



BARÇA
FOUNDATION

STEP 4
YOUTH.



Funded by the
Erasmus+ Programme
of the European Union

STEP4Youth Training Manual





**STEP 4
YOUTH.**



ERASMUS+ SPORT

STEP4Youth – Sport Towards Employment Possibilities for Youth migrants and refugees

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This Training Manual was conducted by a Consortium Group consisting of the following partners; Barça Foundation (Coordinator), Danish Refugee Council, Organization Earth, European Football for Development Network, and Cooperativa Prospettiva.



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SECTION 1

- Introduction to the Manual
- Skills for Work and Skills for Life - Employability and Global Citizenship
- Key Aspects of the Methodology
- The Methodology and Five Core Skills

► Introduction to the manual

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Promoting social inclusion for young people in vulnerable situations is one of the Barça Foundation's strategic priorities.

The methodology in this manual aims to contribute to the social inclusion of migrant and refugee youth by developing skills directly linked to their employability and fostering a culture of global citizenship. This is done through play, physical activity and sport in order to create a meaningful and effective learning experience.

The manual is divided into four sections:

- Context and description
- The role of the coach
- Sports sessions and employability roleplays, events and workshops
- Activity bank

Context

Migrant and refugee youth are often vulnerable and experience social exclusion. Many have lived through traumatic situations, lost their family networks, or have had their education disrupted. Unemployment rates among migrant and refugee youth remain alarmingly high and there are significant barriers for them entering the labor market.

It is vital that migrant and refugee youth access the knowledge, skills and opportunities that enable them to become part of their new society. Employment is an important part of the integration process: it helps people become self-reliant, utilize their abilities, practice their language skills, and build up social contacts. Additionally, global citizenship training is increasingly recognized as essential for success in today's world.

Sports-Based Solution

To address the challenges facing migrant and refugee youth, Barça Foundation teamed up with four other European organizations: Danish Refugee Council, Organization Earth, European Football for Development Network, and Cooperativa Prospettiva. Together, we developed "Sport Towards Employment Possibilities for youth migrants and refugees" (STEP4Youth): a pan-European project supported by ERAMUS+ Collaborative Partnerships. Through the project, we developed the sports-based methodology in this manual, with the specific aim of introducing and improving relevant knowledge, skills and networks among refugee and migrant youth to promote their social inclusion.

Sport is recognized as a tool that can create informal spaces where the development of positive social relationships, collective behaviours and individual attitudes becomes possible. When designed well, sport for development sessions provide an ideal tool to foster these skills through training, mentoring and interactions with others

(Ref: Coalter et al. 2020).

► Skills for Work and Skills for Life – Employability and Global Citizenship

Skills for Work: Employability

Employability is a broad concept. It describes factors that enable individuals to move towards employment, stay employed, and progress during their career. Both social and personal factors can affect employability. A person's broader social context is external and cannot be controlled by them, for e.g., socioeconomic policies, discrimination, the economy. Personal factors, however, can be worked on and change throughout life, for e.g., work experience, training, education, skills acquisition.

Employability skills that can be worked on are generally divided into “hard” and “soft” skills. Hard skills tend to be job and vocation specific, whereas soft skills emphasize personal and behavioral attributes. Soft skills are deemed essential for young people to secure and keep work. They include being capable of working and communicating with others, being responsible, adaptable and self-disciplined, and controlling emotions.

Skills for Life: Global Citizenship

Global citizenship training emphasises having respect for oneself, for others, and for the planet. It transmits important life skills that enable participants to value diversity, take responsibility for their actions, recognize social injustices, and make positive contributions to their communities. In society as well as the workplace, global citizenship encourages a responsible approach to interactions.

(Ref: UNESCO The ABCs of Global Citizenship Education, 2017).

Global citizenship primarily develops soft skills, including flexibility, creativity, proactivity, problem solving, decision-making, critical thinking, communication, and teamwork. These are effectively developed through active learning methods where young people learn by doing. Building these skills helps young people to become agile learners, equipped to navigate personal, social, academic and economic challenges

(Ref: UNICEF Global Framework on Transferable Skills, 2019).

In order to promote skills for both work and life among young people in vulnerable situations, it is essential that participants have:

1. The social support that enables them to improve their academic performance, self-esteem, social skills, and ability to acquire new knowledge.
2. The ability to adapt to new situations.
3. The confidence to face the transition to adult life.
4. The courage to challenge preconceived ideas they have of themselves and their lives.

(REF: Santana Vega, et al. (2018). Labour trajectories and employability skills of young nationals and immigrants at risk of social exclusion, Complutense Journal of Education, 29(2) 2018: 355-369.)

► Key Aspects of the Methodology

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Our methodology consists of a set of sport-based activities, specifically designed for youth, that transmit knowledge, skills, and competencies to improve participants' employability and sense of global citizenship. Although sport can play a key role in facilitating the development of both hard and soft skills, this methodology emphasizes soft skills. It serves as a support tool for those organizations working to promote the social inclusion of refugee and migrant youth.

The main objective of the methodology are:

- Creation of a safe space for structured sports, dialogue, and reflection.
- Improvement of soft skills and competencies related to employability and global citizenship.
- Promotion of social inclusion for migrant and refugee youth in host communities.

Learning Through Play

Our methodology is inspired by the most successful elements drawn from Barça Foundation's FutbolNet methodology. FutbolNet is a socio-educational tool comprising of sports, cooperative games, discussion, and reflection. It has been implemented worldwide since 2012, and is continuously adapted to take account of differing contexts and new learning.

This methodology emphasizes learning through play by means of a series of sports-based games and physical activities, designed to develop employability and global citizenship skills. It is designed to be delivered on the sports field or playground, and for learning to be acquired through experience and active participation.



A Complementary Methodology

The methodology has been designed as a complementary tool for organizations involved in the day-to-day work of promoting the social inclusion of migrant and refugee youth. Taking into account the diversity of organisations in this field, such as housing schemes, youth leadership programs, employment and vocational training programs, the methodology aims to accommodate a wide range of needs. It can be utilized by sports coaches, teachers, social workers and anyone who wants to promote social inclusion in a relevant and responsive way. It can also help to foster collaboration between different stakeholders, for example engaging local councils and sports clubs to provide sports facilities for sessions.

Comment on Target Group

While the methodology takes into consideration the emotional needs of migrant and refugee youth, it is relevant for all youth. As such, we encourage participation from youth with a variety of backgrounds, since this is an important aspect of building social networks and developing diverse perspectives.

Justification of Contents

The following steps were taken to develop the methodology:

1 • Mapping of Good Practices

As part of the Erasmus+ Collaborative Partnerships project, Sport Towards Employment Possibilities for Youth migrants and refugees (STEP4Youth), program partners undertook research on European organizations, projects and methodologies promoting employability and employment for at risk migrant and refugee youth. The resulting handbook highlights 21 organisations from across Europe that use a sports-based approach to focus on the development of both soft and hard skills, while increasing professional experience, opening connections to work opportunities and offering legal advice. The handbook includes a description of their best practices, and then extracts key activities and tactics in order to identify the factors that contribute toward increasing employability effectively. The exercise provided a strong foundation for the development of this methodology.

2 • Identification of most relevant skills

It is important to understand the lived experiences, challenges and realities of migrant and refugee youth in order to identify the most appropriate skills that they need in the transition to adulthood. Barça Foundation's research produced a list of 30+ skills, which were further narrowed down thanks to consultations with youth and partner organizations. As a further consideration, the skills most suited to development through sports-based activities were also identified.

3 • Barça Foundation program experience

Through a partnership with UEFA Foundation during the 2019/20 and 2020/21 seasons, Barça Foundation piloted sessions with unaccompanied migrant and refugee youth. These were geared towards the development of a range of employability skills and competencies identified in the external evaluation, and the learning that came out of this was incorporated into the design of this methodology.

► The Methodology and Five Core Skills

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There are 5 core skills at the heart of our methodology, each one an essential component of improving employability and global citizenship for migrant and refugee youth.

Each core skill has a cluster of related attributes, which are also considered essential for work (employability) and for life (global citizenship).

For each of our core skills there is a:

- Brief definition.
- Suggestion list for skill development in the session.
- List of associated behaviours for coaches to identify in practice.
- Series of reflective tips to guide discussion.

1. SELF-RELIANCE



2. COMMUNICATION



3. TEAMWORK



4. RESILIENCE



5. LEADERSHIP





1. Self-Reliance

Definition:

Self-reliance is the ability to take responsibility for the outcome of things within one's power to control. Self-reliant people are able to guarantee results because they are proactive.

