FAIR-PLAY HANDBOOK

Implementation of academic concepts into football practices

Erasmus Initiative

Vital Cities and Citizens

Erasmus University Rotterdam

Erasmus+

This handbook contains the findings and results of the FAIR-play project of Erasmus University Rotterdam and the participating organisations: Hibernian Community Foundation, Limited South of England Foundation Charlton Athletic Community Trust, Sport-Verein Werder V. 1899, Stichting Feyenoord Foundation, and Inter Campus. This handbook is intended for football clubs with social youth programs. It will be useful for all sports clubs and youth coaches that want to teach their pupils more than just sports tactics.

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INTRODUCTION

FAIR-play stands for 'Football for Adolescents to increase Resiliency – A Program for Life-skills And Youth. This project was designed to increase resilience and promote life skills in children and adolescents through football training. Resilience is the human capacity to bounce back and positively adapt in the face of destabilizing or disturbing life experiences (Wright & Masten, 2005). This means that resilient individuals are more likely to experience positive growth in the aftermath of significant challenges. Research shows that resilience can be learned through well-constructed interventions that target certain aspects of its construct, such as self-efficacy, access to social support, and optimism (Luthar & Cicchetti, 2000; Prince-Embury, 2006; Prince-Embury, 2008).

The FAIR-play project offered youth resilience training at 5 leading athletic communities in 7 different locations around the globe: SC Feyenoord, the Netherlands, SV Werder Bremen, Germany, Inter Campus Hungary, Inter Campus Uganda, Inter Campus Paraguay, Hibernian Community Foundation Scotland, Charlton Athletic Community Trust, United Kingdom. Its objective was that learned skills in one setting, football practice, would transfer to other settings in daily life, thereby having a positive contribution to the personal development and life skills of the children involved.

The idea behind resilience training embedded in football practice originated from the scientific field of sport-based positive youth development (SB-PYD). This approach is grounded in positive psychology and based on the premise that all youth have the potential for achieving positive developmental change (Holt & Neely, 2011; Holt, 2016). In FAIR-play, resilience-related topics, such as optimism, coping, motivation, emotional reactivity, leadership, goal setting, and friendship were addressed in exercises during regular football training. Ultimately, this program aimed to strengthen the transfer of social, emotional, and behavioural competencies to other life domains, such as school, friendships, and family life (Gould & Carson, 2008; Turnnidge et al., 2014; Weiss et al., 2014; Pierce et al., 2017).

The resilience training on the football field combined SB-PYD theory with the expertise of youth workers, football coaches, and volunteers in athletic communities. At first, workshops were organized with presentations on the relevant topics (e.g. coping) by researchers from the Erasmus University Rotterdam (EUR). Next, training exercises were designed by these researchers in conjunction with the athletic communities. Children then practiced these exercises during the following 10-week training period. Examples of these exercises can be found after the chapters. Before and after these training periods, questionnaires were administered to the participating youth to see how they responded to questions about motivation, coping, optimisms etc. To be able to assess potential benefits of the training, questionnaires were also administered to control groups of youth who followed regular football practice but were not exposed to the exercises in the resilience training program. Afterwards, the data from the questionnaires were analysed using statistical methods to see if patterns of positive youth development occurred as a result of the resilience training. The final step was for each athletic community to reflect on the FAIR-play cycle in a sustainability report. This reflection is included at the end of this book.

This book is a guidebook with eight other chapters that take the reader through various training topics related to the enhancement of resilience: goal setting, leadership, optimism, coping, stress and anxiety, emotional reactivity, motivation, and friendship. Each chapter defines the skill being discussed and provides the scientific theoretical framework that formed the backdrop for the FAIR-play program. Furthermore, it provides useful science-based advice on how to foster these skills in youth. The definitions and theories are illustrated using four fictional characters: Sufjan, an adolescent whose parents are going through a divorce. Along with feeling responsible for the breakdown of his parents' marriage, he also has many tests and examinations in school

which cause him stress and limit his focus. Sufjan is the best penalty shooter in his team and is a good teammate who strives for harmony and success for his entire team. He requires a coach to model leadership without feeling burdened by this responsibility. In addition, he requires tools in order to deal with his current stressors as well as to experience joy in order to relax. Susan, another adolescent, has been bullied in the past and consequently often feels left out in social situations. Her general tendency is to be of an anxious disposition as she worries about the world around her and what happens in it. Susan's father was a successful athlete in the past and pressures her to always perform at her peak level. This causes feelings of insecurity for Susan whenever he is present at her games. Susan requires tools to strengthen her confidence and autonomy, in order to gain a more optimistic world view and create a sense of belonging. Coach Birgit has a background in education and social work, which matches Sufjan's need to be understood. She is an empathetic listener and provides Sufjan with support in football as well as his personal issues. Coach Bob was a successful football player who understands the plights of both Susan and her father. He is also easy-going, friendly, positive, and pragmatic. With this disposition, he can help Susan navigate her way through football and be a role model for her in terms of friendship and optimism at the same time.

The primary goal of these chapters is to function as a go-to manual for information when working with children and adolescents on and off the football field. We hope this information will provide a deeper insight into the theoretical and practical relevance to understanding and implementing resilience in youth. It also contains concrete pieces of advice for coaches and others involved in football practice to help foster motivation, coping, leadership, optimism, friendship, and goal setting for young football players. The last chapter discusses examples of where and how this personal youth development approach has been successful.

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CHAPTER 1: Goal-setting

WHAT IS GOAL SETTING?

Goal setting is referred to as making concrete plans that guide someone towards the completion of a specific task. In practice, goal setting often functions as a motivational tool (Kyllo & Landers, 1995). Clear goals result in improved learning or performance, an increase in achievement, and positive feelings. Research on goal setting has its origins in organizational behavior and psychology. In the past, goal setting often focused on enhancing the levels of performance at work. However, over the years, things have improved as we now focus on a broader range of fields, including learning and performance in schools and sports.

Motivation and Goal Setting

As mentioned, goal setting and motivation are closely related. The exact nature of this relationship is still being studied. It might be that the characteristics of a goal could influence the motivation that follows. Alternatively, goal setting and motivation could work in combination to ensure the success of a task (Cerasoli & Ford, 2014). Motivation can be on an intrinsic-extrinsic continuum. Intrinsic motivation is the type of motivation that stems from within a person. An intrinsically motivated individual pursues a goal for personal satisfaction. Extrinsic motivation is driven by external factors. An extrinsically motivated person is driven by what they can gain from their environment as a result of accomplishing a task, such as wealth, fame, or social approval. In general, intrinsic motivation is the most beneficial form of motivation to achieve goals, leading to more perseverance, more joy and more effective behavior. The best way to promote intrinsic motivation is verbal feedback (Deci, Koestner, & Ryan, 1999). In the following section we will discuss different types of goal setting, as well as tips on how to set goals effectively.

WHAT ARE THE DIFFERENT TYPES OF GOALS?

Mastery Goals versus Performance Goals

Goal Orientation Theory describes how people strive for competence as it distinguishes between mastery goals and performance goals (Dweck, 1986). *Mastery goals* focus on mastering a task for personal satisfaction. This also involves learning and personal improvement. For example, improving one's football skills for fun, or striving for the perfect kicking technique in order to improve one's sense of mastery of the sport. In contrast,

performance goals aim at demonstrating one's competence to others and are often based on comparing and being in competition with others. Therefore, the appreciation or judgment of others is an important factor in performance goals. Praise given by the coach or a negative comment by a peer can become a decisive factor for whether a person meets their performance goal or not. Mastery goals are mostly related to intrinsic motivation and performance goals are mostly related to extrinsic motivation. However, it is important to note that these concepts do not perfectly overlap (Lee, McInerney, Liem & Ortiga, 2010).

Both type of goals can be effective as each have their own pros and cons. For example, performance goals are more effective in increasing results, whereas mastery goals are better at providing a sense of overall wellbeing (Elliot & Church, 1997). It has been found that in the classroom, performance goals can lead to feelings of unworthiness in children who do not get the highest grades (Covington, 2000). This means that performance goals, despite their effectiveness in the short-term, need to be encouraged carefully, especially in children.

Goal Orientation: Approaching Success versus Avoiding Failure

How we approach goals also play a role in the achievement and our perception of the task at hand. For example, do we wish to achieve a specific outcome because we wish to (approach success) succeed or are we merely trying to avoid failure by engaging in an activity? In terms of approaching success, if mastery goals are motivated by the need to succeed, then the goal itself stems from a desire to learn. This results either in a feeling of mastery or (if the goal is not met) in new learning opportunities.

A downside to success-oriented mastery goals is that they might become too serious to be considered as fun. For example, repeated and systematic practice of certain soccer maneuvers is a fruitful strategy towards mastery. This approach however, leaves little space for creativity and spontaneity. In terms of performance goals, if a person's performance goals are motivated by their need to succeed, then their idea of 'success' would be to win the approval of those around them (Elliot & Church, 1997). The downside to focusing on winning the approval of others, is that a person can quickly lose sight of the overall picture and fail to learn valuable life lessons hidden in each opportunity.

On the other hand, setting mastery goals or performance goals can be linked to the motivation to avoid failure, where this produces a powerful drive to achieve a goal. If the goal is achieved, this results in strong feelings of relief. For mastery goals, this means that pursuing the goal is motivated by a desire to avoid being incompetent at a task (Dweck, 1986). For performance goals, if the motivation is rooted in avoiding failure, the aim is to avoid negative feedback or being 'perceived' as incompetent. There are several disadvantages of this. Firstly, avoiding failure diverts the focus from the actual task and learning the skills on how to master it. This can lower an individual's overall performance. Secondly, this type of goal setting can undermine intrinsic motivation. Thirdly, avoiding failure as a motivation in goal setting often involves negative feelings, such as anxiety and feelings of helplessness (Elliot & Church, 1997).

WHAT CAN A COACH DO TO PROMOTE GOAL SETTING?

SMART Goals

A practical tool for goal setting is formulating SMART goals (Doran, 1981). This is an acronym, where every letter provides a tip on how to set an effective goal. Goals should be *Specific* on what to improve, *Measurable* for a sense of progress, *Assignable* to a specific person, *Realistic* to avoid disappointment and *Time-related* to assure when the goal will be met. Despite the widespread use of SMART goals, this tool is best used in individual cases rather than for overall setting of goals for a team (Kreek, 2018).

CLEAR Goals

Like SMART, CLEAR is an acronym with 5 guidelines for goal setting. The tool is more recent and can be perceived as an update to SMART. CLEAR goals should be *Collaborative, Limited, Emotional, Appreciable and Refinable* (Kreek, 2018). Collaborative goals ask for a team spirit where all group members contribute to success. Limited goals have clear beginnings and endings. Emotional goals address the values of every group member, thereby engaging optimal passion and energy in the group. Appreciable goals have small realistic subgoals that still reflect the nature of the bigger dream and end-goal. Finally, refinable goals can be adapted under changing circumstances, resulting in robust goals even if external factors are challenging. The collaborative nature of this tool makes it ideal for team environments.

Feedback

Feedback from the coach during the process of goal setting also plays an important role on many levels. The most constructive feedback should meet several guidelines. First, feedback should focus on the *behaviour*, not the person. Second, feedback should address the *process*, not the end-goal. Finally, feedback should not necessarily be positive only. Negative feedback, when applied with care, can provide much clarity in how to improve performance in the process of goal achievement.

Final Thoughts...

Effective goal setting centers around mastery goals based on achieving success and focusing on intrinsic motivation. A sport coach can do a lot to promote effective goal setting on the field. Firstly, enhancing self-efficacy makes the attainment of goals more likely. Next, feedback helps in guiding the process towards the valued end-goal and promotes intrinsic motivation. Thirdly, CLEAR goals focus on inclusion and cooperation, which promote high group energy, involvement, and team play. Furthermore, working towards setting mastery goals would result in lowering the risk of stress, anxiety, and helplessness. Effective goal setting can lead to more team play, and feelings of overall wellbeing and self-worth. These effects are of great value on the field and in other areas of life, both in present circumstances as well as in the future.

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GOAL-SETTING
ACTIVITY EXAMPLES

TIME: 10-60 MINUTES
AGE GROUP: 8-12 YEARS OLD
NUMBER OF PLAYERS: MAXIMUM OF 16 PLAYERS

Why would you train goal-setting?

Teaching children and adolescents about goal-setting can increase their focus on tasks. This increases the likelihood of them succeeding in the goals they set for themselves.

What is the role of the youth worker?

- Give a clear explanation of why goal-setting is important.

- Explain what you expect from the children during the activities.

CHARLTON ATHLETIC COMMUNITY TRUST
At The Heart Of The Community
1. Goal vs objective
2. Smart targets
3. Targets

FEYENOORD ROTTERDAM
1. Shooting
2. Handball
3. Relay race

HIBERNIAN 18 75 EDINBURGH
1. 7v7 scenario game
2. Breakout
3. Individual player goal-seeting

1. Goal dribbling
2. Square
3. Question dribble

1. Dribbling
2. Dribbling hand
3. Coordination parcour
4. Throwing

ACTIVITY 1:
Goal vs objective

Time:
15 minutes.

Before you start:
- Two groups split the participants into two groups.

- Group one to identify ''goals''.

- Group two to identify ''objectives''.

Explanation:
- The participants identify/share their goals and objectives.

- To differentiate goals from objectives, green dots are goals, and red dots are objectives.

- Each participant has the opportunity to classify each answer on the board.

- The group has to decide together which dots are goals and which are objectives.

ACTIVITY 2:
Smart targets

Explanation:
- Once the group agrees on which idea is a goal or objective, they have to make those SMART.

- SMART stands for: Specific - Measurable - Attainable - Relevant - Time-based.

- Discuss with the group what SMART stands for.

- After the participants understand SMART, discuss if the objectives from activity one are SMART.

ACTIVITY 3:
Targets

Explanation:

- Once after activity two, give the participants time to apply SMART to their own personal targets.

- The participants have to go over each letter of SMART to decide if their objective/ goal is SMART.

ACTIVITY 1:
Shooting

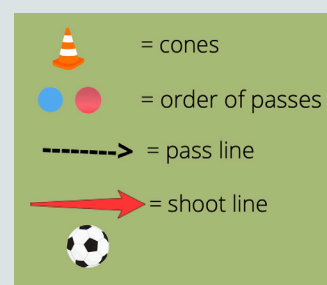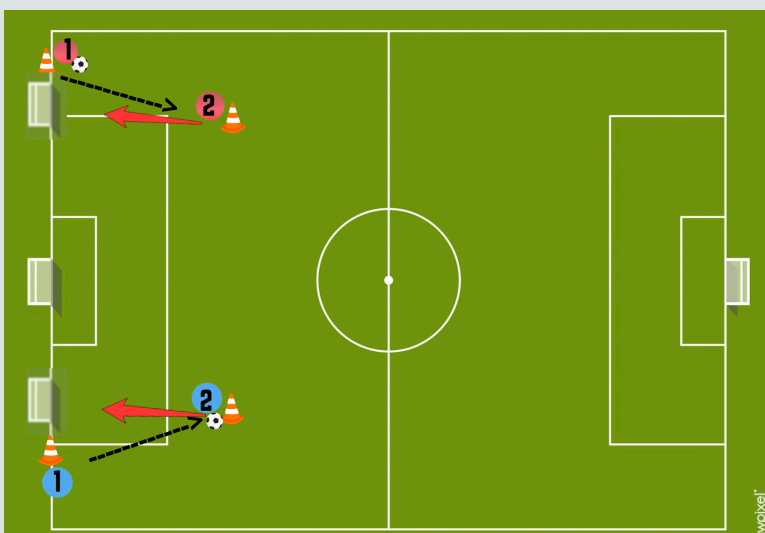| Time:	Materials:
20 minutes.	- Balls.
	- Two goals.

Before you start:

• Set one cone next to the goal and one near the goal (see picture below).

• Grab a few balls to use.

• Grab two goals and each of them on the other side of the field.

• Make two teams.

Explanation:

• A player stands next to the goal, and has to pass the ball to the player at cone two.

• The player at cone two has to control the ball and shoot.

• Everyone 'follows their ball' (player that passed the ball gets to shoot, and the player that shot the ball gets to pass) which means that everyone gets to pass and shoot the ball.

You can increase the difficulty of the exercise by:

• Adding a competition element: the first team to reach a certain amount of goals wins.

= cones
= order of passes
= pass line
= shoot line

ACTIVITY 2:
Handball

Time:
15 minutes.

Materials:
- Cones.
- Balls.
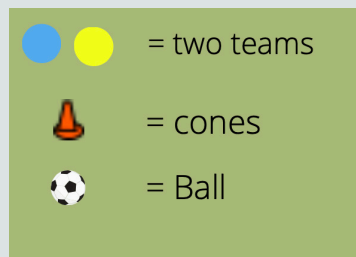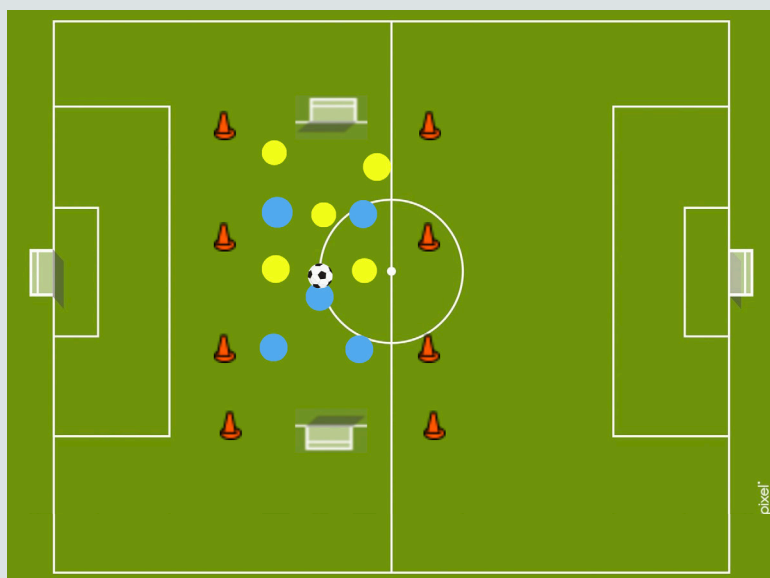- Vests.

Before you start:

- Use cones to section of a part of the field.

- Place two small goals at each end of that section.

- Make two teams and give one team vests.

Explantation:

- The activity is regular handball.

- The players pass the ball with their hands and have to score in the goals.

- The players can only score with their head.

🔵 🟡 = two teams

🔺 = cones

⚽ = Ball

ACTIVITY 3:
Relay race

Time:	Materials:
20 minutes.	- Cones. - Balls.

Before you start:
- Place two cones across from each other (base the distance of the cones on the age and condition of the players).

- Set a few balls at cone one.

- Make two teams.

Explantation:
- The players will do a relay race.

- Everyone starts at cone one.

- Every player has to run from cone one to cone two with and/or without a ball.

- When the player has run back to cone one and tapped the waiting player, the waiting player can start the relay.

- If needed the coach can start a round without the competition element.

You can increase the difficulty of the exercise by:
- Place more obstacles in the relay race (for example a dribble element or shooting element).
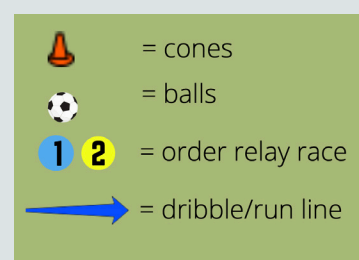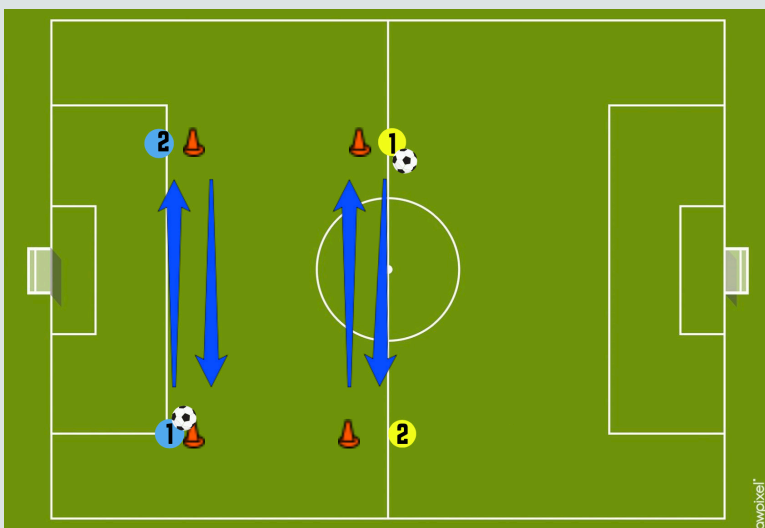
ACTIVITY 1:
7v7 scenario game

Time:	Materials:
10 minutes.	- A field with two opposing goals. - Vests to assign teams.

Before you start:

- Make two teams of seven players each.

- Draw out a pitch with two opposing goals on either side.

- Assign varying goals to each team that should be accomplished during the game.

- Opponents are not aware of each other's goals.

Explanation:

- Each team has a different goal to achieve within a 10-minute match.

- Example goal 1: one team are winning by 3-0 and must see out the game without conceding.

- Example goal 2: the other team are 2-0 down and are required to win.

- An emphasis on attaining the respective goal is the main purpose and should be maintained.

You can increase the difficulty of the exercise by:

- Making the attainability of the goals more challenging.
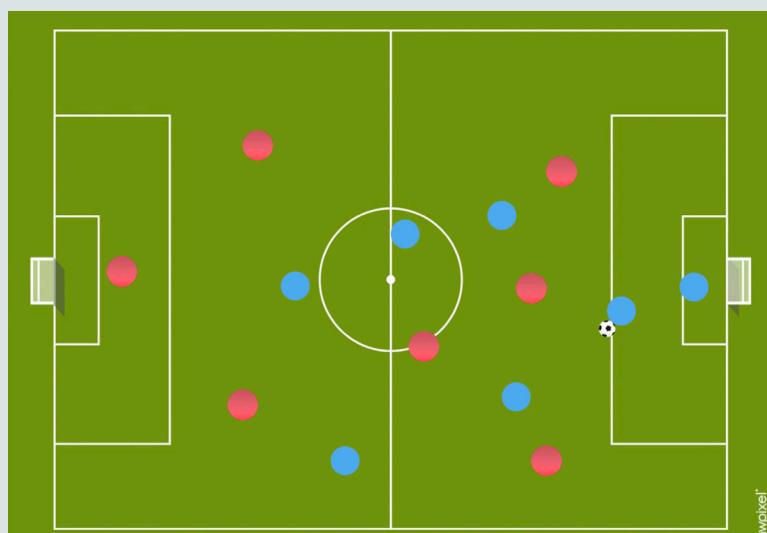
Legend:

🔴 = Team 1

🔵 = Team 2

ACTIVITY 2: **Breakout**

Before you start:

- Assign two teams of roughly six players.

- In each team, assign one wall player.

- Outline a goalless pitch, and direct the wall players to either end.

Explanation:

- One point is scored if the ball is played as quickly as possible to the team's wall player.

- Two points are scored if the ball has at least been passed three times without the opposition touching the ball, before being played to the wall player.

- The player who successfully passes the ball to the wall player swaps with them.

- Play the game for five minutes, evaluate each team's score, and play for another five minutes with the goal to score higher.

You can increase the difficulty of the exercise by:

- Once the team has scored a single point, the team may only score two points by passing around.
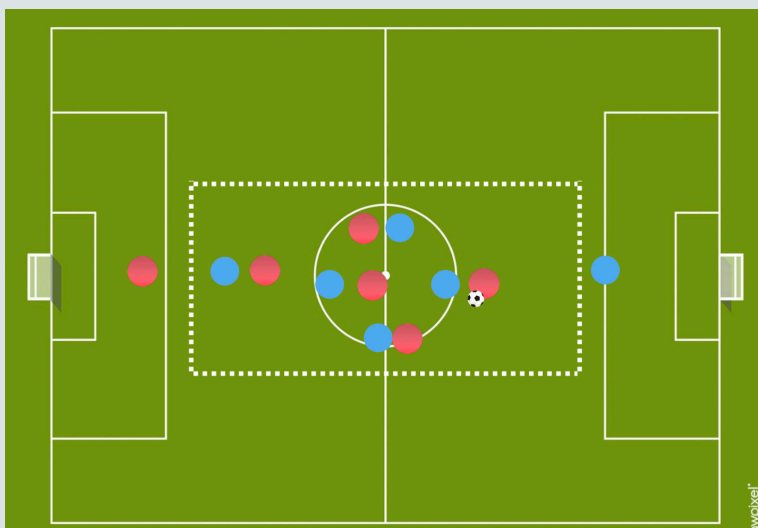
Legend:

🔴 = Team 1

🔵 = Team 2

ACTIVITY 3:
Individual player goal-setting

Time:
Over multiple training sessions,
with 5-minute testing moments.

Materials:
- Cones.

Before you start:

• Ask each player to identify their weak foot.

• Task the players to work on this foot away from training.

Explanation:

• Over the duration of this training session, the players may achieve 4 levels of skill and move up if they show certain skills.

• These skills may be shown with for instance a passing drill exercise (see example).

• The level of their weak foot is identified by the color of the sock the player wears.
    - **White:** Stage 1
    - **Blue:** Stage 2
    - **Black:** Stage 3
    - **Green:** Stage 4

• The sock is worn as a visual reminder to encourage the player to improve.
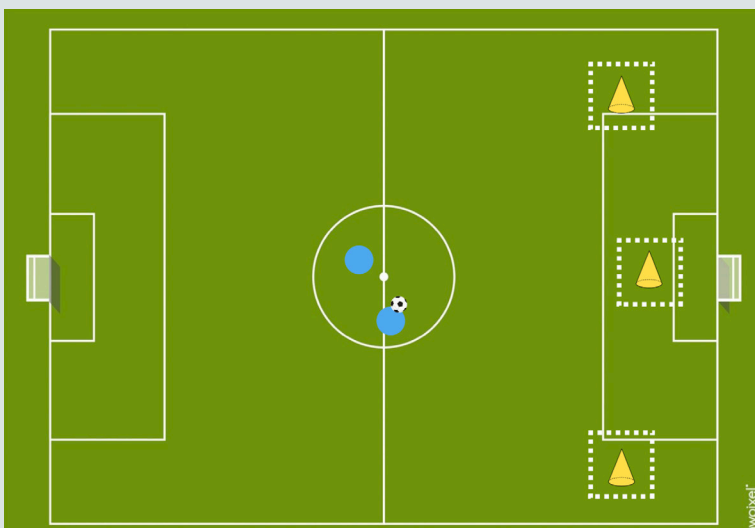
Legend:
🔵 = Player
🔺 = Cone

ACTIVITY 1:
Goal dribbling

Time:	Materials:
15 minutes.	- 1 or 2 goals. - Balls and cones.

Before you start:

- Place 3-5 cones a few meters apart from the goal (base the distance of the cones on the age and ability of the players).

- This is a competition-based exercise, the exercise is based on points.

Explanation:

- The players have to dribble through the cones and shoot on goal.

- Prior to shooting on goal, the players have to decide where they want the ball to go. (Example: top right, left bottom). When they shot the ball in the right part of the goal, they get a point.

- The goals can go from easy (bottom right, bottom left), to medium (middle) to hard (top left, top right).

You can increase the difficulty of the exercise by:

- Making the goal of the game: successfully reaching five goals.

- Letting the players and coaches decide where they need to shoot the ball (top left, middle).

- Giving the player a point when they shoot the ball in the right place.

= cones
=players
= pass line
= shoot line
= balls
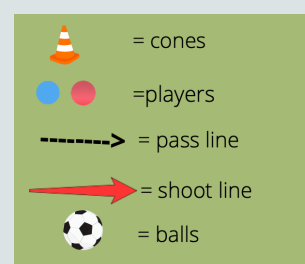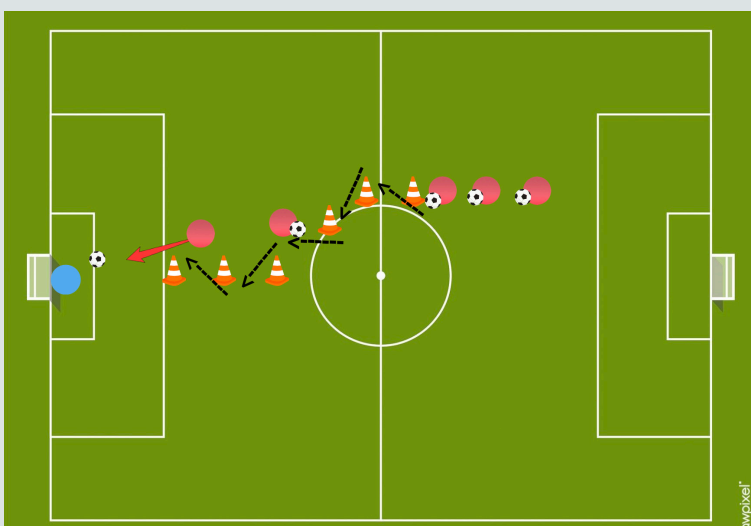
ACTIVITY 2: **Square**

Time: 20 minutes. **Materials:** - Cones. - Balls and vests.

Before you start:

- Use cones to section a part of the field.

- Make a square with cones (ca. 10x10 meters).

- Fill the square with multiple cones.

- Under some cones, write different tasks on paper (example: run back, 10 jumping jacks, answer trivia questions and/or questions, etc.) the players need to do.

Explanation:

- The players enter the square and look for the papers under the cones.

- If, under the first cone, the player doesn't find anything, he runs back to the line. If the player finds a piece of paper, he has to perform that task before running back to the line.

You can increase the difficulty of the exercise by:

- Add an opponent element. The opponent can move on the lines of the square and needs to stop the player from entering the square.

🔵	= players
🔺🟡	= cones
⬅	= run line
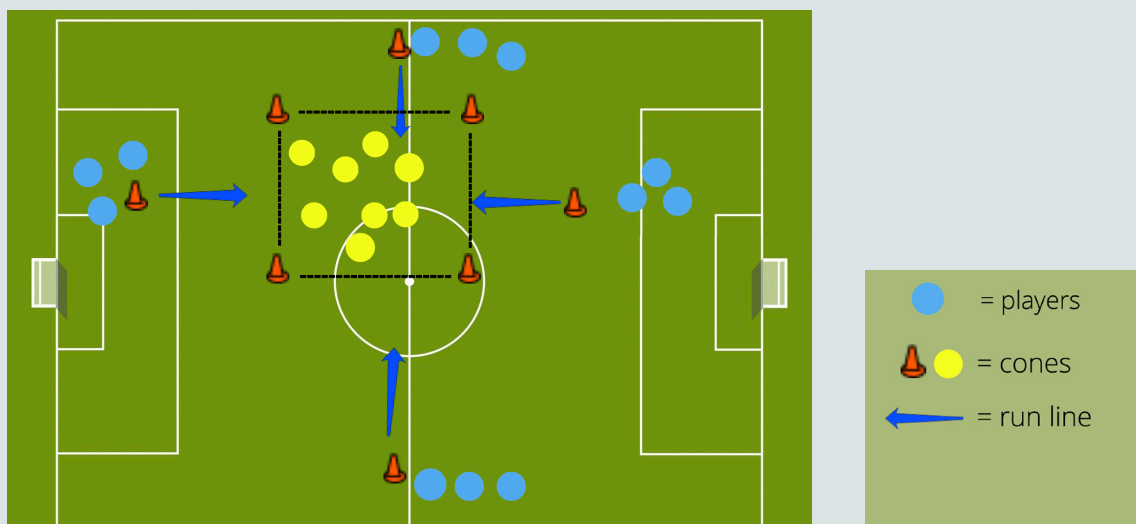
ACTIVITY 3:
Question dribble

Time:	**Materials:**
15 minutes.	- Goals.
	- Balls and cones.

