.

SESSION 10: GET ORGANISED!

**MATCH FACTORS**

Select the teams and start the game without any specific instructions.

After 10 minutes bring the teams together and ask them how they organised themselves for the match. Did they discuss positions or tactics or did they just start playing?

Now give the teams 5 minutes to get organised and discuss how they can improve their structure, positions and tactics to improve their performance. Then resume the game.

THIRD HALF**REFLECTIONS**

Bring all the players together for a reflection. Use the following questions to stimulate a discussion. Take your time to give all participants the chance to contribute.



- 1. HOW DID YOU FIND THE GAME? DID THE TEAM'S PERFORMANCE IMPROVE AFTER YOU HAD SOME DEDICATED TIME TO GET ORGANISED?**
- 2. WHAT CHANGES DID YOU MAKE AND HOW DID THIS HELP?**
- 3. WHAT HAVE YOU LEARNED ABOUT SELF-ORGANISATION AND HOW IT CAN HELP YOU ON THE PITCH AND IN YOUR WIDER LIFE?**
- 4. HOW CAN IT HELP YOU IN THE WORKPLACE?**
- 5. IS THERE ANYTHING YOU MIGHT DO DIFFERENTLY IN FUTURE OR THINK ABOUT MORE AFTER TODAY'S SESSION?**



Remind participants of the key message learned today.

**KEY MESSAGE**

Being organised can help us to be happier, more balanced and more productive in all areas of our lives.



Remind participants about the next session and end with a group **APPEAL FOR PRAISE.**



SESSION 11:

BUILD YOUR RESILIENCE**LIFE-SKILLS RELEVANCE**

Promoting resilience is often tied to the development of positive coping mechanisms. It refers to the capacity to deal with disturbances and reorganise while undergoing development or change. Without resilience, people cannot improve beyond their current capacities as this requires stretching personal limits and existing skill limits. Resilience also relates to remaining focused on our goals in the face of setbacks and challenges, and having the self-confidence to resist negative peer pressure and make decisions and choices that are right for us.

**KEY MESSAGE**

We all face important decisions, and by developing resilience we can ensure we make the right choices for us, overcome challenges, manage pressure, recover from set-backs and remain focused on our goals.

**GOALS**

By the end of the session participants will:

- › Recognise that we all have important decisions to make in our lives that affect our futures.
- › Develop increased confidence to resist negative peer pressure and make our own choices.
- › Be aware of some things we can do to develop resilience.
- › Develop skills to remain motivated in the face of set-backs.
- › Recognise the importance of resilience in working towards long-term goals.

**MATERIALS NEEDED**

› Coach Kit

**ACTIVITY SCHEDULE**

SECTION	ACTIVITIES	TIME ALLOCATION Total 90 min
FIRST HALF	ENERGISERS	› 10 minutes
	LEARNING Your Big Choices	› 30 minutes
SECOND HALF	APPLICATION OF LEARNING Match: Pressure Football	› 35 minutes
THIRD HALF	REFLECTIONS	› 15 minutes

FIRST HALF

**ENERGISERS**

Deliver 2-3 energisers.

**LEARNING****Your BIG Choices:**

This activity starts with a discussion about some of the big choices facing young people and includes a game where participants make choices about their favourite things. This is followed by a discussion about peer pressure and how developing resilience can help us make good decisions.



We are all faced with making important decisions about our lives and it can sometimes be difficult to make the right choices. What are some of the BIG Choices you are currently facing in your lives?



If they are struggling suggest:

- › What career to pursue?
- › What subjects to study at school?
- › Which friendship group to hang out with?
- › Relationships.
- › How to behave and treat others (the habits we set when we are young are often carried on into adult life)?



Everyone stand up and mingle amongst each other.



Choose an appropriate song or chant for the group to say as they are mingling.



In this game we are going to make decisions about some of our favourite things. When I call out a choice you must jump up and down, shouting your choice as loudly as possible and celebrating your choice.



Demonstrate this yourself with an example e.g. favourite film star.



You must also listen for other people who have made the same choice as you – form a group with other people who have made the same choice and celebrate and shout together.



- › Play the game. Suggested choices include favourite football team, school subject and food.
- › Ask those in a group how it felt to be shouting a choice together. Ask those on their own how it felt to be cheering on their own. Did they consider changing their answer to be part of the bigger group?
- › Give an **APPEAL FOR PRAISE** for people who stuck with the decision even when they were on their own.



We are now going to play the game with numbers. When I call out a number you must get into groups of that number as quickly as possible. You need to avoid being left on your own or in a group smaller or larger than the number I shout.



- › Play several rounds of the game using numbers such as 3, 4 and 5 (but not 2 yet). Participants who do not get in a group of the number called should be given a fun forfeit.
- › For the next round call the number 2 so that people end in pairs. If there is an odd number then one group should be a 3 or the coach can take part (no forfeit this time).
- › Ask the pairs to stay together and give them one question from the list below to discuss for a few minutes. They should talk to their partner about their own personal answer to that question.

1. What do you like to do for fun?
2. Who is somebody that you really admire? Why?
3. What career (job) do you want to do in the future?
Why is this a career you are interested in?
4. How do you know that you can trust a friend?
5. What pressures do you face in life?

- › Ask the group to find a new partner and ask the next question. Continue this until all 5 questions have been answered.
- › If it looks like people are engaged in their conversations, you don't need to rush to the next question.



› The questions we have just answered are some of the **BIG Choices** that many young people face in their lives. We are now going to have a discussion about how we can make good decisions.

› Can anybody tell me what it is called when we feel pressure from our friends and those around us to behave in a certain way or adopt certain behaviours?



Peer Pressure



What types of peer pressure do you face in your lives?



If the group are struggling for answers suggest:

- › Pressure to drink alcohol / take drugs.
- › To have sex.
- › To bully someone.
- › To adopt certain values about different types of people e.g. refugees, women, gays/lesbians.



Where and from whom does peer pressure come from?



If needed suggest friends, older peers or adults, siblings, opposite sex. Places can include school, home, community.



Giving in to peer pressure can have consequences that affect our lives negatively. But avoiding peer pressure can be difficult. What personal quality beginning with 'R' can help us to resist it?



Resilience.

SESSION 11: BUILD YOUR RESILIENCE



What does resilience mean?



- › The ability to bounce back from set-backs and remain focused on our goals.
- › Having the confidence to remain in control of our decisions and make our own choices.



What things can help us to be resilient?



Ensure that the following is covered:

- › Keep your long-term goals in mind – it can help us to make decisions that support us in working towards these.
- › Be optimistic and find positives.
- › Learn from mistakes and set-backs. Don't dwell on the past.
- › Don't be afraid of change and work with others to find common solutions.
- › Know your strengths and weaknesses – it can help us to know when decisions are right for us.
- › Surround ourselves with trusted people who won't pressure us to make bad choices.
- › Don't be afraid to say 'no'.
- › Stand up for other people who make their own choice.

**KEY MESSAGE**

We all face important decisions, and by developing resilience we can ensure we make the right choices for us, overcome challenges, manage pressure, recover from set-backs and remain focused on our goals.

SECOND HALF**APPLICATION OF LEARNING**

Match – Win-Win-Draw: Set up for a game of football using the standard rules and the Match Factors below:

**STANDARD RULES**

1. Fair play should be observed and encouraged at all times.
2. The coach selects teams and allocates bibs. Try to make teams relatively even but change teams each week. Girls and boys should be split evenly.
3. If the ball goes out of play it must be rolled back in, except for corners when it can be kicked.
4. Goalkeepers must stay in their areas and must roll the ball out underarm.
5. There are no referees. If there is a foul, players are encouraged to hold up their hand if they are at fault.
6. If a player goes to the floor the game stops until the player is helped up. The players will decide how the game should resume.
7. The coach will observe the game and will only get involved to encourage dialogue and fair play if deemed necessary.
8. The game should run continuously without changing ends.

**MATCH FACTORS**

Today's game is all about managing pressure. Players can only tackle or pressure opposing players when the opposition enters the half they are defending. That means teams can relieve pressure by passing the ball back to teammates in their own half. When a team is composed and ready to handle pressure they can enter the opposition half and try to score. If the ball is loose in either half, both teams can compete for it, but once it is in possession of a defending team, the attackers are not allowed to pressure them.

THIRD HALF**REFLECTIONS**

Bring all the players together for a reflection. Use the following questions to stimulate a discussion. Take your time to give all participants the chance to contribute.



1. **HOW DID YOU FIND THE GAME? HOW DID MANAGING AND RELIEVING PRESSURE HELP YOU TO STAY RESILIENT IN THE GAME?**
2. **HOW DID YOU WORK TOGETHER AS A TEAM TO MANAGE THE PRESSURE?**
3. **WHAT HAVE YOU LEARNED ABOUT RESILIENCE AND HOW IT CAN HELP YOU ON THE PITCH AND IN YOUR WIDER LIFE?**
4. **HOW CAN IT HELP YOU IN THE WORKPLACE?**
5. **IS THERE ANYTHING YOU MIGHT DO DIFFERENTLY IN FUTURE OR THINK ABOUT MORE AFTER TODAY'S SESSION?**



Remind participants of the key message learned today.

**KEY MESSAGE**

We all face important decisions, and by developing resilience we can ensure we make the right choices for us, overcome challenges, manage pressure, recover from set-backs and remain focused on our goals.



Congratulate participants for completing the module and end with a big a group **APPEAL FOR PRAISE!**

KICK FOR TRADE EMPLOYABILITY QUESTIONNAIRE

NAME:

DATE:

SECTION 1

Question	1 Poor	2 Weak	3 Average	4 Good	5 Excellent
1. How do you rate your self-confidence?					
2. How do you rate your motivation for your career?					
3. How good are you at keeping concentration?					
4. How reliable are you?					
5. How good are you at staying cool in stressful situations?					
6. How good are your communication skills?					
7. How good are your teamwork skills?					
8. How do you rate your ability to understand the viewpoints and feelings of others?					
9. How good are you at avoiding conflicts with other people?					
10. How do you rate your organisational skills?					
11. How good are you at overcoming challenges and sticking to your goals?					

SECTION 2

Question	1 Disagree strongly	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
1. Self-confidence can help me achieve my goals in life.					
2. Self-confidence can help me make good decisions.					
3. I can stay motivated even when things go wrong.					
4. Good concentration can help me do better at school/work.					
5. Being reliable is important in many areas of life.					
6. Being reliable can help me be successful.					
7. Controlling my emotions can help me avoid conflicts.					
8. Keeping control of my emotions can help me make good decisions.					
9. Controlling my emotions can help me build good relationships with other people.					
10. Non-verbal communication (body language) is just as important as speaking.					
11. Listening is an important communication skill.					
12. Teamwork can help me achieve more than I can on my own.					

SECTION 2

Question	1 Disagree strongly	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
13. Everybody has something to contribute as a team member.					
14. I have responsibilities as a team member.					
15. I have similarities with everyone.					
16. I should respect people from different cultural backgrounds.					
17. We can find shared goals with people who are different to us.					
18. Being able to compromise is a useful skill.					
19. I value other people's viewpoints.					
20. Being well-organised can help me be happier.					
21. I can achieve more if I am well organised.					
22. Being disorganised can have negative results for me.					
23. There are things I can do to be more organised.					
24. I can resist peer pressure from friends to do things I don't want to					
25. I can overcome setbacks and disappointments and keep focused on my goals.					

EMPLOYABILITY FOCUS GROUP REPORT FORM

Date:

Location:

Dates when participants completed the curriculum:

Group Facilitator:

Note Taker:

Participant Profiles (complete for each participant):

Name:	Name:
Community:	Community:
Age:	Age:
Gender:	Gender:
Name:	Name:
Community:	Community:
Age:	Age:
Gender:	Gender:
Name:	Name:
Community:	Community:
Age:	Age:
Gender:	Gender:
Name:	Name:
Community:	Community:
Age:	Age:
Gender:	Gender:



V.

**MODULE B: LIFE-SKILLS
FOR ENTREPRENEURSHIP**



SESSION 1:

DON'T STOP IMPROVING!**LIFE-SKILLS RELEVANCE**

When people are willing to learn, they are able to: be honest about what they can/cannot do, maintain a strong mind set which can be a positive influence on their teammates, step out of their comfort zones to challenge themselves and envision the learning journeys as a long-term process where personal development moves in different directions. A willingness to learn is an essential attribute for entrepreneurs, to ensure they keep growing and adapting in a fast changing world.

**KEY MESSAGE**

We all have room for improvement, and a willingness and desire to keep learning can help entrepreneurs to innovate, find new solutions and stay ahead of competitors.

**GOALS**

By the end of the session participants will:

- › Feel motivated and inspired to attend the rest of the course.
- › Agree with certain behaviours and attitudes expected from everyone on the course and feel part of a team who support each other.
- › Understand what an entrepreneur is, and recognise some of the attributes that an entrepreneur needs.
- › Recognise how a willingness to learn can help us to improve in all areas of life, and understand why it is so important for entrepreneurs to keep learning.
- › Be able to name several practical ways that entrepreneurs can keep learning.