Related skills:

Self discipline, organization, commitment, motivation.



AIMS:

- To take ownership of the participation process.
- To display commitment.
- To develop self-discipline.
- To model an attentive, positive and participatory attitude.
- To participate actively, while taking into account broader team needs and abilities.
- To show interest and commitment towards future projects.
- To practice self-organisation.



EVIDENCE: PARTICIPANTS:

- Arrive on time.
- Wear session-appropriate clothing.
- Know and respect the rules.
- Fully participate in all activities
- Take care of the sport equipment and the environment.
- Take the initiative to organize warm up activities without a referee.
- Face challenges that may feel difficult.
- Know and fulfil their obligations.
- Share feedback for improving activities.



REFLECTION:

Self-reliance means being taking responsibility for the way you show up to a session, as well as in the world. Discipline and organisation are needed for simple activities in life, such as waking up on time in the morning, as well as for more complex activities, such as completing an educational course. Self-reliance is important in the workplace as it demonstrates reliability and the ability to work without continuous supervision.

2. Communication



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Definition:

The ability to express yourself in a clear, understandable, and non-threatening way, as well as being able to listen and be receptive to others.

Related skills:

assertiveness, non-verbal communication, verbal communication, active listening.



AIMS:

- To understand the importance of communication.
- To interpret body language to improve non-verbal communication.
- To develop verbal communication skills.
- To encourage assertive communication.
- To promote active listening.



EVIDENCE: PARTICIPANTS:

- Use dialogue as a first recourse for dealing with conflict.
- Use positive forms of communication during the session.
- Demonstrate positive body language during the session.
- Observe, ask questions, and listen to others in order to understand different perspectives.
- Debate respectfully.
- Can manage and channel communication in challenging situations.
- Make an effort to understand what others are saying.



REFLECTION:

Communication skills help us to form positive relationships and exchange ideas. They are central to building trust with others and maintaining good relationships, and are key to succeeding in important life situations, for example in a job interview. Active listening means that you can understand not only what is being said, but also how it is being said. It also takes non-verbal behaviour into account.

3. Teamwork

**Definition:**

The ability to collaborate with and encourage collaboration from others in order to achieve group goals.

Related skills:

cooperation, collective responsibility, participation, empathy, collaboration.

AIMS:

- To differentiate between competitive and collaborative attitudes.
- To foster a supportive peer-to-peer attitude.
- To encourage empathy and respect for other participants.
- To achieve common goals through cooperation.
- To implement commitments and accept the consequences of every action.

EVIDENCE: PARTICIPANTS:

- Have positive interactions with others.
- Can identify common activity goals.
- Display empathy and a respectful attitude.
- Are able to overcome challenges through cooperation.
- Do not promote selfish attitudes.
- Identify whether situations are in the common good.
- Share proposals for improving activities or sessions.
- Show empathy and act accordingly.

REFLECTION:

Teamwork is an essential skill in life and in work. With teamwork, difficult tasks can be divided into simple, shared ones and completed more efficiently. Sharing the same goal with others also increases motivation because everyone feels the camaraderie of collective responsibility and depends on each other to succeed. Having the empathy to understand other people's experiences, perspectives and feelings is an important aspect of teamwork. When there is good teamwork, participants learn from each other, sharing innovative ideas and finding solutions to improve the group's results. Such teams also tend to create strong relationships that lead to a positive, trusting environment.

4. Resilience



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Definition:

The ability to confront, adapt to, and accept change through modifying behaviour, thoughts, or emotions. Resilient people maintain their effectiveness in diverse settings.

Related skills:

perseverance, emotional management, adaptability, flexibility.



AIMS:

- To improve resilient attitudes among the participants.
- To deal with differing circumstances and events.
- To adapt behaviour according to different circumstances.
- To develop a positive self image.
- To strengthen self-esteem and develop patience.
- To acquire better self-awareness and self-control.
- To promote perseverance.
- To solve problems through dialogue.



EVIDENCE: PARTICIPANTS:

- Recognise their own and other people's emotions and take these into account.
- Manage their own stress and anxiety.
- Feel satisfied with their accomplishments.
- Adopt positive attitudes in the face of challenges.
- Constantly try their best.
- React positively to changes or surprises during the session.
- Are flexible when faced with the needs of others.
- Adapt to unforeseen circumstances.
- Can regulate their character and actions around people or in daily situations.



REFLECTION:

Adjusting and regulating our own thoughts, feelings and behaviours enables us to respond effectively to new situations. Being resilient can keep us motivated and help us to bounce back from any setbacks we may encounter in life or at work.



5. Leadership

Definition:

Leadership is the ability to motivate a group of people to act towards achieving a common goal.

Related skills:

initiative, proactivity, decision-making, problem solving, conflict resolution, civic participation.



AIMS:

- To learn strategies for solving problems and conflicts through dialogue.
- To promote initiative and a positive attitude.
- To organize each other effectively through communication.
- To give appropriate team feedback and opinions.
- To be decisive, both individually and as a collectively.
- To be able to identify possibilities and choose the most appropriate one.
- To take initiative and spark enthusiasm in the team.



EVIDENCE: PARTICIPANTS:

- Display a positive attitude.
- Encourage their teammates.
- Are decisive and reach agreements.
- Can organize activities and teams.
- Take responsibility for their actions.
- Put forward their point of view with a calm and confident attitude.
- Are able to identify, analyse and develop problem solving strategies.
- Make decisions proactively.
- Propose actions to their groups.



REFLECTION:

A person with leadership skills knows how to keep themselves and others motivated and has a positive influence on others. A good leader takes initiative as well as responsibility and makes decisions to accomplish tasks. They keep group energy positive by building the confidence of others, providing feedback, teaching, and solving problems while considering the opinions of others.



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SECTION 2

- The Role of the Coach

► The Role of the coach

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Introduction

Coaches play a vital role in the success of sport-based interventions. In this section, we provide coaching guidelines for delivering quality sessions that maximize both skill acquisition among participants and a positive team environment.

What is expected from the coach?

While there are many types of people that make good coaches, there are certain attributes that all successful coaches share.

A. They are **knowledgeable about their participants**. Working with children is not the same as working with adolescents, just as working with local participants is not the same as working with people from other countries. Coaches must fully understand the context of their group and be prepared to adapt to it. When working with migrant and refugee youth, the following considerations must be taken into account:

- They may not yet have found adult role models in their host community.
- They typically live with other young people.
- They may not all be from the same country.
- They may not have had a formal education.
- They may have varying levels of social skills.
- They may have low self-esteem.
- They may lack self-control.
- They are likely to have experienced personal traumas which could result in increased timidity or aggression.
- They may not speak or understand much of the local language.
- They are still very young (15 to 18 years) and are at an age where they are likely to test the limits of authority.
- The precarity of their legal status may affect their emotional wellbeing.

B. They should **be a role model**. The coach should always lead by example. They have a lot of influence on the personal development of young people, who often look to adults for positive examples to follow. Acting in accordance with the program's values and attitudes helps to create a respectful environment where participants are most likely to undergo positive changes. Among the many attitudes and skills that a good coach could model are organization, respect, friendliness, punctuality, teamwork, openness, and knowledge.

C. They must create a **safe environment** for all. The coach must have the interpersonal skills and situational awareness to create a space where participants feel comfortable developing through trial and error. In a safe environment, young people can express their opinion without fear of being judged. This initiates a positive cycle where their critical and creative thinking improves, leading to an increase in self-esteem, which results in them being open to even more learning.

To create this environment, it is very important that the coach models a positive, respectful, and fair approach with each group member. In addition, coaches should:

- Intervene swiftly and decisively during altercations.
- Work at avoiding any type of discriminatory behaviour
- Maintain confidentiality when a participant shares something privately.
- Refrain from judgement or negative labelling.
- Offer positive reinforcement after mistakes.
- Celebrate both effort and results.
- Never favour individual participants.
- Encourage the sharing of opinions within the group.

D. Coaches must **ensure the safety** of the participants. Safety is the coach's main priority, and they should constantly be vigilant against all forms of abuse. Coaches must establish and maintain rules of conduct, where consequences for misbehaviour are established in discussion with the participants themselves. This strengthens the sense of group belonging and tends to reduce possible conflicts. Coaches may need to exercise their authority decisively, but this should always be done in a fair and transparent manner. They should:

- Establish group rules and consequences with the participants.
- Implement preventive safeguarding measures to anticipate possible problems
- Stop any verbal or physical abuse.
- Clear the play space of dangerous objects.
- Develop conflict mediation skills.