Before you start:

- Place four cones at a distance from each other.

- Put a few players at every cone.

- Think and write a few math questions for the players (example:7+3, 4+1, etc.).

- Put multiple numbers on different pieces of paper and place them somewhere the players can reach.

- Give each player a math question they need to answer.

Explanation:

- The players need to shoot from the cone to the goal.

- If a player scores, they need to run towards the right piece of paper according to the question they have been assigned (for example: if the question is 7+2, they need to find number 9).

You can increase the difficulty of the exercise by:

- Create a 1 vs. 1 situation. The players now have to pass a defender before being able to shoot on goal.

- Add a competition element: make this activity a parkour race. The team who was able to finish the activity in the fastest time wins.

🔺	= cones
⚽	= balls
🔵	= players
→	= dribble/run line
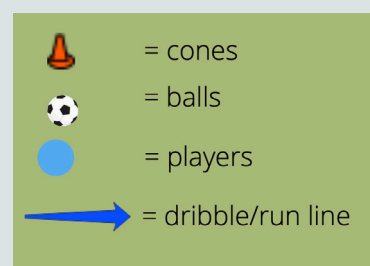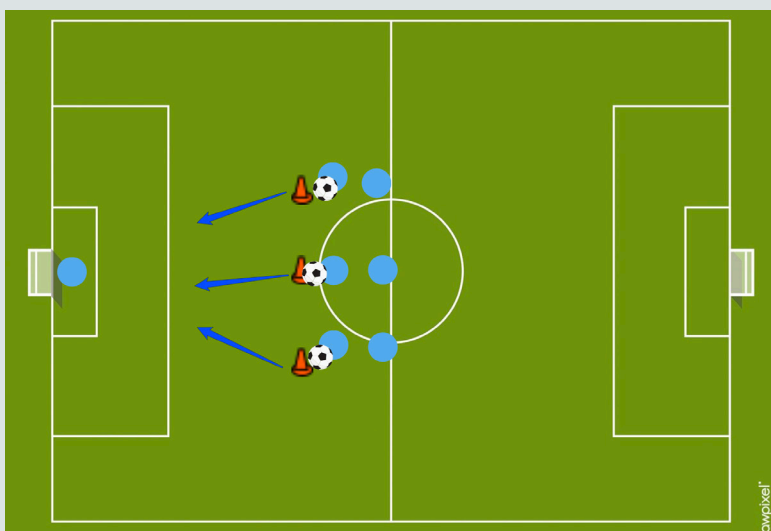
ACTIVITY 1:
Dribbling

<div style="border: 1px solid black; padding: 10px;">

Time:
Based on time record.

Materials:
- Equally distanced cones.

</div>

Before you start:

- Draw a line of cones with 1.5m in between.

- Emphasize that pupils are encouraged to record their training focus into a learning diary after every season.

Explanation:

- Players dribble through the cones with a ball on foot.

- They try to do this as fast as they can.

Legend:

🔵 = Player

🔺 = Cone

➡ = Dribbling direction

ACTIVITY 2:
Dribbling hand

Time:
Based on time record.

Materials:
- Equally distanced cones.

Before you start:

- Draw a line of cones with 1.5m in between.

- Emphasize that pupils are encouraged to record their training focus into a learning diary after every season.

Explanation:

- Players dribble through the cones with a ball, either bouncing or rolling using their hands.

- They try to do this as fast as they can.
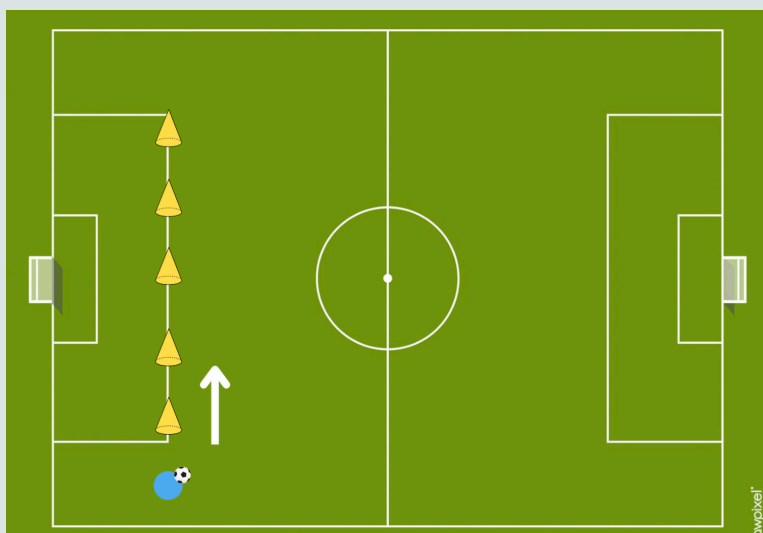
Legend:

🔵 = Player

🔺 = Cone

➡️ = Dribbling direction

ACTIVITY 3:
Coordination parcour

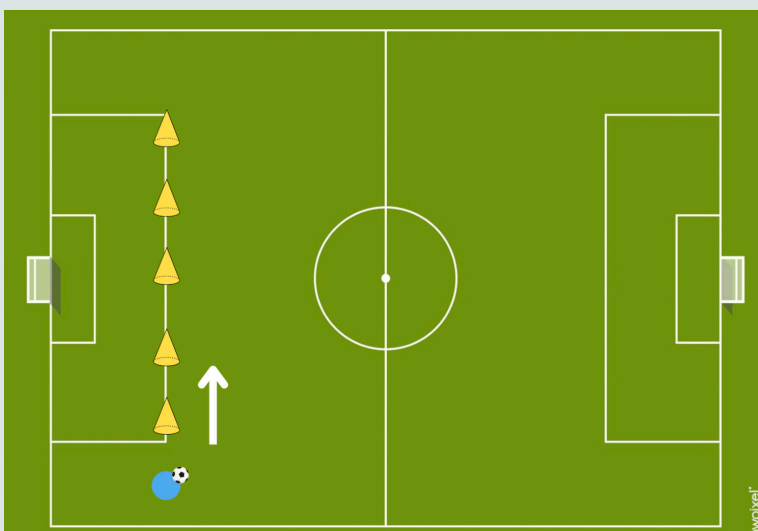| Time:	Materials:
One minute per cone.	- Differently colored cones, preferably in colors specified below.

Before you start:

- Draw a line of cones with 1.5m in between.

- Emphasize that pupils are encouraged to record their training focus into a learning diary after every season.

Explanation:

- Different actions are performed at the colored cones:

  - **Yellow:** Throw thte ball vertically, clap five times, and catch the ball.

  - **Blue:** Throw the ball vertically, make a full turn, and catch the ball.

  - **Red:** Stand on one foot, close eyes, throw the ball five times from one hand to the other.

  - **White:** Stand wide, hold the ball crosswise between the legs (i.e. one hand from the front, one from the back), let hold of the ball and change grip five times.

  - **Green:** Throw the ball vertically overhead, catch the ball behind the back.
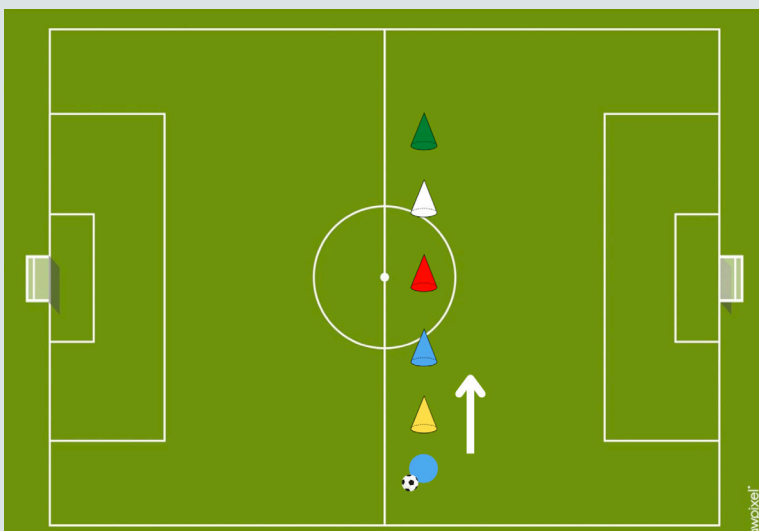
Legend:

🔵 = Player

🔺 = Differently colored cones

ACTIVITY 4:
Throwing

Time:
10 attemps.

Materials:
– A box.
- Varios throwable balls.

Before you start:

- Lay out a selection of throwable items such as different types of balls.

- Emphasize that pupils are encouraged to record their training focus into a learning diary after every season.

Explanation:

- Players receive a maximum of 10 attempts to throw multiple types of balls into a box.
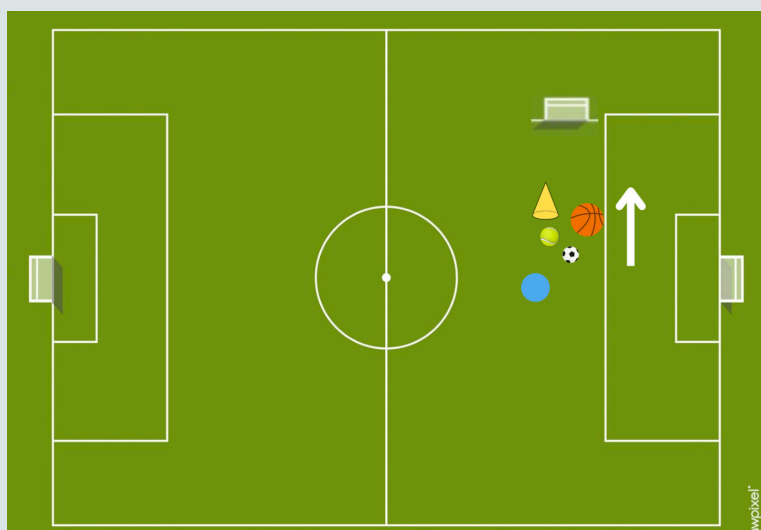
Legend:

= Player

= Various balls

= Throwing direction

CHAPTER 2:

Leadership

2

WHAT IS LEADERSHIP?

Leadership in the simplest sense is defined as being 'a process of social influence which maximises the efforts of others in order to reach a common goal' (Kevin Kruse, 2013). It is easy to confuse leadership with management. Management is the strict planning and coordinating of people to meet a specific goal. Therefore, while management is a part of leadership, effective leadership takes more than the mere management of people and tasks.

In the literature, four concepts of leadership are often discussed (Oakland, Falkenberg & Oakland, 1996): (1) *Leadership as power and influence*; the exertion of power and influence over others due to personal characteristics, such as expertise, friendship, charisma. (2) *Leadership as skillful management of behaviour*; due to a person's qualities of being able to work efficiently, diagnose problems, plan, motivate people, adequately manage resources and present ideas in an impactful way. (3) *Leadership as personal qualities and traits*; a person's individual characteristics of honesty, intelligence, decisiveness, dependability, integrity, self-confidence, tolerance to stress, diplomacy, assertiveness, conscientiousness, agreeableness and emotional stability. (4) *Leadership as an interaction between personal qualities and environmental resources*; the ability to be adaptable by using different skills and styles tailored to different environmental situations.

Overall, leaders are seen as *role models* and the process of leadership requires a delicately balanced set of skills which are learned over time. In the following chapter we will discuss different types of leadership and how we can foster leadership in children and adolescents.

WHAT ARE THE DIFFERENT TYPES OF LEADERSHIP?

Authoritarian versus Democratic Leadership

A key theory in leadership addresses how power is divided between the leader and the group. Power is the capacity or the potential to influence (Northouse, 2021). In an *authoritarian leadership* style, the leader maintains maximum control (Lewin, Lippit & White, 1939). This leaves little room for discussion or flexibility. Authoritarian leadership has the benefits of rapid decision-making and achieving goals. The downside, however, is that everyone

suffers if the leader is incompetent (Butt, 2017). Also, this leadership style has been found to promote *fear* and *distrust* among the members in the group. (Jooste & Fourie, 2009).

The opposite of authoritarian leadership is *democratic leadership*. In this leadership style, everyone is invited to be part of the decision-making process, while the leader has the final say (Lewin, Lippit & White, 1939). This approach has been found to strengthen the relationship between teacher and students (Okoroji, Anyanwu & Ukpere, 2014). It has also shown to *improve the group morale* (Jooste & Fourie, 2009). A downside of democratic leadership is that collective problem solving may slow down the decision-making process (Butt, 2017).

Transactional versus Transformative Leadership

Another theory of leadership can be found in the understanding that different group activities require different styles of leading. On the one hand, leadership can be *transactional*. This style is based on the exchange of one thing for another and is rather bureaucratic; where the leader rewards the group for desirable actions and at times punishes the group for unwanted behaviour. This leadership style is often found in well-ordered societies (Bass at al., 2003). Furthermore, in places like school environments, this style is seen as effective (Currie & Lockett, 2007).

On the other hand, *transformational leadership* goes to the surface of transactions and is more flexible under changing circumstances. Transformational leadership is more dynamic, encouraging, inspiring and motivating, as it urges people to innovate and create the needed changes through independence (Khanin, 2007). This

style emerges from the interaction between the leader and the group (Bass et al, 2003). A transformational leader creates an environment where the group can discover higher order needs like self-growth (Khanin, 2007). This style has been found to be both effective and is better appreciated by the followers in a wide range of domains (Lowe, Kroek, Sivasubramaniam, 1996).

WHAT CAN COACHES DO TO FOSTER LEADERSHIP?

Education on Leadership

A common aspect found in research into adolescent leadership is that many youths are not aware of leadership knowledge or the required skills to be an effective leader (Cohen et al., 2011). While we often think that good leadership is innate and intuitive, research shows that this is not necessarily the case. In fact, most leadership skills are learned and cultivated throughout a lifetime. Therefore, an important first step in fostering leadership in youth is to provide them with knowledge and information on what leadership is and what skills are required to be a good leader, such as *effective communication, confidence, sound decision making, cooperation, friendship, integrity, empathy,* and *conflict resolution* (Karagianni & Montgomery, 2018). These skills can be taught and fostered through activities such as workshops, role-playing, and encouraging volunteering in the community. Furthermore, research and programmes focusing on such methods have shown to improve levels of confidence in youth, feelings positivity in their ability to overcome barriers, as well as their strength to lead (Hoyt & Kennedy, 2008).

Being a Role Model

The coach plays an important role in the success of a sports team (Chui, Rodriguez & Won, 2016). In coaching, democratic leadership is generally preferred over authoritarian leadership. This means that coaches are most effective if they set directions and lead by example without dominating the group. Democratic leadership has been found to increase the intrinsic motivation of the soccer players and make them feel socially supported (Borghi, Borges, Menegassi & Rinaldi, 2017). Additionally, transformational leadership in coaches

has been found to be more effective than transactional leadership. This means that the focus of coaches should go beyond basic needs of the athletes and should also focus on aspects like growth and empowerment. Especially representing a vision and being a positive role-model that is easily trusted have been found to make a sports coach an effective leader (Rowold, 2006). The leadership style that is preferred (in soccer/football), differs slightly for offensive players versus defensive players (Riemer & Chelladurai, 1995). This means that a coach must be flexible and adaptive in their leadership style. Defensive players are relatively more reactive to a variety of unexpected game situations. This makes them appreciative of social support, which results in the need for more democratic leadership. Offensive players are relatively more structured and controlled as they require a fixed set of maneuvers. Therefore, a directive rather than democratic leadership by the coach results in optimum performance. Unpredictable behavior is a key component of being an offensive player. This requires the coach to provide a more transformational approach of leading that involves inspiration and motivation towards creativity.

Understanding Leadership Roles

Apart from the coaches, athletes themselves are also a source of leadership (Loughead, Hardy & Eys, 2016). In sports teams, two types of athlete leadership can be identified: the team captain and the spontaneous group leader. The team captain naturally functions as an appointed leader on the field and functions between the coach and the team. This makes their leadership more externally focused compared to peer leadership (Loughead, Hardy & Eys, 2016). The best field position for a team captain might be midfield, since that position requires the flexibility of interacting with both offensive and defensive peers (Lee, Coburn & Partridge, 1983). Contrastingly, informal leadership in a peer group emerges spontaneously within the team dynamics. Peer leaders, opposed to team captains, seem to focus more on the social aspect and thereby influence the culture of Leadership status among peers in sports is high when there is a high level of performance, a senior status, and an *internal locus of control* (Yukelson, Weinberg, Richardson & Jackson, 1983). An internal locus of control refers to the feeling of mastery and effectiveness

one has within themselves. In sports, peers who display leadership behavior are a source of acquiring leaderships skills (Price & Weiss, 2013). Therefore, identifying these peer leaders and encouraging them to foster a proactive, inclusive, and open culture in the team would further foster greater leadership and role-modeling for fellow team members.

Parental Support

As mentioned, leadership qualities are developed mainly by social learning from role models. Furthermore, leadership behavior learned as children are often the skills we use throughout our lifetime (Zacharatos, Barling & Kelloway, 2000). Therefore, parents play an important part in how youth learn leadership skills. Role models who celebrate achievement and encourage children to give it their best promote leadership qualities. While dealing with adolescent children can be quite challenging, helping parents understand their role in the acquisition of leadership skills in children is therefore a necessary step in building resiliency. Furthermore, educating parents on what qualities to foster in their children to develop their leadership skills as well as helping them understand that challenging circumstances are often a positive factor in developing leadership qualities (if they are not overwhelming). This can be beneficial for the growth and cultivating of such skills in youth (Zacharatos, Barling & Kelloway, 2000).

Final Thoughts...

Effective leadership within sports will result in athletic success as well as positive personal development. Within the FAIR PLAY project, we focus on the additional effects of effective leadership: the way it contributes to socio-cognitive growth. During adolescence, the influence of peers, rather than parents, plays a major role in the development of youth. During this phase, peer leadership, group acceptance and quality friendships are important factors in the wellbeing of children (Moran & Weiss, 2006). Therefore, field training and sports events are a playful source of socio-cognitive growth in acquiring life skills. On the field, inspirational leadership shows itself in at least three ways. First, the coach is seen as the main role-model in guiding achievements through teaching and explaining. Second, the team captain is a role model who aids in team building and motivation. Third, a peer leader enables stronger relationships within the group. Ideally, good leadership in a football team is represented on all three levels, thereby promoting rich opportunities for positive development.

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LEADERSHIP
ACTIVITY EXAMPLES

TIME: 10 - 60 MINUTES
AGE GROUP: 8-12 YEARS OLD
NUMBER OF PLAYERS: MAXIMUM OF 16 PLAYERS

Why would you train leadership?

Teaching players leadership will teach the players to have control in their lives and the ability to make things happen.

What is the role of the youth worker?

- Give a clear explanation of why leadership is important.

- Explain what you expect from the children during the activities.

1. Voting SWOT
2. SWOT scenario
3. Personal SWOT

1. String tag
2. Tic Tac Toe
3. Football match

1. 3 Team game
2. 7v7 game
3. Speed and agility
4. Warm-up activity

1. Circle dribble

1. Pick a leadership card

ACTIVITY 1:
Voting SWOT

Before you start:

- SWOT Analysis: Strength - Weaknesses - Opportunities - Threats.

- SWOT is a method to identify and analyze all four aspects of a participant's perception.

- Name some examples to the participants of every aspect, like:

    - Strength: I am an active listener.

    - Weaknesses: I don't talk a lot.

    - Opportunities: My friend can encourage me to talk more.

    - Threats: I might talk too much or not be comfortable with talking a lot.

Explanation:

- Participants have to think statements (example: a good leader cannot have any weaknesses).

- Everyone decides if the statement is true or false.

- Everyone gets time to debate their vote and convince the opponent that their right.

- Afterward, everyone discusses what they noticed about their opponents while they were being challenged about their vote (body language, interaction with activity, etc.).

ACTIVITY 2:
SWOT scenario

Time:
20 minutes.

Before you start:

- Make groups of the participants.

- Think of different scenarios that can be applied to a SWOT analysis.

- Every group gets one to two scenarios

Explanation:

- The groups have to work on the given scenarios.

- They each have to analyze the scenarios with SWOT.

- After they finished the analysis, each group presents the SWOT analysis to each other.

ACTIVITY 3:
SWOT scenario

Time:
20 minutes.

Explanation:

- Participants now have time to make their own SWOT analysis. ... they have to ask themselves the following questions:

    - What are my strengths?

    - What are my weaknesses?

    - What opportunities do I have?

    - What are the threats to the objective not being met?

ACTIVITY 1: **String tag**

```
Time:
15-20 minutes.

Materials:
- Cones.
```

Before you start:

- Section a part of the field with cones.
- Choose one player to be 'it.'

Explanation:

- This activity is tag with a twist.

- The 'it' player is the leader and needs to touch the other players with their hands.

- The player that has been touched by the 'it' player has been tagged and needs to hook their arm with the 'it' player's arm. Together they will tag the other players.

- The more players 'it' tags, the longer the string of players will be.

- The 'it' player tells the other players where to go and the other players need to listen.

= The cones

= the string of taggers

= other players
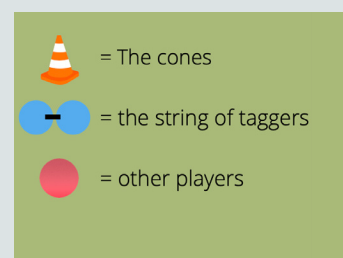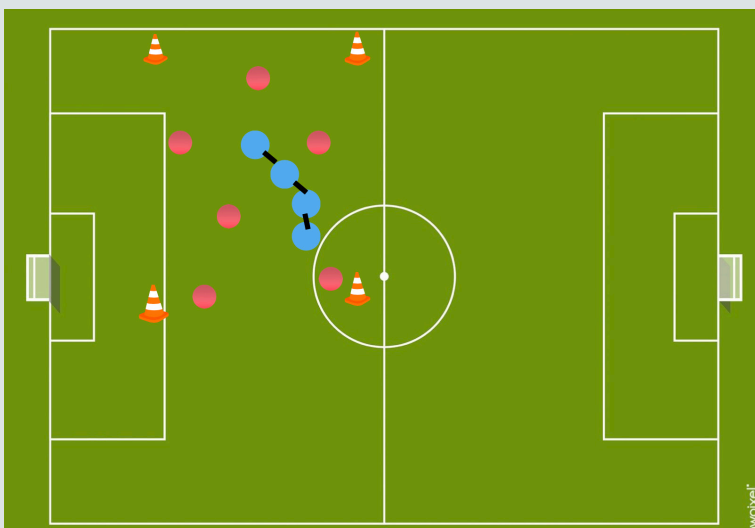
ACTIVITY 2: **Tic tac toe**

> **Time:**
> 15 minutes.
>
> **Materials:**
> - Hoops or cones.
> - Vests to assign teams.

Before you start:

- Place the hoops (or cones) in a 3x3 formation (see picture below).

- Place one cone at a distance from the hoops.

- Make two teams.

- Give every team three vests.

Explanation:

- This exercise is real-life tic tac toe.

- The aim of the exercise is to get three of the same color vest in a row.

- The players have to run from the cone and put their vests in a hoop.

- The team who has three vests in a row first, wins.

- One player of each team can stand aside from the 3x3 formation and guide the other players.

Legend:
— = run line
● ● = two teams
▲ = cone
◯ = hoops
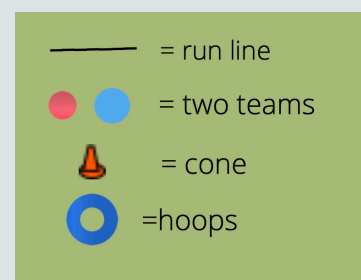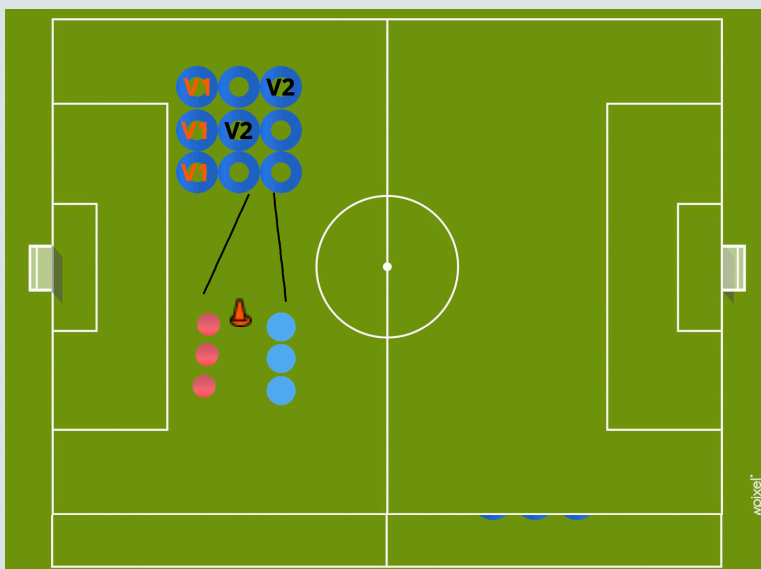
ACTIVITY 3:
Football match

Time:
30 minutes.

Materials:
- Vests.
- Cones.
- Balls.
- Goals.

Before you start:

- Section of a part of the field with cones and use two goals.

- Grab a few balls.

- Make two teams.

- Let the players collectively decide what position everyone will play.

Explanation:

- The two teams will play a regular football match.

- By giving each team the responsibility to collectively choose their position, the coach will notice the dynamic in the team.

🔵🔴 = two teams

⚽ = the ball

= the goal
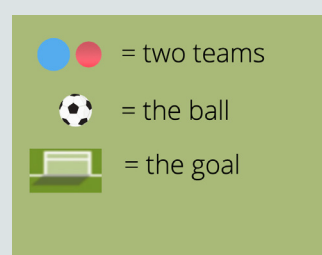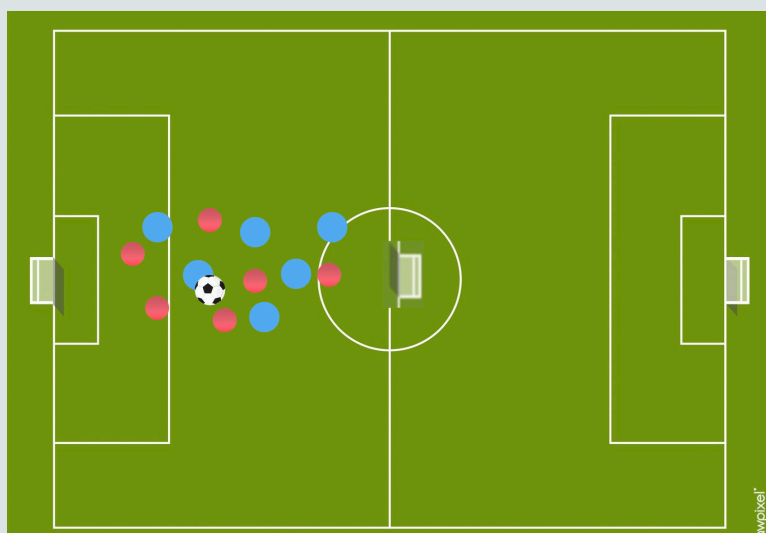
ACTIVITY 1:
3 Team game

Time:
Repeated sessions of 4 minutes.

Materials:
- Cones to draw a pitch.
- Vests to assign teams.

Before you start:

• Make three teams of roughly 5 players and assign a leader per team.

Explanation:

• Two teams on either side of the pitch play to keep the ball.

• In the middle, the third team tries to intercept or win the ball back.

• Each team member has a leader advising them what to do, and identify gaps to either pass or intercept.

• The leader of the middle team is neutral and does not intercept. Instead, they focus on creating a strategy.

• If the middle team wins the ball three times, teams swap.

• Leaders may be swapped every 4 minutes.

You can increase the difficulty of the exercise by:

• Emphasizing the leader to demonstrate leadership and practice active coaching.
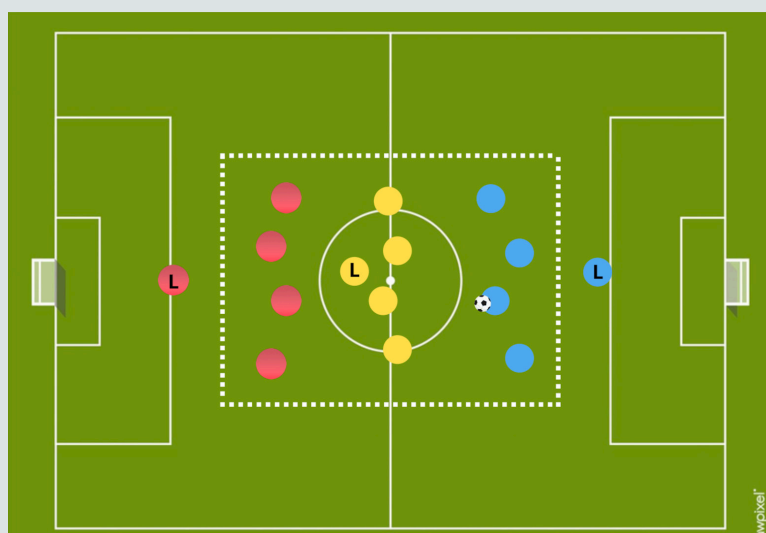
Legend:

🔴 = Team 1

🔵 = Team 2

🟡 = Team 3

Ⓛ = Leader

ACTIVITY 2: **7v7**

Time:
2x10 minutes.

Materials:
- Vests to assign teams.

Before you start:

- Assign two teams of roughly seven players and assign one captain for the game.

Explanation:

- The captain selects a role for each player throughout the game (i.e., freekicks, throw in, penalties, corners, goal kicks).

- The captain must decide on the team shape that they play in.

- After 10 minutes a new captain may be chosen on the game may be played again.

Legend:
● = Team 1
● = Team 2
Ⓛ = Leader

ACTIVITY 3:
Speed & agility

Time:
Unspecified.

Materials:
- Cones in at least four different colours.

Before you start:

• Two groups are made with a leader assigned in each group.

Explanation:

EXERCISE 1:

• The leader, in groups of two, shouts a combination of colored cones which the partner needs to follow.

• Swap partners after every three rotations

• Note: movement is straight in this exercise.