**MATERIALS NEEDED**

- › Coach Kit
- › Declaration poster/ sheet of flipchart paper, marker pens and something to hold it up e.g. Blu Tack by fixing it to the wall

**ACTIVITY SCHEDULE**

SECTION	ACTIVITIES	TIME ALLOCATION Total 90 min
FIRST HALF	ENERGISERS	› 10 minutes
	LEARNING 1. Pair Introductions 2. Pledge 3. The Learning Zone	› 5 minutes › 10 minutes › 20 minutes
SECOND HALF	APPLICATION OF LEARNING Match: Room for Improvement	› 30 minutes
THIRD HALF	REFLECTIONS	› 15 minutes

FIRST HALF**ENERGISERS**

Deliver 2-3 energisers.

**LEARNING**

1. Pair Introductions: This game is designed to get participants talking to each other and sharing information about themselves.



Gather the group in a circle. Ask for a volunteer. Thank them for volunteering. Make an **APPEAL FOR PRAISE** and explain that we use this to praise someone.

Coaches should introduce themselves very briefly.

Go around the circle and get everyone to shout their name as loudly as they can. Get the whole group to do an **APPEAL FOR PRAISE**.



We are going to do an activity that will help us get to know each other better.



Divide the group into pairs. A coach can be a partner if needed.



For the next few minutes you are going to talk with your partner. You need to find out the following about them:

- › Name
- › Age
- › Their favourite football team
- › What job or career they would like to have in the future?



Allow a few minutes for people to talk in their pairs. Each person then introduces their partner and tells the group information they found.



2. Pledge: This activity involves making a pledge about different behaviour and attitudes that participants believe should guide the group's conduct during sessions.



There is something important that we need to do. Does anyone know what a Pledge is?



A promise, a commitment.

SESSION 1: DON'T STOP IMPROVING!



We are going to make a Pledge about how we are going to act on this course. It will be a promise and a commitment about how we will treat each other on the course and how we would like to be treated.



Write **PLEDGE** on the middle of a piece of flipchart paper. Ask the group to put forward suggestions for the Pledge and write these on the flipchart paper. Ask them why their point is important.

If they are struggling, you can suggest things such as:

- › Listen when someone is talking.
- › Show respect to each other.
- › Have fun.
- › Be honest.
- › Don't judge each other.
- › Be supportive and help others grow.
- › Be kind.
- › Don't laugh at other people's ideas.
- › Be a team.
- › Try our best.
- › Willingness to learn.

Give **SNAPS** for good answers and introduce this as a gentler way of giving praise.

When the ideas are exhausted ask each member in turn to come forward and sign the Pledge. Explain that by signing it they are committing to do their best to keep to the Pledge throughout the course.

Keep the Pledge on the wall throughout the course at every session. There may be occasions when it is useful to bring it out and remind the group of what they committed to. It is also used in the final session to show the group what they committed to, and to praise them for sticking to the Pledge.

If new people arrive who missed the first session, show them the Pledge. Ask them if they agree with the Pledge and if they have anything to add. If they agree ask them to sign it.



3. The Learning Zone: This game involves participants considering different skills that entrepreneurs need, and encouraging them to think about learning as an ongoing process that continues throughout life.



Set up a square of cones about 5m x 5m in the middle of the football court – large enough for all of the participants to fit in (they don't go in yet). The square can be set up before the session to save time. Aim to have at least one cone for each participant.



Can anyone tell me what an entrepreneur is?



A person who sets up a business.



Entrepreneurs often come up with new ideas and have to take risks to get their businesses up and running. What skills do you think an entrepreneur needs?



Allow the group time to suggest ideas and do an **APPEAL FOR PRAISE** for good answers. Suggest the following if they are not mentioned, explaining what they mean if needed:

- › Curiosity
- › Creativity
- › Problem-solving
- › Adaptability
- › Leadership
- › Financial skills
- › Business skills
- › Communication
- › Resilience
- › Time management
- › Self-organisation
- › Networking – relationship building.



During this course we are going to explore and develop lots of these skills. Today we are going to think about something that all entrepreneurs need to keep improving – a willingness to learn.



Tell the participants to get in to the square of cones, and explain that this is their comfort zone.



When you are in the comfort zone you are safe. It represents what you already know and skills you already have. Sometimes we need to step out of comfort zone to test ourselves and see what happens.



Explain that when you blow your whistle everyone must leave the comfort zone and for one minute, they must run around the rest of the pitch without being tagged by you, the coach. If they are tagged, they must sit down until the minute is over. During the game, they must not leave the pitch area or go back in the comfort zone.

Play the game. Ensure that not everyone gets caught.

At the end of the minute blow your whistle and ask everyone to return to the comfort zone.



What was it like outside of the comfort zone?



- › Chaotic
- › Exciting
- › Risky – some people were caught



Sometimes we need to step out of our comfort zone to test ourselves and learn important lessons. BUT... there are other things we can do to keep learning in our everyday lives. Can you think of any?

SESSION 1: DON'T STOP IMPROVING!



Allow the group to put forward their ideas. Suggest the following if they are struggling:

- › **Read** – books, newspapers.
- › **Talk** to other people and listen to their ideas and opinions.
- › **Engage** different types of people – not just those who share your opinions and values.
- › **Observe** the world around us – entrepreneurs should look at other businesses – what do they do well or badly?
- › **Study** – join a course to develop new skills.
- › **Practice** – skills can take time to develop.
- › **Ask** for opportunities to try new skills and learn new things.
- › **Reflect** – think about our experiences and how we can learn from them. Can we act differently next time?



When we do these things, what can happen to our Comfort Zone?



- › It gets bigger.
- › We expand our knowledge, skills and understanding.



If you feel you have learned something today so far, please pick up one of the cones and move it out. To make the square bigger. Your comfort zone just became a learning zone!

**KEY MESSAGE**

We all have room for improvement, and a willingness and desire to keep learning can help entrepreneurs to innovate, find new solutions and stay ahead of competitors.



Before we go to the match, what are some of the things that can stop us from learning?



Allow the group to put forward their ideas. Give an **APPEAL FOR PRAISE** for good answers. Ensure the following points are covered:

- › Thinking we know it all already!
- › Not listening to others.
- › Distractions – social media, TV etc.
- › Procrastination – putting things off until later.
- › Setbacks and mistakes.



And what can we do to overcome these barriers to learning?



Allow the group to put forward their ideas. Ensure the following points are covered:

- › Accept that we don't know it all – everybody can always keep learning.
- › Value the ideas and opinions of others.
- › Develop a plan – routines can help us ensure we don't get distracted.
- › Set long-term goals and keep these in mind when you are learning.
- › Seize the day – there is no time like the present to learn and improve!
- › Accept that we all make mistakes and the best response is to learn from the experience so we can improve for next time.

SECOND HALF

**APPLICATION OF LEARNING**

Match – Room for Improvement: Set up for a game of football using the standard rules and the Match Factors below:

**STANDARD RULES**

1. Fair play should be observed and encouraged at all times.
2. The coach selects teams and allocates bibs. Try to make teams relatively even but change teams each week. Girls and boys should be split evenly.
3. If the ball goes out of play it must be rolled back in, except for corners when it can be kicked.
4. Goalkeepers must stay in their areas and must roll the ball out underarm.
5. There are no referees. If there is a foul, players are encouraged to hold up their hand if they are at fault.
6. If a player goes to the floor the game stops until the player is helped up. The players will decide how the game should resume.
7. The coach will observe the game and will only get involved to encourage dialogue and fair play if deemed necessary.
8. The game should run continuously without changing ends.

**MATCH FACTORS**

In today's match, the aim is for every player to learn and improve during the game. Split the group into two teams and then pair up every player with someone on the opposite team. Instruct the players that during the first half they must observe the opposition player that they are paired with. Can they spot their strengths and weaknesses?

Play the first half for 10 minutes. Then pause for a 5-minute break. Ask the pairs to find a place on the pitch where they can sit down and talk. They must each share 3 things that their partner on the other team did well, and one thing they could try to improve. This could be:

- › Something related to their actual play e.g. take an extra touch to control, improve positioning, more movement, better marking etc.
- › Something about their conduct on the pitch e.g. more talking, more positive attitude, improved fair play, better teamwork, more exuberant celebrations.

Play the second half for 10 minutes, then ask the pairs to get together again and reflect on how it went in the second half.

THIRD HALF



REFLECTIONS



Bring all the players together for a reflection. Use the following questions to stimulate a discussion. Take your time to give all participants the chance to contribute.



1. **WAS IT USEFUL TO HEAR FEEDBACK FROM SOMEONE ELSE? WERE YOU WILLING TO LISTEN?**
2. **WOULD ANYONE LIKE TO SHARE SOME IMPROVEMENTS THEY WERE ABLE TO MAKE IN THE SECOND HALF?**
3. **WHAT HAVE YOU LEARNED TODAY ABOUT WILLINGNESS TO LEARN AND WHY IT IS SO IMPORTANT FOR AN ENTREPRENEUR?**
4. **WHAT WILL YOU DO DIFFERENTLY IN FUTURE OR THINK ABOUT MORE AFTER TODAY'S SESSION?**
5. **HOW ARE YOU GOING TO SHOW A WILLINGNESS TO LEARN IN THE REMAINING SESSIONS OF THE COURSE? HOW COULD YOU USE IT AS AN ENTREPRENEUR?**



Remind participants of the key message learned today.

**KEY MESSAGE**

We all have room for improvement, and a willingness and desire to keep learning can help entrepreneurs to innovate, find new solutions and stay ahead of competitors.



Remind participants about the next session and end with a group **APPEAL FOR PRAISE**.



SESSION 2:

KNOW WHO YOU ARE**LIFE-SKILLS RELEVANCE**

Self-reflection is an internal dialogue where one asks oneself questions in order to gain a deeper understanding of one's behaviour as well its impact on others. It is a process that is focused on learning from experience with the aim of informing one's behaviour for the future. Self-reflection is fundamental to developing performance excellence and can be essential for helping athletes and entrepreneurs to build self-confidence, take more responsibility for their actions and make more effective decisions. Being more self-aware means having more knowledge and perception of your own strengths and weaknesses, thoughts, behaviour, drivers of motivation and values and beliefs.

**KEY MESSAGE**

Through self-reflection, we can better understand ourselves and our actions. As entrepreneurs this can help us learn from our experiences and make good decisions in the future.

**GOALS**

By the end of the session participants will:

- › Understand how the process of self-reflection can help them to better understand their behaviour and actions.
- › Have the chance to consider their own strengths and weaknesses, and what steps they can take to make improvements.
- › Have the opportunity to practice some simple steps of self-reflection.
- › Feel confident to embed self-reflection into their lives, including as entrepreneurs.
- › Have the opportunity to put self-reflection into practice on the football pitch to develop skills that can support them as entrepreneurs in the future.

**MATERIALS NEEDED**

› Coach Kit

**ACTIVITY SCHEDULE**

SECTION	ACTIVITIES	TIME ALLOCATION Total 90 min
FIRST HALF	ENERGISERS	› 10 minutes
	LEARNING 1. Strengths & Weaknesses 2. Circles of Reflection	› 10 minutes › 25 minutes
SECOND HALF	APPLICATION OF LEARNING Match: Reflection Football	› 30 minutes
THIRD HALF	REFLECTIONS	› 15 minutes

FIRST HALF

**ENERGISERS**

Deliver 2-3 energisers.

**LEARNING****1. Strengths & Weaknesses:** This activity provides participants with an opportunity to consider and discuss their strengths and weaknesses with others.

- › Explain the game and tell the participants that this activity will involve sharing three strengths and three weaknesses with other people in the group.
- › The strengths and weaknesses can relate to any area of their lives – football, school, personality etc.
- › Blow your whistle and shout **STRENGTH**. The participants must find another group member. They will have a minute to share one strength with each other (approximately 30 seconds each).
- › If there is an odd number the coach can join in.
- › After one minute blow your whistle again and shout **WEAKNESS**.
- › They must find a different group member and this time spend the minute sharing a weakness with each other.
- › Repeat the process so that you cover three strengths and three weaknesses.



How did you find it sharing your strengths and weaknesses with each other?
Sometimes it can be difficult to share things with other people.
And sometimes it is even harder to be honest with ourselves!

Give an **APPEAL FOR PRAISE** for the group.**2. Circles of Reflection:** This activity will explore the topic of self-reflection, and will take the participants through an example process of self-reflection in practice.

- › Does anyone here own a mirror? Or anything that shows their reflection?
- › How often do you look at your reflection?
- › What do we often do when we see our reflection in the mirror?



We make adjustments e.g.

- › Brush our hair.
- › Clean our noses.
- › Pick things out of our teeth!
- › Change or straighten our clothes.



- › What about our behaviours and our actions? How often do we reflect on these and make changes?
- › Most people don't take the time for self-reflection. But it is a key skill for many successful people and entrepreneurs.
- › Why do you think self-reflection might be useful for success and personal growth?



- Suggest the following if not mentioned by the group.
- › To process things that happen in our lives and understand what and why they happened.
 - › Learn from experiences – successes and failures.
 - › To put things into perspective.
 - › Manage and control our emotions.
 - › Think about what we could do differently next time.
 - › Remove fears and obstacles that hold us back.
 - › Help us spot problems, find solutions and identify opportunities.
 - › Examine our habits and behaviours and consider changes.
 - › Think about our values and whether we are being true to them.
 - › To consider how we act and respond in certain situations.
 - › Think about how we treat other people and what we could change.
 - › Improve self-confidence and self-efficacy.