E. Coaches must offer **quality** sessions. A good coach plans and prepares their session in advance and evaluates it afterward in order to continuously improve on quality of engagement. The coach needs to balance sessions so that they engage participants both in terms of their sporting and social goals. Creativity is needed in order to keep participants interested and open to meaningful reflection on what they are learning from session to session.

Some tips:

- Prepare prior to training sessions. *(See Annex 1)*
- Ensure activities are appropriate to the age and number of participants.
- Select activities that translate easily into employability reflections.
- Adapt exercises to offer a choice of skill level.
- Demonstrate the activity yourself.
- Ensure that everyone understands the activity.
- Correct and assist participants as needed.
- Stay aware of the time.
- Give individual feedback on progress and achievements.
- Develop the capabilities of each participant.
- Offer relevant examples and meaningful reflections.

Coaching Tips

Before preparing the session, there are several factors to consider:

- The training group (age, number and context of participants.)
- The assigned location.
- The available equipment.
- The session time available.
- The skill to be focused on

When **preparing the session**, pay attention to the following guidelines:

- Follow the structure of the session
- Have clear objective.
- Prepare for the reflection and feedback session.
- Ensure you are fully aware of each activity's rules.
- Consider how you will divide up the group.
- Consider what equipment is necessary for each activity.
- Estimate the time required.

When **selecting the activities**, take into consideration difficulties that may present themselves during the session, such as a sudden change in the number of participants. Try to select a balance of activities between:

- Cooperation vs competition.
- Leisure games vs technical games.
- Adaptations of well-known games into innovative ones.
- Adaptations from simple activities to complex ones.
- Adaptations from general to more specific skills.
- Adaptations from static to dynamic activities.
- Increasing or reducing the available playing space

When **preparing the reflections**, consider what will create the most productive debate and think of ways to empower participants to make their own connections to their daily lives. Reflections improve communication, self-awareness and critical thinking while consolidating learning and skills.

- Ask specific questions about the game. Did they like it? Which part was their most and least favorite? Would they have done anything differently? Were there any challenges?
- Pose questions that begin to link to the workplace. What do think the overall objective was? How can this be related to work? Why do they think the skills they practiced are important?
- Control the exchange of opinions, making sure that these are expressed respectfully and productively.
- Share your own point of view and give feedback.

Language and communication

Clear communication allows us to connect easily with participants, ensuring the sessions flow smoothly. Don't forget to promote clear communication among participants and emphasise the importance of active listening.

- Use clear pronunciation and non-verbal communication.
- Use terms that are understandable to participants.
- Consider translating important terms into participants' home language.
- Use a confident tone that is loud enough for everyone to hear.
- Use visual examples to explain activities.
- Be available to listen to any opinions.
- Allow time to talk and process what has been said.
- Promote the learning of new concepts and words.

Conflict resolution strategies

- Use preventative measures by setting rules upfront.
- Reach agreements on acceptable behavior within the group.
- Use mediation as a tool for problem solving.
- Increase group cohesion to proactively avoid conflict.

Strategies to promote group cohesion

- Promote cultural sensitivity.
- Prioritize introductory games.
- Model a positive attitude.
- Avoid labelling anyone a troublemaker and displaying prejudice.
- Show no favouritism.
- Focus on building a fun and enjoyable space.

Consider the individual ability of each person

- Adapt exercises according to individual abilities.
- Vary exercises to reward different skillsets.
- Prioritise learning over results.
- Encourage peer to peer help and support.
- Balance abilities when forming groups.
- Be sensitive to individual abilities and do not expose weaknesses.



SECTION 3

- Sports Sessions
- Employability Roleplays, Events and Workshops

► Sports sessions

A sports session is divided into six parts:

1. Introduction

At the beginning of the session, participants come together in a circle for the coach to welcome everyone and introduce the session objective. Being in a circle helps everyone know who is there, as well as maximising communication and group bonding. Coaches should use this time to memorise who is present while they introduce the soft skill focus for the session. This time helps participants understand what is required of them, but also gives the coach an opportunity to find out what participants already know about the skill.

2. Warm Up

In the same circle participants will begin warm up exercises. These could be fun games linked as well to the skill, since warming up helps participants prepare the body for the physical and mental effort that will come later. Exercises can include stretching, low to medium intensity aerobic exercises and simple games. Above all, it is important to create a routine so that the participants grow to recognise the shape of each session. After a while, individuals can be nominated to lead the warm up themselves, with the feedback and support of the coach.

3. Learning Activities

Once the warm up is finished, the coach will explain the first learning activity in a circle. This allows the coach to have focus on the first activity's explanation. By maintaining the group dynamic, it is more likely that explanations will reach all participants, regardless of their level of attention.

Learning activities are either cooperative or competitive games linked to the acquisition of a specific soft skill. These learning activities must be set up carefully by the coach in order to free them to observe participants' engagement.

When explaining, bear in mind that not all participants may speak the same language. If this is the case, ask participants to translate for their friends. You can also use sign language or even draw the activity on paper or a blackboard. While explaining, make sure to link the task to the employment skill the group is working on at that moment. Involve

participants by asking questions to make sure that they understand the links you're all developing.

The learning exercises should consist of cooperative, creative games where everyone takes part, and the rules are easy to understand. Ideally, they should be action-focused, where participants are continuously moving, and no players get eliminated. Variants can be added to scale up each activity, adapting its difficulty to the group's ability level.

At the end of the activity, participants should return to the circle format to reflect on the skill practiced. This is the most important part of the learning activity, and the coach should lead a reflection to link the games practiced with the skill selected, taking into account the aims and evidence of the skill. To do that, they can use open questions to the participants that will help generate a debate among them.

4. Three Part Match

After the learning activities, the coach introduces a three part match. This can be any sport—football, basketball or even volleyball—but it always has three basic rules:



1 There is no referee. This encourages young people to resolve their own conflicts as a group.



2 The teams are mixed in terms of gender, (dis)ability, skill, place of origin, etc.



3 Everyone must participate.

This match consists of the following:

FIRST PART:

Participants sit in a circle and agree on the rules that will be used to play, relating them to the soft skills they have been practicing and identifying behaviour traits associated with these. Here, participants plan their strategy and are guided to develop their critical thinking abilities. The coach encourages everyone to take part in the decision making, and respects whatever agreement the participants reach.

SECOND PART:

The match itself is played. Participants organise themselves and ensure that their rules are put into practice. Although the coach does not act as referee, they must be an active observer, able to turn everything that happens during the game into an opportunity for learning after the final whistle.

THIRD PART:

Participants sit in a circle to reflect on how the match went. They should analyse their behaviour to see if they applied the rules they set out to achieve. Coaches can encourage critical thinking by using open-ended questions, which allows space for participants to make their own connections between their actions and workplace skills. Alongside the factual analysis, participants are also asked how they felt about the game. In this way, what is thought is balanced with what is felt and done.

Participants should analyse several aspects:

- *How the game developed.*
- *If there were any conflicts.*
- *Whether they followed the set rules.*
- *What could be improved.*
- *Positive and negative aspects of the game.*
- *How the soft skill of the day was incorporated in the activity.*

5. Cool Down

To close the session, coaches should facilitate one last game. It is particularly important to wrap up with a calming activity if the participants end the sports match in a state of agitation or excitement. A final game can help lower tensions that have arisen during the match and increase the possibility for good relationships off the pitch between participants who may well also live together. The session can also be concluded with some stretching exercises.

6. Closing

After the last game or the group stretch, the coach should assemble everyone in a circle once again, make their final comments about the session and say goodbye.

SUGGESTED SESSION STRUCTURE

TIME	PRACTICE COMPONENT	COACH RECOMMENDATIONS
10'	INTRODUCTION	<ul style="list-style-type: none"> - Welcome and attendance check. - Discussion between coaches and participants. - Explanation of the skill that will be worked during the session.
15'	WARM UP	<ul style="list-style-type: none"> - Keep all participants active.
30'	LEARNING ACTIVITIES	<ul style="list-style-type: none"> - Include all participants in the reflections and during the exercises. - Adapt the difficulty of the exercises to the level of the participants.
40'	THREE PART MATCH	<ul style="list-style-type: none"> - Let the participants set the rules of the game. - Observe positive and negative behaviours during the match. - Leave players to organise themselves during the match.
15'	COOL DOWN	<ul style="list-style-type: none"> - Emphasize the importance of stretching. - Resolve any conflicts that may have arisen during the session.
10'	CLOSING	<ul style="list-style-type: none"> - Assess the session as a whole, focusing on both positive and negative aspects. - Let participants express themselves calmly.