EXERCISE 2:

• The leader stands behind the group and shouts a combination of colored cones for each individual to complete.

• Note: Movement is sideways, working on defensive movement and "shuffling".
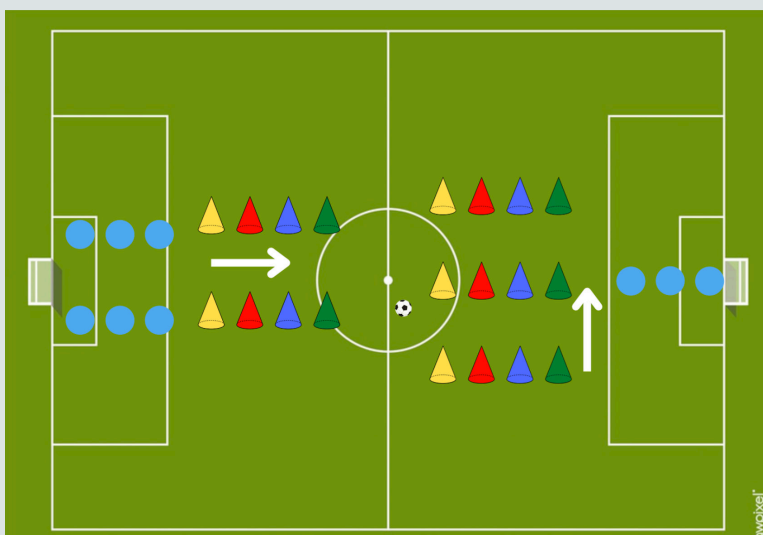
Legend:

🔵 = Player

🔺 = Cone

➡️ = Moving direction

ACTIVITY 4:
Warm-up activity

Time:	Materials:
Unspecified.	- None.

Before you start:

- Player finds a partner one with ball and one as working partner

Explanation:

- The players can move when balls passed. Dribbling is not permitted.

- The lead player passes the ball into the working player and calls out a number as the ball is traveling.

- The number relates to how many touches the working player is allowed to take before returning the ball to the leader.

- Conditions such as specific food or area of the food can also be added.

- Players swap roles.

You can increase the difficulty of the exercise by:

- Also include aerial passes

- Controlling and passing the ball in less touches with more difficult passes.
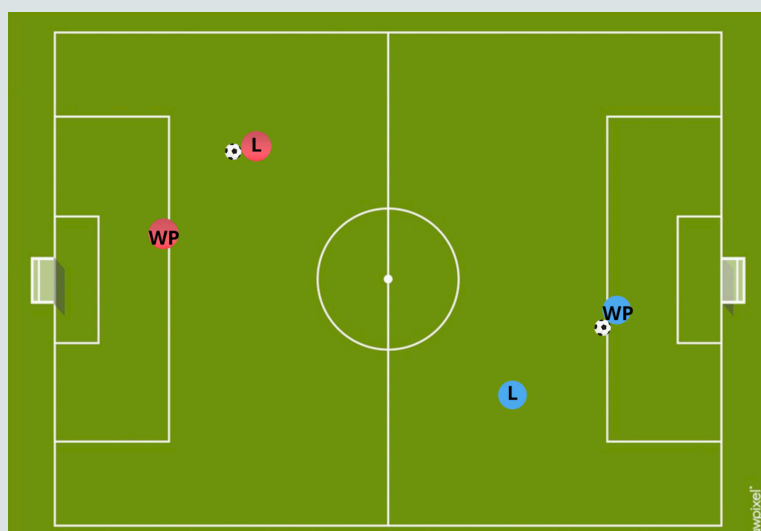
Legend:

- = Team 1
- = Team 2
- L = Leader
- WP = Working player

ACTIVITY 1:
Circle dribble

Time:	Materials:
10 minutes.	- Balls. - Cones. -End pints.

Before you start:

- Grab two balls.

- Make two teams.

- Give each team one captain.

Explanation:

- The players need to stand in a circle, holding each other's hands.

- They have to pass the ball to the other side of the field while passing to each other.

- Each player can only touch it twice every pass.

- If one person touches it more than twice or the ball leaves the circle, they have to start at the place they began.

- The captain of the team needs to guide their team. Each round a new captain is assigned .

- At the end of each round the players need to discuss how the captain did (how he lead the team, handled his responsibility, etc.).

🔵🔴 = players

⚽ = ball

🔺 = cone and end point
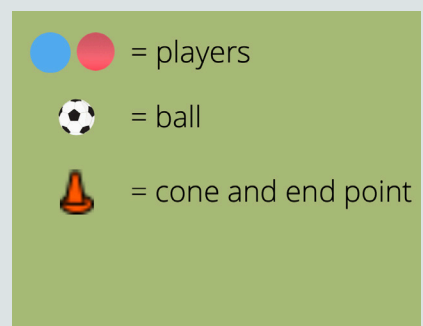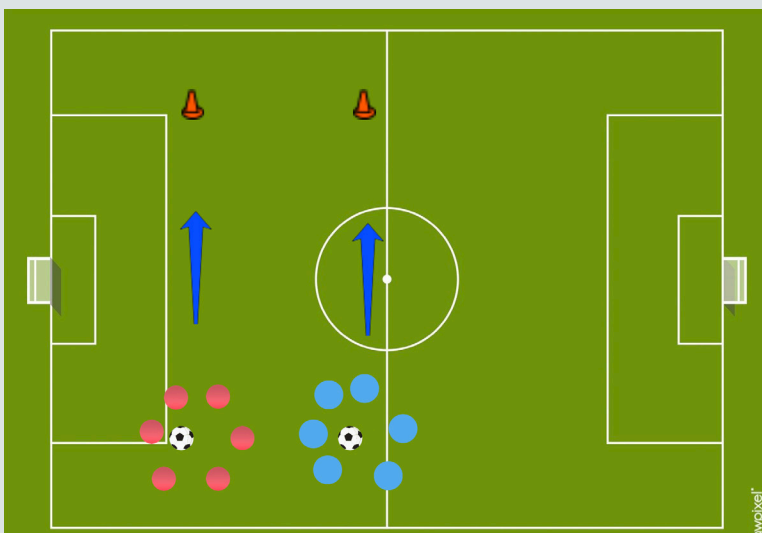
ACTIVITY 1:
Pick a leadership card

Time:	Materials:
Unspecified.	- Differently colored leadership cards.

Before you start:
- Explain the nature of the activity to the players prior to the session.

- Leadership cards contain a specific task for the player to be performed.

- Cards have multiple types of tasks. These are distributed amongst red, gray, yellow, and blue coloured cards.

Explanation:
- Players pick one of the leadership cards that states which task they will aim to accomplish during the session.

- Players are asked to record their leadership card and progress into their learning diary.

- After 12 weeks, every child should have performed one task from each of the four colors.

- **The different colored cards include:**

RED:
- "Today, I will make sure that all the materials are ready, including cones, balls for all players, bibs, hoops, skittles, and two gym boxes."
- "Today, I will divide the groups in teams where needed."
- "Today, I will set up my favourite exercise."
- "Today, I will explain my favourite exercise."
- "Today, I will make sure that all the materials are tidied up again properly."
- "Today, I will welcome the players at the beginning, and record who is present."

GRAY:
- "Today, I will organize the welcome circle with all players."
- "Today, I will organize the finishing/closure circle with all players."

YELLOW:
- "Today, I will provide feedback about what I liked about today's session and why."
- "Today, I will praise a player for something they did well during practice."

BLUE:
- "Today, I will support children during the session whenever they require help."
- "Today, I will organize and present an exercise which all the children will also organize, after which they give feedback."

CHAPTER 3:

Optimism

WHAT IS OPTIMISM?

Optimism is defined as a person's general capacity to expect positive future experiences (Carver et al., 2010). Simply put, optimism is a mindset that reflects how a person perceives the world around them. Throughout the years, many researchers have tried to understand, as well as describe what optimism is and how it works in relation to people. A common element in these theories is that optimism stems from one's personality, as it is the result of the beliefs a person holds about the causes of life events (Carver & Scheier, 2014; Peterson et al., 1988). For example, Sufjan is an innately positive person, he tends to view the world around him as a safe place. In contrast, Susan has an anxious personality, she tends to often worry about the world and its happenings. When their team loses a match, Sufjan sees their loss as an indication that the other team was a stronger opponent and played a better game overall, whereas Susan believes that her own poor performance caused her team's loss. Consequently, Sufjan's expectations about the future are more optimistic than Susan's. Therefore, in the next match against another opponent Sufjan expects to win, whereas Susan believes that her performance might cause the team to lose again.

Research shows that being optimistic has many benefits. In the first place, higher degrees of optimism are related to better physical health (Scheier & Carver, 1985). Examples are a better immune system, more promising outcomes of cancer, and lower levels of experienced pain when recovering from surgery (Seligman, 1990; Rasmussen et al., 2009; Mahler & Kulik, 2000). Secondly, having an optimistic mindset is linked to higher levels of psychological wellbeing. For example, optimistic children tend to suffer less from depression. (Shatte, Reivich, Gillham, Seligman, 1999). Third, optimism is related to having better quality relationships, as well as having closer social networks (Carver & Scheier, 2014). Finally, when faced with problems, an optimist tends to apply healthier coping strategies (Carver, Scheier & Segerstrom, 2010).

It is important to note that seeing optimism as a part of one's innate nature can be rather limiting because it would be out of reach for individuals who lack that trait. Therefore, a widely used psychological theory describes optimism as not only a part of one's personality, but also a mindset that can be developed over time (Seligman, 1990). This means that optimism, to a degree, can be trained and acquired. We will discuss this issue further in this chapter as we provide theories on optimism, along with helpful tips on how to foster optimism in youth.

WHAT ARE THE THEORIES ON OPTIMISM?

Learned Optimism and the Explanatory Style

Decades of research on optimism has resulted in a self-help method to develop a talent for joy called, '*Learned optimism*' (Seligman, 1990). This method stems from an '*explanatory style*' of perceiving events (Peterson & Seligman, 1987). Explanatory style is how a person describes their experiences to themselves. These self-explanations are tied to optimistic or pessimistic personal beliefs (Seligman, 1990). For example, Sufjan believes that his skills to shoot a penalty are above average (optimistic), whereas Susan believes her skills to take a free kick are below average (pessimistic). In reality, Sufjan and Susan might both be at the same skill level. However, their beliefs result in a different explanatory style and the difference in this explanatory style has an impact on their reactions to events and problems. When both Sufjan and Susan fail, i.e., missing a penalty or ruining a free kick, they will explain the cause of this unfortunate event differently to themselves. Sufjan is more likely to attribute missing his penalty to bad luck. However, Susan is more likely to attribute her poor execution of the free kick to her lack of skill. These differences in beliefs and explanatory styles underlie the different levels of optimism in Sufjan and Susan. Therefore, by changing one's explanatory style, optimism can be strengthened (Seligman, 1990). This process of changing one's explanatory style towards more positive beliefs is referred to as learned optimism. Explanatory style can be broken down into three factors:

Permanence, Personalisation, and *Pervasiveness* (Seligman et al., 1988).

Permanence is the expectation a person has as to whether a situation is likely to change or remain the same. For example, when Sufjan and Susan started playing football, they both felt a bit nervous about their ability to fit into the team. Sufjan, being an optimist, explained this feeling merely as him being new as he expected to make friends as time passed. This explanation was based on his beliefs that his current state was not permanent or stable over a course of time. Susan, however, believed that the social discomfort she felt when she joined the team was to be a permanent part of her football experience. Therefore, Susan's stable expectations of this negative state made her feel less optimistic. Moreover, a person's degree of optimism is affected by what their expectations are in relation to subsequent positive situations. For example, when Sufjan and Susan win a match as a team (positive event), Sufjan expects to steadily win every match from there on (permanence), whereas Susan expects her team to possibly lose in the next match (impermanence). In other words, permanent explanations of positive events along with *im*permanent explanations of negative events will reflect a high level of optimism in a person.

Personalisation is the degree to which a person believes they control the outcome of a situation (*locus of control*). As with pervasiveness, people tend to feel optimistic based on how they explain negative and positive events. When faced with a positive event an optimistic individual believes that they are part of what caused the pleasant situation. For example, when Susan shoots a free kick that enables Sufjan to score a goal this is a positive event for them both, as well as their team. However, the level of optimism experienced is different for Sufjan and Susan because their beliefs are rooted in differences in personalisation. Sufjan believes that the goal was mainly a consequence of his own football skills (*internal locus of control*), whereas Susan believes that the goal was a consequence of only Sufjan's skills (external locus of control). Thus, the same positive event is perceived differently, resulting in differences in optimism. Contrastingly, when faced with a negative situation, a person with an optimistic mindset is likely to not take it personally and attribute the cause for the situation to factors around them (*external locus of control*), thus

maintaining their levels of optimism. However, a person who is prone to a more negative mindset will attribute the negative event personally, thus feeling less optimistic. For example, if Sufjan failed to score a goal from Susan's pass, Sufjan does not make this a personal issue, rather he believes that Susan's pass was merely too short (external locus of control). In the same situation, however, Susan believes that the cause of Sufjan not scoring the goal is her fault (internal locus of control).

Pervasiveness refers to how a person explains general (global) inferences about life based on a single situation. An optimistic mindset stems from having pervasive (global) inferences about positive situations and non-pervasive (specific) beliefs about negative events. For example, Sufjan has the tendency to regard unpleasant events as specific, isolated events. Therefore, when he misses a penalty, he immediately focuses on all the things that went well, keeping in mind his overall football skills. Susan, on the other hand, believes that a single negative event provides her with information about the universal laws of life. Whenever she fails to make a perfect pass, she loses faith in her football skills on a global level. This way of explaining events results in a tendency to give up on situations once setbacks occur. Therefore, in terms of positive events, Susan has the tendency not to believe in the pervasiveness (globality) of positive events. For example, when her pass is perfect, she may still think of her other football skills as lacking and that her perfect pass was merely luck. This adds to her pessimistic mindset. In the same situation, Sufjan's beliefs of being a good player will be reinforced as he expects himself to play well continuously.

WHAT CAN A COACH DO?

As mentioned above, optimism can be learned through strengthening a person's beliefs about the permanence, personalisation, and pervasiveness of events. Additionally, these beliefs can be focused on in both positive and negative situations. Moreover, from a Positive Youth Development perspective, it has been found that through physical activity, renewed optimism for a better future can be established in children living in poor neighborhoods (Martinek & Hellison, 1997). Thus, although Susan's personality might be less optimistic than Sufjan's, she can be taught how to increase her levels of optimism, subsequently increasing her sense of overall wellbeing.

Detecting and Challenging Pessimistic Expectations

A pessimistic expectation is a belief or notion that a situation would turn out to be futile. On the field, for example, a player can view the mastery of a new skill as being difficult forever (permanence), or that they are not good at the new skill (personalisation), or that football training in general is frustrating (pervasiveness). Detecting these beliefs in youth is the first step to changing them. Once this belief is identified, the coach could then offer an alternative explanation in order to challenge this mindset. Furthermore, the coach could challenge the pessimistic beliefs directly by asking questions that promote awareness in a child about their negative beliefs. This process is known as *disputation* (Seligman, 1990). For example, when Sufjan is fed up with trying to master a difficult skill when he does not immediately succeed at it, Coach Birgit could ask him how he thinks Lionel Messi became a successful player and whether Sufjan believes Messi never went through phases of frustration before mastering certain skills. The disputation could make Sufjan's beliefs about a negative situation less permanent, and hence reverting him back to his more optimistic outlook. Likewise, Coach Bob could challenge Susan's beliefs that she is responsible for losing the match (personalisation) by asking her to come up with alternative explanations for losing the match. Additionally, he could point out that her self-blame not only hinders her but also the team. This kind of questioning will promote having less personalised expectations, thereby strengthening optimism despite negative events.

Positive Feedback

Another approach to promote optimism is to detect and encourage positive behaviour and attitudes. Positive feedback has shown to produce a stronger impact than corrective, negative feedback (*Ilies, De Pater & Judge, 2007*). For example, in the (negative) situation of looking at a match disadvantage of 0-2 during halftime, Coach Birgit finds Sufjan and Susan talking about the situation. Susan has given up on trying to win, whereas Sufjan beliefs that their team can still win (non-permanence), as the other team was merely lucky (non-personalisation), and after swapping two new players, their team will perform better (non-pervasiveness). Coach Birgit encourages this style of explaining the situation by agreeing with Sufjan and offering examples of situations in which teams returned from a disadvantage of 0-2 after a refreshing break. Additionally, when Susan shifts towards a more optimistic explanations and starts to join in Sufjan's hopeful beliefs, Susan also starts to feel new energy. This process is known as *energisation* (Seligman, 1990). In an energised state, one lets go of pessimistic thought, emotions, and behaviors. This provides a fresh focus on new opportunities. Coach Birgit then points out to Susan her change of perspective, thereby, solidifying the positive feelings of successful negative disputation. While the situation of being at a disadvantage of 0-2 did not alter, the expectations of making a comeback increased as a result of the more optimistic mindset of both Sufjan and Susan.

Final Thoughts...

A common theme throughout this book is how children learn through observing the behaviour of their peers and adults. While the above-mentioned methods indeed lead to positive behavioural changes, it is also important to remember that being a good role model by displaying optimism and positivity in our own interactions goes a long way in reinforcing these skills in youth.

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OPTIMISM
ACTIVITY EXAMPLES

TIME: 10-60 MINUTES
AGE GROUP: 8-12 YEARS OLD
NUMBER OF PLAYERS: MAXIMUM OF 16 PLAYERS

Why would you train optimism?

A child who is optimistic believes he has competence and influence, even if he makes mistakes, will have a positive view of himself and of the world and will be much more likely to make the most opportunities.

What is the role of the youth worker?

- Give a clear explanation of why optimism is important.

- Explain what you expect from the children during the activities.

1. Threat analysis
2. Weakness analysis
3. Personal analysis

1. Pass kisk & finishing
2. 2v1
3. 5v5

1. 3 zone match.
2. 3v1 possession boxes
3. 7v7 game
4. Build your tallest centre back

1. Team passing
2. Optimism passing
3. Positive encourage

1. 5v5 (football)
2. 5v5 (handball)
3. 3v3/.../6v6 without goals

ACTIVITY 1:
Threat analysis

Before you start:

- Use previous SWOT analysis the participants have done

Explanation:

- Let the participants think of the previous SWOT analysis (if not, let the participants make their own SWOT analysis).

- Let the participants discuss if there is a common threat.

- Let the participants discuss what can be done to move the threat to another aspect of the SWOT analysis.

- The group discusses how to make those threats into a positive opportunity.

ACTIVITY 2:
Weakness analysis

Before you start:

- Use previous SWOT analysis the participants have done

Explanation:

- Let the participants think of the previous SWOT analysis (if not, let the participants make their own SWOT analysis).

- Let the participants discuss if there is a common weakness.

- Let the participants discuss what can be done to move the weakness to another aspect of the SWOT analysis.

- The group discusses how to make those threats into a positive opportunity.

ACTIVITY 3:
Personal analysis

Before you start:
- Each participant has to think of a previous personal SWOT analysis.
- Let them make their own SWOT analysis if they haven't done it before.

Explanation:

- From their SWOT analysis: the participants have to individually work on one of their threats or weaknesses.

- They have to make a plan to change the outcomes to a strength or opportunity.

ACTIVITY 1:
Pass kick and finishing

Time:	Materials:
15- 20 minutes.	- Balls. - Cones. - Goal(s).

Before you start:

- Set up a few cones like the picture below.

- Place a few balls at cone one.

Explanation:

- The players need to pass the ball to each other (look at the order in the picture below).

- The last player at cone four will control the ball and shoot.

- The coach has to observe the behavior of each player after they missed or scored.

You can increase the difficulty of the exercise by:

- Add a competition element. Every player gets one point if they scored. The player with the most points after the activity wins.

- You can split the group into two teams and add the competition element.
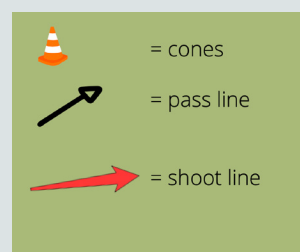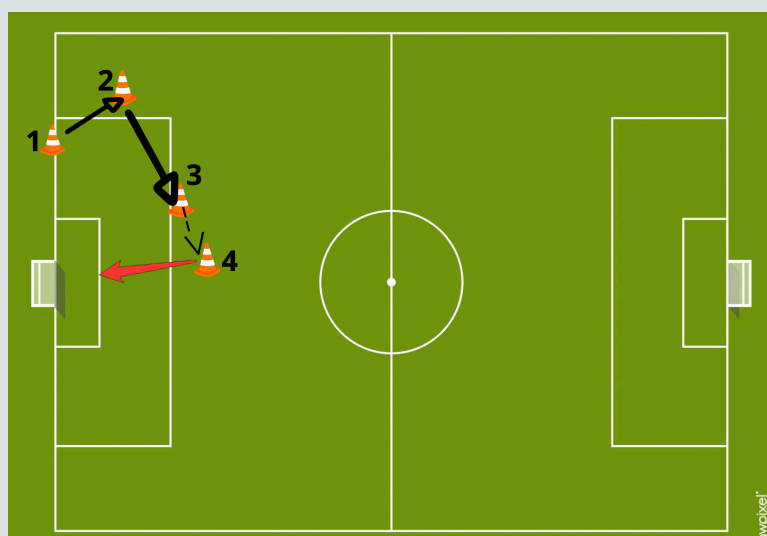
ACTIVITY 2: **2v1**

| Time: |
| 20 minutes. |
| |
| **Materials:** |
| - Balls. |
| - Goals. |

Before you start:

- Section the field for a 2 vs 1 (example: 20 by 20 meters).

Explanation:

- There will be two attackers and one defender.

- The two attackers need to get past the defender and score.

- The defenders and attackers switch every round.
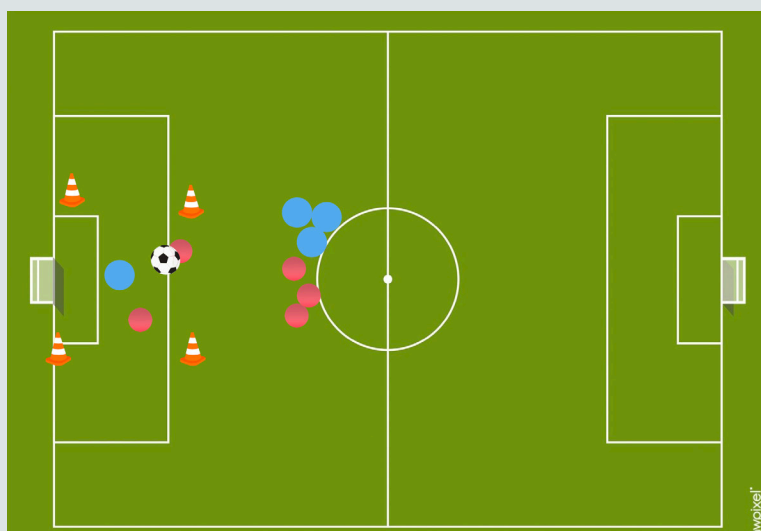
● =defender
● = attacker
⚽ = the ball

ACTIVITY 3: **5v5**

Time:
20 minutes.

Materials:
- Vests.
- Cones.
- Balls.
- Goals.

Before you start:

- Section of a part of the field with cones and use two goals.

- Grab a few balls.

- Make two teams.

Explanation:

- The two teams will play a regular football match.

- When a team scores, they also get a penalty.

- The coach focuses on the failed scoring or action attempts and approaches the players in an optimistic way (examples: 'next time better', 'good try, etc.).

= two teams

= the ball

= the goal
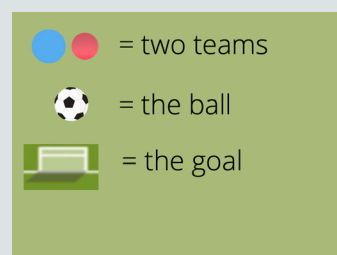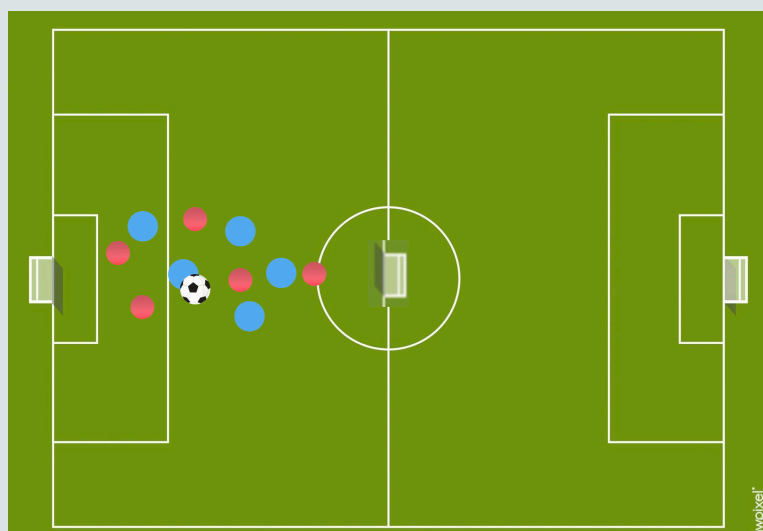
ACTIVITY 1:
3 zone match

Time:	Materials:
Unspecified.	- Clear zone diving cones/flaps.

Before you start:

- Split the pitch in three equal zones.
- Assign two key players.

Explanation:

- Working directly together with two key players, the players are tasked with moving the ball up the pitch and attempting to score.
- Specifically, players refer to "self-talk" to maintain optimism.
- Attackers on either end face an overload.
- Coaches direct player into running into spaces and encouraging them to get on the ball.
- All players must remain in their zone.

You can increase the difficulty of the exercise by:

- Allowing movement from the middle zone into the end zone.
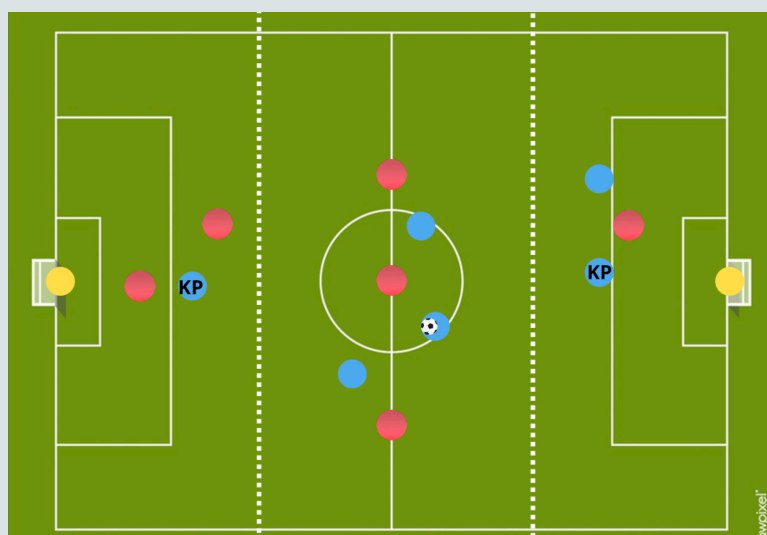
Legend:
- = Team 1
- = Team 2
- KP = Key player
- = Goal keeper

ACTIVITY 2:
3v1 possession boxes

Time:
Unspecified.

Materials:
- Cones/flaps to create a possession box.
- Vests to assign them.

Before you start:

- Assign two teams, one of two players, and one of three players.

- In the team of two players, assign one player as spare player.

Explanation:

- The players outside the box are required to pass through the box as the middle player aims to intercept it.

- The team may move around the outside, but the middle player may not exit the box.

- For a pass to count it must enter the box and be successful received by a teammate.

- The spare player keeps the middle player optimistic, providing player feedback and keeping them positive.
    Examples: "Keep going", "you can win this", "run fast and make them give the ball up", etc.
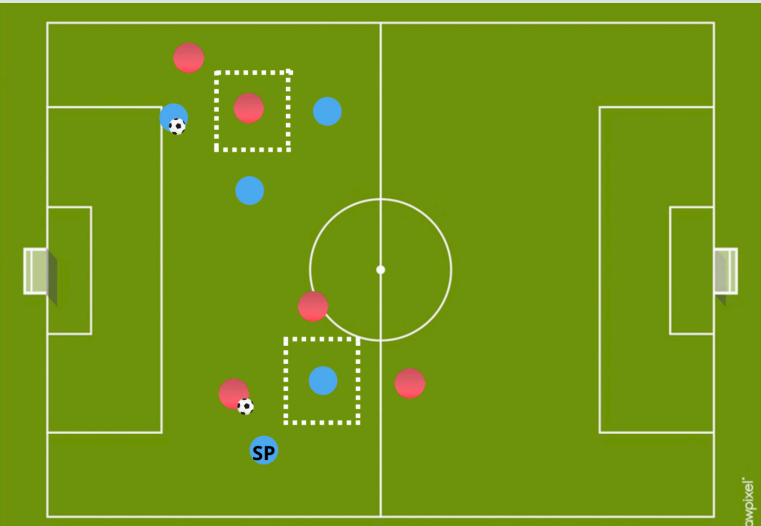
Legend:

🔴 = Team 1

🔵 = Team 2

SP = Spare player

ACTIVITY 3: **7v7 game**

Time:
Unspecified.

Materials:
- A field with two opposing goals and vests
to assign teams.

Before you start:

- Make one team of six players and one team of seven players.

- In the team of seven players, assign one goal keeper.

Explanation:

- The goal is to score as many goals.

- One team has a goal keeper and the other does not.

- The team without the goalkeeper can score with no conditions.

- The team with the goalkeeper can only score a goal with a first shot hitting the net directly.

- Considering the benefits both teams have, they must sustain optimism in light of these.

You can increase the difficulty of the exercise by:

- Switching the goalkeeper between the teams.

Legend:

🔴 = Team 1

🔵 = Team 2

🟡 = Goal keeper

ACTIVITY 4:
Build your tallest centre back

Time:
Unspecified.

Materials:
- A field with two opposing goals and vests to assign teams.

Before you start:

- Make one team of six players and one team of seven players.

- In the team of seven players, assign one goal keeper.

Explanation:

- The goal is to score as many goals.

- One team has a goal keeper and the other does not.

- The team without the goalkeeper can score with no conditions.

- The team with the goalkeeper can only score a goal with a first shot hitting the net directly.

- Considering the benefits both teams have, they must sustain optimism in light of these.

You can increase the difficulty of the exercise by:

- Switching the goalkeeper between the teams.

Legend:

🔴 = Team 1

🔵 = Team 2

🟡 = Team 3

➡️ = Dribbling direction

🔵🔴🟦🔺 = Equipment

ACTIVITY 1:
Team passing

Time: 10 - 15 minutes.	**Materials:** - Balls. - Different obstacles.

Before you start:

- Split the team into teams of two.

- Set each team five meters apart from each other.

Explanation:

- Each team needs to pass the ball successfully to each other as many times as they can in one minute.

- After three tries, the goal is to see if each team can beat their own record.

- The coach has to watch the players, encourage them and give advice if needed.