Through self-reflection we can better understand ourselves and our actions, helping us to learn from our experiences and make good decisions in the future.



We are now going to put self-reflection into practice.
This exercise is going to require discipline and concentration so please take it seriously!



- › Give each participant 5 small cones and ask them to take them to somewhere on the pitch and make a small circle for themselves to sit in. It should not be too close to others.
- › Stand in the middle of the group so that everyone can hear you.
- › Explain that the circle of cones is their circle of reflection. When they are in the circle, it is their space to think alone. Sometimes it is good to speak with others about experiences, but it is also important to self-reflect.
- › Ask the participants not to speak during the exercise. They may close their eyes if they wish, to focus and block out distractions.
- › Take the group through the following process, allowing 1 minute for them to think, after you have explained the step. You can read this like a script.

Step 1: Description

Please think about a significant challenging event or circumstance in your recent life – ideally in the last few days, weeks or months. It could be a stressful situation you found yourself in, or a challenge that you faced or a confrontation that you had. This could be something that happened at work or in business or in another area of your life. I want you to spend a minute thinking about what happened. Don't make judgements or come to conclusions, just think about what happened.

Step 2: Feelings

For the next minute, I want you to think about your reactions and feelings about what happened. Don't analyse them yet, just think about how you felt and how you reacted.

Step 3: Evaluation

- › What was good or bad about the experience and how you reacted? Make value judgements.
- › What do you think other people felt and experienced?
- › What sense can you make of the situation?

Step 4: Conclusions

What can be concluded about what happened?

What can be concluded about your own involvement and behaviour?

Does your behaviour match your values?

Step 5: Actions

- › What are you going to do differently in this type of situation next time, or to prevent it from happening?
- › What steps are you going to take to ensure you achieve this?
- › What difference will it make?

SESSION 2: KNOW WHO YOU ARE



- › After the final minute ask the participants to pick up their cones and bring them back to the middle.
- › Ask if anyone would like to share how they found the experience and what they reflected on? Ask them to talk through the steps. Allow 1 or 2 people to feedback if there is time.
- › Give an **APPEAL FOR PRAISE** for those who provided feedback.

**KEY MESSAGE**

Through self-reflection, we can better understand ourselves and our actions. As entrepreneurs this can help us learn from our experiences and make good decisions in the future.

SECOND HALF**APPLICATION OF LEARNING****Match – Reflection Football:**

Set up for a game of football using the standard rules and the Match Factors below:

**STANDARD RULES**

1. Fair play should be observed and encouraged at all times.
2. The coach selects teams and allocates bibs. Try to make teams relatively even but change teams each week. Girls and boys should be split evenly.
3. If the ball goes out of play it must be rolled back in, except for corners when it can be kicked.
4. Goalkeepers must stay in their areas and must roll the ball out underarm.
5. There are no referees. If there is a foul, players are encouraged to hold up their hand if they are at fault.
6. If a player goes to the floor the game stops until the player is helped up. The players will decide how the game should resume.
7. The coach will observe the game and will only get involved to encourage dialogue and fair play if deemed necessary.
8. The game should run continuously without changing ends.

**MATCH FACTORS**

In today's match there will be a moment of reflection after 15 minutes. It will be an opportunity for the players to individually reflect on what happened in the first 15 minutes and go through the self-reflection process, guided by the coach.

After 15 minutes blow your whistle and ask the players to find a spot on the pitch, away from others. Go through the reflection process allowing one minute for each step.

Step 1: Description

Think about something challenging that happened in the previous 15 minutes e.g. when the other team scored, you were fouled, made a mistake or you lost the ball.

Step 2: Feelings

Think about your reactions and feelings about what happened. Don't analyse them yet, just think about how you felt and how you reacted.

Step 3: Evaluation

- › What was good or bad about the experience and how you reacted?
- › What do you think other people felt and experienced?
- › What sense can you make of the situation?

Step 4: Conclusions

What can be concluded about what happened?

What can be concluded about your own involvement and behaviour? How did you respond?

Does your behaviour match your values?

Step 5: Actions

- › What are you going to do differently in this type of situation next time, or to prevent it from happening?
- › What steps are you going to take to ensure you achieve this?

Resume the match.

At the end of the match bring everyone together.

THIRD HALF



REFLECTIONS



Bring all the players together for a reflection. Use the following questions to stimulate a discussion. Take your time to give all participants the chance to contribute.



1. **DID THE MOMENT OF REFLECTION CHANGE HOW YOU ACTED ON THE PITCH LATER IN THE GAME?**
2. **WHAT HAVE YOU LEARNED ABOUT SELF-REFLECTION AND HOW IT CAN HELP YOU ON THE PITCH AND IN YOUR WIDER LIFE?**
3. **HOW DO YOU THINK IT COULD HELP AN ENTREPRENEUR IN SETTING UP AND RUNNING A BUSINESS?**
4. **CAN YOU REMEMBER THE 5 STEPS OF SELF-REFLECTION? DESCRIPTION – FEELINGS – EVALUATION – CONCLUSIONS – ACTION.**
5. **IS THERE ANYTHING YOU MIGHT DO DIFFERENTLY IN FUTURE OR THINK ABOUT MORE AFTER TODAY'S SESSION?**



Remind participants of the key message learned today.

**KEY MESSAGE**

Through self-reflection, we can better understand ourselves and our actions. As entrepreneurs this can help us learn from our experiences and make good decisions in the future.



Remind participants about the next session and end with a group **APPEAL FOR PRAISE**.



SESSION 3:

IT'S YOUR CALL**LIFE-SKILLS RELEVANCE**

Decision-making is a fundamental element of any sport, especially open, fast, dynamic team sports such as football. Successful entrepreneurs must also be able to identify the best decisions in the business environment. Similarly to the sports environment, this is often under conditions of uncertainty and time pressure. These conditions can lead to situations where the entrepreneur has to judge the potential outcome of each option, whether he or she is willing and capable to deal with the actions and whether it maximises individual or team goals.

**KEY MESSAGE**

Entrepreneurs are constantly faced with important decisions, and by gathering information, identifying options and evaluating alternatives, we can make good decisions that can help us achieve our business goals.

**GOALS**

By the end of the session participants will:

- › Identify some of the everyday decisions that we make which can have a significant impact on our lives in the longer-term.
- › Learn some techniques for making good decisions, including gathering information, identifying options and evaluating alternatives.
- › Practice using these techniques to make decisions based on a number of different scenarios, including as entrepreneurs.
- › Recognise the importance of good decision-making for entrepreneurs.
- › Have the opportunity to use decision-making techniques on the football pitch.

**MATERIALS NEEDED**

› Coach Kit

**ACTIVITY SCHEDULE**

SECTION	ACTIVITIES	TIME ALLOCATION Total 90 min
FIRST HALF	ENERGISERS	› 10 minutes
	LEARNING 1. Would You Rather...? 2. Making Your Mind Up	› 10 minutes › 25 minutes
SECOND HALF	APPLICATION OF LEARNING Match: Decide Your Tactics	› 30 minutes
THIRD HALF	REFLECTIONS	› 15 minutes

FIRST HALF

**ENERGISERS**

Deliver 2-3 energisers.

**LEARNING**

1. Would You Rather...?: This game involves participants making quick decisions about different choices, and running to a place that represents their decision.



- › Position two cones of different colour at one end of the pitch, one in each corner.
- › Bring the group together at the other end of the pitch.
- › Explain that the participants will have to make decisions between two different options. Indicate that the cone on the left represents Option 1 and the cone on the right represents Option 2.
- › For example, the coach will say: "Would You Rather...1. Go to work by car?, or 2. Go to work by bike?. The participants must immediately run to the cone that represents their decision.
- › Emphasise that they are allowed to change their decision while they are running.
- › Once all of the participants have reached the cones ask them to jog back and start with the next decision.

Example decisions for Would You Rather...

Option 1	Option 2
Have Lionel Messi on your team	Have Cristiano Ronaldo on your team
Be happy and poor	Be unhappy and rich
Work with hundreds of different people	Work in a small team
Have an easy job working for someone else	Have to work very hard for yourself
Be a professional footballer	Be an international popstar
Run a business	Run a country
Lose your sense of taste	Lose your sense of humour
Live without wifi	Live without football
Travel the world on a shoestring (small budget)	Stay in a luxury hotel
Have a job you love on a low salary	A job you hate with good pay
Be an Eagle	Be a Lion
Be known as funny	Be known as clever
Have an invisibility cloak	Speak every language
Live in a big city	Live in small village



You can also make up your own decisions for the group, and give participants the opportunity to come up with their own.

At the end of the game, bring the group together. Ask them how they made their decisions. What thought processes did they go through? What were the criteria they based their decisions on? Did they ever change their minds while running to the cones?

Give the group an **APPEAL FOR PRAISE** for their effort.



2. Making Your Mind Up: This discussion and activity covers a 5 step decision-making process and puts this into practice with some sample decisions related to life and work.



We all make decisions every day. Can you think of some of these daily decisions?



If they are struggling suggest:

- › What to eat?
- › When to get up?
- › What to wear?
- › What to watch on TV?



Small decisions can sometimes be very significant, especially when lots of small decisions add up to habits that have a big impact on our lives e.g. to exercise or not, to eat healthily or not, to use social media or not. Sometimes we also face big decisions, and the choices we make can have a huge impact on our lives, our happiness and our careers.



Introduce the 5 Steps of Decision-Making that can help us to make good decisions:

1. Recognise that a decision needs to be made.
2. Identify alternatives.
3. Evaluate the alternatives.
 - › Consider pros and cons, how a decision will affect our long-term goals.
 - › Remember, decisions are not always one or the other – sometimes there are many possible, and overlapping, courses of action.
4. Make a choice.
5. Evaluate the choice.
 - › Was it the right decision?
 - › What can you learn for next time?



Mark out the pitch using cones so that there are 5 phases, as pictured.



< Evaluate the choice

< Make a choice

< Evaluate alternatives

< Identify alternatives

< Recognise a decision needs to be made

- › Ask the participants to stand in the first phase.
- › Explain that you will read out a scenario that requires a decision.
- › Once the scenario has been read out they must step into the second phase.
- › Working in pairs or in small groups, give them a few minutes to identify alternative courses of action. Ask them to come up with at least two different options.
- › Ask some of the participants to share their options (but not to evaluate them yet).
- › Next, ask the participants to step into phase 3, and give them a few minutes to consider the pros and cons of each option. Ask a few of the participants to share their thoughts.
- › Ask the participants to step into phase 4 and give several participants the chance to briefly explain what decision they made and why. Encourage them to make their own decisions – not what they think you want to hear or what their friends will decide.
- › Finally ask them to step into phase 5 and explain that this would be used to evaluate their decision in the future.
- › Ask them to run back to phase 1 for the next scenario until they are all complete.
- › At the end of the game bring everyone together and lead a discussion about how they found the decision-making process. Was it useful to go through the steps?

Scenario 1:

You have two good friends. One day you see one of the friends take some money out of the other friend's bag. The offender does not realise that you have seen them and later that day you see them using the money to buy lunch. In the afternoon, the victim discovers that their money is missing. They are very upset as the money was needed to buy medicines for a family member.

Scenario 2:

You are the manager of a football team and the next match is the Cup Final. You have two strikers. One of them is the best player on the team, but on the morning of the match you discover that they stayed out late the night before and were seen drinking alcohol. The other striker is a weaker player, but they trained hard all week and turned up fresh and ready to play.

Scenario 3:

You have a decent job working in a factory, and although you don't enjoy it, the pay is quite good and you have some good friends who also work there. You have always dreamed of setting up your own business and someone offers you a small grant to pursue your dream. Your employer has heard about this and they are not happy – they say if you try to set up your business, even in your own time, you will be fired.

Scenario 4:

You are an entrepreneur with your own business producing and selling leaflets and posters. It is a very competitive market and it is hard to hold on to customers. You have the opportunity to buy a new printer that will enable you to produce higher quality products at twice the speed. This will help you win back customers, but you don't know if the new printer is reliable. Buying the printer will use up all of your money, and if it breaks down you might go bust.

**KEY MESSAGE**

Entrepreneurs are constantly faced with important decisions, and by gathering information, identifying options and evaluating alternatives, we can make good decisions that can help us achieve our business goals.

Give the group an **APPEAL FOR PRAISE** for their effort.

SECOND HALF**APPLICATION OF LEARNING**

Match – Decide Your Tactics: Set up for a game of football using the standard rules and the additional Match Factors below:

**STANDARD RULES**

1. Fair play should be observed and encouraged at all times.
2. The coach selects teams and allocates bibs. Try to make teams relatively even but change teams each week. Girls and boys should be split evenly.
3. If the ball goes out of play it must be rolled back in, except for corners when it can be kicked.
4. Goalkeepers must stay in their areas and must roll the ball out underarm.
5. There are no referees. If there is a foul, players are encouraged to hold up their hand if they are at fault.
6. If a player goes to the floor the game stops until the player is helped up. The players will decide how the game should resume.
7. The coach will observe the game and will only get involved to encourage dialogue and fair play if deemed necessary.
8. The game should run continuously without changing ends.