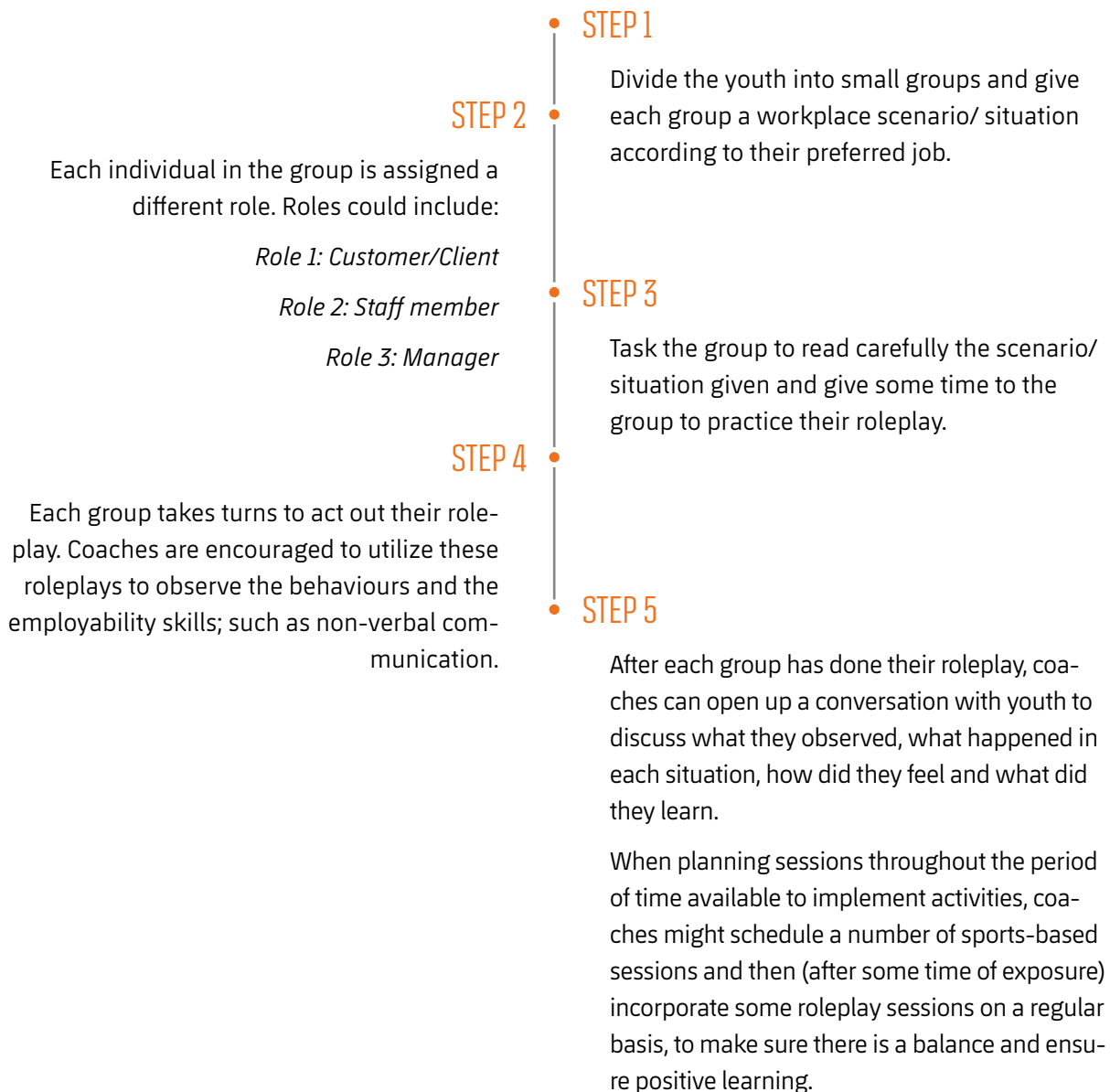
► Employability Roleplays, Events and Workshops

Employability Roleplays

In addition to delivering regular sport sessions, we recommend that coaches organize specific sessions that more directly offer learning experiences that are related to the workplace and labour market. One such approach for these sessions is roleplaying which offers participants the opportunity to simulate real-life situations and scenarios and make direct connections between the employability skills being learned in sports sessions and the situation or scenario in question. Incorporating roleplay sessions alongside sport sessions also provides coaches with moments of observation to evaluate participants' progress. As such, it is important to train coaches on how to successfully lead roleplay sessions and use them as evaluation tools.

(See Roleplay materials at Annex 2)

Roleplay dynamics:



Employability Events and Workshops

Employability events and workshops can reinforce the skills that participants have been developing in the sports-based sessions.

Events and workshops could include:

- CV and cover letter writing
- Language practice
- Career advice
- Online job searches
- Mock interviews
- Certified training courses
- Cultural visits
- Tuition sessions
- Work shadowing
- Mentoring
- Counselling
- Mental health and wellbeing discussions
- Internships
- Volunteering
- Cooking lessons
- Fitness and nutrition sessions
- Motivational speaking events
- Computer and IT training
- Building their online social profile

These activities are likely to require collaboration with different organisations and are good opportunities to bring together representatives from civil society, the non-profit and private sectors as well as government for participant networking.

► **Some successful case studies:**

Tourism and Hospitality Training and Campus, Barça Foundation

Barça Foundation has partnered with a Catalan hotel chain, Guitart Hotels, to run tourism and hospitality workshops for unaccompanied migrant youth in the Barça Foundation sports programs. Participants are exposed to all aspects of the tourism and hospitality industry and try out different tasks, such as reception work, waiting, and food preparation. This prepares young people for possible employment in the sector. Indeed, many participants have gained employment as a result of the initiative.

Match Days, FC Feyenoord

FC Feyenoord has developed innovative, sports-based interviews for youth that take the form of football matches with potential employers. Instead of having formal interviews, young people get to spend time with potential employers in a more relaxed and enjoyable environment and have the chance to demonstrate their employability through soft skills such as leadership, communication and teamwork during the game.

12-week employability internship, Celtic FC and Magners Irish Cider

This 12-week internship is focused on helping long-term unemployed people get back into work by developing their front and back of house hospitality skills. The program is funded by Celtic Football Club sponsor Magners Irish Cider, delivered by Tennent's Training Academy, and supported by Celtic FC Foundation. The project allows participants to not only engage with a varied mix of activities and gain certified industry training, but also dedicate time to health, fitness and nutrition with sessions led by Celtic FC Foundation's coaching staff. Participants also benefit from employer talks, work experience, recruitment days, motivational speakers and sessions covering skills and qualities, job searching, CV and application form writing, interview techniques, work ethic, self-branding, and workplace expectations.





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SECTION 4

- Bank of activities
- Top 25 activities
- Matches

► Bank of activities

In order to help coaches deliver successful sport-based sessions, we have created a bank of suggested activities. The following activities should be seen as practical guides only - they are just a few of a large number of useful possibilities.

Each coach is responsible for the planning of their session, with the option to use the tools and suggested activities provided in this manual. Plan the activities according to the chosen soft skill of the day, adapting them to fit the context and characteristics of your specific group. Some of the following activities can be used for warm-up games, some can be linked to a specific soft skill and others give examples of rules suitable for the three-part matches. All of them are useful in designing a quality sports intervention.

Session implementation is flexible. Games include different variants, can be played more than once, might be spread across several sessions and allow for more than one skill to be applied during the same game. Coaches are also free to propose different games to the ones in the manual. The only thing we require is that players put their soft skills into practice through play, both during and after the match. During the reflection, the coach guides discussion around the experience.

Although the basic outlines are provided, it is in the coach's hands to make the most of the activities. Optimising the session not only includes keeping a positive atmosphere throughout, but also guiding the reflective exercise in order to relate the activity clearly to the desired skills.