- If the coach notices a team or player is unable to do the activity, they need to make it easier for them so the player will still be able to succeed in the activity.

You can increase the difficulty of the exercise by:

- Let the players further apart from each other.

- Set an obstacle for the players to shoot over or under.

= cones
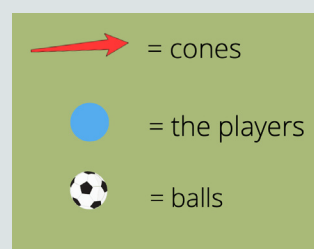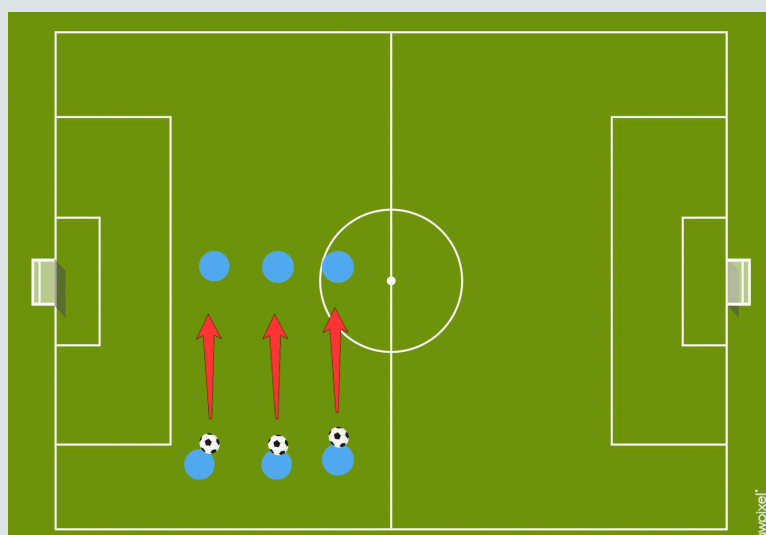
= the players

= balls

ACTIVITY 2:
Optimism passing

Time: 10-15 minutes. **Materials:** - Balls. - Different obstacles. - Goal.

Before you start:

• Place a cone where the players need to shoot from.

Explanation:

• Every player shoots three times.

• On their first shot, everybody is quiet. On their second shot, everybody is booing/ saying they can't shoot, giving the player the opportunity to either listen to them or use that negative energy to make them shoot better. On their third shot, everyone encourages the player.

• After the shots, the team discusses how every scenario made them feel and how the negative and positive scenarios were affecting their ability to shoot.

rawpixel

= cones

= players

= the ball

= shoot line
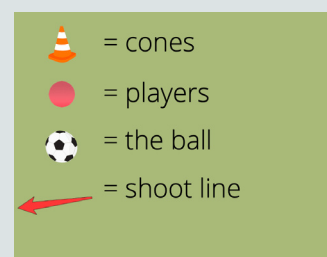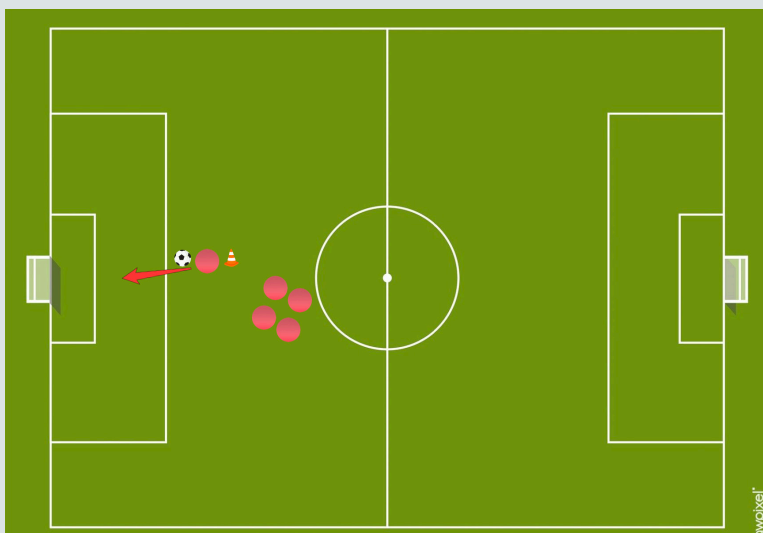
ACTIVITY 3:
Positive encourage

Time: 15 minutes.	**Materials:** - Balls. - Goals. - Cones.

Before you start:

- Gather all the players.

- Explain the topic of positive affirmations.

- Give players the time to think of their own positive affirmations (e.g. "I'm a fast runner", "I'm a great shooter", "I give good passes").

Explanation:

- The players need to shoot the ball from the cone in the goal.

- Every time they score a goal they choose one present tense affirmation (I scored a good goal).

- If they don't score, they can choose a future tense affirmation (e.g. "I will score next time").

You can increase the difficulty of the exercise by:

- Give players different tasks (example: touch the ball five times) before scoring a goal.
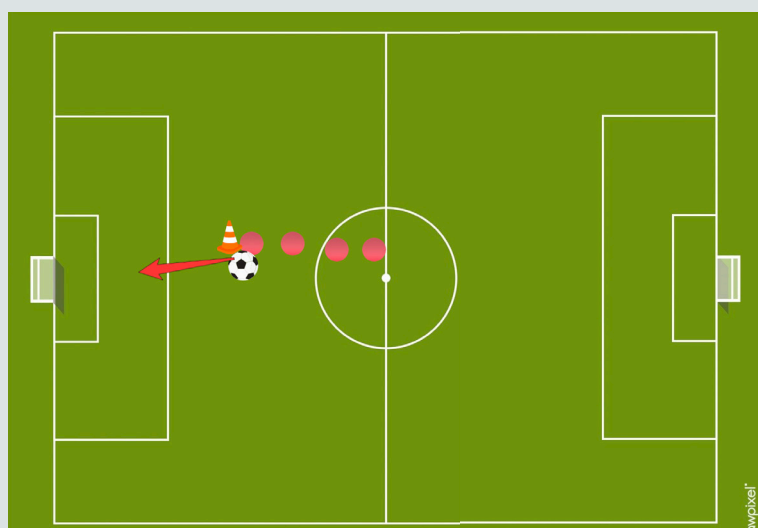
🔴 = players

⚽ = the ball

🚩 = cone

ACTIVITY 1:
5v5/6v6 (football)

Time:
Unspecified.

Materials:
- Vests to assign teams.

Before you start:

- Assign two teams of five or six players.

Explanation:

- When a team scores, they receive two points

- If the conceding teams retrieves the ball within three seconds, this team gets one point.
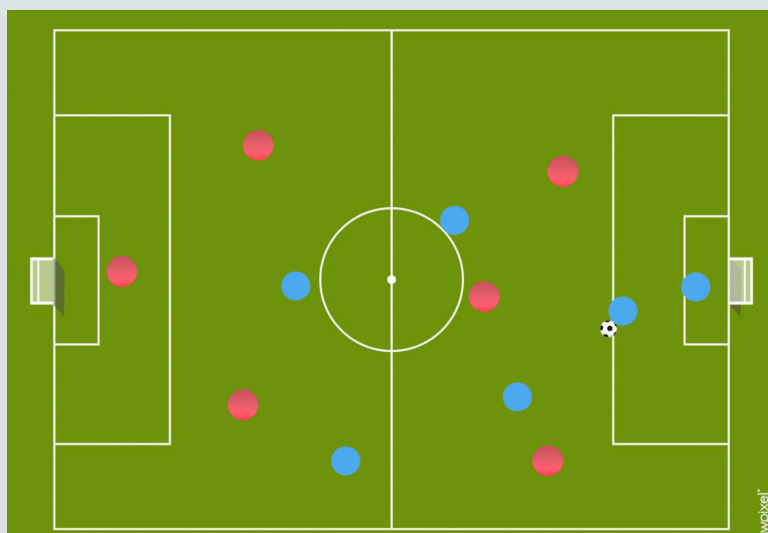
Legend:

● = Team 1

● = Team 2

ACTIVITY 2:
5v5/6v6 (handball)

<div style="border:1px solid black;">

Time:
Unspecified.

Materials:
- Boxes/goals placed across the field.
- Vests to assign teams.

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Before you start:

- Assign two teams of five or six players.

- Spread out five boxes/goals across the pitch.

Explanation:

- A team is tasked with scoring one of many goals.

- If the conceding team retrieves the ball within three seconds, the initial goal does not count.

= Team 1
= Team 2
= Goal
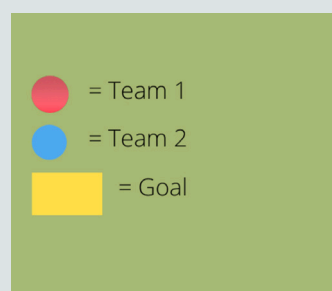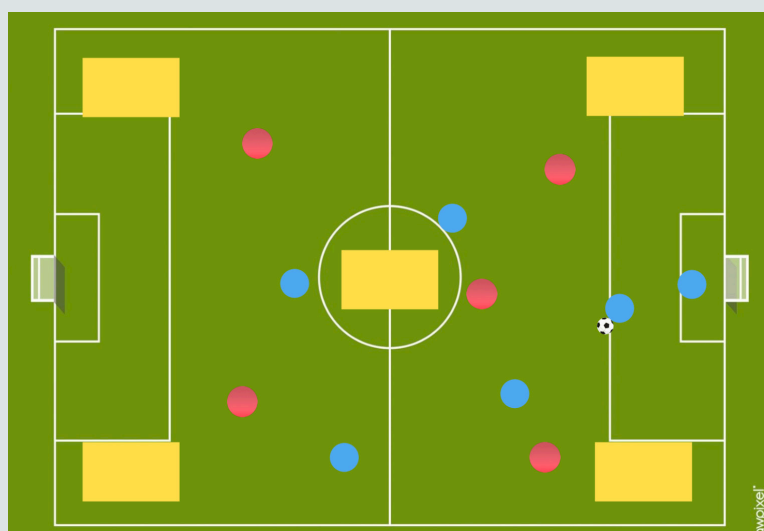
ACTIVITY 3:
3v3/.../6v6 without goals (football or handball)

Time:
Unspecified.

Materials:
- Vests to assign teams.

Before you start:

- Assign two teams of three, four, five or six players.

Explanation:

- A team is tasked by attempting to pass 10 times in a row.

- If done, the team receives two points.

Legend:

● = Team 1

● = Team 2

CHAPTER 4:

Coping

WHAT IS COPING?

We often come across situations that cause changes and difficulties in our lives. Coping is therefore, the strategies we use to deal with such problems (Van der Hallen et al., 2020). In coping, stress plays an important role. If any given situation is perceived as a threat, stress will arise (Folkman, 1984). Consequently, stress produces negative emotions that need to be dealt with through coping.

INGREDIENTS OF COPING: COGNITION AND BEHAVIOR

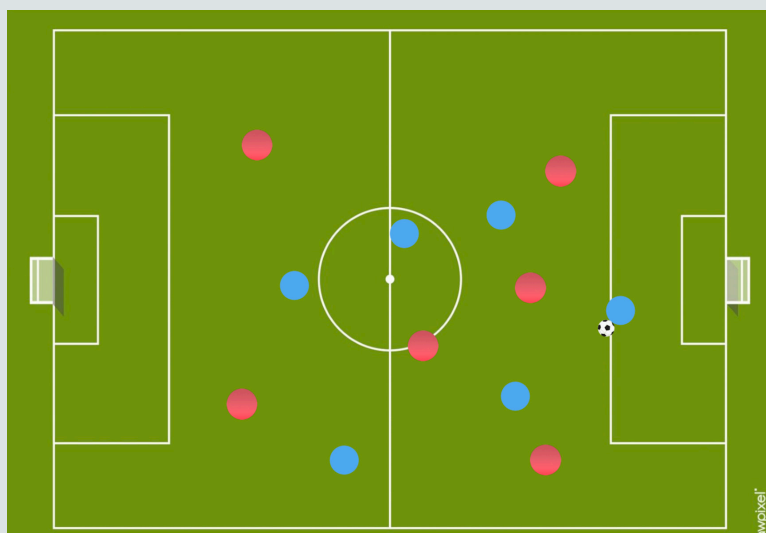In order to better understand this concept, let's look at an example of coping on the field. Sufjan is asked to take a penalty against his opponent team. He may feel pressure as he thinks of what the consequences might be for his team should he miss the shot. These thoughts are followed by negative emotions such as *fear* and *anxiety*. This makes the situation very demanding for Sufjan. As he experiences this stress, his mind recalls last week's training, where he remembers how he scored several penalties in a row. Therefore, in this situation, Sufjan copes through *positive self-talk* which reduces his negative emotions, and decreases his stress levels. He consequently manages to keep a clear head as he takes the penalty shot.

Coping is believed to be a *cognitive-behavioral* construct (Folkman & Lazarus, 1988). In other words, the process of dealing with problems has two ingredients: *thoughts* and *actions.* As mentioned in the example above, Sufjan applies thought strategies to cope with his negative emotions. Alternatively, Sufjan could have also engaged in an action to reduce his anxiety. For instance, he could have coped by asking this coach Birgit for a pep-talk prior to the game to strengthen his *self-efficacy.*

In general, there are hundreds of ways to cope (Skinner et al., 2003). Some ways of coping rely more heavily on thought processes and others involve action. However, the most adaptive coping strategies often involve both thoughts and action (cognition and behaviour) (Compas et al., 2001). For example, should Sufjan go to Coach Birgit for support (behavior) prior to the game, her encouragement will affect Sufjan's thoughts about the situation (cognition). The following paragraphs will provide more background insight into understanding this concept through three main coping styles: *Emotion-based versus Problem-based coping; Approach versus Avoidance coping,* and *Reactive versus Proactive coping.*

EMOTION-BASED AND PROBLEM-BASED COPING

Problem-focused coping is when we deal with an issue by directly focusing our efforts into changing the main aspect of the issue that is causing us stress. Emotion-focused coping is when we cope with a stressful situation by trying to manage the emotions which arise as a consequence of the stress. Whether we focus on the problem or on the emotion which causes the stress, depends to a large extent on its context and how an event is perceived by a person (Lazarus & Folkman, 1980). For example, on the football field, problem-based coping is effective in situations where information and planning lead to solutions, like building a strategy to defend the goal from an opposing team. In fact, the outline of a football training session is likely built around acquiring many problem-based coping skills: ways to actively develop football maneuvers, tips and inside tricks to apply on the field, as well as plans to strengthen team-mentality during a match. Some problems, however, benefit most from emotion-based coping.

For example, Susan feels pressure to win the next football match because her father finds this important, unfortunately her discomfort cannot be easily tackled by planning or gathering information (problem-based coping). Therefore, Susan could try to deal with her stress by focusing more on coping with the emotions that arise (in this case anxiety, and/or negative anticipation). This could be done with exercises such as venting how she feels to a team-mate in order to blow off some steam. She could also talk about the situation with Coach Bob or with a supportive friend, as this would open the

situation for solutions. Another form of coping would be that she positively reframes the situation (with the help of her coach), by interpreting her father's ambition as a stimulant for her to play at her best while on the field. Lastly, her coach could help her see the humour in the situation; 'isn't it funny how the watchful eyes of someone else can affect how we think about ourselves?'

It is important to remember that there is no clear-cut approach on when to focus on either one's emotions or on the problem itself when looking at coping strategies. In other words, some problems are solved best when the accompanying emotions are being coped with, other problems are best dealt with by a pure problem-based approach that does not immediately address the emotional impact, or by utilising a combination of emotions and behaviour focused interventions.

APPROACH COPING AND AVOIDANCE COPING

Another way of looking at coping strategies is by understanding our level of engagement with the issue at hand. For example, when we are confronted with a problem, one could tackle it head-on (approach) or take actions to move further away (avoid) from it. Both problem-based and emotion-based coping are examples of approach coping; where one recognises a problem and finds a strategy to deal with the source and/or the consequences of the issue. In contrast, a way of managing stressful conditions is coping by avoidance (Scheier et al., 1986). These strategies involve moving attention away from the situation and focusing mainly on altering or escaping the emotional/behavioural impact. For example, Sufjan's parents are getting a divorce, this has caused him a lot of distress which has made him miss football practices. In this instance, an example of an approach coping strategy would be for Sufjan to talk to his parents about the situation and express to them how the divorce is causing him to feel distressed (emotion-based approach coping) Alternatively, Sufjan could apply avoidance coping in a variety of ways. For example, he could bottle up his frustrations and engage in truant behaviour (*distraction*). Next, Sufjan could overindulge in unhealthy habits, such as overeating or engaging in substance abuse to repress the emotions involved. Furthermore, Sufjan could *deny* that there is a

stressful situation altogether or avoid seeing his parents as much as possible, thereby disengaging behaviourally.

While avoidance coping might seem easy at the time, this behaviour has been associated with higher levels of anxiety, depression and eating disorders (Richardson et al., 2020). Also, avoidance coping is linked to less optimism (Scheier et al., 1986). Additionally, in the long run, avoidance coping seems to reflect an inability to properly cope (Frydenberg, 1991). Therefore, avoidance coping is usually not a productive way to deal with problems. However, avoidance coping can have a short-term benefit of relief from the stressor (Scheier et al., 1986). This means that sometimes, in very distressing circumstances, (initial) avoidance of the problem is advisable in order to manage feelings of overwhelm.

REACTIVE COPING AND PROACTIVE COPING

Reactive and Proactive coping refers to when we choose to address the problem. The most common way of coping is reactive coping. In reactive coping, one deals with problems at the very moment they arise. For example, Susan sees that her father is watching her football training, and this makes her nervous. In order to reduce her feelings of nervousness, she immediately reminds herself of the compliments Coach Bob has given her earlier on (emotion-based approach coping). In contrast, a person could anticipate potential stressors before they emerge and apply strategies to minimise the perceived potential distress. This is known as proactive coping. Proactive coping requires a different set of skills compared to reactive coping (Aspinwall, 1997), such as the understanding of a broad range of possible outcomes. In this case, Susan could discuss her nervousness to her father's presence with her coach before she enters the training session. Coach Bob and Susan could then, for example, use strategies such as making eye contact whenever Susan doubts her performance, and have Coach Bob offer her support through a friendly nod or physical gesture like a 'thumbs up' during the match. Proactive coping has been related to personal growth (Schwarzer & Taubert, 2002), and has been proposed to be helpful in preventing adolescents dropping out from sports activities (Tamminen, 2007). This makes proactive coping a powerful strategy to deal with problems.

WHAT CAN THE COACH DO TO PROMOTE EFFECTIVE COPING?

Explicit Instructions and Two-Step Approach

As mentioned before, there are hundreds of ways to deal with problems, and every situation might ask for a slightly different way to cope. The most important thing to note is that children learn best by doing rather than listening (Claxton & Fredenburg, 1989). Therefore, explicit instructions when teaching children how to cope works best. An effective two-step approach to aid children build healthy coping strategies is to first identify the unhealthy coping strategy and provide them with a healthier alternative. The second step is to then offer them positive reinforcement through praise and encouragement when you see the child using the healthier coping strategy. For example, Sufjan sits on the bench and blames himself for missing a penalty (avoidance coping), Coach Birgit could share how she improved her penalty skills (problem-based coping through planning and preparing) and how she accepted that failing to score a penalty is also a part of the game (emotion-based coping through lowering expectations). This would involve recognition of the coping style applied by the child, and where necessary explaining why it is not productive. Since avoidance coping is hardly ever a constructive way to deal with problems, the coach helps to identify those strategies and offer alternatives. In

the future, whenever Coach Brigit sees Sufjan practicing his penalty skills or sees that he is more accepting of his failings, she could tell him that he is doing a good job, thus encouraging him to use these techniques.

Promoting Sense of Belonging

Resiliency is linked to coping and *sense of belonging* in adolescents (Planert, Krakowczyk, Godor & van der Hallen, 2022). Where sense of belonging refers to their ability to establish and maintain social interactions, as well as feeling supported and trusted in relationships. For example, Sufjan copes with his parents' divorce by leaving school early to hang out with older teens in his neighbourhood who have dropped out of school (avoidance coping). Coach Brigit uses strategies such as providing more team building exercises as fun, shared activities for the players (problem-based coping), creating a buddy system between the players, as well as encouraging talking about their day/week (emotional based coping) through icebreakers prior to each training. This in return fosters a stronger sense of belonging and positive social support for Sufjan which will be a buffer against his stressful personal circumstances and initial instinct to avoid his situation through other unhealthier behaviours, such as truancy or overindulgence.

Promoting Proactive Strategies

Developing proactive coping strategies is another way to help adolescents cope with their stressors. Opposed to standard reactive coping, proactive coping looks ahead for potential problems (Aspinwall, 1997). Promoting proactive coping styles, would involve encouragement to think ahead for potential consequences of behaviour as well as how to cope with them. Another way to engage in proactive coping strategies is through parental involvement (Armstrong et al., 2005). Encouraging parents to participate in club activities, hosting parent events where the achievements of the children are highlighted, as well as gaining better insight into the personal world of the adolescent subsequently aid in creating proactive coping methods, while involving the parents for additional support.

Promoting Positive Humour

Humour is a highly meaningful aspect of human

experience (Plester, 2010). In our daily lives we often control aspects of ourselves. Often, comedy and laughter help to provide a sense of freedom, light-heartedness and breakthroughs from such constraints. Not only does humour provide relief from social constraints, it also often brings people together and helps create a shared sense of enjoyment. Therefore, humour is seen as one of the healthiest coping strategies. It is important to note that there is a difference in the effects of positive humour (good natured) and negative humour (mean spirited) (Samson & Gross, 2010). Where positive humour leads to lessening of negative emotions and heightening positive emotions, negative humour creates the opposite of this. Therefore, facilitating positive humour through icebreakers, helping adolescents see the light-heartedness of situations and encouraging more laughter in group settings would subsequently also promote optimism, motivation, self-confidence and stress reduction.

Vicarious Learning

Our behaviour is not always learned through direct contact with an event. Instead, we also learn by observing the causes and consequences of what happens in our environment and those around us. This is especially true for children, where they often model their behaviour through those closest to them (Bandura, 1965). This means that vicarious learning (i.e., learning from role models) plays a significant part in how they learn to cope. Therefore, one way the coach can promote effective coping is by being that role model. This involves an awareness of one's own coping styles, and knowledge of the many possible ways to manage problems.

Final Thoughts...

Having a broad range of healthy coping strategies in their personal toolbox will allow children more options in navigating through stressful circumstances life throws at them. This will also provide them with a good sense of self-efficacy when dealing with uncertainty, thus promoting resilience. Therefore, the more coping strategies the coach knows, shares and demonstrates, the more it will enrich the overall life skills of the children.

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COPING
ACTIVITY EXAMPLES

TIME: 10-60 MINUTES
AGE GROUP: 8-12 YEARS OLD
NUMBER OF PLAYERS: MAXIMUM OF 16 PLAYERS

Why would you train coping?

Teaching children and adolescents about coping will increase their ability to process and deal with problems and/or difficulties in a healthy way.

What is the role of the youth worker?

- Give a clear explanation of why coping is important.

- Explain what you expect from the children during the activities.

1. Introduction coping
2. Match coping
3. Debrief coping

1. Technical exercises
2. 1v1
3. Game with stressors.

1. Unknown items
2. 4v4 game
3. Blindfolded 4v4 game
4. Collecting balls

1. 1v1 coping
2. Door passing

1. Coping types
2. Coping with the coach
3. Unsolvable task
4. Enforce coping strategies

ACTIVITY 1:
Introduction coping

Time:	Materials:
20 minutes.	- Balls. - Cones.

Before you start:

- Gather the team.

Explanation:

- The coach needs to explain what coping is.

- Open the discussion by asking the players first what does coping mean to you?

- Afterward add information that hasn't been mentioned yet about coping.

- Lastly let the players brainstorm about coping mechanisms and strategies they use for coping. The players should write down the mentioned coping mechanisms.

ACTIVITY 2:
Match coping

Time:	Materials:
20 minutes.	- Balls. - Cones.

Before you start:

- Gather the team.

Explanation:

- The aim of this exercise is to reflect on the coping and stressors of the players.

- The first step is to assess a stressor (losing a game, shooting a penalty, etc.).

- The second step is to discover and reflect on how the player reacts to the stressor.

- The third step is to get new coping behaviors for the stressors and experiment with them.

- The fourth and last step is to set a long-term goal for new coping behavior.

ACTIVITY 3:
Debrief coping

Before you start:

• Gather the team.

Explanation:

• This exercise focusses on debriefing and discussion.

• During this exercise the players must discuss their stressful moments and how they cope with them.

• You can ask questions like:
- How did you feel during the stressful situation?
- How did you cope?
- What would you change?
- What coping mechanisms have you learned and how will you implement them?

ACTIVITY 1:
Technical exercises

Time: 20 minutes.	**Materials:** - Balls. - Cones.

Before you start:

- Grab a few balls. Every player needs to have one ball.

Explanation:

- During this exercise the players have to do multiple technical exercises with different factors to practice coping with different situations.

- The exercises can be as follow:

   - **Scissors**: while the ball stands still, the player must practice doing the scissors with both legs. With this exercise, a stress factor is included where the players are not allowed to talk to each other.

   -**Tapping**: while the ball stands still, the player must tap the top of the ball, one foot at a time (use left and right foot). With this exercise, a social support factor is added where the players are allowed to talk to each other.

   - **Inside out**: the players need to touch the ball with the inside and outside of the foot alternately. With this exercise, the positive mindset factor is added where the players must encourage each other verbally.

   - **Exercise by choice**: the players have to think of their own technical exercise. This adds the problem-solving factor where the players independently get to think of and do an exercise.

   - **Participation by choice**: the players can decide for themselves if they want to participate in an exercise or not. This adds the avoidance factor to the exercise.

ACTIVITY 2: **1v1**

Time: 20 minutes.	**Materials:** - Balls. - Cones.

Before you start:

- Grab a few balls.

- Set up a goal (if there isn't a goal already).

Explanation:

- Two players at a time will have a 1v1 against each other. The attacker must independently choose a defending player. This adds the problem-solving factor to this activity.

- The 1v1 can be done in different game situations like the following:
    1. The defender starts defending from the goal.
    2. The defender starts defending from the side of the attacker.
    3. The defender starts defending from behind the attacker.

🔵	= defender
🔴	= attacker
→	= defending line
⚽	= balls
2 3	= number of 1v1 situations mentioned above
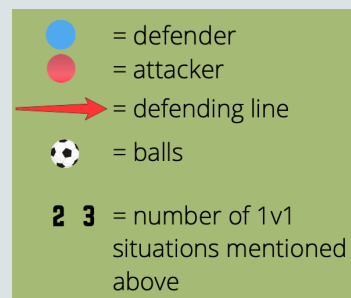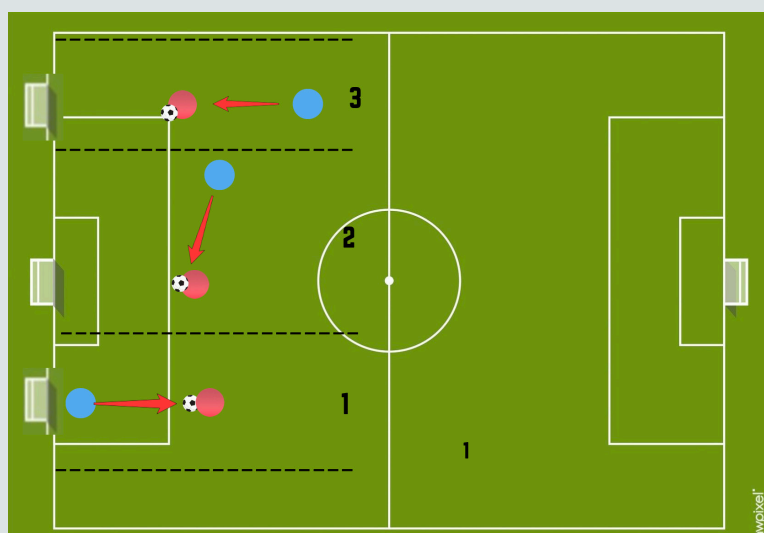
ACTIVITY 3:
Game with stressors

Time:
20 minutes.

Materials:
- Balls.
- Vests.
- Goals.

Before you start:

- Split the team up in two.

Explanation:

- This is a regular practice football game, but with different stressors added.

- You have to think of different scenarios that can create some stress. Examples are the following:

  - The players can not talk to each other during the game.

  - The players have to score immediately during the game.

  - The players are only allowed to touch the ball twice during the game.

  - The players need to score within a certain amount of time during the game.

= teams

= ball

= goals
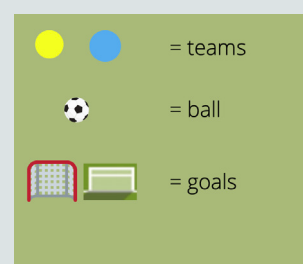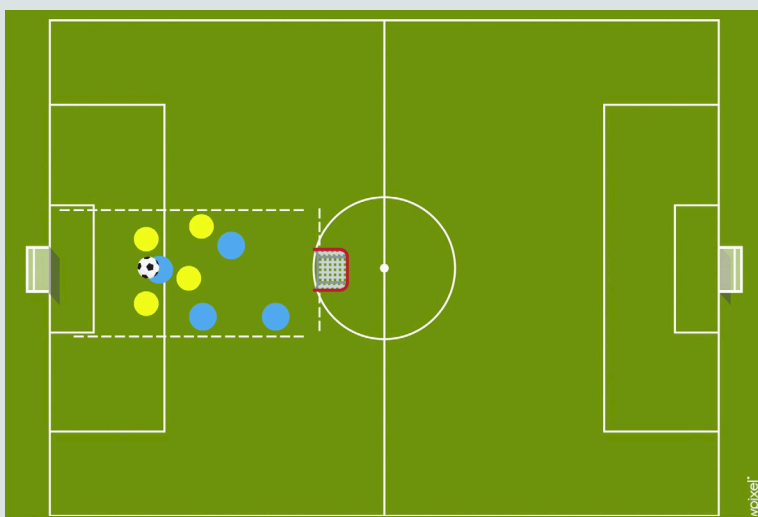
ACTIVITY 1:
Unknown items

Time:	Materials:
Unspecified.	- Vests. - A pile of equipment.

Before you start:

- Assign two teams of equal size.

Explanation:

- The entire group finds a pile of equipment next to them.

- Each piece of equipment is worth a different number of points, only known to the coach.

- One player from both teams can select one item at a time from the equipment and transport it from behind the cone into de box next to the cone on the other side of the pitch.

You can increase the difficulty of the exercise by:

- Not talking is allowed.

- Only one player may communicate.