MATCH FACTORS

In today's match the teams must decide between different team tactics. Read out four main tactics, listed below. Some of them can be overlapping, but each team must pick one main tactic that they will use for the first half of the match. They should not disclose which tactic they have picked to the other team (although this might become apparent!).

Before deciding a main tactic, the teams should spend a few minutes evaluating each option, including:

- › Taking into account their objective (e.g. to win, to not lose, to play good football),
- › Considering the pros and con of the different options
- › Reflecting on their collective strengths and weaknesses, and how well the tactics fit.
- › Considering the opposition and their likely tactics.

Remind them of the Pledge to ensure they listen to each other and respect the views of everyone.

1. Tika-Taka

Short passing and movement, working the ball through various channels, and **maintaining possession.**

2. Long Ball

Moving the ball a long distance down the field via one long aerial kick from either a goalkeeper or a defender directly to an attacking player, generally bypassing the midfield.

3. Park the Bus

When **all the players on a team play defensively**, and looking for opportunities to score on the counter-attack – but never committing most of the team forward.

4. The High Press

An attacking tactic employed by a team that defends high up the pitch and inside the opposition's half. Teams use a high press to defend far away from goal. The team's forwards are usually the main instigators of this tactic.

During the first half the teams must try to stick to their tactic.

After 15 minutes, ask the teams to spend a few minutes **Evaluating** their decision:

- › How did it go?
- › What worked well?
- › What didn't work well?
- › What did the other team do and what impact did this have?
- › Did they make the right decision at the start if the game?

The teams now have the chance to stick with their original decision or to make a new decision and pick a new tactic, which they must stick with for the second half.

Play the second half.

THIRD HALF



REFLECTIONS



Bring all the players together for a reflection. Use the following questions to stimulate a discussion. Take your time to give all participants the chance to contribute.



- 1. ASK HOW THEY FOUND THE GAME. HOW DID YOU DECIDE ON YOUR TACTICS AT THE START? WHAT HAPPENED IN THE EVALUATION? DID YOU CHANGE ANYTHING?**
- 2. WHAT HAVE YOU LEARNED ABOUT DECISION-MAKING AND HOW IT CAN HELP YOU ON THE PITCH AND IN YOUR WIDER LIFE?**
- 3. WHY IS DECISION-MAKING SO IMPORTANT FOR AN ENTREPRENEUR?**
- 4. CAN YOU REMEMBER THE 5 STEPS OF DECISION-MAKING? RECOGNISE THAT A DECISION NEEDS TO BE MADE – IDENTIFY ALTERNATIVES – EVALUATE ALTERNATIVES – MAKE A CHOICE – EVALUATE THE CHOICE.**
- 5. IS THERE ANYTHING YOU MIGHT DO DIFFERENTLY IN FUTURE OR THINK ABOUT MORE AFTER TODAY'S SESSION?**



Remind participants of the key message learned today.



KEY MESSAGE

Entrepreneurs are constantly faced with important decisions, and by gathering information, identifying options and evaluating alternatives, we can make good decisions that can help us achieve our business goals.



Remind participants about the next session and end with a group **APPEAL FOR PRAISE.**

□ _____ □



SESSION 4:

PROBLEM SOLVERS

LIFE-SKILLS RELEVANCE

Problem solving is necessary in both professional and personal life. The skill is defined as a process; identifying the problem, generating alternatives or potential solutions, evaluating and selecting a solution and implementing the selected one. Entrepreneurs are often excellent problem solvers, and are able to identify and create solutions that lead to new products and services that improve people's lives.



KEY MESSAGE

Problem-solving skills can help us to turn challenges into opportunities!



GOALS

By the end of the session participants will:

- › Have the opportunity to put group problem-solving into practice.
- › Learn how the 5 steps of decision-making can be adapted to problem-solving.
- › Apply the problem-solving process to thinking about solutions to challenges in their communities
- › Recognise how creative problem-solving can lead to new ideas and opportunities, and how this can be applied by entrepreneurs.
- › Practice problem-solving in the context of a football match.



MATERIALS NEEDED

- › Coach Kit



ACTIVITY SCHEDULE

SECTION	ACTIVITIES	TIME ALLOCATION Total 90 min
FIRST HALF	ENERGISERS	› 10 minutes
	LEARNING 1. Human Knot 2. Island Survivors 3. Can We Fix It?	› 5 minutes › 10 minutes › 20 minutes
SECOND HALF	APPLICATION OF LEARNING Match: Solution Football	› 30 minutes
THIRD HALF	REFLECTIONS	› 15 minutes

FIRST HALF



ENERGISERS

Deliver 2-3 energisers.



LEARNING

1. Human Knot:

This is a simple game where participants have to work together to untangle themselves.



Split the participants in groups of 7 or more.



We are going to play a game called Human Knot.



- › Ask the group to stand in a circle, shoulder-to-shoulder and facing inwards.
- › Instruct them to raise their left hand and reach across to take the left hand of someone standing across the circle.
- › Then instruct them to lift their right hand and reach across the circle to take the right hand of someone else. The group should now be in a knot – make sure no one is holding hands with someone next to them.



You must now work together as a team, and communicate with each other, to untangle the human knot without letting go of hands. If anyone let's go of a hand you will need to start again.



After 5 minutes ask the groups the following questions.



1. HOW WELL DID YOU WORK TOGETHER AS A GROUP?
2. WHAT TACTICS DID YOUR TEAM ADOPT?
3. HOW DID IT FEEL TO UNTANGLE THE KNOT? (IF SUCCESSFUL)

SESSION 4: PROBLEM SOLVERS

**2. Island Survivors:**

This game involves participants working in small teams to identify creative solutions to a problem.



We are going to play a game called Island Survivors. You have all been shipwrecked on a desert island. You are each allowed to select one object to have with you that represents you or something that you enjoy.



Allow 2-3 minutes for the participants to think and then ask each person to tell the group which item they have selected and why. Then split the participants into groups of 4 or 5.



In your groups you must now discuss how you combine your individual items to improve your chances of survival and rescue. Be as creative as possible!



Give the participants 5-10 minutes to discuss in their groups and then ask them to report back to the whole group how they will combine their items in order to survive and/or be rescued.



In the last two games you have faced problems and worked together to find solutions. In the next activity we are going to think about real life problems and techniques we can use to solve them.



3. Can We Fix It?: This activity involves participants thinking about a problem in their community followed by identifying and evaluating possible solutions.



Set up the pitch (in advance if possible) with the five phases, in the same way as for the previous session.



Entrepreneurs are often excellent at problem-solving and creating solutions that lead to new products and services that improve people's lives. Can you think of any processes that we have learned in previous sessions that we could use for problem solving?



The 5 Steps of Decision-Making



Decision-making and problem solving are similar, and we can adapt the 5-step process for solving problems.



Remind the group of the 5-step process and adapt it for problem solving:

- › 1. Recognise a problem.
- › 2. Identify alternative solutions
- › 3. Evaluate alternative solutions. Consider pros and cons and long-term goals?
- › 4. Make a choice
- › 5. Evaluate the choice.

Was the problem solved?

Was is the right solution to the problem?

Was there a better option in hindsight?

What can you learn for next time, or to readdress the problem if not yet solved?

- › Ask the participants to stand in phase 1 and get into groups of 4 or 5.
- › Ask them to spend 5 minutes discussing different problems and challenges in their community which negatively affect people's lives in different ways. The following examples can be used to get them thinking:
 - Lack of reliable wifi prevents people from studying/working effectively.
 - Expensive medical care means common illnesses can lead to serious conditions.
 - Dangerous driving results in accidents.
 - Cultural myths reinforce stereotypes about the role of women in society.
 - Poor football infrastructure holds back development of the game.
- › Ask each small group to pick one problem and share it with the rest of the group – what is the problem and who is affected?
- › Next, ask them to step into phase 2 and given them 5 minutes to come up with 3 potential solutions. They should not be evaluating the ideas yet, just brainstorming ideas. After 5 minutes the small groups should share their 3 possible solutions with the rest of the group.
- › Next, ask them to move into phase 3 and give them 5 minutes to evaluate the 3 possible solutions. What are the pros and cons of each? How effectively will they solve the problem? Collectively they must decide the best solution (or combination of solutions).
- › Next ask the groups to step into phase 4 and share with the wider group what solution they chose and why.
- › Next ask them to step into phase 5. Explain that this phase would be used for evaluating how effectively their solution addressed the problem.
- › Finally ask them to run back to phase 1 and lead a short discussion about how they found the problem-solving process. Was it useful to go through the steps? Was it useful working together to find solutions?

**KEY MESSAGE**

Problem-solving skills can help us to turn challenges into opportunities!

Give a group **APPEAL FOR PRAISE**.

SECOND HALF



APPLICATION OF LEARNING

Match –Solution Football:

Set up for a game of football using the standard rules and the additional Match Factors below:



STANDARD RULES

1. Fair play should be observed and encouraged at all times.
2. The coach selects teams and allocates bibs. Try to make teams relatively even but change teams each week. Girls and boys should be split evenly.
3. If the ball goes out of play it must be rolled back in, except for corners when it can be kicked.
4. Goalkeepers must stay in their areas and must roll the ball out underarm.
5. There are no referees. If there is a foul, players are encouraged to hold up their hand if they are at fault.
6. If a player goes to the floor the game stops until the player is helped up. The players will decide how the game should resume.
7. The coach will observe the game and will only get involved to encourage dialogue and fair play if deemed necessary.
8. The game should run continuously without changing ends.



MATCH FACTORS

1. Start a normal game and play for 10 minutes. Then ask each team to get together and give them 5 minutes to work through the following process. Give them prompts when they need to move on to the next stage.
 - › Identify a problem that was evident in the first 10 minutes of the game. For example, this could be: tactics not working, a communication breakdown, players in wrong positions, a player on the opposition who is difficult to stop.
 - › Identify 3 possible solutions to the problem. This could be changing tactics, moving players to different positions, man-marking an opposition player.
 - › Evaluate the pros and cons of each option.
 - › Decide what solution(s) to adopt.
2. Re-start the game for a further 10 minutes with the teams implementing their solution.
3. For the final 5 minutes give the teams the chance to discuss what happened.

Did their solution work? Was it the right choice?
 What could they have done differently?
 What did they learn for next time?

THIRD HALF



REFLECTIONS



Bring all the players together for a reflection. Use the following questions to stimulate a discussion. Take your time to give all participants the chance to contribute.



1. **HOW DID YOU FIND THE GAME? WHAT PROBLEM DID YOU IDENTIFY AND WERE YOU ABLE TO SOLVE IT?**
2. **WHAT HAVE YOU LEARNED ABOUT PROBLEM-SOLVING AND HOW IT CAN HELP YOU ON THE PITCH AND IN YOUR WIDER LIFE?**
3. **CAN YOU REMEMBER THE 5 STEPS THAT CAN BE USED FOR PROBLEM SOLVING? RECOGNISE A PROBLEM, IDENTIFY ALTERNATIVE SOLUTIONS, EVALUATE ALTERNATIVE SOLUTIONS, MAKE A CHOICE, EVALUATE THE CHOICE.**
4. **HOW CAN PROBLEM SOLVING BE USED EFFECTIVELY BY ENTREPRENEURS?**
5. **IS THERE ANYTHING YOU MIGHT DO DIFFERENTLY IN FUTURE OR THINK ABOUT MORE AFTER TODAY'S SESSION?**



Remind participants of the key message learned today.



KEY MESSAGE

Problem-solving skills can help us to turn challenges into opportunities!



Remind participants about the next session and end with a group **APPEAL FOR PRAISE.**



SESSION 5:

FIT FOR CHANGE

LIFE-SKILLS RELEVANCE

Adaptability is a person's capacity to deal with new, changing, and/or challenging situations. It involves using knowledge gained through past experiences in current actions and being able to adjust to unfamiliar conditions. The world of business is constantly changing, and entrepreneurs who are adaptable are capable of effectively adjusting their thoughts, emotions and behaviour, can avoid resisting change, adapt to different situations and set themselves on a path towards learning and achievement.



KEY MESSAGE

Being adaptable means we can adjust to different situations and challenges, embrace change and find creative ways of working towards our goals.



GOALS

By the end of the session participants will:

- › Recognise the importance of adaptability on and off the pitch.
- › Name different attributes and skills we can use to improve our adaptability.
- › Be willing to recognise when change is needed and accept the perspectives of others.
- › Understand the importance of adaptability for entrepreneurs in a constantly changing world of business.
- › Have the chance to put adaptability into practice in a creative challenge and on the football pitch.



MATERIALS NEEDED

› Coach Kit



ACTIVITY SCHEDULE

SECTION	ACTIVITIES	TIME ALLOCATION Total 90 min
FIRST HALF	ENERGISERS	› 10 minutes
	LEARNING 1. Ever Decreasing Square 2. Bring Your 'A' Game	› 10 minutes › 25 minutes
SECOND HALF	APPLICATION OF LEARNING Match: Solution Football	› 30 minutes
THIRD HALF	REFLECTIONS	› 15 minutes

FIRST HALF



ENERGISERS

Deliver 2-3 energisers.