— MATERIALS —



Bibs



Cones



Balls



Circles



Ropes



A peg or coin



Masks

— TYPES OF GAMES —



Strategy game



Body expression game



Movement game



Throwing game



Collaboration game



Opposition game



Chasing game



Racing game



Receiving game



Endurance game



Contact game



Empowerment game

▶ Top 25 activities



1. Cooperative passes

Definition and objective:

All participants are part of the same team. Players are numbered. The challenge is to throw the ball in the set order—that is, 1 passes to 2, 2 to 3, etc. Keep going until the last player receives the ball and passes it back to the first. After a simple run through, a rule is added: everyone has to be constantly moving around the playing area. Keep adding balls as the players become comfortable with the flow of play.

Find the maximum number of balls that the team can keep circulating smoothly between all the participants without losing the order of passes and without any balls falling on the ground.

The player leading the challenge must gradually introduce the balls. The higher the skill level, motivation and success of the group, the more balls can be added. The number of participants

in the group also determines how many balls can be circulated at any given time.

Variations:

- v1:** Introduce different types of balls (basketball, rugby, tennis, etc.)
- v2:** Vary the way the ball is passed (with a bat, with both hands, over the head, etc.)
- v3:** Give instructions according to the colour or type of ball: balls of one colour are passed with the right hand and those of another colour with the left; or some balls are passed with the hands and others with the feet etc.

Reflection (questions to ask after the game):



Did you use any specific strategy?

What were the most common mistakes?

Was it frustrating? How did you deal with that?

Did you communicate using names or numbers?

How did you feel after receiving many balls in quick succession?

[VIDEO!](#)



RELATED SKILLS:

Teamwork
Communication
Resilience

2. Tail stealing



Definition and objective:

Each participant wears a bib or scarf hanging from their shorts. The goal is to grab other people's tails, avoiding any teammate who wants to steal yours. No matter what happens, everyone continues playing.

- If one player loses their tail, they can continue playing.
- If a player already has a tail and steals new ones, they add them to those they already have and keep playing.

Variations:

- v1:** The game is played in pairs holding hands. Decide whether both participants wear a tail or if there is only one per pair.
- v2:** The game is played with bibs of two different colours. Half the group has tails of one colour and half has a different colour.
 - Those who have one colour can only steal a tail of the other colour.
 - Those with tails of both colours cannot steal any other tails. They can only run away so theirs doesn't get taken.
 - Players who have no tail can steal one of either colour.

[VIDEO!](#)



RELATED SKILLS:

Resilience
Self-reliance
Teamwork

Reflection (questions to ask after the game):

What strategies did you use during the game?

Did you play fairly? Was it easy to keep your tail safe?

Did you encounter any difficulties? How did you overcome them?

Do you prefer playing alone or in teams? Why?



3. Rondo (soccer drill)



Definition and objective:

Participants are divided into groups of approximately six people. Five players stand in a circle with the remaining player in the middle. The outside players must kick the ball to each other without the middle player intercepting it. They cannot break the circle shape, so must keep their passes accurate. If the ball is touched or intercepted, the kicker exchanges roles with the person in the middle.

This simple game has many variants:

Variations:

- v2:** Balls can be thrown.
- v2:** The ball cannot be passed back to the player who passed it to you.
- v3:** The ball cannot be passed to the two players on either side of you.
- v4:** Increase the number of players in the circle and make them hold hands while they play.
- v5:** Add to the number of players that make up the circle, and add more players in the centre trying to get the ball back. More than one ball can also be added.
- v6:** If there are two or three groups playing at the same time, players who retrieve a ball can change group. This way the participants in the groups will not be fixed and everyone will end up playing against each other.



RELATED SKILLS:

Teamwork
Communication
Resilience



Reflection (questions to ask after the game):

Who spent the most time inside the circle? How did you feel while you were inside?

Did you try to make good passes to your teammates in order to keep the ball safe?

Did you enjoy being inside the circle or part of it?

What was your attitude while you were inside the circle? Were you discouraged or did you keep on trying?

4. Spider tag



Definition and objective:

A rectangular space is set out (similar to a volleyball court) divided into two equal fields. A central area of about two metres wide is marked out, taking up the entire width of the field. Inside this area is a team member who is the spider. They cannot leave this central area and can only catch the others when they are able to touch them.

The rest of the group stays at one end of the field. The aim is to cross to the other end without being touched. If the spider touches someone, they also have to stay in the central area. As the spider catches victims, they join the spider in the centre as helpers. This makes it harder for the rest of the team to move across the field without being caught.

Important: The spider is the only player who can touch and catch the others. Players who are touched by the spider can only become assistants: they can only grab players and hold them in the central area until the spider is able to touch them. If, by force or skill, field players manage escape from the spider's assistants before being touched, they can continue playing.

[VIDEO!](#)



Nothing specific needed.



RELATED SKILLS:

Self-reliance
Resilience
Teamwork
Communication

Reflection (questions to ask after the game):



Who helped the spider?

How did you restrain the players?

Did you try to hold them back fairly, or did you still feel loyalty to the team and allow them to escape?

Did you prefer to be the spider or the runner?

5. Untie the knot



Definition and objective:

Form groups of 6 to 8 people. All participants stand in a line, holding hands. The two players at each end begin to move under and over their teammates' hands, tangling the line up into a large knot. Everyone has to follow them, without breaking the chain.

The second part of the challenge is to undo the knot without anyone letting go or breaking the chain.

Variations:

- v1:** Although we recommend doing this in smaller groups, it could work with the whole group as well.
- v2:** Two players are removed from the line and do not see how the knot is formed. Once the team is done, the two participants must look at the knot and try to undo it through instructions only. The knotted players follow their directions, but are not able to give advice.
- v3:** Players are given balls to hold and instructed not to drop them while forming and untangling the knot.



RELATED SKILLS:

Teamwork
Communication
Leadership



Reflection:

- How hard was it to untie the knot?
- How did you organise yourselves to get the job done?
- Did you use any form of strategy?
- Did you take decisions individually or as a group?

6. Relays and piggybacks



Definition and objective:

Players get into small groups of four or five and run relay races with various options:

Variations:

- v1:** Traditional relay. When one runner completes their lap, they slap the hand of the next player in line.
- v2:** Players add one team member to their relay every time they complete a lap. So, when the first runner returns from their lap, they are joined by the second runner and complete a lap together. On their return, a third member joins in, and so on, until the whole team completes the final lap together.
- v3:** All participants hold hands and run at the same pace.
- v4:** Each lap, the team completes the course while carrying a different player. This player must not touch the ground at any point. Every lap, the player is switched so that everyone in the team is eventually carried.
- v5:** The previous variant is repeated, but players must be carried in a different manner each lap. This means that the way the lap is completed is constantly changing and players must be creative to think of new styles of carrying their teammates.

For each variant, explain only the initial situation and the rules. Do not give possible solutions to the challenge.

Nothing specific needed.



RELATED SKILLS:

Resilience
Teamwork
Communication
Leadership

Reflection:



Which relay challenged you the most?

Did you prefer the individual or team relays?

How did you choose the order of the participants? Did you use any strategy?

Did you support and motivate your teammates? Did you share tips on how to complete the lap?

7. Four corners



Definition and objective:

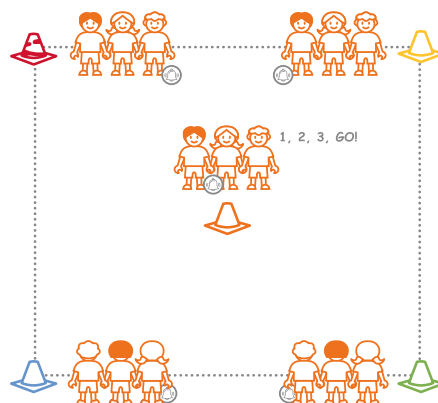
The play area is a square (approximately 15 m each side). A cone is placed at each of the four corners of the square, with a fifth cone in the middle. Players are divided into five groups, with each group standing next to one of the cones in the playing area.

When the group in the middle says "NOW!" the five groups must swap places at the same time. When switching cones, the entire group must move together by holding hands or touching shoulders.

The goal is for a team to reach one of the four corner cones. If there is no longer an empty corner, or the group breaks up and arrives separately, the team must return to the centre cone and begin again.

Variations:

- v1:** The five groups move while passing a ball with their hands or feet.
- v2:** Everyone in the group must touch the ball at least once before reaching the other cone.
- v3:** One of the players in the group is blindfolded and must be guided by the team.
- v4:** Combine the ball and the blindfold variants, but place the ball in a plastic bag so that it makes a noise when kicked across the floor.