- Only tell one person in the team what the items are worth, but they may not speak of this.
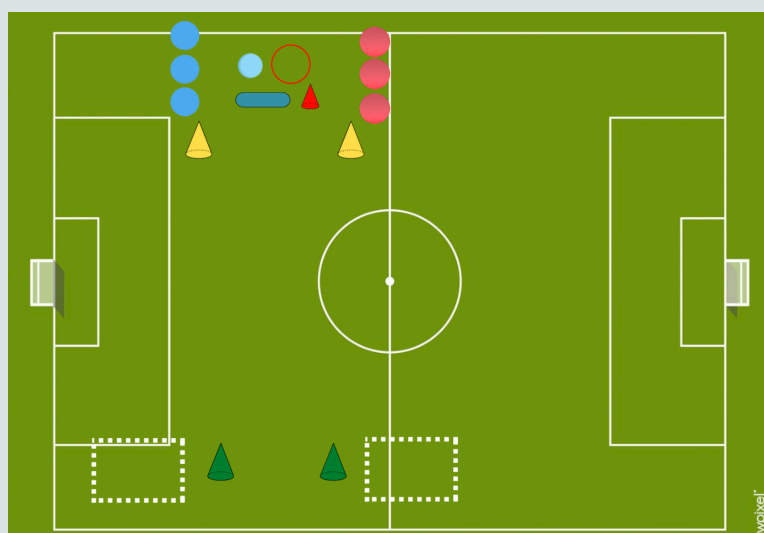
Legend:

🔴 = Team 1

🔵 = Team 2

🔺 = Cones

= Equipment

ACTIVITY 2:
4v4 game

Time:	Materials:
Unspecified.	- Vests to assign teams.

Before you start:

- Assign mixed teams with two advanced, on intermediate and one development player in two teams.

Explanation:

- First, a normal game is played.

- After five minutes, set the condition that a team wins once every player has scored once.

- Ask the players to come up with a strategy how to achieve this.
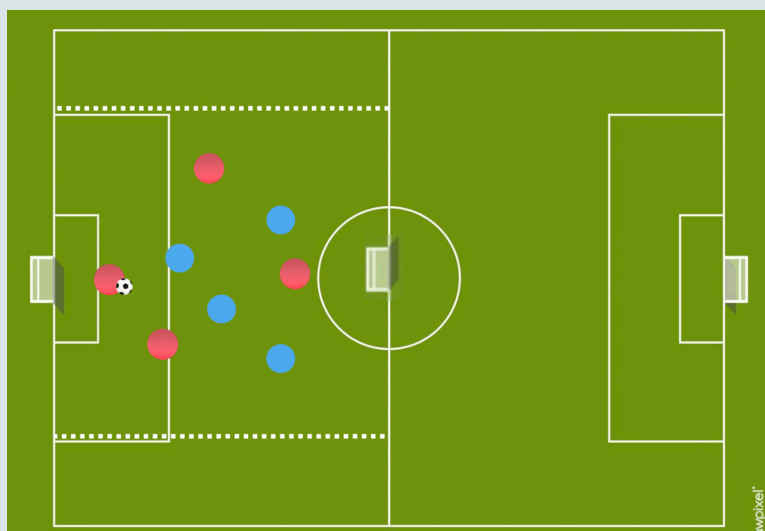
Legend:

🔴 = Team 1

🔵 = Team 2

ACTIVITY 3:
Blind folded 4v4 game

Time:	**Materials:**
Unspecified.	- Vests to assign teams.

Before you start:

• Assign two teams of four players each.

• Blindfold one player from each side.

Explanation:

• Only the blind folded players may score.

• Players are tasked with coming up with a strategy how to overcome this hardship.

• Once a goal is scored, the blindfold is carried over to another player.
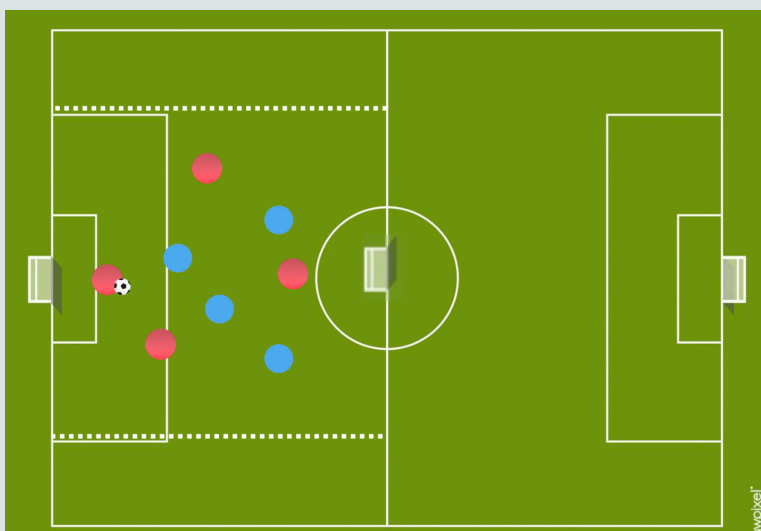
Legend:

🔴 = Team 1

🔵 = Team 2

ACTIVITY 4:
Collecting balls

Time: Unspecified.	**Materials:** - Cones. - Vests.

Before you start:

• Assign four teams, with three players per team.

• Place 11 footballs in the middle of the square.

Explanation:

• Once the coach blows the whistle, players run to the middle and collect balls, which they must return in a dribbling manner to their own team.

• As there is one ball less than there are players, one player will miss on having a ball. How will they respond?

You can increase the difficulty of the exercise by:

• Once all footballs are taken from the middle zone, players can steal the ball from other corners for a maximum of 30 seconds (still using dribbling only).

• Two players must steal while one remains at the corner. How do the reminders correspond?
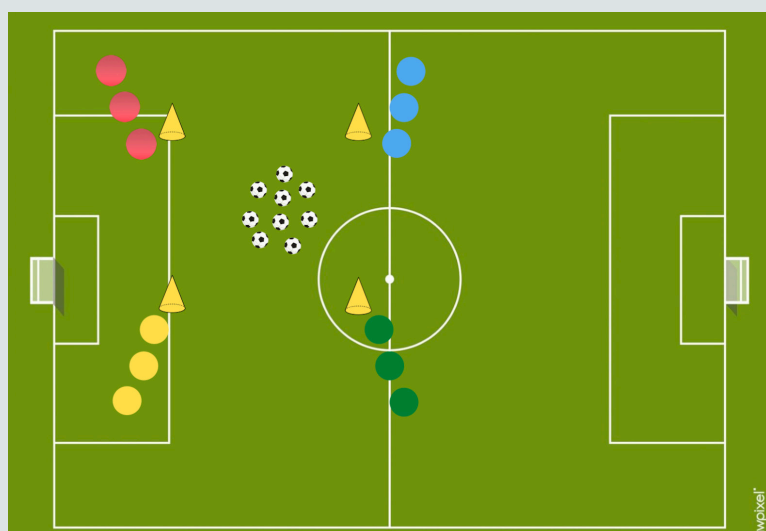
Legend:

🔴 = Team 1
🔵 = Team 2
🟡 = Team 3
🟢 = Team 4

ACTIVITY 1:
1v1 coping

Time: 20 minutes. **Materials:** - Balls. - Goals.

Before you start:
- Grab a few balls.
- Set up the goals.

Explanation:
- This is a 1 vs. 1 game where the players will have different coping 1 vs. 1 variants.

- The variants are the following:
    - Regular 1 vs. 1 in which the striker has to pass the defender and score.

    - 1 vs. 2 in which either the striker or the defender can ask for help to an external player (social).

    - 1 vs. 1 "freeze tool" in which the defender cannot move for 5 seconds according to the coach sign (avoidance).

    - 1 vs. 1 in which the striker chooses the opponent (problem solving).

    - 1 vs. 1 in which support the players clapping and singing (positive mindset).

ACTIVITY 2: **Door shooting**

Time:	Materials:
20 minutes.	- Balls. - Goals.

Before you start:

- Grab a few balls.

- Set up the goals.

- Split the team into three or four groups.

Explanation:

- Each group needs to make pairs of two. one player will stand behind one of the goals and the other will shoot the ball.

- One player will shoot the ball in the big goal or small goal.

- The other player will grab the balls that were shot and give them back to their team player.

You can add variations by:

- Who decides the goal is the coach: on this occasion, the child has to deal with a lot of stress because the decision is not made by himself/herself (stress).

- The child can ask for "help" from the partner and can suggest the goal he wants (e.g. bigger goal, so that the game is easier) (social).

- The player can skip the task and pick up another player (avoidance).

- The player who doesn't have the ball cheers for the partner (positive mindset).

🟡🔵	= players
⚽	= ball
🥅	= goals
➡️	= shooting line
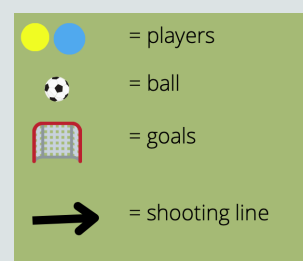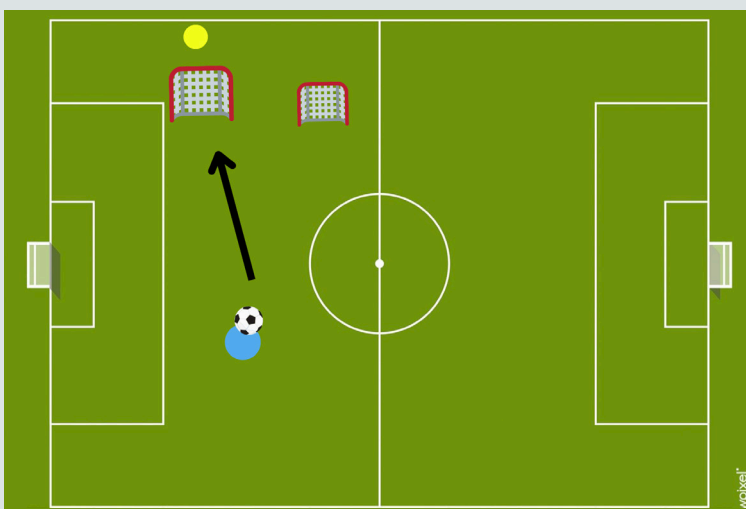
ACTIVITY 1:
Coping types

Time:
Unspecified.

Materials:
- Vests to assign teams.
- Cards with coping types.

Before you start:

- Assign two teams of five.

- Prepare coping behaviors and turn them into cards (i.e., if something bad happens, act angry; if you lose, make fun of it; no matter waht, express positivity, if tension gets high, act more passive).

Explanation:

- Half of the players or five players draws a card from the catalogue.

- Player should aim at shaping their behavior according to these cards.

- After the game, reflect with the group and discuss:
    - What the players observed in each other's behavior.
    - How the players felt who had picked a card.
    - What learning message they take home.
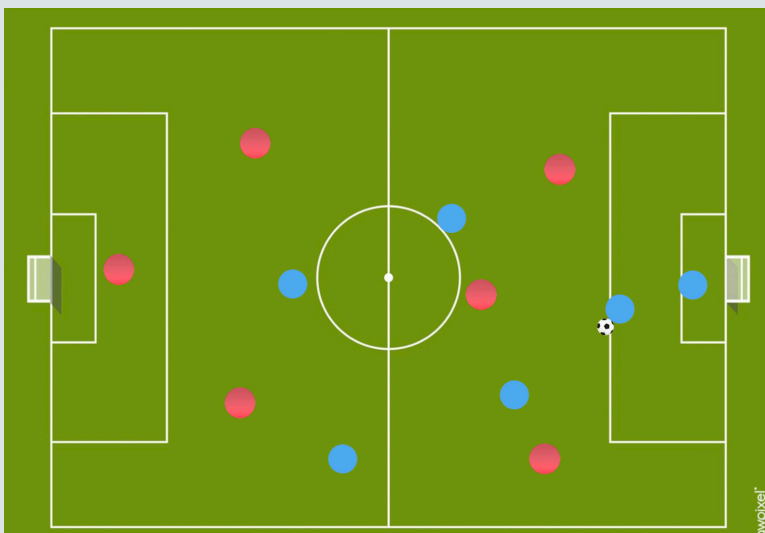
Legend:

● = Team 1

● = Team 2

ACTIVITY 2:
Coping with the coach

Before you start:

- This activity is meant to be applied on top of other activities.

Explanation:

- A coach instructs any activity like they would normally.

- In addition, the coach adopts an exaggerated coaching type (i.e., more passive, overactive, impressive, frustrated, etc.).

- After the activity, dicuss:
    - How the players changed their playstyle based on the coaching.
    - How the players personally reacted to the exaggerated coaching style.

ACTIVITY 3:
Unsolvable task

Before you start:

- This activity is meant to be applied on top of other activities.

Explanation:

- A coach gives a certain task to the group that is hard or not to solve.

- Once the group arrives at the point of realization that the task cannot be solved, instruct them to solve the problem on their own.

- Observe:
    - How the players change their playstile.
    - How the players personally react to the difficulty of the task.

ACTIVITY 4:
Enforce coping strategies

Time:	**Materials:**
Unspecified.	- Vests to assign teams.

Before you start:

- Assign two teams of five.

Explanation:

- A normal game is played.

- Teams can earn additional points if they meet the following conditions during adversities or moments of pressure:

  - Get the ball out of the goal within three seconds after conceding (1 point).

  - Provide positive/motivation feedback within five seconds after conceding (1 point).

  - Get together and exchange high-fives before the kick-off after conceding (1 point).

  - Insert rewards, such as counting a goal as double if a trailing team scores within 30 seconds after conceding.

  - Take a team time-out by at least raising two hands at the same time (2x per game).

  - Goals only count if the entire team celebrates.
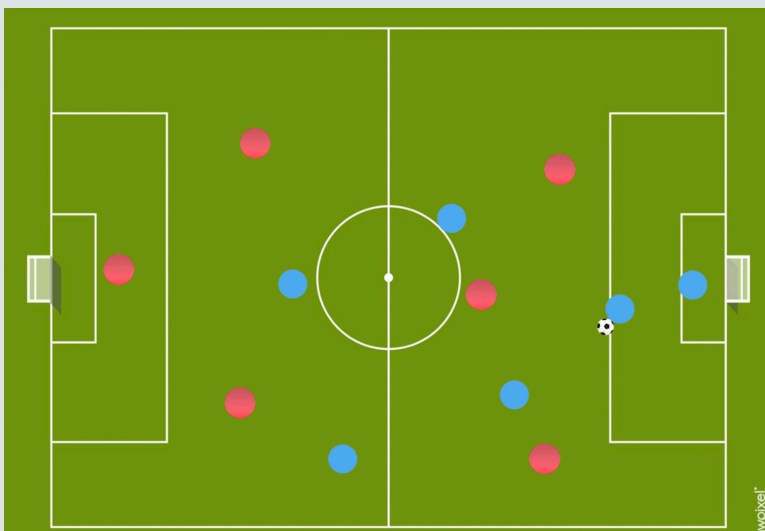
Legend:

🔴 = Team 1

🔵 = Team 2

CHAPTER 5:

Emotional reactivity

WHAT IS EMOTIONAL REACTIVITY?

Emotional reactivity is the extent to which a person is emotionally affected after an unpleasant event. It has also been referred to as 'emotional vulnerability' (Linehan, 1993), or 'arousability' (Prince-Embury, 2013). Emotional reactivity goes hand in hand with difficulty in self-regulation, which in turn is associated with behavioral difficulty and vulnerability to pathology (Prince-Embury, 2006). In research, emotional reactivity is negatively associated with attention and behavioral control (Nock et al., 2008). In other words, when a person's emotional reactivity to a situation is heightened, their capacity for attention and the ability to act in a controlled manner is lowered. The manner in which we react to situations is often considered to be a part of our innate disposition (the temperament a person is born with). However, it is also believed to be a consequence of early traumatic events that trigger our nervous system (Prince-Embury, 2013). The following chapter will provide a theoretical framework on emotional reactivity and useful information on how to help youth effectively regulate their emotions in times of uncertainty.

WHAT ARE THE THEORIES ON EMOTIONAL REACTIVITY?

Three Factor Model: Emotional Reactivity in term of Resilience and Positive Youth Development (PYD)

The Three-Factor Model of Resilience refers to personal attributes that determine the resiliency of an individual (Prince-Embury, 2006). The model explains resilience as a personal developmental system, based on earlier experiences, that determines to what degree external circumstances influence behavior in the current moment (Prince-Embury, 2013). In other words, personal resilience can explain why some individuals deal better with uncertainty and negative experiences than others. Resilience can also be seen as the capacity to bounce back from challenging life situations, and how people thrive despite negative experiences. This capacity to successfully deal with and adapt to challenges in life contributes to positive development, therefore, resilience is often mentioned in the field of Positive Youth Development (Catalano et al., 2004; King et al., 2005). Within this model, 'Emotional reactivity' is one of the three factors that construct resilience (Prince-Embury, 2013). Emotional reactivity represents a risk factor that makes a person more vulnerable and consequently less resilient. The other two factors are '*Sense of mastery*' and '*Sense of relatedness*'. Both these factors are protective factors,

meaning that they strengthen personal growth and serve as a developmental buffer. In PYD, the emphasis is placed mainly on building positive habits and systematically strengthening competencies.

Aspects of Emotional Reactivity

Emotional Reactivity within the Three-Factor Model of Resilience is further broken down into three sub-factors (Prince-Embury, 2008; Rothbart & Derryberry, 1981): (1) (Emotional) Sensitivity, (2) Impairment, and (3) Restoration (Prince-Embury, 2006). *Emotional sensitivity* is the speed and power of one's negative emotional responses and how easily a person is triggered (Prince-Embury, 2008; Rothbart & Derryberry, 1981). The nature of the emotional response can vary per person; emotional sensitivity could refer to anger, fear, or sadness. Rather than the specific emotion, emotional sensitivity addresses the degree to which one is upset. Examples of high emotional sensitivity are when a person feels deeply hurt when facing rejection, when things do not go as desired or when feelings are simply hard to bear. On the football field, this could look like an anger tantrum at an incorrect judgement by the referee, or the fear of (social) consequences for not scoring a goal. In sum, high levels of sensitivity result in being easily upset and being upset in a powerful way.

Emotional impairment refers to the consequences of being upset, and the intensity of these consequences.

(Prince-Embury, 2006). In general, emotional impairment shows its effects in impaired thinking and/or impaired behavioral control, following an experience that led to being distressed. In terms of our mental functioning, emotional impairment can lead to lack of clarity, focus and control. In terms of behavioural consequences, impairment might show up as making simple mistakes, being impulsive or problematic behavior that hurt one-self or others. For example, Sufjan feels deeply disappointed when he misses a penalty shot. After a game where he misses an important penalty, he reacts angrily to his teammates who try to cheer him up. Once he gets home, he also finds it hard to concentrate on homework from school and when his parents try to soothe him, he also reacts to them angrily as he shuts himself up in his room and refuses to speak to anyone. In sum, emotional impairment refers to the degree to which a child's emotional reactivity overwhelms their capacity to regulate their behaviour effectively (Prince-Embury, 2006).

'Emotional recovery' refers to how quickly and how well an individual returns to normal functioning after feeling emotionally upset (Prince-Embury, 2006). The amount of time one needs to let go of feeling upset, might be purely a bodily experience (Prince-Embury, 2008).

Individual differences in returning to normal functioning after a disturbance, may vary from minutes to hours to days. Related to the football field, an example of impaired emotional recovery would be to still being emotionally out of balance during the week after having lost a match on Saturday. Impaired recovery after negative events is related to vulnerability to anxiety and mood disorders (Davidson, 2000).

Emotional Reactivity in Youth

Emotional Reactivity, as the combination of Sensitivity, Impairment, and Recovery is considered a risk factor in positive development of youth as it is seen as a hindrance to resilience. During childhood and puberty, where the brain is still maturing, emotional reactivity has implications for psychopathology. Increased emotional reactivity is related to a variety of disorders such as major depressive disorder, anxiety disorder, conduct disorder, and bipolar disorder, as well as increased emotional vulnerability (Prince-Embury, 2006). Compared to healthy children, emotional reactivity has been found to affect children suffering from depression, anxiety, temper tantrums, ADHD, children who stutter, and children who harbour self-injurious thoughts and behaviors (Carthy et al., 2010; Jensen & Rossen, 2004; Luby et al., 2009; Karrass et al., 2006; Nock et al., 2008).

WHAT CAN COACHES DO?

Fostering Emotional Regulation

Emotional reactivity has shown to be closely related to emotion regulation (Becerra & Campitelli, 2013). If one can regulate one's emotions adequately, a negative emotional response is likely to be less intense. However, this can be especially difficult for children and adolescents whose emotions can widely fluctuate. In fact, for children it might be easier to report on experiences of emotional reactivity than on their emotional regulation abilities (Prince-Embury, 2006). Therefore, helping to understand the process of how their negative emotional states develop into actions and how it may affect their subsequent functioning could provide them with a sense of control and mastery over their emotional cycles. Furthermore, encouraging youth to express how they feel would aid them in recognising their feelings, thus fostering better emotional regulation.


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Fostering Coping Skills

Effective social skills are considered as a protective factor that enhances resilience (Segrin & Flora, 2000; Jaureguizar et al., 2018). Consequently, developing stronger social skills might be an effective indirect way to lower the vulnerability that accompanies being emotionally reactive. Social skills are the ability to deal appropriately with social situations and where cooperation and sharing are required (Dollar et al., 2022). In other words, strong social skills are represented by effective communication and interaction with others. Social skills can be strengthened by fostering skills in leadership and friendship. Additionally, team sports, such as football, provide ample opportunity for social interactions and applying social skills. Recognising and rewarding pro-social behaviour, encouraging positive language and empathy when communicating within the team, providing additional team building activities to foster a sense of belonging can all aid in improving social skills in youth. Moreover, strengthening social skills rather than directly addressing emotional reactivity has the extra benefit of allowing playful ways to learn and grow.

Explicit Instructions and Two-Step Approach

Adolescence is characterised by changes in hormones and subsequent behaviour. At a time when a person is still maturing, mastering emotions can be a difficult task. This leads to much frustration and confusion on how to navigate through one's daily tasks. Helping youth understand their emotions as well as encouraging them to express these emotions through positive language and actions go a long way in minimising frustrations. Furthermore, seeing emotional outbursts and reactivity as teaching moments rather than punishable offenses help foster a positive and understanding environment for children to explore their inner worlds as they navigate through their daily happenings.
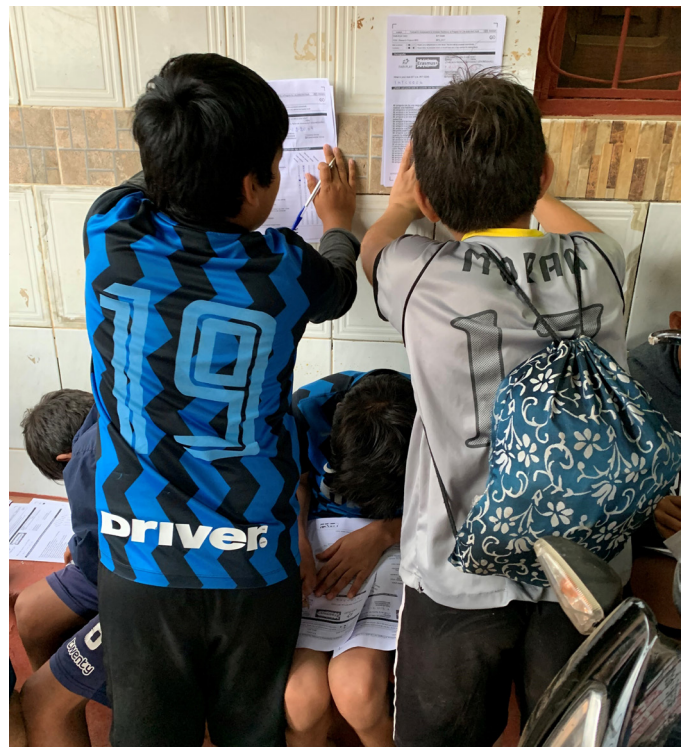
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EMOTIONAL REACTIVITY
ACTIVITY EXAMPLES

TIME: 10 - 60 MINUTES
AGE GROUP: 8-12 YEARS OLD
NUMBER OF PLAYERS: MAXIMUM OF 16 PLAYERS

Why would you train emotional reactivity?

Teaching children and adolescents about emotional reactivity and reactivity increases the ability to acknowledge and understand which feelings one has and how one experiences and expresses them. The ability to manage and control own behaviors and reactions is also present.

What is the role of the youth worker?

- Give a clear explanation of why emotion control and reactivity are important.

- Explain what you expect from the children during the activities.

1. Introduction emotion
2. Point football match
3. Discussing team

1. 60 seconds
2. Small football games
3. Number practice football match

1. The changing room
2. The scoring board
3. The restore zones

1. Game of emotions
2. Unpredictable game
3. Number practice football match

1. Pin hitter
2. Ball thief
3. Feinting while shooting

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ACTIVITY 1:
Introduction emotion

Time:
15 minutes.

Before you start:
- Gather the team.

Explanation:
- Introduce the topic of emotional reactivity to the players.

- Open a brief discussion about what the players think emotion reactivity is.

- Show a video of a positive emotional reaction to a situation.

- Show a video of a negative emotional reaction to a situation.

ACTIVITY 2:
Point football match

Time:
15 minutes.

Materials:
- Balls.
- Goals.
- Vests.

Before you start:
- Split the team in two.

Explanation:
- This exercise is a practice football match but with added guidelines and points.

- The players will earn but also miss points while playing a football match.

- The following acts will give you points or lose them:
    - **Stop a goal** = 5 points.
    - **Showing motivational skills towards teammates** = 2 points.
    - **Creative pass** = 3 points.
    - **Scoring a goal** = 5 points.
    - **Not passing** = minus 3 points.
    - **Negative reaction to a goal conceded** = minus 5 points.
    - **Being aggressive towards teammates** = minus 2 points.

= teams

= ball

= goals
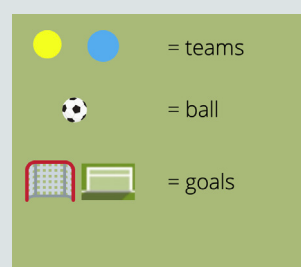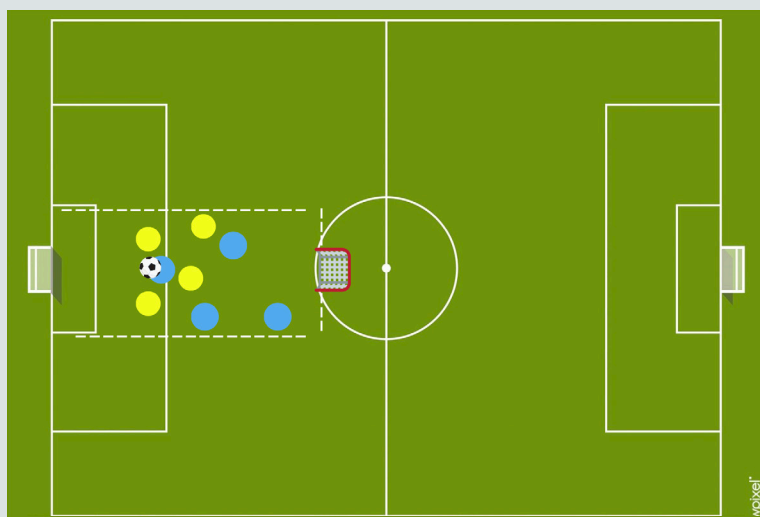
ACTIVITY 3:
Discussing team

Time:
30 minutes.

Before you start:

• Gather the team

Explanation:

• The team will discuss their performance during football as a team.

• There will be discussions about what is going well, but also what can be improved.

• Lastly all the players will individually set their own goals based on the previous discussions.

ACTIVITY 1:
60 seconds

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Time:
15 minutes.

Materials:
- Balls.
- Goals.
- Stopwatch.

</div>

Before you start:
- Grab a few balls.

Explanation:
- The aim of this activity is for the players to get as many points as they can get within 60 seconds.

- The players can score different amounts of points, but also lose points when they miss.

- The scoring is as follows:
    - **Crossbar** = 10 points. - Pole = 5 points.
    - **Goal** = 1 point.
    - **Miss** = -5 points.

You can increase the difficulty of the exercise by:
- Adding different situation factors like social support (by encouraging each other) and problem-solving (letting the players make their own rules).

- Adding a competing element.

ACTIVITY 2:
Small football games

Time:	Materials:
15 minutes.	- Balls. - Goals. - Vests.

Before you start:

- Split the team in two (or more than two)..

Explanation:

- The aim of this activity is for the players to get as many points as they can get within 60 seconds.

- The players can score different amounts of points, but also lose points when they miss.

- The scoring is as follows:
    - **Crossbar** = 10 points. - Pole = 5 points.
    - **Goal** = 1 point.
    - **Miss** = -5 points.

You can increase the difficulty of the exercise by:

- Adding different situation factors like social support (by encouraging each other) and problem-solving (letting the players make their own rules).

- Adding a competing element.

ACTIVITY 3:
Number practice football match

Time:
15 minutes.
Materials:
- Balls.
- Goals.
- Vests.

Before you start:

• Split the team into two.

• Give everybody a number.

Explanation:

• This is a regular practice football match where a player enters a game when their number is called.

• When a player is already participating in the match and has their number called, they need to stop and stand on the sideline till they get called again.
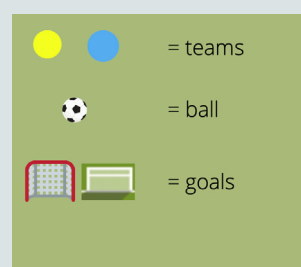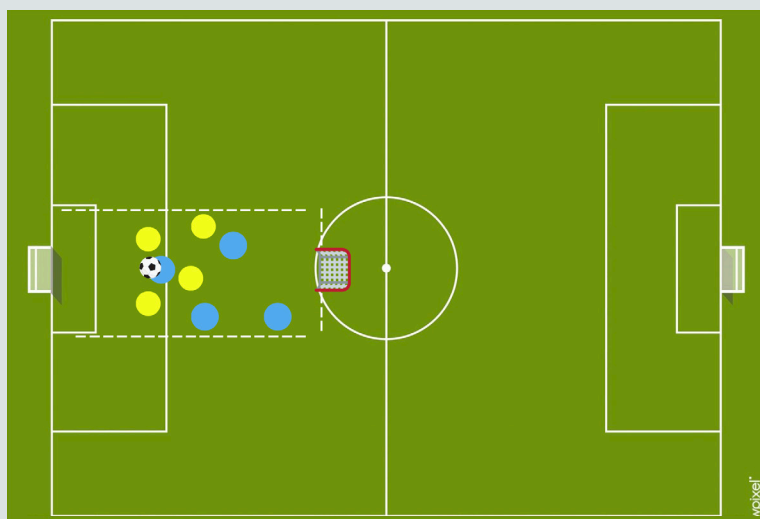
🟡 🔵	= teams
⚽	= ball
🥅 🥅	= goals

ACTIVITY 1:
The changing room

Time:	Materials:
Unspecified.	- Vests to assign teams and clear zone dividing cones/flaps.

Before you start:

- Assign two equally divided teams.
- Identify a captain based on previous sessions for both team.

Explanation:

- A normal game is played.

- Players that become frustrated or sensitive to the activity may time out in the "changing room".