LEARNING

1. Ever Decreasing Square: This activity involves participants working together to fit into a square of decreasing size. They must find ways of adapting as the square gets smaller.



- › Set up a square with cones approximately 5 metres by 5 metres, into which all of the participants can easily fit standing up.
- › Explain that the square will gradually get smaller and they must find ways of fitting in.
- › Ask them to step out of the square. Then make it a bit smaller, before asking them to fit back in again.
- › Repeat the process until they have to find innovative ways of fitting in together such as a mix of people sitting and standing, some people on other's shoulders etc.
- › Keep going until they can no longer fit in.

Give a group **APPEAL FOR PRAISE**.



2. Bring Your 'A' Game: In this discussion and activity, participants will explore the concept of adaptability and consider different attributes that can help us adapt effectively to change. They will put these skills into practice in an activity to make pictures beginning with 'A' using the cones, and will have to adapt as the challenge evolves.



Can anyone tell me what the word 'adaptability' means?



An ability or willingness to change in order to suit different conditions and situations.



Can you think of any instances when adaptability is needed in a game of football?



If they are struggling for answers suggest the following:

- › If you concede a goal and start losing.
- › If your tactics aren't working.
- › If a player gets sent off – on either side.
- › If a player gets injured.

Have a short discussion about what adaptations teams might make in some of these instances e.g. change tactics, move players to new positions, make substitutions.



What about if you are an entrepreneur? If you are running your own business what things might happen that mean you need to adapt?



If they are struggling for answers suggest the following:

- › If your sales go down.
- › If a new competitor comes onto the market.
- › If you lose a good member of staff.
- › If the economy is struggling.

Have a short discussion about what adaptations entrepreneurs might make in some of these instances e.g. marketing, pricing changes, new product development. Is change always the right answer?



Adaptability is an essential skill in work and business. Like in a game of football the world is always changing, and entrepreneurs are able to adapt to survive and thrive as things change. Can you think of some attributes that can help us to be adaptable?



Ensure that the following points are covered:

- › Being open to change and different ways of doing things.
- › Being willing to leave our comfort zones.
- › Accepting and listening to other people's ideas and perspectives.
- › Responding creatively to new circumstances.
- › Composure and positivity to cope with changes and new challenges.
- › Willingness to learn.
- › Resilience.
- › Problem-solving.
- › Planning ahead for different scenarios.

Give an **APPEAL FOR PRAISE** for good answers.



We are now going to put some of those skills into practice with an activity called Bring Your 'A' Game.



- › Ask the groups to split into two or three teams (depending on how many small cones you have).
- › Give the teams 25 cones, and tell them they have to use them to create an image on the ground of something beginning with A.
- › Explain that they will have 10 minutes to make their picture, and the best picture will win. Also tell them there will be some changes that will mean they have to adapt as they go along, and use some of the skills you have just discussed.
- › They should use their own creativity to decide on an object, but if any teams are really struggling for ideas you could suggest a few – aeroplane, aardvark, Africa, alligator etc.
- › Tell the teams to spread out over the pitch and get started.
- › After 2 minutes blow your whistle and say that for the next two minutes no one is allowed to speak and must communicate with body language only.
- › After 2 minutes more blow your whistle again. The participants can now speak to each other.
- › After a further 2 minutes announce that the participants now only have 20 cones to work with. Collect 5 cones from each team.
- › Two minutes later say that one person needs to be included in the picture.
- › Give them a final 2 minutes to complete their picture.
- › Asks the teams to collectively review each other's efforts. Make a decision about which was the best picture, but give an **APPEAL FOR PRAISE** to everyone for their efforts.

Bring the group back together for a short discussion about the game. Ask the following questions:

- › How did you find the challenge?
- › Was it difficult to accept the changes and make adaptations?
- › What skills did you use to adapt?
- › Did any of the changes present opportunities for responding creatively?

**KEY MESSAGE**

Being adaptable means we can adjust to different situations and challenges, embrace change and find creative ways of working towards our goals.

SECOND HALF**APPLICATION OF LEARNING**

Match – Adaptaball: Set up for a game of football using the standard rules and the additional Match Factors below:

**STANDARD RULES**

1. Fair play should be observed and encouraged at all times.
2. The coach selects teams and allocates bibs. Try to make teams relatively even but change teams each week. Girls and boys should be split evenly.
3. If the ball goes out of play it must be rolled back in, except for corners when it can be kicked.
4. Goalkeepers must stay in their areas and must roll the ball out underarm.
5. There are no referees. If there is a foul, players are encouraged to hold up their hand if they are at fault.
6. If a player goes to the floor the game stops until the player is helped up. The players will decide how the game should resume.
7. The coach will observe the game and will only get involved to encourage dialogue and fair play if deemed necessary.
8. The game should run continuously without changing ends.

**MATCH FACTORS**

In today's match, the match factor will change every 5 minutes and the teams must adapt to the change and find ways of succeeding in the new circumstances.

1. First 5 minutes: Normal game
2. Second 5 minutes: Announce that now the ball can only be passed backwards
3. Third 5 minutes: The ball can be passed forward again, but now only girls (or specific players) can score.
4. Fourth 5 minutes: Anyone can score but players can only use their less preferred foot.
5. Fifth 5 minutes: Players can use both feet but now it is two touch only.
6. Sixth 5 minutes: Unlimited touches allowed but teams must play with no goalkeeper.

THIRD HALF



REFLECTIONS



Bring all the players together for a reflection. Use the following questions to stimulate a discussion. Take your time to give all participants the chance to contribute.



1. **HOW DID YOU FIND THE GAME? WAS IT DIFFICULT ADAPTING TO THE CHANGES? WHAT SKILLS DID YOU USE TO ADAPT EFFECTIVELY? HOW DID YOU WORK TOGETHER AND COMMUNICATE HOW YOU WOULD RESPOND? WAS THERE ANYTHING YOU DIDN'T CHANGE?**
2. **WHAT HAVE YOU LEARNED ABOUT ADAPTABILITY AND HOW IT CAN HELP YOU ON THE PITCH AND IN YOUR WIDER LIFE?**
3. **WHAT ATTRIBUTES CAN HELP US TO IMPROVE ADAPTABILITY AND ACCEPT CHANGE?**
4. **HOW CAN ADAPTABILITY HELP ENTREPRENEURS TO THRIVE AND SUCCEED?**
5. **IS THERE ANYTHING YOU MIGHT DO DIFFERENTLY IN FUTURE OR THINK ABOUT MORE AFTER TODAY'S SESSION?**



Remind participants of the key message learned today.

**KEY MESSAGE**

Being adaptable means we can adjust to different situations and challenges, embrace change and find creative ways of working towards our goals.



Remind participants about the next session and end with a group **APPEAL FOR PRAISE**



SESSION 6:

CAPTAINS FANTASTIC**LIFE-SKILLS RELEVANCE**

Leadership is the art of motivating a group of people to act toward achieving a common goal. Leaders have great discipline and they inspire others to follow the same path. Such skills and qualities are very important in our daily life, on the football pitch and in business. A successful entrepreneur takes initiative to get things done, they are able to get the best out of people, they have a positive attitude and inspire others to become positive as well.

**KEY MESSAGE**

Leadership is a key skill that can help entrepreneurs to unite other people, overcome challenges, create new ideas and inspire change.

**GOALS**

By the end of the session participants will:

- › Understand the importance of leadership in all areas of life including in sport and in business.
- › Recognise different leadership styles that can be used and the pros and cons of different approaches.
- › Have the opportunity to put leadership skills into practice in a team challenge.
- › Experience different leadership styles on the pitch and consider how different styles of leadership make them feel.
- › Recognise that leadership skills are important for everyone, not only people in positions of authority.

**MATERIALS NEEDED**

- › Coach Kit
- › Ideally 4 or 5 balls needed.
- › Leadership Cards

**ACTIVITY SCHEDULE**

SECTION	ACTIVITIES	TIME ALLOCATION Total 90 min
FIRST HALF	ENERGISERS	› 10 minutes
	LEARNING 1. Keepy-Uppy River Crossing 2. Leadership Actors	› 10 minutes › 25 minutes
SECOND HALF	APPLICATION OF LEARNING Match: O Captain, My Captain	› 30 minutes
THIRD HALF	REFLECTIONS	› 15 minutes

FIRST HALF

 **ENERGISERS**
Deliver 2-3 energisers.

 **LEARNING**
1. Keepy-Uppy River Crossing:
This activity involves small groups of participants crossing an imaginary river keeping a football in the air. They must work together to get the ball across without it touching the floor.

-  › Set up an imaginary river using cones. The width of the river should be dependent on the ability of the players in your group e.g. for players of high ability it should be a wide river, for players of less ability it should be a narrow crossing.
- › Put the participants into small groups of 4 or 5. Make sure you mix up the groups in terms of ability. If you only have two balls you will have to use larger groups – but this can also work well.
- › Tell the participants that in their groups they must get the ball across the river using body parts allowed in football. The ball must not be stationary at any time i.e. resting on someone's foot or back.
- › Each player on the team must touch the ball at least once.
- › In their small groups the players must work out a method for getting the ball across the river without it touching the ground. They can start with one player dropping the ball to their own feet, or doing a small throw to the feet of another team member.
- › Give them 5 minutes to make the crossing. If they do it easily then increase the group sizes.

Afterwards, bring everyone together and lead a short discussion based on the following questions:

- › How did you work together to complete the challenge?
- › Did anyone take the lead in organising the group? What did they do?
- › How did you feel about people who took the lead in your group? What did you like and dislike about their approach?

 **2. Leadership Actors:** This activity includes a discussion about leadership. Participants break into small groups and act out different leadership styles, before considering the pros and cons of each.



Can anyone think of any football players who are good leaders?
How do they display their leadership?

-  If they are struggling for answers suggest the following examples. Also use local examples where possible.
- › Megan Rapinoe – inspirational character.
- › Cristiano Ronaldo – great player but also works incredibly hard, inspires others.
- › Asisat Oshoala – Nigeria player, leads by example, consistently excellent, positive attitude.
- › Jordan Henderson – not the best player in the team but organises the team and motivates players. Very vocal.
- › Andrew Ayew – leads by example.
- › Juan Mata – leads players off the pitch – Common Goal.
- › Magdalena Eriksson, Chelsea captain, never gives up.
- › Sergio Ramos – fights to win, vocal, tells players what to do.



Can you think of any examples from your own lives – school, family, work or sport, of people who are good leaders?
What makes them a good leader?



Allow a few minutes to discuss.



Thinking about the people we've discussed, does everyone have the same leadership style?



- › No, different people use different leadership styles.
- › People also use different leadership styles in different situations e.g. in emergencies or dealing with different personalities.



We're now going to act out some different leadership styles, and think about the pros and cons of each.



- › Break the participants into 4 small groups.
- › Give each group one of the 4 Leadership Cards and ask them to keep it secret from the other groups.
- › Tell the 4 groups to go to a corner or area of the pitch away from the other groups.
- › Give them 5-10 minutes to create a sketch that demonstrates the style of leadership on their card.
- › Bring everyone back together and give each group the chance to act out their sketch.
- › After each sketch ask the other groups to describe what type of leadership style was acted. After they have a chance to describe what they saw, ask the acting group to read out their card.
- › Next, lead a short discussion about the pros and cons of the leadership style that was acted. Encourage the group to discuss examples that they have seen in different areas of life e.g. sport, business, community.
- › Repeat this process for all four groups.

Give an **APPEAL FOR PRAISE** for good each group.

Leadership Cards

TOP DOWN LEADERSHIP

Top down leadership relies on telling people what is happening and commanding them to comply. They make decisions for the group without consulting them. They do not give detailed information about plans, but simply tells the group what immediate steps they must take.

COLLABORATIVE

A collaborative leader usually gives instructions only after consulting with the group. They see to it that policies are worked out in group discussion and with the acceptance of the group. They invite ideas and respect the opinions of others.

LAISSEZ-FAIRE

Laissez-faire leadership gives people a high degree of independence and freedom in their operations. A laissez-faire leader largely abandons their leadership position, to give responsibility and decision-making to others.

PATERNALISTIC

A paternalistic leader assumes that their function is parental. Their attitude is that of treating the relationship between the leader and the group as that of a family with the leader as the head of the family. They work to help, guide, protect, and keep their followers happily working together.



Leadership Cards

LEADERSHIP STYLE	PROS	CONS
TOP DOWN	Decisions can be made quickly. Can be useful in emergencies.	Bad for group morale. Group can become resentful. Good ideas are ignored with lack of diversity.
COLLABORATIVE	Can be good for morale. Increases acceptance of group decisions and improved cooperation. Different ideas and perspectives considered.	Decision-making can be slow and diluted. Possible compromises that do not give the best solution.
LAISSEZ-FAIRE	Good opportunity for individual development. Everyone given chance to express themselves and function independently.	Can lead to lack of cohesion and unity. Group can lack direction and control. Can result in chaos!
PATERNALISTIC	People feel appreciated and are loyal to the leader. Interests of the team taken into consideration. Open communication	Can result in dependency of group members. Decision-making can be overly internalised without considering external factors. Team can compete for leader's attention.



Why do you think leadership is important for entrepreneurs?