Reflection:

What happened when two teams reached a cone at the same time? Was it easy to agree on who arrived first?

How did you decide which cone to go? Was it a collective team decision?

Did you choose a leader?

How important was communication in this game?

Did you respect the other teams when running to the corners?



8. Tic Tac Toe



Definition and objective:

In the playing area, nine hoops or cones are placed in a grid formation (3 x 3). Two teams of three people each play in the same grid. Each player carries a bib, with the two teams assigned different colours.

The teams run a relay race, with each player dropping their bib onto a free cone when they get to the grid. When the first player comes back to drop off the bib, they slap the second player's hand, and so on. The aim is to connect three bibs of the same colour in a line, either horizontally, vertically or diagonally.

If all nine bibs are in place, but three have not been placed in a row, each player, in the same order, can change the position of one of the bibs to achieve this.

Variations:

- v1:** If you want to play with more people, you can make a square of 4 x 4 or 5 x 5.
- v2:** Play in pairs holding hands.





RELATED SKILLS:

Teamwork

Communication

Self-reliance

Reflection:



- Did you participate fully to help your teammates?
- Did you make the right decisions during the activity? If not, how did your team react?
- Did you come up with a team strategy?
- Did your team encourage each other when things got tough?

9. The Samurai



Definition and objective:

The whole group forms a circle. The game isn't about passing the ball to others, but rather the energy! How can this be done?

1. One player begins by passing energy to the player next to them:
 - To pass the energy to the right, a movement is made with the right arm in the direction of where the energy passes. "HA!" is shouted at the same time.
 - To pass the energy to the left, a movement is made with the left arm in the direction of where the energy passes. "HA!" is shouted at the same time.
2. To change the direction of the energy:
 - Players who have received the energy can shout "HAKUN!" while raising and lowering their arm with a closed fist. This changes the energy's direction and sends it back to the player who has passed it.
3. To pass the energy to a player who is not adjacent in the circle:
 - Players shout "WAKA!" followed the name of the player to receive the energy. At the same time, they point at them with one leg.

[VIDEO!](#)



Nothing specific needed.



RELATED SKILLS:

**Self-reliance
Communication**

Reflection:

How did you feel during the game?

Did you feel embarrassed at any point? If yes, how did you overcome the feeling?

How did your feelings change throughout the game?

Communication was a big part of the game. Were you able to react quickly?

What happens when there is unclear communication?



10. We hold possession!



Definition and objective:

This is a game for three teams. It is played in a large space, about the size of a basketball court or half a football field, with a ball that is thrown. Teams are assigned roles: two are attackers and one is the defender. The aim of the two attacking teams is to keep possession of the ball by throwing passes between each other for as long as possible. The defenders try to intercept and recover possession of the ball. If the defending team retrieves the ball, the roles are exchanged.

Variations:

- v1:** Time how long the two teams can keep possession of the ball without the defenders recovering it. The time restarts when the roles are changed.
- v2:** The two attacking teams cannot pass the ball to someone on their own team—only to a member of the other attacking team. Therefore, there are still two teams attacking, but they are limited in who they can pass the ball to.
- v3:** An extra goal can be added for both attacking teams. For example: they must hold possession for half a minute and then try to make a basket. When every team member has thrown the ball, roles can be swapped.
- v4:** Reverse the challenge! One team tries to keep possession of the ball by passing it, but now there are two teams trying to get it back.



RELATED SKILLS:

Teamwork
Communication
Resilience

Reflection:

- What kept you focused on not missing any passes?
- Can you complete the game without considering all team members?
- How did you feel when you needed the whole team to work together?
- Who took the lead on communication?



11. Photograph



Definition and objective:

Two participants are selected as observers. Everyone else stands up and pretends to pose for a group photo. Once the group has chosen their position for the photo, the observers have 20 seconds to memorise the positions of each person. After this, they must cover their eyes or turn around.

While the observers are not looking, the group makes five changes to the initial photo: these could involve switching places, or changing gesture and expression. The observers then need to figure out what five changes have been made.

Variations:

v1: The group is given a scenario to convey in their 'photograph', for example celebrating a goal, receiving bad news etc.

Nothing specific needed.



RELATED SKILLS:

Resilience
Leadership
Self-reliance

Reflection:

- Was it easy to identify and memorise the photos?
- Did you prefer to be an observer or in the photo? Why?
- How did you memorise the photo? Did you have a strategy?
- Did you choose a group leader to decide on the changes?
- Do you think the observer can be considered a leader too?



12. Multiple goals



Definition and objective:

Three teams are formed, each wearing a different colour bib. Three goals are placed on the field in a triangle formation. Choose (or alternate between) the following options for play:

- Each team defends its goal and can score in either of the two opposition goals.
- Each team defends its goal but can only score in one of the opposition goals (assign goals beforehand).

Variations:

- v1:** Play the game with the hands only. To score, players must throw to a teammate who is inside the goal.

[VIDEO!](#)



RELATED SKILLS:

**Resilience
Teamwork
Communication**

Reflection:



Did the game feel simple or complicated?

How did you multitask between attacking and defending?

How did you choose where to attack when you could pick between two goals? How can you relate this experience to your everyday life?

13. The Zombie



Definition and objective:

One circle is allocated to each player taking part. To start the game, all players except one stand in their own circle. The single player—the 'zombie'—is placed as far away from their circle as possible.

When the signal to start is given, the zombie tries to walk to occupy the empty one. The other players can change circles whenever they want to prevent the zombie from getting into one.

When the zombie manages to get inside a circle, the roles switch and another player must move as far from their circle as possible to begin the game again.

[VIDEO!](#)



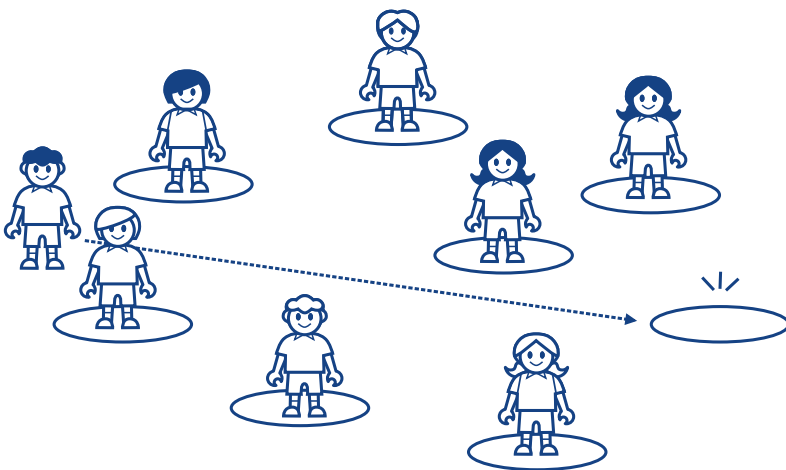
Variations:

v1: The zombie can run while everyone else must walk.



RELATED SKILLS:

Resilience
Communication
Leadership
Teamwork



Reflection:

Did you understand the game at first or was it difficult?

What do you think the best strategy is to keep the zombie out of an empty circle?

How did the group communicate when to switch circles?

How did the zombie feel when they were constantly stopped from entering a circle? Did they give up or continue to try?



14. The traffic light



Definition and objective:

All players move through the space following coded instructions that are shouted out by the coach. The prompts can be linked through colour or number, for example: green = run / red = stop / 5 = plank.

The aim of the game is for players to suggest and gradually add new instructions. They will need to remember them all and carry them out whenever the associated colour or number is said.

[VIDEO!](#)



Variations:

- v1:** The age of the participants will determine the level of endurance exercises that can be proposed. If they are young, they can be given physical and endurance exercises with their own body weight (jumps, high sit-ups, low sit-ups, push-ups, etc.)
- v2:** A rule can also be added that each participant has to dribble a ball while waiting for the instructions. The ball can even be incorporated in some of the exercises.



RELATED SKILLS:

Leadership
Resilience
Communication
Self-reliance

Reflection:

When you proposed , more rules, did it become more difficult?

Where you able to follow the instructions easily, or did it become hard to remember?

Did you enjoy being able to decide on the codes and activities

What do you think the difference is between the coach proposing the movements and you choosing for yourselves?



15. Cheer loudly!



Definition and objective:

All participants move freely around the space. When the sign is given, everyone gets into pairs and plays 'rock, paper, and scissors'. Participants compete on a best of three games basis.