- The opposing team's captain will join the frustrated player in the "changing room".

- In the meantime, the activity continues with teams maintaining possession, but not scoring until the situation in the "changing room" has been resolved.

- The frustrated player may take one of three actions in the "changing room":

  - **Tactic board**: Describe a situation on a wipeboard.

  - **Make a sub**: Hold up the board to get coaches attention to discuss and make changes in behavior.

  - **Sportsman card**: May be held up to share frustrations with the opposing team captain.

CHANGING ROOM
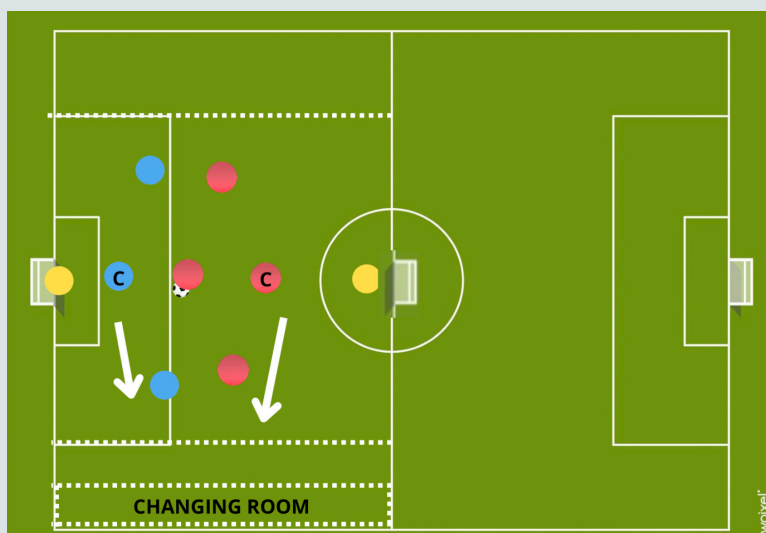
Legend:
- = Team 1
- = Team 2
- C = Captain
- = Goal keeper

ACTIVITY 2:
The scoring board

Time:	Materials:
Unspecified.	- Cones/flaps to create a possession box. - Vests to assign teams.

Before you start:

- The coach pre-emptively identifies players that are reacting in a negative manner to the activity.

Explanation:

- A normal game is played.

- Players showing earlier negative behaviors will be sent to the Scoreboard Zone (i.e. one of the two white boxes).

- Player attempt to pass a ball from the central passing area to their teams' Scoreboard Zone.

- If the pass stops inside the Scoreboard Zone, the team earns one point.

- If the pass does not stop inside the Zone, this ball is used for future play.

- When all balls are in the Scoreboard Zone, the game is over and teams count points.

- Players in the Scoreboard Zone express their feelings with regard to the activity at the end.
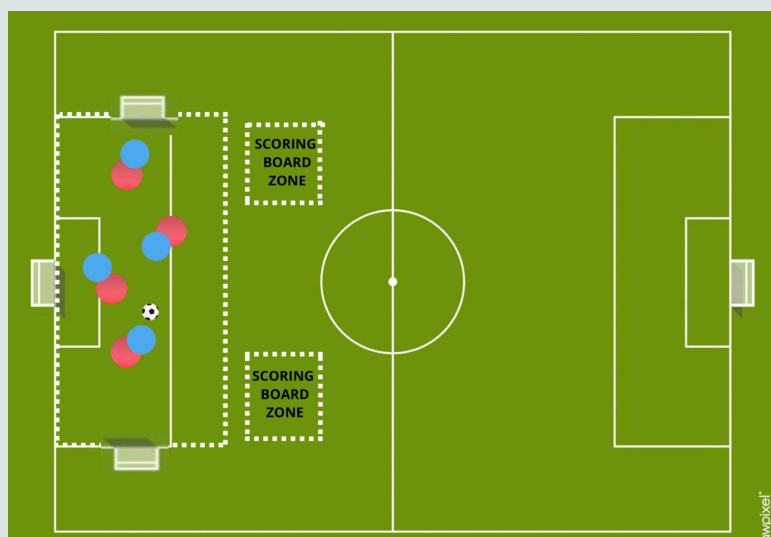
Legend:

🔴 = Team 1

🔵 = Team 2

ACTIVITY 3:
The restore zones

Time:
Unspecified.

Materials:
- A field with two opposing goals.
- Vests to assign teams.

Before you start:

- Make two teams of three and assign two floaters.

Explanation:

- A normal game is played.

- When a player recognizes frustration or sensitivity they can enter the restore zone.

- If a player is not a floater, then a floater should go out to the restore zone to support the player and help them to return to play.

- A coach may leave a pen and paper for the player to write down their emotions if they don't want to verbally discuss them.

- The coach may stimulate discussion at the end of a training around behavioral examples of frustration or sensitivity noted during the activity.

RESTORE ZONE

RESTORE ZONE
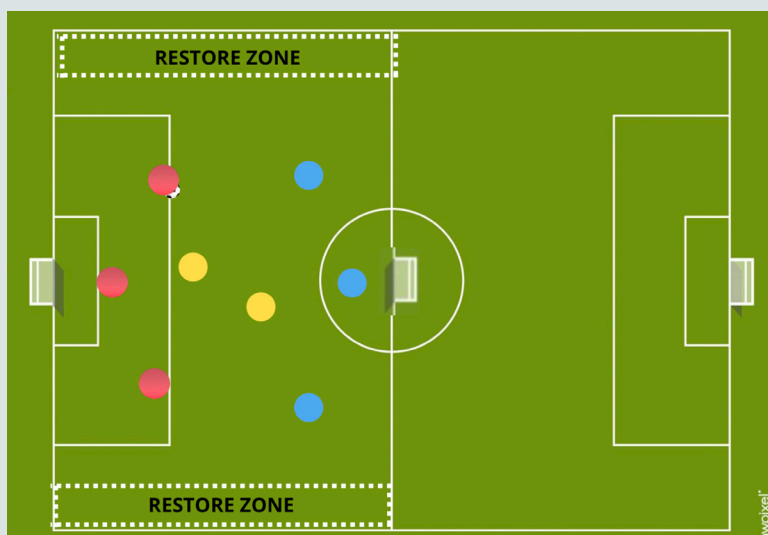
Legend:
● = Team 1
● = Team 2
● = Floaters

ACTIVITY 1:
Game of emotions

Time: 15 minutes.	Materials: - Cones. - Vests.

Before you start:
- Create a square with 4 cones.
- Give one player a vest.
- Associate emotions to certain motor task (for example: "happiness = run fast")

Explanation:
- The team plays within the cones.

- The player with a vest is the emotional one.

- Everyone needs to run within the cones and pay attention to the player with the vest.

- The player with the vest has to make different facial expressions to communicate everyone his feelings (for example smiling for happiness).

- According to the emotion identified, players should behave properly.

- Examples of emotional tasks are the followings:
    - Happy face = run.
    - Angry face = escape from the player wearing the vest.
    - Sad face = hug the mate with the vest.

sad face

= run to player with vest to ask if their okay.

= player with vests

= players without a vest
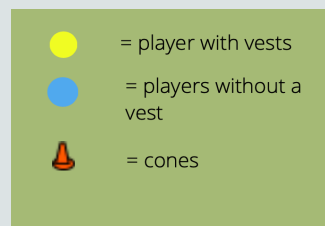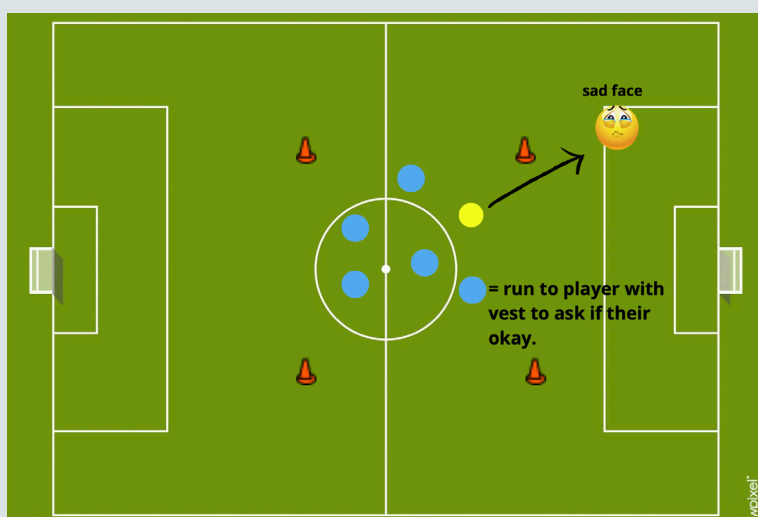
= cones

ACTIVITY 2:
Unpredictable game

Time:
15 minutes.
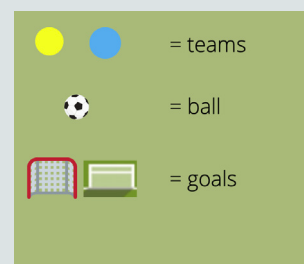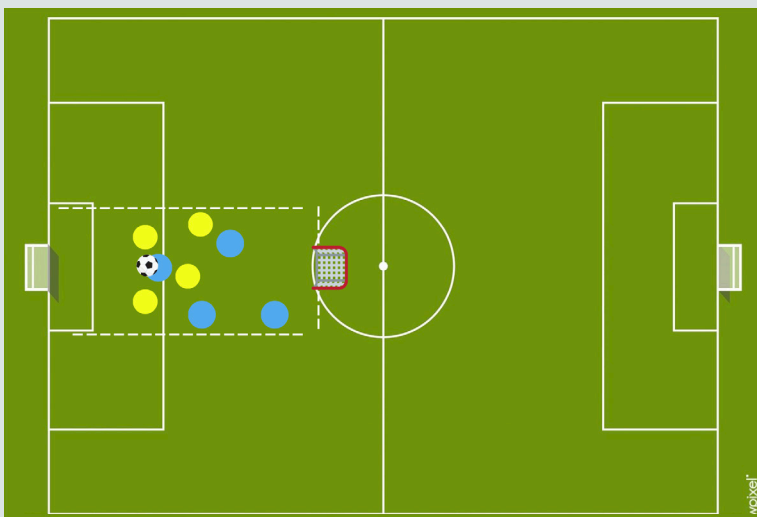
Materials:
- Balls.
- Cones.
- Vests.

Before you start:

- Split the team in two

Explanation:

- This exercise is a practice football match but with an added challenge for the players.

- Some players get individual rules they need to respect during the game (only playing with the left foot, you stay out for five minutes, you can only play with one touch, etc.).

- The coach will cause some unpredictable situations (like throwing a ball on the field, randomly screaming, suddenly starting to dance, etc.) to see how the players react and let the players know that they shouldn't be distracted by unpredictable situations.

- = teams
- = ball
- = goals

ACTIVITY 3:
Number practice football match

Time:	Materials:
30 minutes.	- Cones. - Balls.

Before you start:

- Place the cones in a zig-zag (look picture below).

- Make two teams.

- Place a few balls at the first cone.

Explanation:

- The children need to pass the ball to each other in the assigned order (look at the picture below).

- Use one ball per team.

- Start with a practice round. Let the kids get used to the activity.

- When a child shows a negative emotion (sad or angry) because they failed to pass the ball correctly, the coach can say ''ball'. The player can then start over and try again.

You can increase the difficulty of the exercise by:

- Letting a player observe the others and, in case he notices a negative emotion in someone else, call "ball" and introduce a new ball to re-start the game.

- Letting each player perceive his own emotions and call "ball" in case he feels down, but only after running towards a mate and giving him/her high-five before starting again.

1 1 = order of the passes

= pass line
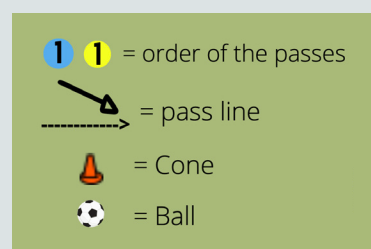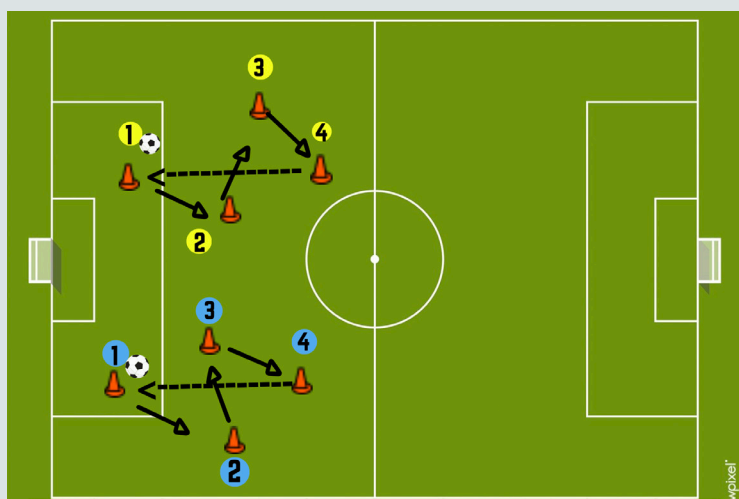
= Cone

= Ball

ACTIVITY 1:
Pin hitter

Time:
Unspecified.

Materials:
- Cones.

Before you start:

- Assign pairs of players.

Explantation:

- Players stand opposite of each other, with one of the players holding the ball.

- Players should aim at hitting the cone in the middle by passing the ball to the other side.

- A variable time limit is inserted.

- Once the time is up, players are asked aboout their feelings.

- The ultimate objective is to generate feelings or emotions.

You can increase the difficulty of the exercise by:

- Increasing or decreasing the time limit within which players may play.
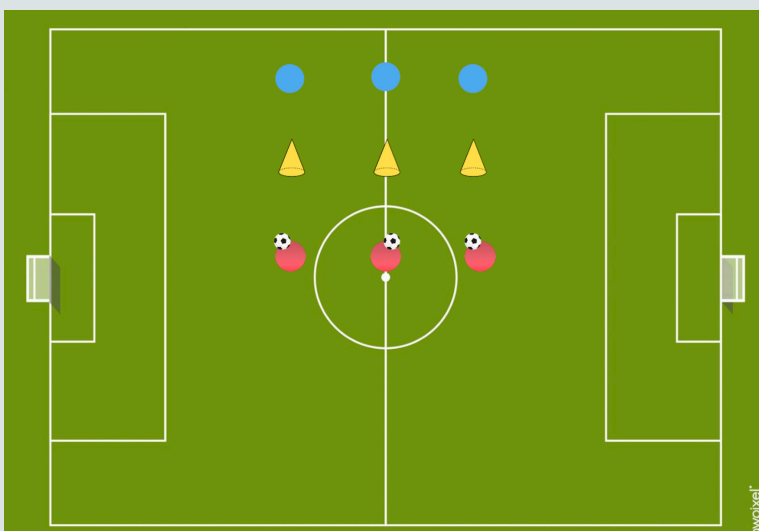
Legend:

⬤ = Player 1

⬤ = Player 2

△ = Cone

ACTIVITY 2:
Ball thief

Time:
Unspecified.

Materials:
- Cones/flaps to create a playing area.
- Vests to assign ball thief.

Before you start:
- The coach selects one player as the ball thief.

Explantation:
- The goal of the ball thief is to retrieve the ball from all dribblers in the area and kick them out of the pitch.

- If the ball is kicked out of the pitch, the player whose ball has been kicked must also leave.

- The game only ends onc the final ball has been kicked out of the area and can there-fore be delayed by effective defense.

- Players are encouraged to express how they felt during the game.

You can increase the difficulty of the exercise by:
- Increasing or decreasing the time limit within which players may play.
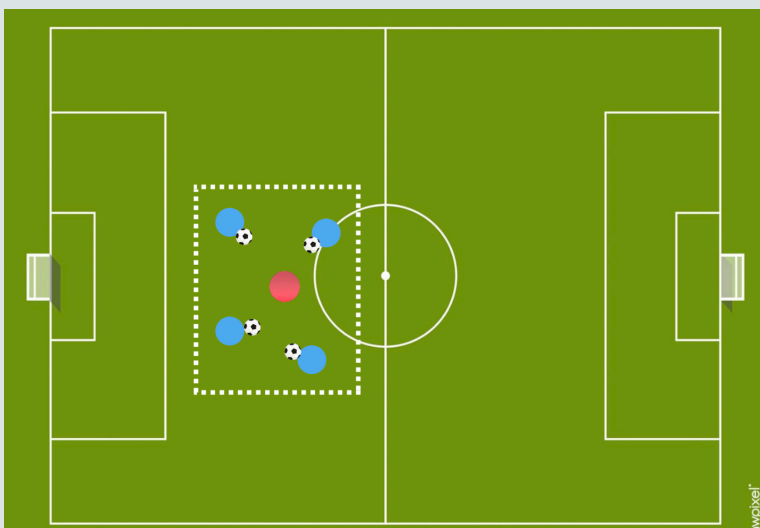
Legend:

🔴 = Ball Thief

🔵 = Dribbler

ACTIVITY 3:
Feinting while shooting

Time:
Unspecified.

Materials:
- Cones.

Before you start:

- Note that the exercise also takes place in a mirrored set up, but only example has been set out for sake of clarity.

Explantation:

- The red player passes a ball to the blue player who is standing on the back line.

- Once the blue player has received the ball, they will engage in 1v1 towards the goal on the middle line.

- If the red player retrieved the ball, they will move forward in an attempt to score in the goal on the back line.

- After each pass, the players are asked they they are feeling.
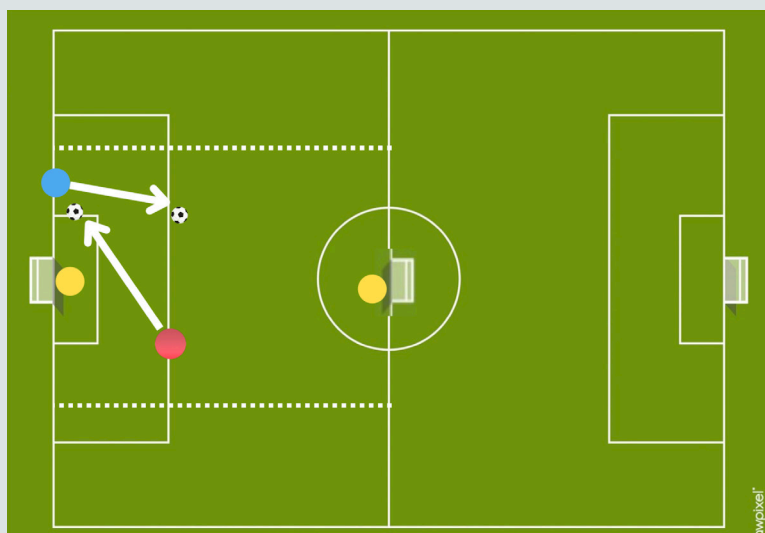
Legend:

🔴 = Team 1

🔵 = Team 2

🟡 = Goal keeper

CHAPTER 6:

Stress & anxiety

WHAT IS STRESS AND ANXIETY?

The terms stress and anxiety are often used interchangeably and simultaneously when describing negative emotional states caused by difficult situations. While these two are indeed interconnected, they are in fact separate concepts. Stress is a complex process which consists of three major elements (Spielberger, 1966). (1) Stressors; the situation that might be perceived as dangerous, potentially harmful, or frustrating. (2) Perception of danger, how a person views a situation, and (3) emotional reaction to the situation, which can be a combination of feelings of tension, apprehension and nervousness, unpleasant thoughts, and physical changes. Often, these emotional reactions can be seen as anxiety states. The most important distinction between the two concepts is that stress is usually caused by an external trigger (stressor) whereas anxiety is not. This trigger can be short-term, such as running late for work, or long-term, such as unemployment, dealing with chronic illness, or discrimination (American Psychological Association, 2019).

In contrast, anxiety occurs when there are persistent, excessive worries that do not lessen, even in the absence of an external trigger (stressor). The symptoms of anxiety and stress can be nearly identical; insomnia, tension, fatigue, irritability, and loss of focus. For many athletes, anxiety is a fundamental part of the sport experience (Merchant & Morris, 2004). Anxiety is a vague fear stemming from the future being unpredictable. As with stress, an important component of anxiety is the set of *beliefs* an individual has about the future. It has been found that being in a state of anxiety reduces enjoyment of sport participation, both in adults and children (Smith, Smoll, & Barnett, 1995). Fortunately, for both mild stress and mild anxiety, coping skills provide an excellent management tool.

The following chapter will provide information on theories of anxiety and stress, how to recognise anxiety and stress in children, as well as tips on how to reduce such symptoms.

WHAT ARE THE THEORIES ON ANXIETY AND STRESS?

Trait-State Anxiety

According to the Trait-State Theory of Anxiety (Spielberger, 1966), there are two types of anxieties; state anxiety and trait anxiety. State anxiety refers to a changing emotional state which is characterised by subjective, consciously perceived feelings of tension and apprehension. This type of anxiety can fluctuate and vary in intensity. In contrast, trait anxiety is the general tendency of a person to respond to uncertain and threatening situations. This type of anxiety is seen as a stable and consistent characteristic of a person. A person with high levels of trait anxiety will view most situations as threatening regardless of whether the situation is objectively dangerous. Furthermore, for such a person, an anticipated failure or a threat to their self-esteem can be more devastating than an actual physical threat. A person with high trait anxiety tends to also have high state anxiety. Ideally, a person should have the optimum level of state anxiety in situations where there is a real threat to their wellbeing (Horikawa & Yagi, 2012). Therefore, very high levels of state anxiety, as well as very low levels of state anxiety are a hindrance to optimal performance. In fact, it is considered that the relationship between state anxiety and performance would show an inverted-U shaped relationship. Simply put, performance increases as levels of state anxiety increases. However, if it becomes too high, performance deteriorates.

This explanation is somewhat complicated. Therefore, it is best understood in terms of an example. Susan is seen as a conscientious youth. She puts in a lot of effort into all the tasks she undertakes. However, she also

generally experiences a lot of worry, not only about the prospect of completing these tasks, but also at the state of the world around her (high trait anxiety). Due to these characteristics, she tends to feel anxious at completing most tasks, even if at-a-glance they seem quite easy (high state anxiety). She feels often that when her father is present at her football games, this puts additional pressure on her (increased levels of already elevated levels of state anxiety), resulting in her underperforming on the field.

Processing Efficiency Model

This theory discusses both hindering and facilitating effects of anxiety and is linked to the trait-state anxiety model (Eysenck & Calvo, 1992). According to this theory, how well a person performs is dependent on their state-anxiety, which is created by a combination of their trait anxiety and the amount of stress the situation causes. Worrying is seen as a part of state anxiety which is responsible for the amount of effort invested to attain a goal (performance efficiency) as well as to ensure good quality of performance (effectiveness). Our working memory is limited in its capacity but will be reduced further by worry because it consumes some of these resources in our memory system (Horikawa & Yagi, 2012). Worry also increases our motivation if we view the performance in a positive light. Therefore, potential performance will be impaired, if we interpret our levels of anxiety induced by the situation as negative. However, should we see our levels of anxiety as helpful, then our overall performance in the task will be improved. Persons with high levels of trait anxiety tend to generally interpret all levels of anxiety less positively, compared to people with low trait anxiety. Therefore, they also tend to experience more deficits in performance efficiency and effectiveness. Another aspect which influences performance is the way instructions are given regarding a performance. If the instructions about a performance are delivered in pressure-laden manner, then the person with high levels of trait anxiety would be affected negatively by the information, compared to someone with low levels of state anxiety. For example, Susan has high levels of trait anxiety, where she generally views most situations as stressful. When she is on the football field, she often tends to feel pressure and she often also views this pressure as a negative emotion. Furthermore, prior to most games, her father insists on

talking to her about the importance of her performing at her very best. Consequently, in times when Coach Bob does not give her a pep talk prior to her games, she tends to underperform due to her not being able to manage her anxiety. In contrast, Sufjan tends to view the world around him as a generally safe place (low state anxiety). On the field, when he feels pressure during games, he tends to view this pressure as a sign which motivates him in to win the game for his team. As a result of this, he often thrives during games that require him to take a penalty shot.

Processing Efficiency Model

Self-efficacy is defined as one's judgements of their capabilities to plan and execute the actions required to attain a desired performance (Bandura, 1986). In other words, self-efficacy is rooted in believing in one's ability to perform a specific task. Self-efficacy can be seen as a situation-specific form of self-confidence; a perception of knowing what to do in certain situations (George, 1994). As with stress and anxiety, self-efficacy centers around the beliefs one holds about being able to cope with the challenges at hand. However, in contrast to stress and anxiety, self-efficacy centers around positive rather than negative beliefs.

Research into this subject discusses a contrast between self-efficacy versus stress and anxiety. For example, high levels of self-efficacy are associated with low levels of stress in academic achievement (Hackett et el., 1992). Consequently, increasing self-efficacy can serve as a strategy for lowering stress and/or anxiety. There are four

components of self-efficacy (Bandura, 1977). Primarily, the experience of having mastered a certain task in the past contributes to the belief one can accomplish that task again. This is referred to as *performance accomplishment*. Secondarily, observing role-models perform successfully contributes to believing in the possibility to be able to succeed oneself. This learning from others is called *vicarious learning*. Performance accomplishment and vicarious learning have been found to be the most effective means to enhance beliefs of self-efficacy (Maddux, 1995). Furthermore, beliefs of self-efficacy can be increased by *verbal persuasion* of others, for example by parents, a coach, or peers. In other words, being encouraged contributes to believing in one's capabilities. Finally, *self-efficacy* is affected by physiological state. That is, experiencing uncomfortable physiological sensations such as having sweaty palms or feelings of restlessness can affect one's belief in being able to perform. Taken together, these four building blocks provide four entry points for strengthening beliefs of self-efficacy, thereby lowering the impact of stress and anxiety.

WHAT CAN COACHES DO TO HELP MANAGE STRESS AND ANXIETY?

Recognising Stress and Anxiety in Children

As mentioned above, the symptoms of stress and anxiety are much alike, and the range of symptoms is broad. Anxiety and stress have mental, emotional, behavioral, and physical components. Furthermore, children express anxiety differently compared to adults. For example, on the sports field, a child experiencing high anxiety could display the following behaviours: inattention, clingy behavior, problems in answering questions, problematic and disruptive behaviors, restlessness, absenteeism, frequent trips to the bathroom, and problems in performing certain activities.

Recognition and Education of Performance Anxiety

A specific form of anxiety that manifests itself frequently in sports is *performance anxiety*. Performance anxiety can be defined as 'an unpleasant psychological state in reaction to perceived threat concerning the performance of a task under pressure' (Cheng & Hardy, 2016, p. 255).

Performance anxiety stems from a variety of causes, all addressing not so much the actual sports performance, but rather everything else and a person's beliefs around it (https://truesport.org/performance-anxiety/sport-performance-anxiety-youth-sports/). At least four causes of performance anxiety have been identified. One cause of performance anxiety is having an audience, especially a loving one. This increases athlete's self-awareness, which in turn affects their decisions. Another cause of performance anxiety is the fear of disappointing others, including supportive parents, coaches, and the team. Furthermore, high expectations can cause performance anxiety; if perfection is aimed for, internal self-talk will promote stress during performance. Additionally, post-game analysis can cause performance anxiety; if there is an evaluation afterwards, this can negatively affect the athlete's mindset during a performance. Therefore, helping youth understand what performance anxiety is and what its effects are, could go a long way in helping them combat it, while performing at their optimum level.

Strengthening Self-efficacy

On the field, a coach plays a crucial role in the self-efficacy of players. The four sources of self-efficacy mentioned above serve as a guideline for doing so. Firstly, performance accomplishment requires chains of successful performances to elevate beliefs of self-efficacy. Especially in early stages of learning, there is a risk of a chain of unsuccessful performances (Bandura, 1997). The coach can observe, intervene in case of a chain of unsuccessful performances, and emphasize successful performances to guide this source of self-efficacy.

Secondly, vicarious learning happens when the coach behaves in an exemplary manner. This does not mean that the coach needs to be a perfect athlete themselves. Beliefs of self-efficacy are enhanced in an athlete when the coach displays constructive ways to cope with difficulties, effective problem solving on the field, as well as when positive behaviour is rewarded (Shipherd, 2019).

Thirdly, verbal persuasion contributes to feelings of self-efficacy. This is in line with the positive psychology described by Seligman (1991) and his theory on optimism that stresses the importance of explanatory

style. The coach, as part of their verbal persuasion and encouragement, can help promote optimistic explanations for events to increase beliefs self-efficacy in athletes.

Fourthly, physiological feedback influences self-efficacy. More specifically, the bodily symptoms of stress and anxiety can increase or decrease performance. As mentioned previously, the somatic aspect of anxiety has an inverted U-shape relationship with performance (Martens, 1990). This means that moderate bodily signals of stress and anxiety increase performance. Too much stress and anxiety, however, hinders performance. Nevertheless, practicing with specific tasks makes an athlete feel more at ease with their bodily signals of stress and this can subsequently increase performance (Redmond, 2010). The coach can support athletes in building beliefs of self-efficacy by helping them reinterpret their physiological feedback of stress as a positive aspect of performance.

Final Thoughts...

Experiencing stress is a normal part of life. However, children are rarely taught effective ways of coping with stressors, and often do not recognise these aspects in themselves and those around them. Educating children about what stress and anxiety is, what their effects are, and normalising these aspects of human experience, go a long way when combating negative behavioural and emotional repercussions caused by stress and anxiety.

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STRESS & ANXIETY
ACTIVITY EXAMPLES

TIME: 10 - 60 MINUTES
AGE GROUP: 8-12 YEARS OLD
NUMBER OF PLAYERS: MAXIMUM OF 16 PLAYERS

Why would you train resistance against anxiety?

Teaching children and adolescents resistance against stress and anxiety will increase their ability to process and properly deal with stressful situations.

What is the role of the youth worker?

- Give a clear explanation of why resistance to stress and anxiety will increase their ability to process and properly deal with stressful situations.

- Explain what you expect from the children during the activities.

1. Stress match
2. Post-stress match
3. Coach workshop

1. Stress parkour
2. Small football match
3. Tournament 4v4

1. Shooting under pressure
2. 6v4 under pressure
3. 1v1 team game
4. 3v3 under pressure

1. Run run run
2. Crazy match
3. Closed goals

1. Starting & finishing ritual 1
2. Starting & finishing ritual 2

ACTIVITY 1:
Stress match

Time:
20 minutes.
Materials:
- Vests.
- Cones.
- Balls.

Before you start:

- Split the team into two teams.

Explanation:

- This exercise is a football match with a twist.

- Every time a team scores, the captain of that team will take a penalty for the opposing team.