Ensure the following are covered

- › Setting a vision and inspiring people to work towards it.
- › Motivating others.
- › Leading people through challenges.
- › Problem solving and decision-making.
- › Leading innovation.
- › Leading change.
- › Demonstrating positive behaviours that others can replicate – resilience, teamwork, positivity, adaptability etc.



KEY MESSAGE

Leadership is a key skill that can help entrepreneurs to unite other people, overcome challenges, create new ideas and inspire change.



Before we move on to the match, an important question.
Can we only show leadership if we are in positions of authority?



No, you can lead and influence people without having a formal title that designates you as a manager or supervisor.

SECOND HALF



APPLICATION OF LEARNING

Match – O Captain, My Captain: Set up for a game of football using the standard rules and the additional Match Factors below:



STANDARD RULES

1. Fair play should be observed and encouraged at all times.
2. The coach selects teams and allocates bibs. Try to make teams relatively even but change teams each week. Girls and boys should be split evenly.
3. If the ball goes out of play it must be rolled back in, except for corners when it can be kicked.
4. Goalkeepers must stay in their areas and must roll the ball out underarm.
5. There are no referees. If there is a foul, players are encouraged to hold up their hand if they are at fault.
6. If a player goes to the floor the game stops until the player is helped up. The players will decide how the game should resume.
7. The coach will observe the game and will only get involved to encourage dialogue and fair play if deemed necessary.
8. The game should run continuously without changing ends.



MATCH FACTORS

In today's game participants will practice using, and experiencing, different types of leadership on the football pitch.

Before the match, each team must select two people who will captain the team for half of the game each. Call the 4 captains over, away from their teams, and ask them to select a role from the list below. Their job is to perform the captaincy role using the selected leadership style. Each captain must take a different role so all four types are used.

SESSION 6: CAPTAINS FANTASTIC



The captains on each team should decide between them who will go first. They should tell their players who is the captain first, but they mustn't tell the players what leadership style they have chosen.

- › Captain Top Down
- › Captain Collaborative
- › Captain Laissez Faire
- › Captain Paternalistic

Give the first captain 2 minutes to give a team talk then play for 10 minutes.

For the second half the second captain on each team takes over. They will have two minutes to give a half-time team-talk before the game resumes for another 10 minutes.

At the end of the game call the teams together, but keep them seated in their teams.

Remind the group of the different leadership styles by reading out the Leadership Cards. Then ask one of the teams what roles they think their captains adopted. The captains can confirm if they guessed correctly. What did they like about the leadership style of each captain? What didn't they like? Did it work well and bring out the best in the team? Then repeat the questions for the second team.

THIRD HALF



REFLECTIONS



Bring all the players together for a reflection. Use the following questions to stimulate a discussion. Take your time to give all participants the chance to contribute.



1. **WHAT DIFFERENT LEADERSHIP STYLES HAVE YOU LEARNED ABOUT AND WHAT STYLE DO YOU THINK WOULD SUIT YOU BEST AS A LEADER?**
2. **WHAT LEADERSHIP STYLE WOULD YOU MOST LIKE AS A MEMBER OF A GROUP BEING LED BY SOMEONE ELSE?**
3. **WHAT HAVE YOU LEARNED ABOUT GOOD LEADERSHIP AND HOW IT CAN HELP YOU ON THE PITCH AND AS AN ENTREPRENEUR?**
4. **WHAT CAN YOU DO TO IMPROVE YOUR LEADERSHIP SKILLS AS AN ENTREPRENEUR AND IN OTHER ENVIRONMENTS?**
5. **IS THERE ANYTHING YOU MIGHT DO DIFFERENTLY IN FUTURE OR THINK ABOUT MORE AFTER TODAY'S SESSION?**



Remind participants of the key message learned today.

**KEY MESSAGE**

Leadership is a key skill that can help entrepreneurs to unite other people, overcome challenges, create new ideas and inspire change.



Remind participants about the next session and end with a group **APPEAL FOR PRAISE**.



SESSION 7:

BUILD YOUR NETWORK**LIFE-SKILLS RELEVANCE**

Networking is crucial for entrepreneurs to connect with like-minded people as well as gaining different perspectives and new ideas. It helps them to stay on top of the latest trends and developments relevant to their business, access new knowledge and resources to foster their career development and meet prospective mentors, partners, and clients. Building a strong and diverse professional network embeds entrepreneurs within a valuable community filled with knowledgeable and resourceful people.

**KEY MESSAGE**

Building a strong and diverse network helps entrepreneurs to develop skills, knowledge, confidence and resources for growing their business.

**GOALS**

By the end of the session participants will:

- › Recognise why networking and relationship-building is important for entrepreneurs.
- › Learn different ways to grow their networks.
- › Have the opportunity to practice networking in a short space of time and with distractions, learning to focus on sharing key details and listening.
- › Identify some useful connections within the group to support each other's career and business plans, which can be followed up on after the session.
- › Recognise how building your network with one person can open up networking opportunities with other people.

**MATERIALS NEEDED**

- › Coach Kit

**ACTIVITY SCHEDULE**

SECTION	ACTIVITIES	TIME ALLOCATION Total 90 min
FIRST HALF	ENERGISERS	› 10 minutes
	LEARNING 1. Connect Four 2. Speed Networking	› 10 minutes › 25 minutes
SECOND HALF	APPLICATION OF LEARNING Match: Teamwork Goals	› 30 minutes
THIRD HALF	REFLECTIONS	› 15 minutes

FIRST HALF

 **ENERGISERS**

Deliver 2-3 energisers.

 **LEARNING****Connect Four:** This activity involves participants working in a confined space to gather information about each other and find people with common themes.

- 
 - › Set up a square with cones, approximately 5m x 5m. It should be crowded when all the participants are standing inside but just about big enough for people to move about and speak to each other.
 - › Ask the participants to stand inside. Then read out the following four things that you want them to think about their answers for. They should not discuss this with others.
 - › Favourite colour.
 - › Favourite football team.
 - › Favourite school subject.
 - › Favourite Pop Star.
 - › Once everyone has had time to think and decide, give the group 5 minutes to move around the square and try to find people who have the same choices as them.
 - › Can they 'Connect Four' and find someone with the same answer as them to all four questions. If not, what is the most connections they can find?
 - › After the game, bring everyone together and lead a short discussion with the following questions?



Did anyone manage to Connect Four?
Did you have at least one thing in common with most people?
Was it easy to get the information moving around in a tight and noisy space?

-  **2. Speed Networking:** This activity involves a discussion about networking and its importance for entrepreneurs as well as covering some basic networking skills and putting these into practice in a speed networking session.



Does anyone know what the word 'Networking' means?



The act of connecting with and exchanging information with other people. (It is also commonly related to computers being connected to each other).



What networks do you currently have in your lives?

-  If they are struggling, suggest:
 - › Friendship groups.
 - › Local community – neighbours.
 - › Family.
 - › Online social networks.
 - › Local clubs/groups including sports.
 - › Business / professional network.



Why do you think that building a professional network is important for an entrepreneur?



- Suggest the following if not mentioned:
- › Meet potential customers and clients.
 - › Connect with suppliers.
 - › Develop potential collaborations and partnerships.
 - › Find out what competitors are doing.
 - › Gain new knowledge and skills.
 - › Gain different perspectives.
 - › Generate ideas and creativity.
 - › Increase awareness of the business environment.
 - › Step out of our box and think creatively.
 - › Access support such as mentoring.
 - › Also offer support (part of personal growth).



Can you think of some different ways that can we build our networks?



- Suggest the following if not mentioned:
- › Talk to people! Customers, suppliers etc.
 - › Take time to listen.
 - › Social media e.g. LinkedIn – an online professional network that is free to join.
 - › Gain experience e.g. internships or volunteering – a good way to meet people.
 - › Look out for networking events and opportunities.
 - › Write a blog – put out your thoughts and ideas.
 - › Ask someone to mentor to you and help you to grow your network.



We are now going to try out some speed networking. You will have a chance to network with lots of people in a short time.



- › Ask the participants to line up in two lines facing each other, about a metre apart.
- › Explain that each pair will have one minute in which they both aim to share information about their career and business ambitions.
- › Explain that the aim is to both talk about their own career and business ambitions and to listen to the other person to see how they might be able to help each other.
- › The time is short so they need to focus on the most important information to share – their vision, what they need, opportunities to get involved etc..
- › Explain that with some people there might not be an obvious connection. They need to try and spot 3 or 4 people who would be most useful in their network.
- › After one minute you will blow the whistle. One line will remain stationary throughout but one line will move to the left and the last person in the line will run back to the start.
- › Keep going until the original pairings are back together.
- › If there is an odd number a coach can join in.

SESSION 7: BUILD YOUR NETWORK



- After the game bring everyone together for a discussion around the following questions, allowing everyone the opportunity to contribute.
- › How did you find the process of trying to share and capture information in a short period of time and in a noisy environment?
 - › How did it feel if you didn't have the chance to share your information with someone? i.e. time ran out.
 - › Did you make any useful connections that you think will be of use in the future, or which you would like to explore further?
 - › If so please share with the group.
 - › Also ask the other person whether it is a useful connection for them?
 - › Were any of the useful connections surprising i.e. with people you didn't expect?

Finally, encourage the group to pick up any useful conversations after the session.

**KEY MESSAGE**

Building a strong and diverse network helps entrepreneurs to develop skills, knowledge, confidence and resources for growing their business.



It is good to remember that when you add one person to your network and establish a strong link, this can also open up their network to you. We are now going to see how this snowball effect can work in a game of Network Football.

SECOND HALF

**APPLICATION OF LEARNING**

Match – Network Football: Set up for a game of football using the standard rules and the additional Match Factors below:

**STANDARD RULES**

1. Fair play should be observed and encouraged at all times.
2. The coach selects teams and allocates bibs. Try to make teams relatively even but change teams each week. Girls and boys should be split evenly.
3. If the ball goes out of play it must be rolled back in, except for corners when it can be kicked.
4. Goalkeepers must stay in their areas and must roll the ball out underarm.
5. There are no referees. If there is a foul, players are encouraged to hold up their hand if they are at fault.
6. If a player goes to the floor the game stops until the player is helped up. The players will decide how the game should resume.
7. The coach will observe the game and will only get involved to encourage dialogue and fair play if deemed necessary.
8. The game should run continuously without changing ends.

**MATCH FACTORS**

Today's match involves each team starting with just one player and trying to build and grow their team before they can score a goal.

1. At the start of the match the teams must select one player each who will play at the beginning.
2. The other players must spread out in their own half, not too close to the centre circle. They must stand still and not move, and not kick the ball even if it comes close to them. They can only move if the ball is going to hit them in the face of if someone is going to run into them.
3. The coach should start the game in the centre with a dropped ball, with the two players competing.
4. They cannot score a goal until they have grown their team and released all of their players.
5. Players are released when the ball hits them below the knee.
6. The active players must try to release players by kicking the ball against their players. As soon as they do so, the player who is hit becomes an active player.
7. Once a team has released all of their players they are then able to score a goal.
8. If the ball goes out of play before a team has two players then the game commences with a dropped ball in the centre. Once a team has two or more they can take throw-ins / roll ins and corners.
9. After a goal is scored the game restarts with two different players active and everyone else stationary. The active players must try to grow their team/network again, based on the same process above.

THIRD HALF

**REFLECTIONS**

Bring all the players together for a reflection. Use the following questions to stimulate a discussion. Take your time to give all participants the chance to contribute.



1. **HOW DID YOU FIND THE GAME? ONCE YOU HAD RELEASED ONE PLAYER WAS IT THEN SUDDENLY EASIER TO RELEASE MORE? (RELATE THIS TO NETWORKING)**
2. **WHY IS NETWORKING IMPORTANT FOR ENTREPRENEURS?**
3. **WHAT ARE SOME WAYS THAT YOU CAN ACTIVELY GROW YOUR NETWORKS? DO YOU KNOW ANY GOOD NETWORKERS? WHAT DO THEY DO?**
4. **WHAT ARE SOME IMPORTANT THINGS TO REMEMBER WHEN SPEAKING WITH SOMEONE DURING NETWORKING? (LISTEN, SHARE KEY INFORMATION, FOLLOW UP)**
5. **IS THERE ANYTHING YOU MIGHT DO DIFFERENTLY IN FUTURE OR THINK ABOUT MORE AFTER TODAY'S SESSION?**



Remind participants of the key message learned today.

**KEY MESSAGE**

Building a strong and diverse network helps entrepreneurs to develop skills, knowledge, confidence and resources for growing their business.



Remind participants about the next session and end with a group **APPEAL FOR PRAISE.**



SESSION 8:

USE YOUR IMAGINATION

LIFE-SKILLS RELEVANCE

Creativity is a key skill for many areas of life, and developing the confidence of young people to express themselves and be creative is an important step in helping them to achieve their potential. Entrepreneurship and creativity are very closely linked, with successful entrepreneurs able to develop ideas, and identify new and improved ways of doing things.



KEY MESSAGE

Everyone is creative and there are things we can do to nurture our creativity. Entrepreneurs are always seeking new ideas and improved ways of doing things.



GOALS

By the end of the session participants will:

- › Recognise that everyone is creative and that there are many ways that we put creativity into practice.
- › Understand the importance of creativity for successful entrepreneurs.
- › Learn ways in which we can nurture our creativity.
- › Have the chance to work with others in a creative task.
- › Have more confidence to be creative in their lives going forward.