The player who loses gets behind the one who won and cheers for them by shouting and/or chanting their name. After the first game there are therefore several pairs formed by the player who won and the one cheering them on.

When the sign is given again, the process repeats: two pairs meet and another game is played. At the end of this second game there will be a player who has won, followed by three participants cheering them on. Only the player in front plays, the others cheer.

The game continues until there are only two people left (who will play out the final), with everyone else in the group cheering them on.

Nothing specific needed.



RELATED SKILLS:

Teamwork
Communication
Resilience
Leadership

Reflection:

Which of you beat a teammate during the game of rock, paper, and scissors?

How did it make you feel to have other participants cheering you on?

What was the difference between when you were encouraged by just a few people and when you ended up being two big groups?

Do you often encourage your colleagues or family members?

How does it make you feel when someone encourages you?



16. Conductor



Definition and objective:

All players except one form a circle. From the players in the circle, one is chosen to be the conductor, but the outside person has no idea who this person is. The conductor must choose gestures or movements for everyone else in the group to copy, making sure that they communicate subtly to avoid their role being discovered. The player outside the circle has to guess who is conducting the orchestra.

[VIDEO!](#)



Nothing specific needed.



RELATED SKILL:

**Leadership
Communication**

Reflection:

What do you think it means to be a leader?

Have you been a leader at some point in the games?

What decisions did you have to take? Did you wait for someone else to ask or did you take the initiative?

In what aspects of your personal life would you like to be a leader or take the lead?



17. The peg



Definition and objective:

This game is played in a large space: a basketball court or half a football field works well. Participants are divided into two groups, clearly distinguished by coloured bib. Each group is located at opposite ends of the field. One is assigned a role of attacker and the other defender. After one game, the roles are switched.

The attacking group selects one player who must hide a clothes peg (or another small item) on them. This player must reach the other end of the field without being touched by the defending team. When the signal is given, the entire attacking group runs to the opposite end of the field. When a player is tagged, whether or not they are wearing the peg, they can no longer move.

The defending group has to catch the people trying to cross the field. They need to tag as many people on the other team as they can. Before the start signal, both the attacking and defending group can plan their strategy.

If the player wearing the peg manages to reach the other end of the field without being touched, they score a point for their group. The game can be repeated as many times as necessary.

Variations:

- v1:** A rule can be added for the defending group. Once they catch an attacker, defenders have five seconds to search for the hidden item (players could be carrying it in their hands, in their hair, in their sports shoes, etc.). If, within 5 seconds, the defending player has not found the peg, the attacker may continue to run forward.
- v2:** Each player in the defending team may only tag one player in the attacking team during the game.



RELATED SKILLS:

Communication
Teamwork
Self-reliance



Reflection:

How did you decide who wore the peg?

What was the best way to ensure the opposing team didn't catch the person with the peg?

What strategy did you use? Did you change your strategy?

18. Blindfolded Circuit



Definition and objective:

This is a cooperative game, played in a small space with groups of four or five players. One of the players in the group has their eyes blindfolded with a mask or bib. A start and finish point are agreed, no more than three metres apart. Obstacles such as cones, hoops or balls are placed along the route. These cannot be touched by the blindfolded player.

The players, using only their voices, must guide their blindfolded teammate along the route. If they touch anything, they must start the course again. When they reach the end, roles are changed.



Variations:

- v1:** The game can be played in pairs. This time, the guide cannot talk, only guide their partner through tapping. A system needs to be developed, for example, tap the right shoulder to turn right, the left shoulder to turn left, tap the head to stop, use two taps to continue walking etc.



RELATED SKILLS:

Communication
Teamwork
Resilience
Leadership

Reflection:

- What did you need to consider to succeed?
- Did you get it right at first try?
- Did you reconsider your strategy and change approach?
- How did you feel when you were blindfolded?
- Why do you think it is important that the leader gives the correct instructions?



19. Rock, paper, scissors... and run!



Definition and objective:

Participants are divided into two groups. Each is placed at one end of the track or field, forming a line. When the start is given, the first player in each group runs towards the other group. When the two players meet, they play a game of rock, paper, scissors.

- The player who loses walks back to their group.
- The winning player continues to run towards the other group.
- The players waiting in the line must be attentive. If their partner loses the game, the next player in the group must run as fast as possible to stop the player who won from moving forward.
- When they meet, they play a new game of rock, paper, scissors.

The game ends if the player in a group successfully reaches the other side of the field.

Variations:

- v1:** If the groups consists of four or five players, the game will be more interactive. Several games can then be proposed at the same time. Different lines will have to be made for this.
- v2:** If you have large groups, you can send players out in groups of three. When the three players meet the other group, they play rock, paper, scissors as a collective. For a rock, the three players all crouch; with paper, all three stand with their arms raised, and for scissors, the two players at the ends stand and the player in the middle crouches. The winning team continues to run and the losing team moves aside. A new trio launches from the losing team to challenge the team trying to reach their base.

[VIDEO!](#)



RELATED SKILLS:

Communication
Resilience
Teamwork
Self-reliance

Reflection:

Did you enjoy the game?

What do you have to remember in order to succeed?

Do you think success was a matter of pure luck, or can some strategy be used?

Do you think teamwork can change results?



20. The cage



Definition and objective:

Players form groups of seven. Five of the players form a circle while holding hands. One player is inside the circle and the last player is left outside. The player on the outside must try to touch the player in the middle while the players forming the circle try to prevent this. The game can be repeated several times, changing roles.

[VIDEO!](#)



Variations:

- v1:** The game can be played in bigger groups with two players outside the circle and one inside. The players outside the circle compete between them to be the first to tag the player inside the circle.



RELATED SKILLS:

Teamwork
Resilience
Self-reliance

Reflection:

Did you enjoy the game?

How did you feel when you were trying to get into the cage in the first game?

Was it frustrating?

How did you control yourself while defending and attacking?



21. Shoot at the posts!



Definition and objective:

All the players participating in the game are part of the same team. For two minutes (or as long as is agreed) everyone can kick balls at the goal posts, aiming to hit the crossbar. The value of the shot is determined by whether or not the ball hits the goalposts or crossbar. After the period, everyone's scores are added up. After leaving a few minutes to work out a new strategy, the whole group has about a minute and a half left to improve on their score from the first attempt.

[VIDEO!](#)



Variations:

v1: Allow players to kick or throw the ball at the posts.



RELATED SKILLS:

Teamwork
Resilience

Reflection:

What was the score in the first round?

Did you improve the result in the second round?

Did you use any particular team strategy to improve your score?

Did you feel frustrated when you haven't achieved the expected result?

Do you think you can do it better next time?



22. Shoot the cones!



Definition and objective:

Players form two different teams. Two rows of cones are placed next to each other at a distance of approximately 10 meters from a line. The teams stand behind this line, each with the same number of soccer balls. The objective of the game is for the participants to knock down the cones by kicking the balls. The team that knocks down all the cones first wins a point. Each round, please the cones further and further away in order to increase the difficulty of the game. All participants must make the same number of shots.

Variations:

v1: The game can be played with the hands.



RELATED SKILLS:

Teamwork
Resilience
Leadership

Reflection:



- How did you feel as the game got more difficult?
- Did all the players shoot the same number of times?
- Did you use any strategy to be more effective?
- Did you encourage your teammates to keep them motivated?

23. The Chain



Definition and objective:

One player, identified with a bib, has to try to catch the rest of the group. When they successfully tag a player, they both hold hands and continue chasing the rest together. Each time a player is caught, they must link hands and join the chain.

Variations:

- v1:** When the chain is made up of four people, they can split into two pairs.



RELATED SKILLS:

Leadership
Communication
Teamwork

Reflection:

What strategies did you use during the chain game?

Did you appoint a leader to decide which direction to go in?

Do you think communication was important in the game in order to coordinate the moves?

Was it difficult to stick to the rules of the game? What did you do when the chain broke?



24. The impossible square



Definition and objective:

Form two teams of 7-10 players. Each team has a ball which is protected inside a square made of cones, and positioned at the end of the field. Neither attackers nor defenders will be able to enter these squares. A third ball is introduced, which can be used to play a regular game of football. Players score a goal by knocking their opponent's ball out of its square using the playing ball. The game's rules (passes, fouls, scoring, etc.) must be agreed by the players themselves.



RELATED SKILLS:

Communication
Teamwork
Resilience

Reflection:

Were you comfortable with the agreed-upon rules?

Was it easy to get your opponent's ball out of its square?

Did you plan a team strategy?