- While that captain takes a penalty, his own team will make loud distracting noises.
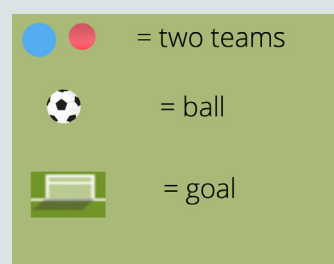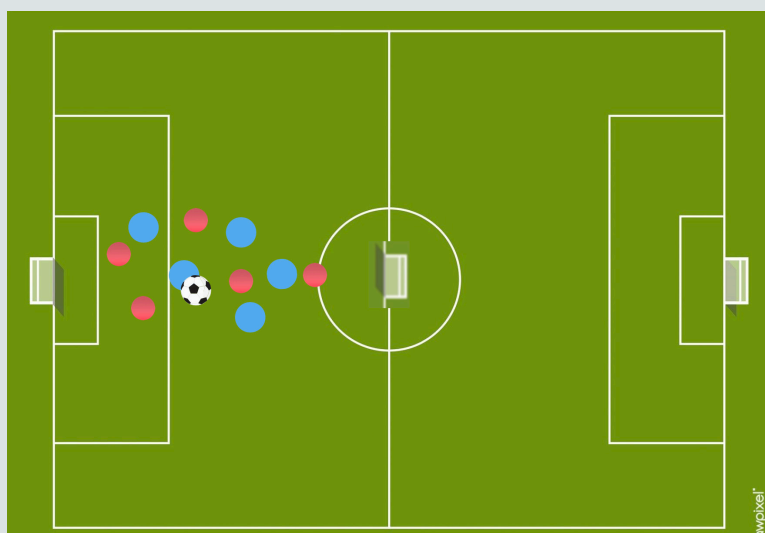
ACTIVITY 2:
Post-stress match

Before you start:
- Gather the team.

Explanation:
- This exercise is about discussing the previous stress match.

- The players will be discussing the match and what internal factors were stressful.

- They will discuss what they were thinking and feeling (nervous/anxious) and what their thoughts (I will let the team down) were during the match.

- They will then discuss the stressful external factors that influenced their stress levels and anxiety..

ACTIVITY 3:
Coach workshop

Before you start:
- Gather all the necessary coaches.

Explanation:
- This is a workshop for coaches.

- This workshop is about internal worries of anxiety and external triggers for stress.

- The workshop also discusses how visual and audio cues can cause a distraction to heighten stress and anxiety.

ACTIVITY 1:
Stress parkour

Time: 20 minutes.	**Materials:** - Cones. - Hoops. - Obstacles.

Before you start:

- Set out a parkour course by choice (example in the picture below).

Explanation:

- The aim of the game is to go through the parkour course while adding factors of different situations.

- The factors can be as follows:
  - The players can not talk to each other (stressful factor).
  - The players can talk to each other (social support).
  - The players can choose to participate or not (avoidance).
  - The players can make their own parkour course (problem-solving).
  - The players must encourage each other (positive mindset).

●	= player
⚽	= ball
🔺	= cones
♟	= bowling pins
⬯	= hula hoop
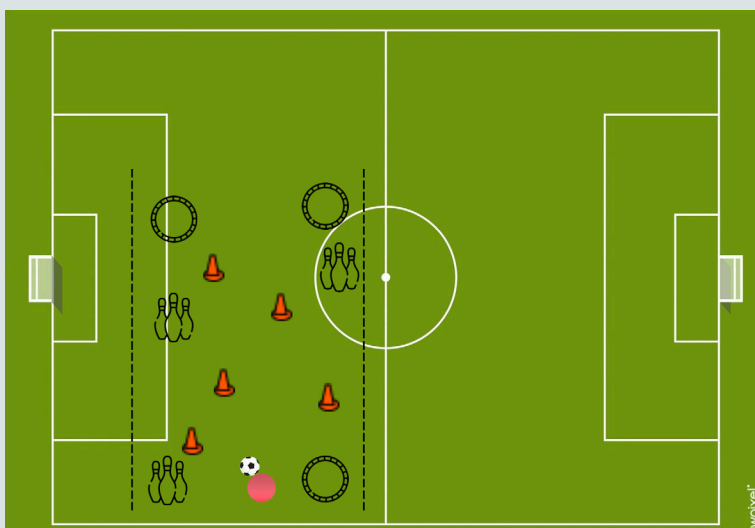
ACTIVITY 2:
Small football match

Time:	Materials:
20 minutes.	- Balls. - Goals. - Vests.

Before you start:

• Grab a few balls.

• Set up the goals.

Explanation:

• This is a small version of a football match.

• The players can make their own teams without help. This includes the problem-solving factor.

• The match will also include stress factors like the following:
  - No talking.
  - One team completely starts attacking or defending.
  - The players can only score with a cone or vest.

ACTIVITY 3:
Tournament 4v4

Time:	Materials:
20 minutes.	- Balls. - Goals. - Vests.

Before you start:

• Split the team up into teams of four players.

• Section of a part of the field that is fitting for a 4 vs. 4 tournaments.

Explanation:

• This is a 4 vs. 4 football tournament.

• During the tournament the players need to add different (stress-like) situation factors.

• The factors can be the following:
     - 4 vs. 4 + 1, where the teams get one option to use one extra player for two minutes. The teams can not use this at the same time (social support).
     - 4 vs. 4, where both teams can freeze an opponent player for 60 seconds. The frozen player can not move for 60 seconds (avoidance).
     - 4 vs. 4, where the players need to create their own teams (problem-solving).
     - 4 vs. 4, where the players who are not playing will positively encourage the players who are playing.
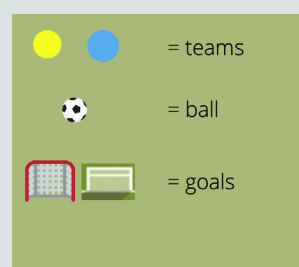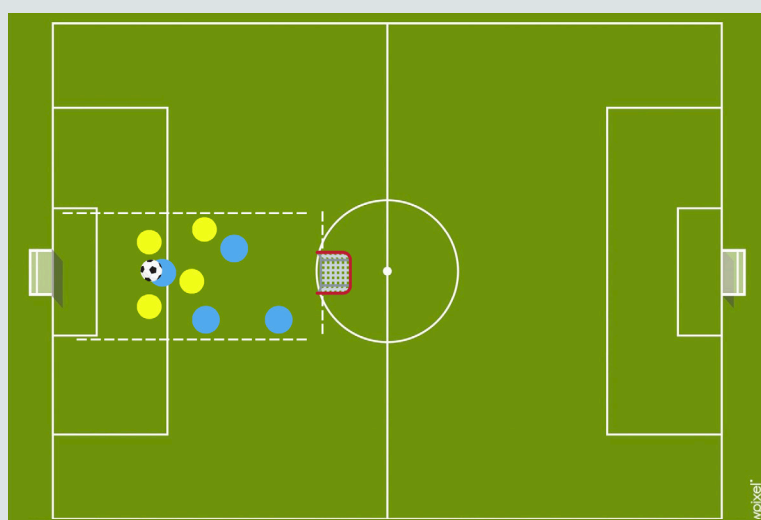
🟡 🔵	= teams
⚽	= ball
🥅 🥅	= goals

ACTIVITY 1:
Shooting under pressure

Time:	Materials:
Sessions of 1m 30s.	- Cones. - Small goals. - Vests.

Before you start:

- Assign two teams of six players.

- Place two small goals on either side of the big goal, and place cones in the middle of the goal and create a shooting area 20 steps from which players must shoot at goal.

Explanation:

- Team 1 starts on the offense, where a player has 10 seconds to score a goal from the scoring area.

- If they score, they earn a point, after which they collect the ball and run back to their line to prepare for another shot.

- If they miss, they will replace and be replaced by a player from team 2 who was standing behind the goal. If the player from team 2 scores, they may earn back a point.

- Teams switch after one minute and 30 seconds.

You can increase the difficulty of the exercise by:

- Adding a goal keeper instead of cones.
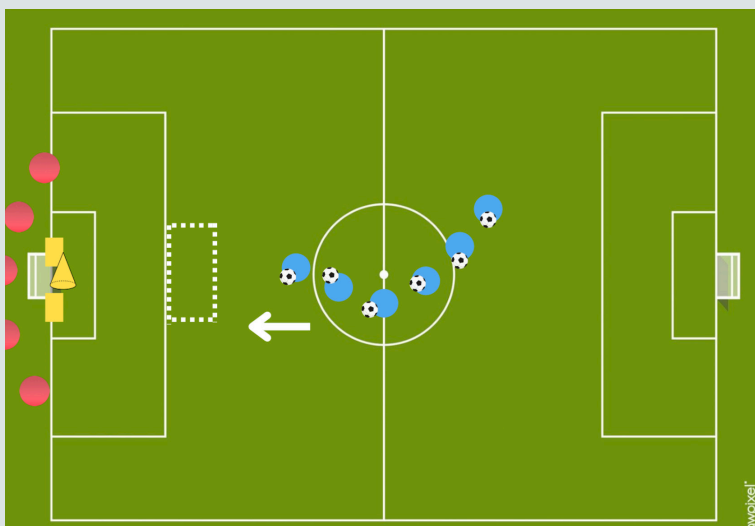
Legend:
- = Team 1
- = Team 2
- = Cone wall
- = Small goal
- = Dribbling direction

ACTIVITY 2:
6v4 under pressure

Time:
Sessions of 2 minutes
with 30 seconds rest.

Materials:
- Vests to assign teams.

Before you start:

- Assign one team of six and one team of four players, each with a goal keeper.

Explanation:

- Both teams are tasked with scoring in the opposing team's goal according to a given scenario, but one team has an overload over the other.

- The team of four defends the smaller goal.

- Scenarios:

    - "It's the Scottish Cup Final and the game is into the 90th minute. The team of four is winning by 2-0, but two players are sent off. They have to maintain the lead. Every time the ball goes out, the team with the overload starts at the goal keeper."

    - "It's the World Cup Final and the game is levelled at 1-1. The game starts with a penalty kick to the team of four to make it 2-1. How does the penalty taker cope?"

    - "It'sthe Champion's League final, the game finished a draw, and penalties have to be taken until Sudden Death. Each team gets 5 penalties, and everyone has to score theirs."
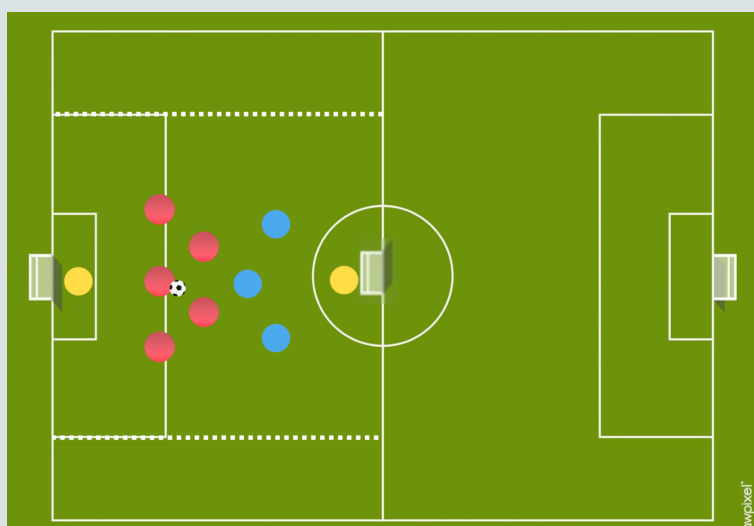
Legend:

🔴 = Team 1

🔵 = Team 2

🟡 = Goal keeper

ACTIVITY 3:
1v1 team game

Time:
Sessions of 2 minutes
with 30 seconds rest.

Materials:
- Vests to assign teams.

Before you start:

- Assign two teams of five players.

- The coach stands in a box in the middle of the pitch.

Explanation:

- One player from each side enters the player area as other remain on the side.

- Coach plays in a football, the entered players have to take on the opponent.

- The players' task is to pass the ball to the coach in the square and move into space and return the ball to gain a point for their team.

- If done, the player must pass the ball out to a teammate who takes their place in the area.

- First team to earn 10 points wins.

You can increase the difficulty of the exercise by:

- Players may also pass to a teammate on the side without first scoring a point if they believe their teammate to be in a better position to pass the ball quickly.
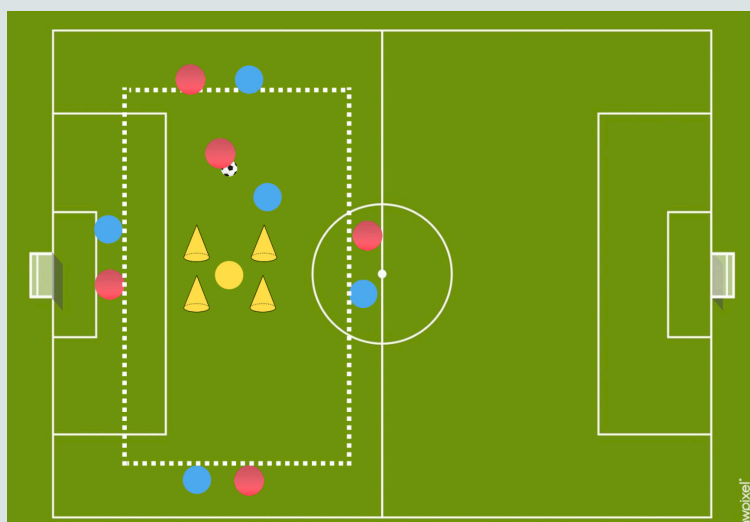
Legend:

🔴 = Team 1

🔵 = Team 2

🟡 = Coach

🔺 = Cones

ACTIVITY 4:
3v3 under pressure

Time:
2-minute matches.

Materials:
- Vests to assign teams.

Before you start:

- Assign two teams of seven with a goal keeper each.

- Split each team in two teams of three

Explanation:

- The first two minute match is a normal match.

- The second match, the other teams enter the field, and the score from the previous match remains.
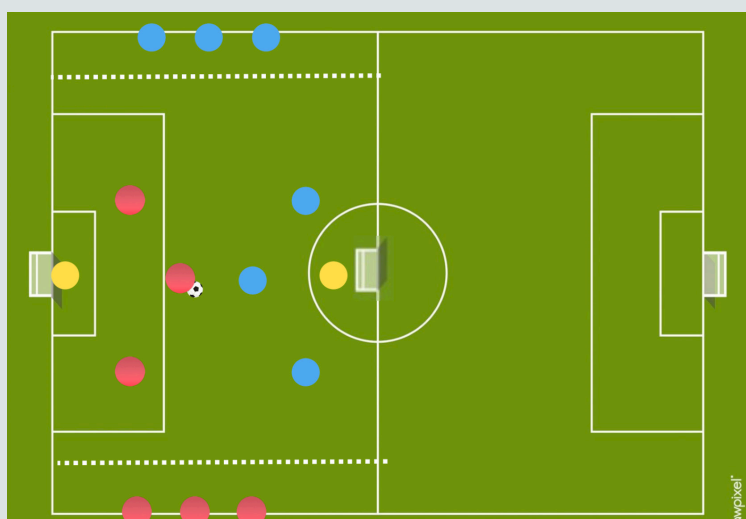
Legend:

🔴 = Team 1

🔵 = Team 2

🟡 = Goal keeper

ACTIVITY 1:
Run run run

Time:	Materials:
20 minutes.	- Balls.
	- Obstacles (cones, hoops, etc.).

Before you start:

- Set up four cones around the circle in the field (see picture below).
- Split the team into two teams.

Explanation:

- The aim of the game is, according to the direction of the running, for the "back team" (catcher) to catch the "front team" (runner) while running around in circlel.

- Every round only includes one player from every team.

- Both players can only run around the four cones.

- When the catcher catches the runner, other team members will go and the roles will be changed. The runner is now the catcher and the catcher is now the runner.
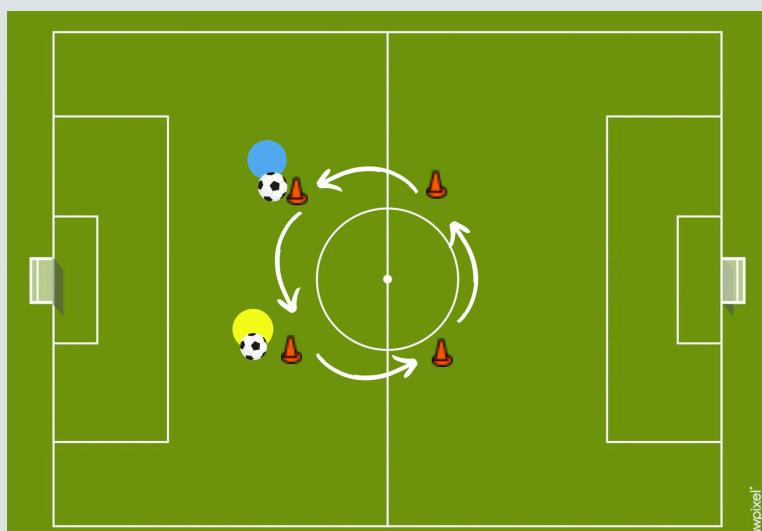
🔵 = catcher
🟡 = runner
⚽ = ball
🔺 = cones

ACTIVITY 2:
Crazy match

Time: 20 minutes.	**Materials:** - Balls. - Vests. - Goals.

Before you start:

- Split the team up in two.

- Set up the goal.

Explanation:

- This is a regular football match but with stressful situations.

- You have to think of different stressful match situations and let the children play the game with that situation in mind.

- Stressful match situations can be the following:
  - One team is 2-1 behind with five minutes left.
  - One team plays for the championship and it's 0-0 with 2 minutes left.
  - One team has one player less due to an injury.
  - One team misses a keeper.

🔵 🔴 = two teams
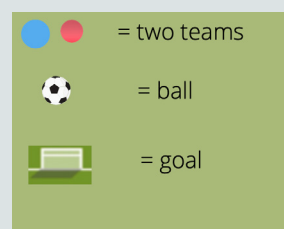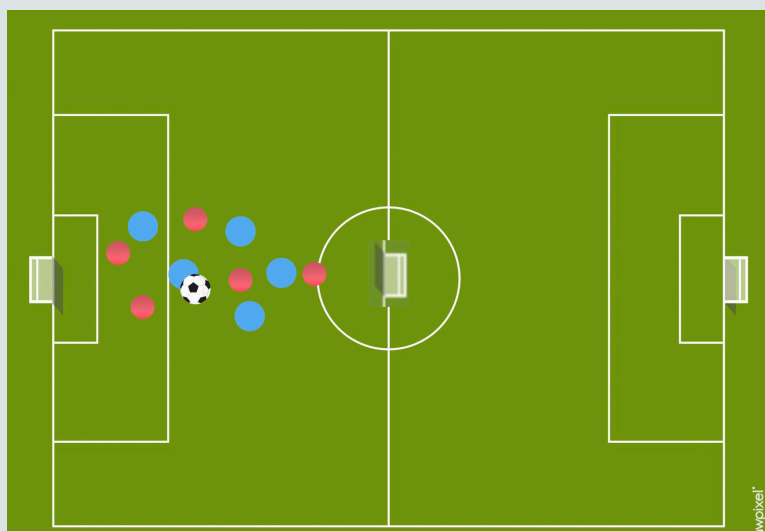
⚽ = ball

🥅 = goal

ACTIVITY 3:
Closed goals

Time: 20 minutes.	**Materials:** - Balls. - Cones.

Before you start:

- Split the team up in two.
- Set up the cones (see picture below).

Explanation:

- The aim of the exercise is to score through the cones until the cones are fully closed.

- The players drive the ball to the yellow line and kick the ball towards the little goal.

- With each goal, the goal gets smaller and smaller. The team that first "closes" the door wins.

🔵 🔴	= two teams
⚽	= ball
🔺	= cones
→	= shooting line
-------->	= running line
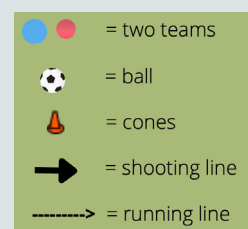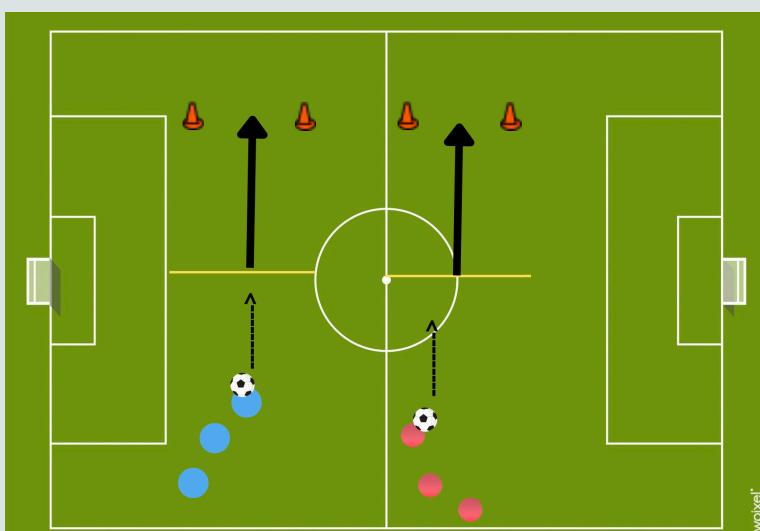
ACTIVITY 1:
Starting and finishing ritual 1

Starting ritual:

- All players sit/stand in a circle with closed eyes.

- When it is calm, the coach calls each of the players' names.

- Each participant replies to his/her name by saying a greeting world.

Final ritual:

- All players sit/stand in a circle with closed eyes.

- When it is calm, the coach calls each of the players' names.

- Each participant describes in one word how much they liked the training session.
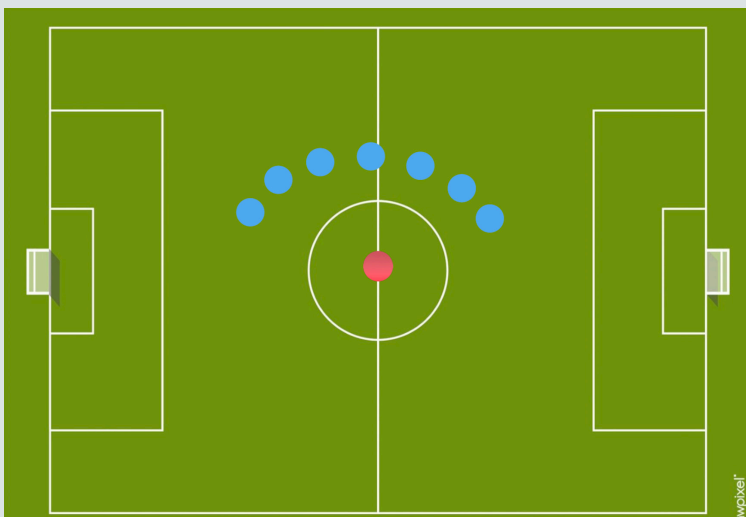
Legend:

🔴 = Coach

🔵 = Player

ACTIVITY 2:
Starting and finishing ritual 2

Time:
Unspecified.

Materials:
- Balls.
- Two boxes.

Starting ritual:

- All players sit/stand in a circle with closed eyes.

- The coach asks whether the players are stressed or ready for the training.

- Depending on the answer, balls are placed in one of two boxes.

- The result gives the coach instant feedback about the spirit within the group.

- Subsequently, the coach asks the players what they can expect from them today, they intend to achieve in the upcoming training session.

- This might help the coach to approach the current session and the players' emotion.
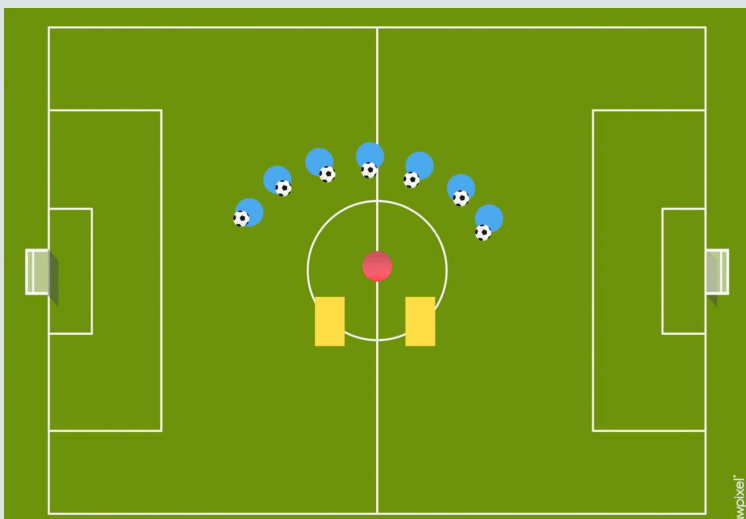
Legend:
🔴 = Coach
🔵 = Player
🟨 = Box

CHAPTER 7:

Motivation

WHAT IS MOTIVATION?

'To be motivated means to be moved to do something.' (Ryan & Deci, 2000a). In other words, motivation is the process that initiates, guides and sustains goal-oriented behaviour. This behaviour could range from the simple act of waking up in the morning, to learning a new skill, such as practicing a difficult football maneuver repeatedly until it is perfected. Motivation is also a vital ingredient in positive youth development (Larson, 2000), and in how educators can facilitate student learning (Pintrich, 2003). Therefore, a coach can be considered an important guide who leads young people through motivation in order to achieve specific goal-driven behaviour. The following chapter will discuss important theoretical framework on motivation and provide useful research-based methods to foster motivation in youth.

THEORETICAL BACKGROUND OF MOTIVATION

Self-Determination

The Theory of Self-Determination is a popular framework on motivation (SDT, Deci & Ryan, 1985; 2000b). Self-determination refers to the personal choice or our perception of personal choice when we undertake any given task (Ahlberg et al., 2007). According to this theory, motivation stems from three innate needs that are inherent to all human beings: Competence, Autonomy and Relatedness (Ryan & Deci, 2000). Moreover, these three components are more complex than mere physiological drives such as the need for food, sleep, and safety (Deci, 2004).

The first basic need, Competence, refers to feelings of mastery and being effective in our actions. For example, Susan continues practicing her free kicks even after training ends. Her underlying need in this case is to master this skill through competence. The second basic need, Autonomy, is the need to have a choice in endorsing one's own behavior. For example, Susan masters a brilliant free kick due to practicing on her own (without the help of her father), it meets her need for autonomy. The third basic need, Relatedness, refers to feelings of being connected to others and a sense of belonging. For example, after scoring a goal, Sufjan enjoys celebrating his win with his team mates to fulfill this need. According to the theory of self-determination, the combination of these three basic needs are what motivates human behaviour. Consequently, the efficacy of the different forms of motivation discussed in this chapter stems from various degrees in which these three aspects are being met.

The following forms of motivation are aspects of extrinsic motivation, ordered in increasing levels of self-determination: Externally regulated motivation; Introjected Motivation; Identified Motivation, and Integrated motivation. The fifth form of motivation is Intrinsic motivation. Intrinsic Motivation includes the highest level of self-determination.

Externally Regulated Motivation

Externally regulated motivation is solely focused on factors, such as rewards, expectations of others, or to avoiding punishment (Deci, 2004). For example, Susan wanted to play football because it would make her father happy. A common aspect of externally regulated motivation is that it provides very little internal satisfaction from the activity itself (Deci & Ryan, 2000a). Externally regulated motivation makes one feel like one 'has to' do something. For example, Sufjan really likes playing football matches, but he often dislikes attending the training sessions. Nevertheless, his motivation to attend the training is externally regulated, because attending the training means avoiding the criticism from his coach and parents. In terms of self-determination, the sense of having personal freedom (autonomy) is minimal in externally regulated motivation. This in return affects a person's feelings of competence and relatedness. Therefore, in the long term this form of motivation may not be sustainable for a particular behaviour.

Introjected Motivation

Introjected motivation is when we focus on external factors as a driving force for our actions. In other words, introjected motivation is when we engage in activities due to the motivations of others, which then eventually become our expectations of our own behaviour (Ryan & Deci, 2000b). For example, Susan wants to be the best player in her team, because she internalised her father's ideal of being a top athlete. Susan's motivation stems from a sense of obligation to meet that introjected standard. Her motivation stems from the need to avoid feelings of guilt, shame or anxiety should she not meet this ideal image. This form of motivation is linked to ego involvement; 'performing better than others' (Nicholls, 1984). This means that action taken is focused on strengthening one's self-esteem and feelings of worthiness. For example, Sufjan is extensively trains to improve his penalty shots, despite very much disliking repetitive practice. He does this solely to prove that he is a valuable addition to the team. Consequently, introjected motivation will not result in feelings of self-determination (Ryan & Deci, 2000b). In terms of the examples provided, Susan and Sufjan will not feel truly satisfied in their skills of competence, independence (autonomy), nor being part of the team (relatedness), because as with externally regulated motivation, introjected motivation makes one feel like they 'have to' take the specific actions in order to maintain their desired outcome.

Identified Motivation

Identified motivation is yet another form of extrinsic motivation, but with higher levels of competence, autonomy, and relatedness. Identified motivation involves the conscious valuing of one's actions and self-approval of the goals one is pursuing (Ryan & Deci, 2000b), for example, when Coach Birgit notices that Sufjan puts in a lot of hours into his training merely to gain her approval (introjected motivation). She encourages him to see training as means to be a part of the team's successes in his role as the penalty shooter, beyond merely seeking her approval. Sufjan reflects on Coach Brigit's advice and realises that he does in fact want to be a part of the team as it gives him a sense of community. Sufjan also recognises that he derives a sense of worthiness from participating in the action, rather than focusing on the outcome of the action (Assor et al., 2009). As

demonstrated in this example, identified motivation involves seeing personal importance in the activity and acceptance of responsibility for regulating one's own behaviour (Ryan & Deci, 2000b). Also, in contrast with the other forms of motivation described so far, identified motivation is not rooted in feelings of obligation. Rather, identified motivation involves a sense of 'wanting to' rather than 'having to'. Nevertheless, this form of motivation is still categorized as a form of extrinsic motivation (Ryan & Deci, 2000b); although one identifies oneself with the motive, the origin of the motive is still external.

Integrated Motivation

Integrated motivation occurs when identified motivation gets fully integrated in one's personal needs and values (Guay et al., 2010). For example, over time Sufjan starts to use the training to gradually work towards his self-determined goal of being the penalty shooter who serves his team. In other words, his behavior has become congruent with his identity – opposed to just being a part of his identity as in identified motivation. Therefore, integrated motivation is seen as the most self-determined form of extrinsic motivation, relying solely on the need for competence, autonomy, and relatedness (Ryan & Deci, 2000b).

Intrinsic motivation

So far, this chapter has described various subtypes of extrinsic motivation, with varying degrees of self-determination. By contrast, intrinsic motivation is regarded as an entirely different category of motivation (Ryan & Deci, 2000b). Intrinsic motivation emerges from an *absence* of external regulation. Rather, intrinsic motivation stems from the pleasure and satisfaction when engaging in an activity itself (Guay et al., 2010). For example, when Sufjan experiences the success that results from training to become the penalty specialist of his team, he might start to enjoy the training itself, irrespective of how good he is at taking penalties. Intrinsic motivation is claimed to be 'the prototype' of self-determined activity (Ryan & Deci, 2000b). This means that intrinsic motivation reflects high levels of autonomy, relatedness, and competence. Additionally, many positive effects are related to intrinsic motivation. For example, intrinsic motivation is linked to confidence, self-efficacy and school-related well-being such as academic achievement (Owens et al.,

1996). In fact, all forms of motivation which include high levels of autonomy (including identified and integrated motivation) have been closely linked to positive learning achievements of students (Paas et al., 2005).