MATERIALS NEEDED

- › Coach Kit



ACTIVITY SCHEDULE

SECTION	ACTIVITIES	TIME ALLOCATION Total 90 min
FIRST HALF	ENERGISERS	› 10 minutes
	LEARNING 1. Creative Thinking 2. Create Your Match Factor	› 10 minutes › 25 minutes
SECOND HALF	APPLICATION OF LEARNING Match: Your Game	› 30 minutes
THIRD HALF	REFLECTIONS	› 15 minutes

FIRST HALF



ENERGISERS

Deliver 2-3 energisers.



LEARNING

1. Creative Thinking: This activity involves a discussion about creativity in different areas of life, why it's important for entrepreneurs and how we can nurture our creativity. It also involves paired discussions encouraging participants to think about their own creativity.



Can we be creative in football?



Yes! Playing football we are constantly being creative.



Can you give any examples of footballers who are particularly creative?



Mention the following if they are stuck:

- › Neymar
- › Sadio Mane
- › Ada Hegerberg
- › Cristiano Ronaldo
- › Eden Hazard
- › Martha
- › Johan Cruyff – Cruyff Turn is a common skill now, but when he first did it in the 1970s it was incredibly creative!



What makes these players creative?



Ensure the following points are covered:

- › Invent new skills.
- › Try new things.
- › Create opportunities and chances.
- › Lead the way for others.
- › Take risks.



Can you think of some other areas of life where we can be creative?



Encourage the group to think beyond the most obvious answers. Mention the following if not suggested by the participants:

- › Creative arts – drawing, painting, storytelling, poetry.
- › Performing arts – acting, singing, music, song-writing.
- › Cooking – creating dishes.
- › Fashion and make-up.



What about in business, how can people be creative as entrepreneurs?

SESSION 8: USE YOUR IMAGINATION!



- Suggest the following if not covered:
- › Create new products and services.
 - › Find new and better ways of doing things.
 - › Creative marketing and customer engagement.
 - › Create visions that inspire people.
 - › Find ways of gaining competitive advantage.
 - › Bring people together in new partnerships and new ways of working together.

Give an **APPEAL FOR PRAISE** for good answers.



We are now going to think about our own creativity.



Ask the group to get in pairs (or threes) and spend a couple of minutes discussing 2-3 things in life where they are creative. Afterwards bring the group back together.



Would anyone like to share the ways that they are creative and give examples?



Allow everyone who wants to speak the chance to contribute.



Creativity is also something that we can nurture and improve. Can you think of ways that we can do this?



- If not mentioned by the group, suggest the following:
- › Experiment, try out and practice.
 - › Take time out to think and reflect – get away from technology.
 - › Do things you enjoy – having fun helps us be creative.
 - › Engage and interact with others, including people who are different to you – talk about your ideas and listen to other people. Many good ideas are collective efforts with different minds and perspectives coming together.
 - › Expand your knowledge – read, study, watch documentaries.
 - › Eat healthily and exercise. This can help our minds stay active.

**KEY MESSAGE**

Everyone is creative and there are things we can do to nurture our creativity. Entrepreneurs are always seeking new ideas and improved ways of doing things.



- › Divide the participants into groups of 4 or 5.
- › Explain that the challenge is to create a new match factor for an adapted football match.
- › The new match factor should do one of the following:
 - › Help develop an important skill e.g. teamwork, communication.
 - › Address an important issue in their community e.g. to improve health, promote gender equality etc.
 - › Give them 15 minutes to work as a team to create a new match factor and to prepare a 2 minute presentation for the group. This should cover how it will work and why they have selected the idea. Brief demonstrations are allowed.
- › Remind them of the Pledge and the importance of listening to other people's ideas.
- › Call the groups back together and give each group the chance to present their ideas. Give the rest of the groups the chance to ask questions.
- › Give some positive feedback to every group including identifying good creative thinking. Encourage applause for each presentation.
- › After all the presentations, ask the group to collectively decide which adapted rule they would most like to try out. This could be asking them to cheer for their favourite or allowing the group to reach consensus through discussion.

Give a group **APPEAL FOR PRAISE**.

SECOND HALF**APPLICATION OF LEARNING**

Match – Your Game: Set up for a game of football using the standard rules and the additional Match Factors below:

**STANDARD RULES**

1. Fair play should be observed and encouraged at all times.
2. The coach selects teams and allocates bibs. Try to make teams relatively even but change teams each week. Girls and boys should be split evenly.
3. If the ball goes out of play it must be rolled back in, except for corners when it can be kicked.
4. Goalkeepers must stay in their areas and must roll the ball out underarm.
5. There are no referees. If there is a foul, players are encouraged to hold up their hand if they are at fault.
6. If a player goes to the floor the game stops until the player is helped up. The players will decide how the game should resume.
7. The coach will observe the game and will only get involved to encourage dialogue and fair play if deemed necessary.
8. The game should run continuously without changing ends.



2. Create Your Match Factor: This activity involves participants working together to create new match factors for an adapted rule football game, and presenting their ideas to the group.



We are now going to put creativity into action by creating your own match factors.

SESSION 8: USE YOUR IMAGINATION!

**MATCH FACTORS**

Allow the winning team from the creative challenge to implement their idea. Support as needed to help it work effectively. Engage the group in discussions at relevant points to see how it could be improved.

THIRD HALF**REFLECTIONS**

Bring all the players together for a reflection. Use the following questions to stimulate a discussion. Take your time to give all participants the chance to contribute.



- 1. HOW DID YOU FIND THE GAME? WHAT WORKED WELL? WHAT IMPROVEMENTS COULD BE MADE?**
- 2. DO YOU AGREE THAT EVERYONE HAS THE ABILITY TO BE CREATIVE?**
- 3. WHY IS CREATIVITY IMPORTANT FOR ENTREPRENEURS? HOW CAN IT HELP THEM SUCCEED?**
- 4. WHAT WAYS CAN WE NURTURE OUR CREATIVITY?**
- 5. IS THERE ANYTHING YOU MIGHT DO DIFFERENTLY IN FUTURE OR THINK ABOUT MORE AFTER TODAY'S SESSION?**



Tell the group that in next week's session you will be asking them to work on their own creative business ideas.

Remind participants of the key message learned today.

**KEY MESSAGE**

Everyone is creative and there are things we can do to nurture our creativity. Entrepreneurs are always seeking new ideas and improved ways of doing things.



Remind participants about the next session and end with a group **APPEAL FOR PRAISE**.



SESSION 9:

BE AN ENTREPRENEUR**LIFE-SKILLS RELEVANCE**

Ideas are key to innovation and improvement, enabling people to expand the range of possibilities beyond their current range of thinking. Entrepreneurs are usually 'ideas people' but it is also important to find time to explore different questions and variables. Idea generation should start with thinking broadly and expansively, before refining ideas and identifying those with quality and real potential.

**KEY MESSAGE**

We all have the potential to create good ideas, and by taking time to think, ask questions and reflect, entrepreneurs can develop ideas that have potential to succeed.

**GOALS**

By the end of the session participants will:

- › Recognise the importance of finding time for idea generation, especially for entrepreneurs.
- › Gain confidence to develop their own ideas
- › Understand the importance of further exploring ideas to find those that have the most potential.
- › Have a completed Idea Generation Template with at least one idea for further consideration.
- › Be confident to complete the Prepare Your Pitch template and to prepare for their presentation next week.

**MATERIALS NEEDED**

- › Coach Kit
- › Idea Generation Templates – 1 per person
- › Prepare Your Pitch Templates – 1 per person
- › Pens – 1 per person
- › Clipboards or a hard surface to write on – 1 per person

**ACTIVITY SCHEDULE**

SECTION	ACTIVITIES	TIME ALLOCATION Total 90 min
FIRST HALF	ENERGISERS	› 10 minutes
	LEARNING Develop Your Ideas	› 35 minutes
SECOND HALF	APPLICATION OF LEARNING Match: Prepare Your Pitch	› 30 minutes
THIRD HALF	REFLECTIONS	› 15 minutes

FIRST HALF

 **ENERGISERS**
Deliver 2-3 energisers.

 **LEARNING**
Develop Your Ideas: This activity involves participants using the Idea Generation Templates to gather information and ask themselves questions that can help to develop business ideas. It also gives them tips for preparing business pitches for next week.

-  Before the session starts, put a square of cones in each corner of the pitch. The squares should be big enough for around 5 or 6 people to sit in comfortably.
- Also, put a large circle of cones in the middle of the pitch – big enough for the whole group to sit in comfortably.



Entrepreneurs should take time for creative thinking and idea generation. In today's session we are going to ask some important questions to help us start developing real business ideas.

-  Divide the participants into four groups and give each person an Idea Generation Template, clipboard and pen.

<p>INTERESTS What do you love?</p>		<p>PROBLEMS What needs solving?</p>
<p>BUSINESS IDEAS</p>		
<p>SKILLS What are your talents?</p>		<p>AMBITIONS What are your dreams?</p>

-  Explain that the pitch reflects the Idea Generation Template. Talk through what each corner is for:
 - Interests:** When they are in this square participants must list their interests and what things they are passionate about.
 - Problems:** In this square participants should draw on their own experiences as a customer and a community member to list problems, issues and challenges that they see in the world around them.
 - What frustrates them?
 - What products/ services are poorly delivered or non-existent?
 - What have you heard other people complain about?
 - What have you observed in the business environment?
 - Ambitions:** In this square participants should list what things they would like to achieve in their lives. What are their long-term goals.
 - Skills:** In this square participants should list what skills they have – what are their talents and strengths. They should think as broadly as possible.

- Ask each group to go to a starting corner, reminding them of which topic they are stating with.
- Give them 5 minutes to fill up the relevant space on the template. When you blow your whistle they should rotate clockwise to the next square.
- Keep going until the groups have gone round to every square.
- Next blow your whistle, and ask everyone to come together to the circle in the middle.
- Explain that the middle circle is for ideas.
- Allow another five minutes for the participants to start thinking about business ideas. They should use the information recorded in the different squares to try to find links between the different areas.

 **KEY MESSAGE**
We all have the potential to create good ideas, and by taking time to think, ask questions and reflect, entrepreneurs can develop ideas that have potential to succeed.



Well done for completing that exercise. Please take the Idea Generation Template home and use it to develop your ideas further and to think about which ones have the most potential.

Next week you will have the chance 'pitch' one idea to the group. We are now going to look at some key skills for making your pitch.

-  Give a group **APPEAL FOR PRAISE**.

SECOND HALF



APPLICATION OF LEARNING

Match – Prepare Your Pitch: Set up for a game of football using the standard rules and the additional Match Factors below:



STANDARD RULES

1. Fair play should be observed and encouraged at all times.
2. The coach selects teams and allocates bibs. Try to make teams relatively even but change teams each week. Girls and boys should be split evenly.
3. If the ball goes out of play it must be rolled back in, except for corners when it can be kicked.
4. Goalkeepers must stay in their areas and must roll the ball out underarm.
5. There are no referees. If there is a foul, players are encouraged to hold up their hand if they are at fault.
6. If a player goes to the floor the game stops until the player is helped up. The players will decide how the game should resume.
7. The coach will observe the game and will only get involved to encourage dialogue and fair play if deemed necessary.
8. The game should run continuously without changing ends.



MATCH FACTORS

Today's game starts with a short discussion to help participants prepare for making a pitch next week, before playing a standard game of football.



Who can tell me what the word pitch means in football?



The rectangular space where the game takes place.



What about in business, what does pitch mean?



A presentation of an idea – a new product or service – usually to potential investors (you might have seen Shark Tank on TV).



- › Talk through the Prepare Your Pitch Template.
- › Explain that they should use this template to prepare a pitch for one business idea next week. **The pitch should be no more than 2 minutes.**
- › Encourage them to discuss their ideas with others, and practice their pitch in front of friends or family.
- › Finally, set up a standard match of football.

Prepare Your Pitch Template

Remember you only have **2 minutes** for your pitch so you need to focus on essential information.

1. Briefly introduce yourself. Name, where you are from etc..

2. My business idea is...

What is your product or service?

Is it manufacturing, wholesaling, retailing, a service or other?

What problem will it solve, what gap will it fill, what improvement will it make?

How will you make money?

3. I will sell it to...

Who will be your customers? The public or businesses? Is the target audience men/women, children/ adults, will it be sold in one community or more widely?

4. My product/service is needed because...

What value does your product add? What problems does it solve?

Will it be better, cheaper, and more accessible than existing businesses?

5. I can make a profit with it because...

How will you achieve a profit? What is your business model and how will you ensure your income exceeds your costs? How will you sustain and grow your profit?

6. I chose this idea because....

Why is this a good choice for you? Does it match your interests or ambitions?

Does it have a positive social impact? What makes it unique?

7. I still need help to...

How can the people you are presenting to help you make it happen?

Are you asking for investment? Do you want feedback, advice or support?

8. Closing line. Inspiring summary.

9. Invite Questions!

Example

Hello, my name is Mark Zuckerberg from California

My business idea is a social media platform called Facebook. It will enable people to connect with each other and to share information about their lives. It is for people aged over 13 all over the world.