In general, in your life, what do you do if you do not agree with the rules decided on by the majority?



25. Cone bowling



Description and objective:

Each team must use soft balls to knock down five cones. These have been placed on a bench at the bottom of the opposing team's field, with a rope or line drawn in front of the bench which the team cannot cross. Balls are scattered across the pitch and cannot be touched until the instructor starts the game. When one of the teams manages to knock down all five of their opponents' cones, a point is scored and the field is reset. Stop the game when appropriate, and begin reflections.



Reflection:

Did you try to obey the rules?

Did you intimidate or tackle anyone to grab a ball? What were the risks of the game?

Were you able to balance being fully committed to success with being respectful of the teammates and the equipment?

How well did you communicate during the game?



► Matches

In this section some examples of three part matches are explained. Although it is preferable that rules come from the participants, the coach can also help by introducing modifications designed to develop a particular skill. When doing this, encourage participants to develop the idea further.

After the match, participants talk through a reflection on the session together with the coach. Together, they decide if the rules were followed and how they feel about what happened.

Important: In the first and third parts, the coach should promote a neutral attitude, mediating fairly between all the participants and promoting consensus on the range of suggestions being proposed.

LINK VIDEO+ QR: Partit en tres temps- Empleabilitat Pag.63

Examples of useful rules include the following:

- Every three minutes, two players must change teams. When the game ends, everyone will have been on both teams. Skill: teamwork.
- During the game, anyone who scores a goal changes team. Skills: resilience, self-reliance.
- Each player is assigned a number. Every few minutes, the coach calls out the players who can score during that period. For example: "Only those with the numbers 3 and 5 can score goals." Skills: teamwork, leadership.
- If one person scores a goal, all other members of their team must be in the other half of the pitch. If they are not, the goal does not count. Skills: self-reliance, teamwork.
- During the match, players must be completely silent. Skill: Communication.
- The match is played in pairs holding hands. Skill: teamwork.
- When passing the ball, the name of the player who is to receive it must be said out loud. Skill: communication.
- Before starting the game, each player has to share one or more tactics they want to try out during the game with the rest of the group. v1: Each participant thinks about their tactics, but does not share them with the group until the end of the game. Skill: leadership.

Some examples of matches that can be played are the following:

1. Match with added value



A football match is played between two teams. Before the game starts, each team gets together to write down a challenge they want to try and achieve during the match. The other team does not know what challenge the other team has set for itself.

Each team must devise its own challenge. Here are some suggestions:

- Our challenge as a team is to ensure that all goals are scored by different players.
- Our challenge is for five different players in the team to touch the ball before a goal can be scored.

During the match, both teams must try to achieve their proposed challenges. In the reflection session at the end of the game, they assess whether they have succeeded and, if so, how they managed to do that.

2. Invisible Ball



Two teams are formed, distinguished by different colour bibs. The game has the structure of a regular match but is played without a ball.

- To show possession of the invisible ball, a player plays with both hands on their head. With their hands on their head they can run as much as they want.
- To pass the invisible ball to a player, they must say that player's name. When a player has 'passed' the invisible ball by saying their teammate's name, they remove their hands from their head. The player who receives the pass quickly puts their hands on their head as if they had received the ball.
- To score a goal, a player with their hands on their head must cross the base line of the opposite field.
- To get the ball back, the opposing team must touch the player who has their hands on their head. When this happens, the invisible ball passes to the opponent, who must now run with their hands on their head. The game continues as if it is a regular football match.

3. Three Ball Football



Two teams are formed, each with a different colour bib. The game has a regular football match structure, but is played with three balls. There is one ball on the field at all times (like in football) and the other two balls are carried by a participant from each team. At any point, a player may pick up the ball being used for the game with their hands. When this happens, the player of their team who up to now had a ball in their hands must instantly drop it. The football game continues with this ball.

Variations:

- v1:** Depending on how easily participants understand the game, the rule can be added that players who have the ball in their hands cannot move. Therefore, in order to move they have to pass the ball to other members of the team.

4. Field Tag



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Two teams take opposite sides of a large rectangular field. Each aims to score as many points as possible and avoid having any scored against them. Both teams defend and attack at the same time.

- For players to score, they must reach the back line of the opposite field without being tagged by the other team.
- To prevent scoring, players on one team can catch (tag) players who are trying to cross their field to score.

Whether they score or get caught in their attempt, players must return to their own field to continue playing.

Variations:

- v1:** When a person is caught, they must freeze in the position where they were tagged. One of their teammates must touch their hand in order to free them to continue playing.
- v2:** Hoops are placed inside both fields. If a player is inside a hoop they are safe and cannot be caught. These bases can be used by players when they try to cross the opposite field in order to avoid being caught.
- v3:** A large number of flat cones are placed at the end of the field. Each time a player crosses the base line, they must grab a cone and bring it safely back to their own field in order to score a point.

5. Circular football



Two teams are formed with the same number of hoops as players laid out across the field. Hoops should be in two colours: one for each team. Each player chooses a hoop to stand inside. Although they can stick body parts outside the hoop, one foot must remain inside the circle at all times. A football match is then played.

Variations:

- v1:** At the signal, everyone changes hoops and the game continues. People can only occupy the hoops that are their own team's colour.
- v2:** At the signal, everyone changes hoops and the game continues. Any of the circles on the field can be occupied.
- v3:** Lay out twice as many hoops as there are players. Everyone can move to the hoop of their choice, but the ball can only be touched (to pass or kick) when one foot is inside the circle.
- v4:** The same game and variants can be applied for basketball or handball matches, not just football.

6. Get the ball back to score!

A rectangular space is set out (similar to a volleyball or basketball court). Players are divided into four teams, each wearing different colour bibs. Two teams stand in the middle of the playing area and the other two teams remain behind each of the opposite back lines.

The game is played with a ball and the hands. The aim for each team is to score as many points as possible. To do so, they must pass the ball between team members until they cross the opposing back line. The player holding the ball in their hand can take a maximum of two steps. Players without the ball can run as much as they want.

The game begins with the two teams in the middle playing one against each other. The remaining two teams wait at the two ends.

- The team with the ball tries to get to the end with the ball and cross the base line.
- The team without the ball needs to get it back by intercepting a pass or forcing their opponents to throw the ball out of bounds. When this happens, the attackers and defenders change roles, as in a basketball or handball game.

If a team scores, they quickly give the ball to the team waiting at that end of the field. This team is now 'on' and begins their own attack. The defending team continues to play the same role. Therefore, in order to score, the team that is defending must first get the ball back, and then pass it to the corresponding team waiting at either end.

Variations:

v1: Once the participants have mastered the rules, the game may also be played by kicking the ball.



ANNEXES

 **Annex 1**

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Session Plan

Skill:

Session number:

Date:

Venue:

Coach:

Introduction:**Time:**

Questions

Warm-up:**Time:**

Game:

Learning Activity:**Time:**

Game:

Three Part Match:**Time:**

Rules linked to the skill:

Cool-down:**Time:**

Game:

Closing:**Time:**

Questions:

*Comments/ Observations:

▶ **Annex 2**

ROLEPLAY MATERIALS

SITUATION:**WORKING IN CONSTRUCTION****Your manager is shouting at you!**

Ahmed found work last month in construction. It is a job with a good salary and schedule which enables him to pay his bills and continue studying.

- On the construction site there are a lot of things to do and there is a lot of pressure to finish.
- You don't know how to mix the cement that you have been asked to do and everyone seems too busy to help you.
- When the manager sees that you don't know how to do it, they start shouting at you.

How do you react?

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COACHES:**THINGS TO OBSERVE DURING THE ROLEPLAY!**

- Conducts and behaviors (actions, decisions)
- Uptake of the role: how the participant understands the role (submission, power, authority, respect, treatment, relationships etc.)
- Verbal and non-verbal communication (gestures, gaze, tone of voice, volume, posture, use of space, etc.)

COACHES:**QUESTIONS TO ASK AFTER THE ROLEPLAY TO PROMOTE DISCUSSION!**

- Description questions: What did we observe? What happened in the situation? What did we see that caught our attention?
- Transfer questions: Do we think this can happen to us in reality? What are the key issues in bringing this to reality? Is the situation likely?
- Insight questions: How did we feel? how did the other people make us feel? How did we experience the exercise of the role? What made us feel uncomfortable?
- Learning questions: What did we like about what happened and what we did? What would we do differently? What things could we do more of? What things could we do less of?



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