It will make money through advertising which I will sell to companies who want to advertise to the public.

My business is needed because there is no existing platform that has such advanced software development. It will provide a more user-friendly experience than our competitors.

I can make a profit with it because there is a big demand for people to connect online, and this will provide an effective way for companies to reach customers.

I chose this idea because I am passionate about bringing people together through technology.

I still need help with investment to launch the business globally.

If you share my vision and would like to be. Part of this exciting project, I would love to talk to your further.

Are there any questions?

THIRD HALF



REFLECTIONS



Bring all the players together for a reflection. Use the following questions to stimulate a discussion. Take your time to give all participants the chance to contribute.



1. **WHAT HAVE YOU LEARNED TODAY ABOUT IDEA GENERATION AND WHY IT IS USEFUL FOR ENTREPRENEURS?**
2. **DID YOU ALL GENERATE OR EXPAND AT LEAST ONE BUSINESS IDEA?**
3. **DO YOU UNDERSTAND WHAT YOU NEED TO DO BETWEEN NOW AND THE NEXT SESSION?**
4. **WHAT IS THE MAXIMUM LENGTH THAT YOUR PITCH SHOULD BE?**
5. **DO YOU ALL HAVE SOMEONE YOU CAN PRACTICE YOUR PITCH IN FRONT OF BEFORE THE NEXT SESSION?**



Remind participants of the key message learned today.

**KEY MESSAGE**

We all have the potential to create good ideas, and by taking time to think, ask questions and reflect, entrepreneurs can develop ideas that have potential to succeed.



Remind participants about the next session and end with a group **APPEAL FOR PRAISE**.



SESSION 10:

MAKE YOUR PITCH**LIFE-SKILLS RELEVANCE**

Being able to successfully pitch ideas is a key skill that all entrepreneurs need to gain support for their businesses. The pitch could be a formal presentation to potential investors or an informal chat to prospective customers. Either way, it is important for entrepreneurs to be able to inspire others with their vision, confidently communicate key information and to prompt desired responses from other people.

**KEY MESSAGE**

Pitching is a key skill that can help entrepreneurs to gain support for their ideas. Preparation and practice are essential for a successful pitch.

**GOALS**

By the end of the session participants will:

- › Have the opportunity to pitch their business ideas to a live audience.
- › Gain feedback from coaches and peers about their business ideas and about their pitches.
- › Have the chance to critically assess and contribute feedback on the business ideas and pitches of their peers.
- › Gain confidence to further develop and reflect on their business ideas.
- › Gain confidence to pitch to other people in the future.

**MATERIALS NEEDED**

› Coach Kit

**ACTIVITY SCHEDULE**

SECTION	ACTIVITIES	TIME ALLOCATION Total 90 min
FIRST HALF	ENERGISERS	› 10 minutes
	LEARNING Make Your Pitch	› 45 minutes
SECOND HALF	APPLICATION OF LEARNING Match: On the Pitch	› 20 minutes
THIRD HALF	REFLECTIONS	› 15 minutes

THIRD HALF



REFLECTIONS



Bring all the players together for a reflection. Use the following questions to stimulate a discussion. Take your time to give all participants the chance to contribute.



1. **HOW DID YOU FIND THE GAME? WAS IT NICE GIVING AND RECEIVING POSITIVE FEEDBACK?**
2. **DID YOU ENJOY GIVING YOUR PITCHES?**
3. **WHAT THINGS DID YOU LEARN FROM THE PROCESS OF PITCHING?**
4. **DO YOU FEEL MORE CONFIDENT TO PITCH YOUR IDEAS IN FUTURE?**
5. **WILL YOU BE THINKING FURTHER ABOUT YOUR IDEAS AFTER THE SESSION?**



Remind participants of the key message learned today.

**KEY MESSAGE**

Pitching is a key skill that can help entrepreneurs to gain support for their ideas. Preparation and practice are essential for a successful pitch.



Remind participants about the next session and end with a group **APPEAL FOR PRAISE**.



SESSION 11:

GOALS FOR SUCCESS**LIFE-SKILLS RELEVANCE**

Goal-setting involves developing an action plan designed to motivate and guide people towards achieving desired results. Setting goals provides direction and focus, and helps to trigger new behaviours and momentum. Goals can also help to empower people with self-efficacy and confidence, and provide a means of measuring progress and refining actions and behaviour. Setting goals also helps to identify what support is required. In pursuing our goals we should also be aware of our responsibilities.

**KEY MESSAGE**

Setting goals with clear actions and support structures is crucial for entrepreneurs. In pursuing our goals we also have responsibilities.

**GOALS**

By the end of the session participants will:

- › Recognise the importance of goal-setting and how it can help us to achieve success in all areas of life.
- › Learn a goal setting process that they can use in the future as entrepreneurs.
- › Understand the importance of setting clear actions in working towards our goals
- › Recognise the importance of identifying and accessing support that we need to work towards our goals.
- › Understand that in pursuing our goals we also have responsibilities to other people and to the world we live in.

**MATERIALS NEEDED**

› Coach Kit

**ACTIVITY SCHEDULE**

SECTION	ACTIVITIES	TIME ALLOCATION Total 90 min
FIRST HALF	ENERGISERS	› 10 minutes
	LEARNING Go Get Your Goals	› 35 minutes
SECOND HALF	APPLICATION OF LEARNING Match: Celebrate Your Goals	› 30 minutes
THIRD HALF	REFLECTIONS	› 15 minutes

FIRST HALF

ENERGISERS
Deliver 2-3 energisers.

LEARNING
Go Get Your Goals: This activity involves taking participants through a four-step process of goal-setting. Each participant selects a real-life goal as an example.

- › Set up a line of four cone stations that extend the length of the pitch and point towards a goal, as pictured.
- › Call everyone together at the first cone.



Who can tell me what the objective of a football team is?

- › To win.
- › To stop other team scoring.
- › To score goals!
- › To have fun.
- › To play good football.

The goal of football is to score a goal! Why do you think it is also important to set goals in life and in business?

- Cover the following if not mentioned by the group:
- › To provide direction.
 - › To give focus.
 - › To motivate us.
 - › Helps us identify what is important.
 - › They empower us to take ownership of our own success!

The four cones set out in front of us each represent an important step in helping us work towards our goals. We are going to work through the steps and work towards the goal at the end of the pitch.

- › Explain that the first cone represents defining **GOALS**.
- › Give participants 2-3 minutes to discuss with a partner one goal that they want to achieve in the careers and as entrepreneurs in the next few years.
- › Ask if anyone would like to share their goal with the group.
- › Once a few people have shared their goal jog on to the next cone.

Goals don't just happen. To achieve them we need a plan. This cone represents **ACTIONS**. Actions help us work towards our goals.

- › Give them 2-3 minutes to discuss with the same partner 3 actions that will help them to achieve their goal.
- › Give some examples if needed e.g. go on marketing course, find a business partner, save up some start-up funding, gain job experience, research competitors.
- › Ask if anyone would like to share their actions with the group.
- › Once a few people have shared their actions jog on to the next cone.

This cone represents **SUPPORT**. Support structures are essential in helping us to reach our potential and achieve our goals.

Support can be internal and external. Internal support is our own knowledge and skills, and character traits like resilience and self-confidence.

We also need external support: friends, family, coaches, teachers, mentors etc.

- › Give them 2-3 minutes to discuss with the same partner and identify 3 examples of support they need to achieve their goal and why it is important.
- › Ask if anyone would like to share what support they need with the group.
- › Once a few people have shared their ideas, jog onto the next cone.

This final cone represents things that we need to do in pursuing our goals. It takes into account our behaviour and how we treat other people. Can anyone guess what it is?

RESPONSIBILITIES.

In pursuing our goals we also have responsibilities. In a game of football what responsibilities do we have?

- › Fair play – play by the rules.
- › Treat opponents and team mates with respect.
- › Support our teammates.
- › Follow coach instructions.
- › To behave as role models.

In pursuing our career goals and in life we also need to think about our responsibilities to people and the world around us. Can you think of any examples?



Ensure the following points are covered if not suggested by the group:

- › Follow the rules / law – business, finance, tax etc..
- › Treat staff and other people with respect and fairly e.g. fair salaries, gender equality.
- › Show leadership.
- › Don't cause harm to people or planet e.g. use production practices that don't harm the environment.
- › Make a positive contribution e.g. create ethical products, donate to good causes or do community work.

**KEY MESSAGE**

Setting goals with clear actions and support structures is crucial for entrepreneurs. In pursuing our goals we also have responsibilities.



Give every player in turn the chance to now kick a ball into the goal (no goalkeeper). Encourage cheering from the rest of the group.

SECOND HALF**APPLICATION OF LEARNING**

Match – Celebrate Your Goals: Set up for a game of football using the standard rules and the additional Match Factors below:

**STANDARD RULES**

1. Fair play should be observed and encouraged at all times.
2. The coach selects teams and allocates bibs. Try to make teams relatively even but change teams each week. Girls and boys should be split evenly.
3. If the ball goes out of play it must be rolled back in, except for corners when it can be kicked.
4. Goalkeepers must stay in their areas and must roll the ball out underarm.
5. There are no referees. If there is a foul, players are encouraged to hold up their hand if they are at fault.
6. If a player goes to the floor the game stops until the player is helped up. The players will decide how the game should resume.
7. The coach will observe the game and will only get involved to encourage dialogue and fair play if deemed necessary.
8. The game should run continuously without changing ends.

**MATCH FACTORS**

In today's game participants are encouraged to celebrate everyone's goals – on and off the pitch! Teams should compete as normal, but players of both teams should join in the celebrations of ALL goals – even those scored by an opposition player.

THIRD HALF**REFLECTIONS**

Bring all the players together for a reflection. Use the following questions to stimulate a discussion. Take your time to give all participants the chance to contribute.



1. **HOW DID YOU FIND THE GAME? WAS IT EASY CELEBRATING GOALS SCORED BY THE OTHER TEAM?**
2. **WHAT HAVE YOU LEARNED ABOUT GOAL-SETTING AND HOW IT CAN HELP YOU MOVE TOWARDS YOUR CAREER AND BUSINESS GOALS?**
GOALS-ACTIONS-SUPPORT-RESPONSIBILITIES
3. **DO YOU FEEL MORE EMPOWERED AND CONFIDENT TO WORK TOWARDS YOUR GOALS?**
4. **HOW CAN YOU SUPPORT EACH OTHER'S GOALS?**
5. **WHAT STEPS ARE YOU GOING TO TAKE TO WORK TOWARDS YOUR GOALS IN THE COMING WEEKS?**



Remind participants of the key message learned today.

**KEY MESSAGE**

Setting goals with clear actions and support structures is crucial for entrepreneurs. In pursuing our goals we also have responsibilities.



Congratulate participants for completing the module and end with a big a group **APPEAL FOR PRAISE!**

KICK FOR TRADE ENTREPRENEURSHIP QUESTIONNAIRE

NAME:

DATE:

SECTION 1

Question	1 Poor	2 Weak	3 Average	4 Good	5 Excellent
1. How do you rate your willingness to learn new things?					
2. How good are you at learning from experiences?					
3. How good are you at decision-making?					
4. How do you rate your problem solving skills?					
5. How good are you at adapting when things change?					
6. How do you rate your leadership skills?					
7. How do you rate your networking skills?					
8. How do you rate yourself in terms of creativity?					
9. How good are you at coming up with new ideas?					
10. How good are you at pitching business ideas to other people?					
11. How good are you at setting goals and working towards them?					

SECTION 2

Question	1 Disagree strongly	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
1. I should always be trying to learn new things.					
2. I already know all I need to be a successful entrepreneur.					
3. Self-reflection can help me do better in future.					
4. I take time out to self-reflect.					
5. I am good at making big decisions.					
6. Small decisions are important.					
7. I know a process I can use for making good decisions.					
8. I enjoy problem solving.					
9. Problem solving can lead to opportunities.					
10. I know a process I can use for problem solving.					
11. I am afraid of change.					
12. Change can be a positive thing.					

SECTION 2

Question	1 Disagree strongly	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
13. Being a good manager and a good leader is the same thing.					
14. Different types of leadership style can work well in different situations..					
15. Listening to others is important for building my professional network.					
16. I am keen to extend my professional network.					
17. I am a creative person.					
18. There are things I can do to become more creative.					
19. I am confident at coming up with new business ideas.					
20. I know how to effectively pitch my business ideas.					
21. I am confident at pitching /presenting my ideas.					
22. Spending time preparing and practicing a pitch for my own business is useful.					
23. Setting goals can help me in many areas of life.					
24. Setting on goals can help me focus the most important actions.					
25. I can access support to help me towards my goals.					

ENTREPRENEURSHIP FOCUS GROUP REPORT FORM

Date:

Location:

Dates when participants completed the curriculum:

Group Facilitator:

Note Taker:

Participant Profiles (complete for each participant):

Name:	Name:
Community:	Community:
Age:	Age:
Gender:	Gender:
Name:	Name:
Community:	Community:
Age:	Age:
Gender:	Gender:
Name:	Name:
Community:	Community:
Age:	Age:
Gender:	Gender:
Name:	Name:
Community:	Community:
Age:	Age:
Gender:	Gender:

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