WHAT THE COACH CAN DO

What a coach can do to promote motivation is to guide youth away from motivation rooted in an obligation to act (externally regulated and introjected motivation) towards motivation rooted in a desire to act (identified and integrated motivation), and even towards motivation rooted in the joy to act (intrinsic motivation). Following the theory of self-determination would be the first step in fostering competence. Additionally, coaches could provide feedback on the competency of specific skills, as this strengthens feelings of mastery (Claxton & Fredenburg, 1981). Other examples of competence-supportive behavior are, offering challenging activities that meet the athlete's level of performance, giving positive feedback, encouraging positive behavior, and expressing confidence in the athlete's abilities (Mouratidis et al., 2008). Competence-supportive coaching has been found to increase levels of intrinsic motivation in football players (Fransen et el., 2018). Additionally, competence-support can lead to increase in performance of the team as well as increasing feelings of unity within the football team (Joesaar et al., 2011; De Backer et al., 2011). This means that the basic need for relatedness is also indirectly addressed when the coaching style is competence supportive.

Another way a coach can strengthen self-determination is by adopting an autonomy- supportive coaching style, opposed to a controlling coaching style (Ahlberg et al., 2007). In control-supportive coaching, the children are told what to do, how to think and feel in line with the preferences of the coach. In contrast, autonomy-supportive instructions aim at creating a training space and a coaching relationship that supports the basic needs of the children (Reeve, 2016). This requires the coach to be in synch with the children (Lee & Reeve, 2012). This can be done by identifying, visualising and taking care of the inner resources and basic needs of the children (Reese, 2016), thereby helping strengthen them. Ahlberg (2008) describes seven ways for coaches to become more autonomy-supportive: (1) Providing children with choices; (2) Explaining why tasks are important (3) Acknowledging the feelings and perspectives of the children; (4) Creating opportunities for taking initiative and independent work; (5) Providing information and feedback regarding the children's competencies; (6) Avoiding controlling behavior; (7) Stimulating task-focus, not ego-focus.

Final Thoughts...

We often think that we must first feel motivated in order to make changes and engage in actions. However, by definition, motivation is the act of movement. Through movement comes motivation.

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MOTIVATION
ACTIVITY EXAMPLES

TIME: 10-60 MINUTES
AGE GROUP: 8-12 YEARS OLD
NUMBER OF PLAYERS: MAXIMUM OF 16 PLAYERS

Why would you train motivation?

Teaching children and adolescents motivation increases their drive to keep pursuing different tasks. A motivated individual is likely to keep going again and again even when something feels difficult.

What is the role of the youth worker?

- Give a clear explanation of why motivation is important.

- Explain what you expect from the children during the activities.

1. Succes story Q&A
2. Mock interviews
3. Journaling

1. Point system
2. Start ritual
3. End ritual quartets

1. Collecting balls
2. 7v7 game
3. 4v4
4. 7v7 game (v2)
5. Fast footwork

1. (No) competition
2. Feedback football
3. Positive encourage
4. Abstract thinking
5. Field metaphors

1. Parcours
2. 5v5 game

ACTIVITY 1:
Succes story Q&A

Before you start:

- This exercise includes having a person who successfully finished a program within your organization or club. The type of program has to relate to the program that the involved players are currently following. Therefore it is necessary to first find a relevant person who is willing to talk to a group about their success story.

Explanation:

- This exercise is a question and answer (Q&A) with a person who has successfully finished the program the current group is in.

- This person will start by telling the group their story before, during, and after the program. They will tell how and why the program has helped their life in a positive way. To visualize this success story, the person can use visual methods like a PowerPoint with relevant information about their success story.

- After telling their success story the person will then introduce the complete program. The manager of the program will give the person instructions on the type of information they should give. If the program manager knows that certain aspects of the program require motivation, the person telling the success story can discuss these aspects and explain how they got their motivation.

- When the person has finished telling their story, the group can start asking relevant questions.

- Afterward the group can be given the task to make short, medium, and long-term goals for themselves.

- This exercise will give the group a clear idea of why it is important to actively follow the complete procedure. This can also give them motivation and nudge them in a positive way by realising that things can get better if they work for it.

ACTIVITY 2:
Mock interviews

Before you start:

- Select a person to do the mock interview.

Explanation:

- During this exercise a participant will do a practice job interview. The participant does this interview without preparation. They will do this with the teacher or someone who has experience in job interviews and is able to give useful feedback.

- The teacher will ask relevant job interview questions to the participant.

- The participant will answer to their best knowledge.

- After the mock interview, the teacher will give the participant feedback on what they did well and what can be improved.

- The next time the participant will do the mock interview they are allowed to pick a job they are interviewing for and can prepare themselves.

ACTIVITY 3:
Journaling

Before you start:

- Get multiple journal notebooks the group or team can use. Every player or participant needs one journal.

Explanation:

- Every player or participant will receive a notebook.

- In the notebook, they will write down their goals, progress, achievements, strengths, and weaknesses during the program or training.

- They need to keep up with the journal by regularly writing down updates about their progress in the program. This way the players or participants are aware that they are able to make progress which will increase their motivation and nudge them in a positive way. This will also make them realise that they have an impact on their outcome and feel like they actually have control over their choices.

- During evaluations you might have with the players or participants about their progress, the journal can be used.

ACTIVITY 1:
Point system

Before you start:

- Gather the team to explain the point system.

- Leave room for questions.

Explanation:

- The point system is a way to increase their motivation by giving them points for doing certain acts, like:
    - Being on time.
    - Wearing sports clothing.
    - Having an appropriate attitude.
    - Having a motivating appearance.
    - By eating and drinking healthy.

- You can add or change the above mentioned list if needed.

- When the players are able to meet all the mentioned points, they will receive five points. They are able to receive points at every training.

- At the end of the year the players can receive a reward for reaching a certain amount of points. This should be discussed internally with the involved club.

ACTIVITY 2:
Start ritual

Before you start:

- Make two joker cards for every player. On the joker card, the player must be able to write their name and a date.

- Gather the team at the start of the training. Take some time out of the training to properly explain this exercise and give the players the space to ask questions.

Explanation:

- This exercise includes certain behavior elements that nudge the players.

- The start ritual includes two jokers for every player. All the players will receive two joker cards that they will fill in and give to the coach. On the joker card, they will write their name and date of absence.

- The players can use the joker card when they will be absent during a training. They can also use the joker when they are late to training.

- This exercise will give the players responsibility for their own actions and will hopefully increase their presence for the training.

- At the first training the players will also take the time to set a goal for themselves as well as a team goal. Both goals will be discussed during every training. There will be discussed what the progress is and what steps the players can take to reach their goals.

- Lastly the coaches will always greet their players. This can be a simple hello, but can also be a high-five or fist bump. This will let the players realise that greeting the coach is a norm.

ACTIVITY 3:
End ritual quarters

Before you start:

- Split the team into groups of four.

Explanation:

- This exercise should be done at the end of every training, where the players will clean up the materials in a fun way.

- Give every group a material on the field that they should clean up (balls, vests, goals, etc.).

- Every group starts at a corner of the field and will run and clean up their given material when the coach says "GO!".

- The first group to clean up their given material is the winner.

- This exercise will increase the responsibility of the players in cleaning up their materials.

🟡🔵 🔴🔴	= teams
🔴 🟥	= goals
⚽	= ball
👕	= vests
🔶	= cones
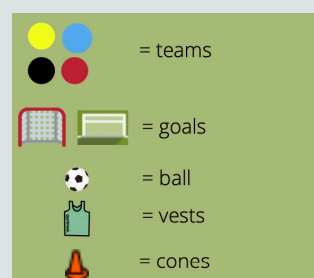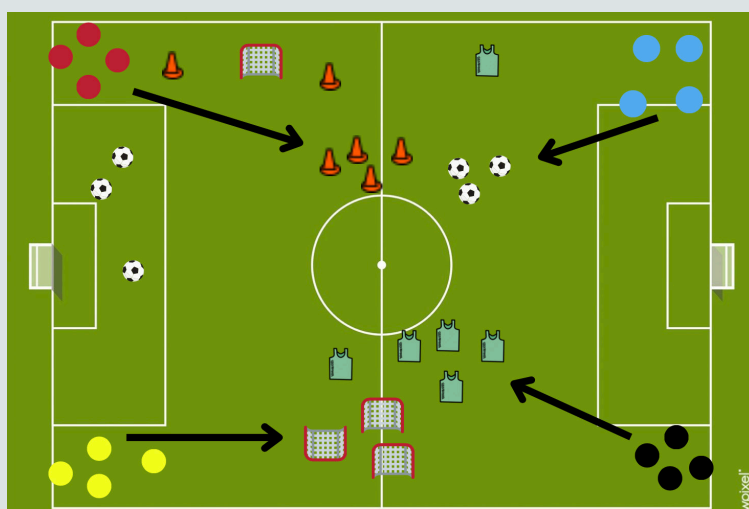
ACTIVITY 1:
Collecting balls

Time: Unspecified.	**Materials:** - Vests. - Cones.

Before you start:

- Assign four teams, with three player per team.

- Place 11 footballs in the middle of the square.

Explanation:

- Once the coach blows the whistle, players run to the middle and collect balls, which they must return in a dribbling manner to their own team.

- As there is one ball less than there are players, one player will out on having a ball. How will they repond?

You can increase the difficulty of the exercise by:

- Once all footballs are taken from the middle zone, players can steal the ball from other corners for a maximum of 30 seconds (still using dribbling only).

- Two players must steal while one remains at the corner. How do the reminders respond?
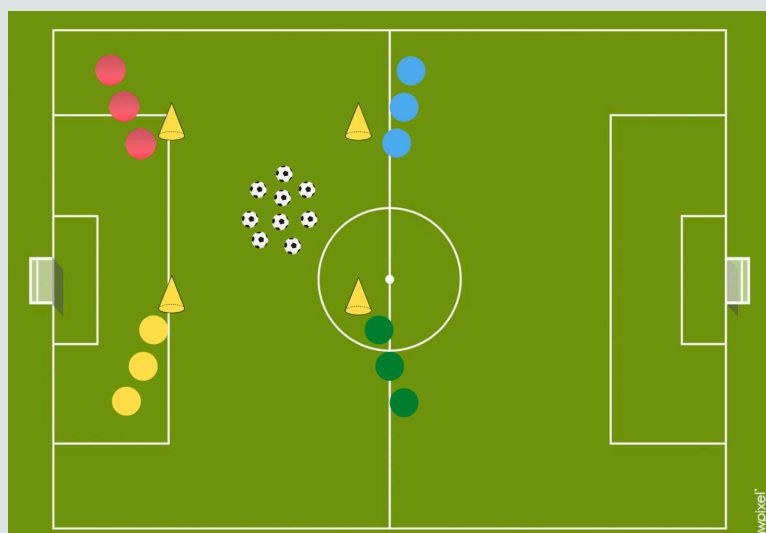
Legend:

= Team 1

= Team 2

= Team 3

= Team 4

ACTIVITY 2:
7v7 game

Time:	Materials:
Unspecified.	- Vests. - A field with two opposing goals.

Before you start:

- Make one team of six players an done team of seven players.
- In the team of seven players, assign one goal keeper.

Explanation:

- A normal game is played.
- The team with seven players have a maximum of three touches.
- The team with six players has unlimited touches.
- Players may be motivated by being coached that the next goal will win the game.

You can increase the difficulty of the exercise by:

- Switching the GK between the teams.
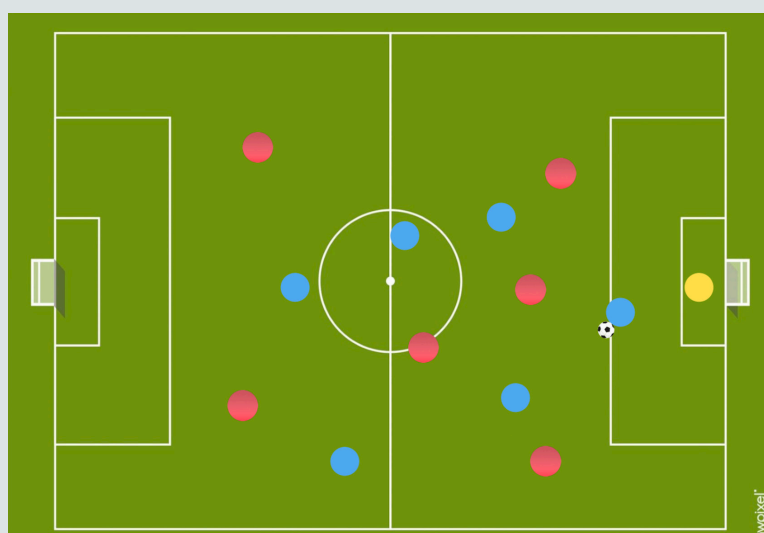
Legend:

🔴 = Team 1

🔵 = Team 2

🟡 = Goal keeper

ACTIVITY 3:
4v4

Time: Short matches.	**Materials:** - Vests.

Before you start:

- Assign six teams of four.

- Three pitches are made where six teams are playing at the same time.

Explanation:

- Both teams have limited time to score, but the duration of the match is unknown to the game.

- Winners and losers rotate in opposite directions.
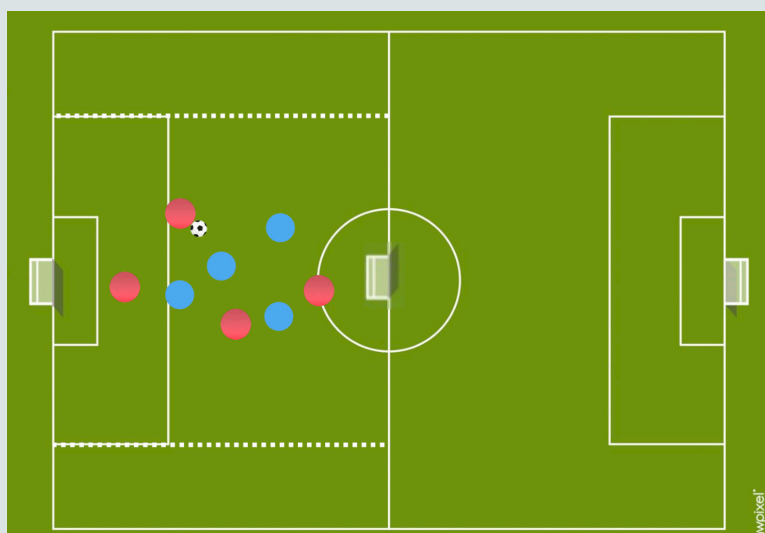
Legend:

🔴 = Team 1

🔵 = Team 2

🟡 = Goal keeper

ACTIVITY 4:
7v7 (version 2)

Time: Short matches.	**Materials:** - A field with tow opposing goal. - Vests to assign teams.

Before you start:

- Make one team of six players and one team of seven players.
- In the team of seven players, assign one goal keeper.

Explanation:

- A normal game is played.

- The team with seven players have a maximum of three touches.

- The team with six players has unlimited touches.

- Players may be motivated by being coached that the next goal will win the game.

- To nudge, every player in the team has to:
    - Easy: at least touch the ball once prior to being able to shoot on goal.
    - Attractive: exhibit ball control, passing, team work, movement of the ball.
    - Social: Demonstrate improved team communication.
    - Timely: Provide a deadline for completing the task providing an incentive.
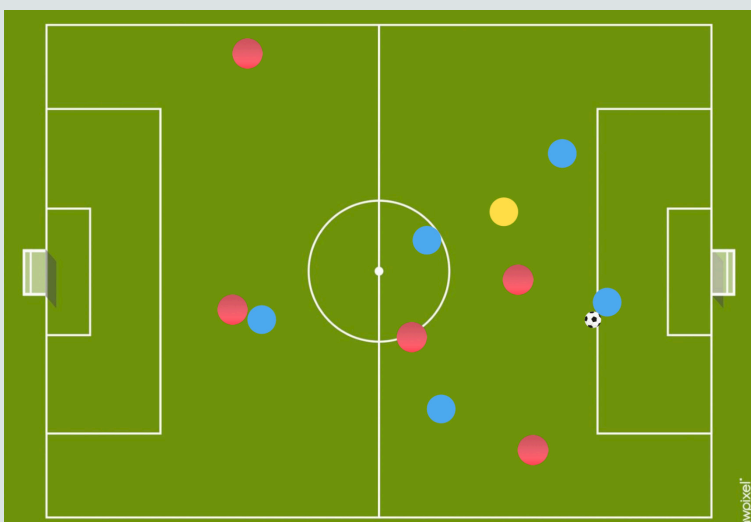
Legend:

🔴 = Team 1

🔵 = Team 2

🟡 = Referee

ACTIVITY 5:
Fast footwork

Time: Unspecified.	Materials: - Cones. - Flat marker cones.

Before you start:

- Players find a partner and each line up behind a cone.

Explanation:

- Player 1 dribbles the ball into the central area, performs a turn at any chosen marker.

- Player 1 passes the ball to player 2, who is standing at the cone where player 1 started.

- Player 2 receives the pass and drives towards a different marker, performing another turn, and then passes the ball back.

- Repeat the above steps.

- The coach is looking for "high tempo" dribbling/turns. To nudge this:
    - All players will be timed
    - Time pressure increases tempo.
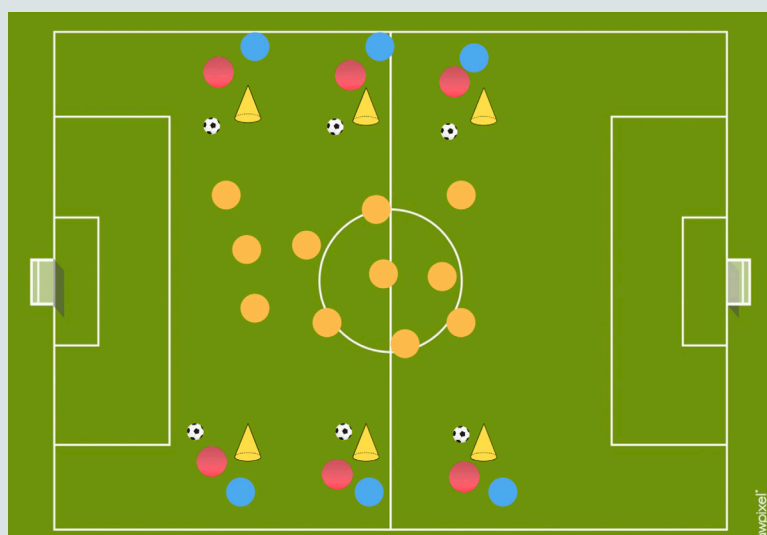
Legend:
- 🔴 = Player 1
- 🔵 = Player 2
- 🟠 = Flat marker cones

ACTIVITY 1:
(No) competition

Time:	Materials:
15 minutes.	- Cones. - Balls.

Before you start:
- Grab a few balls.
- Set up a few cones at a distance from each other (see picture below).

Explantation:
- There are five set of two cones at a distance from each other.

- Every section has a common idea, developed in different ways to implicitly increase motivation within kids.

- Cone 1 task: shoot the ball through the cones.

- Cone 2 task: pass the ball to a mate, who is standing besides the cones.

- Cone 3 task: keep on passing the ball with the mate trying to do as many passages possible.

- Cone 4 task: competition among two teams, the first getting to 50 wins.

- Cone 5 task: competition among the coach or time, all the team plays together.
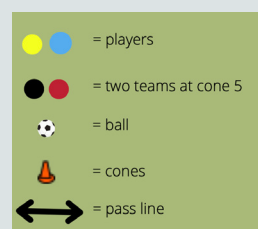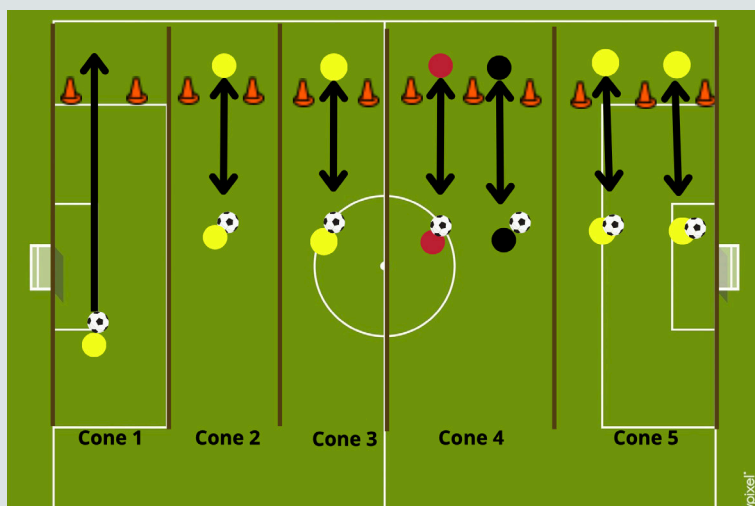
ACTIVITY 2:
Feedback football

Time: 15 minutes.	**Materials:** - Cones. - Balls.

Before you start:

- Grab a few balls.
- Set up a few cones at a distance from each other (see picture below).

Explanation:

- There are three sets of cones at a distance from each other (see picture below).

- Every set of cones has a task. Every set also has a level of feedback the players will receive during the exercise.

- Cone one has no feedback and has the task to shoot the ball to the cone as close as possible.

- Cone two has short and direct feedback, like 'shooting the ball harder' or 'shooting the ball softer', where the players need to shoot the ball within the cones.

- Cone three has clear feedback where you will explain and show how someone can improve. Feedback like "if you put your left foot more to where you want to shoot and lean your body more to the right, you have a better chance at shooting the ball in the square" is clear feedback. You can also show the children how they should shoot. Cone three has the task to shoot the ball in the square. The players need to shoot the ball in the biggest square and can then move on to the smaller square until they have reached the smallest.
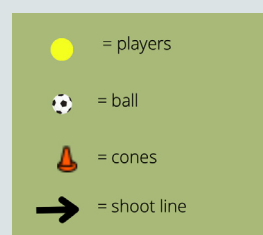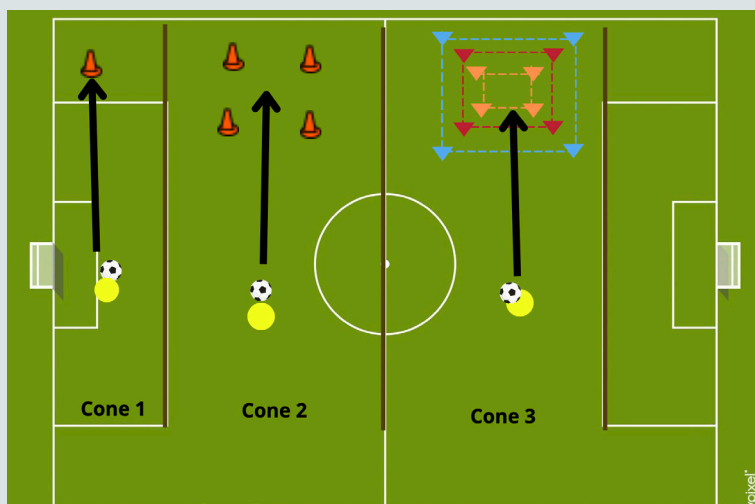
ACTIVITY 3:
Abstract thinking

Time: 15 minutes.	Materials: - Cones. - Balls.

Before you start:

• Grab a few balls.

• Set up a few cones with different colors. Set them up in squares. Place multiple cone squares based on the number of players. The squares should be a few meters apart from each other (see picture below).

• Split the team into multiple groups, depending on the number of players.

Explanation:

• This exercise focuses on improving the academic level of the players while still playing football.

• Give every player a number.

• When their number is called, they should dribble towards the cones, do a trick in the middle of the squared cone and then dribble back.

• Instead of calling their number directly, you can turn their number in a math question and let them figure out by themselves whose turn it is. You can say 'number 3 + 5 goes now, which means that the player with the number eight, can go. based on the intellectual level of the players and their age, you can make the math question easier or harder.

• You can also use easy riddles to let the player know what cone they need to go to. You can say 'player 1 + 2 goes to the cone that has the same color as the sun'. When they realise what cone they need to go to, they need to dribble to the cone and dribble around it. They then have to dribble back.
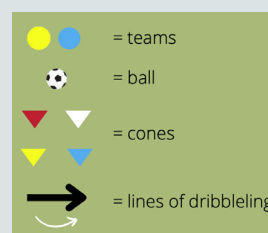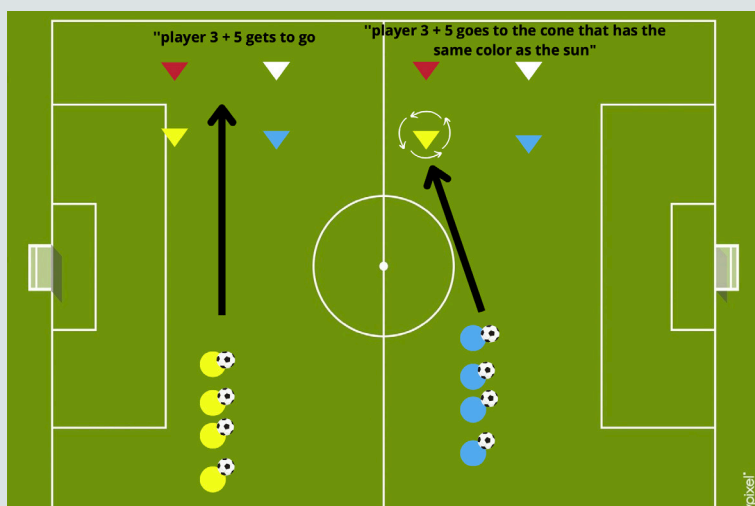
ACTIVITY 4:
Abstract thinking

Time: 15 minutes.	**Materials:** - Cones. - Balls.

Before you start:

- Grab a few balls. One ball for every player.
- Either use half of the field or section of a part of the field if that is too big.

Explanation:

- Every player needs to have a ball.

- You will give them different tasks with the ball. ... you can do different tasks, like:
    - dribble to the middle line.
    - do the scissors trick twice.
    - dribble while counting to 10 out loud.
    - stop and start juggling.

You can increase the difficulty of the exercise by:

- Using metaphors, instead of direct instructions. metaphors are figures of speech that is applied to an object or action. you can either use metaphors or indirect instructions. the point of this is to let the players think about what you said and fulfill that tasks. you can use metaphors or indirect instructions like:
    - imagine you are a painter: paint the whole drawing.
    - run as fast as a horse!
    - dribble the ball in the place of the field where a player needs to score during a match.
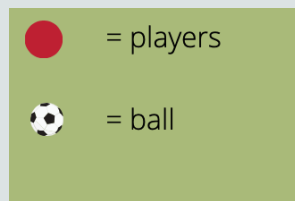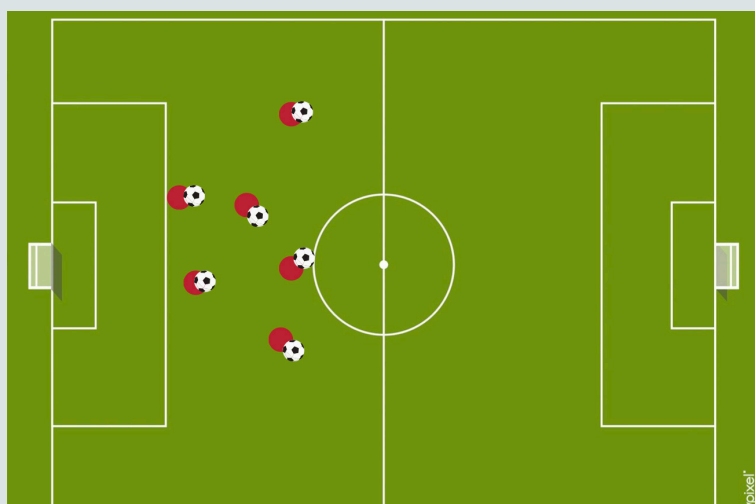
●	= players
⚽	= ball

ACTIVITY 1:
Parcours

Time:
5 minutes.

Before you start:

- Players are assigned to one of four teams.

Explanation:

- Teams must aim to complete one of four similar parcours.

- To master the parcour, special skills and tools are needed whom are only available to certain team members.

- The parcour may be approached by one of four types of motivation:

    - **Instrinsic**: The team decides by themselves how to master the parcour.

    - **Interjected**: The team which mastered the shortest distance of the parcour is excluded or the team which did not include everyone in the group is excluded.

    - **Extrinsic**: the team that masters the parcour first wins.

    - **Identified**: the team should aim to improve their result in every round.

- The focus is to identify a cmmon goal (autonomy), aim at succeeding this (competence) and about attempting to achieve the goal together instead of individually (relatedness).

ACTIVITY 2:
5v5 game

Time:	Materials:
15 minutes.	- Vests to assign teams.

Before you start:

- Assign two teams of five.

- One referee is chosen from the available players.

- Be aware of the four elements of nudging that can assist players. There are: 1) easy, 2) attractive, 3) social, 4) timely.

Explanation:

- A normal football game is played.

- For example: The goal is not to show negative behavior during the referee, even when poor decisions are made.

- According to the four types od nudging, focus on:
  - Easy: the easy implementation of the rule.
  - Attractive: preaise good behavior
  - Social: Emphasize team responsability.
  - Timely: Provide rewards the longer players refrain from showing negative behavior towards the referee.

- Other goals may also be chosen, such as reducing an egoistic play style, or increasing a motivation to move. Include relevant examples of behavior that explain how nudging may be accomplished using its four elements(i.e. easy, attractive, social, and timely).
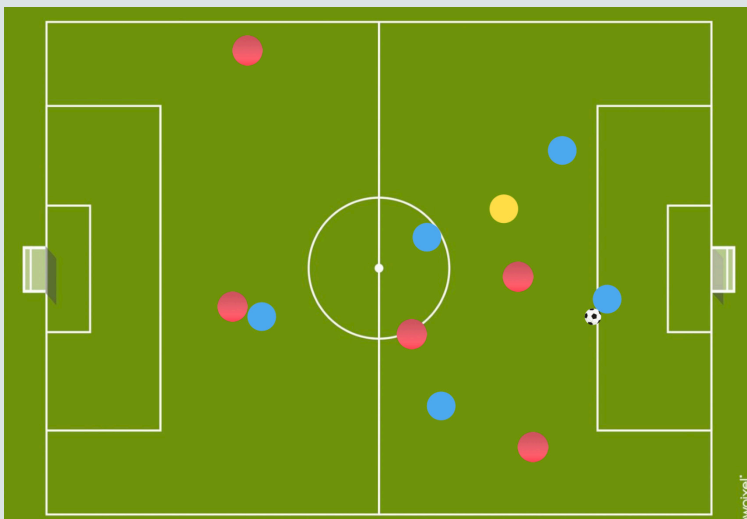
Legend:
🔴 = Team 1
🔵 = Team 2
🟡 = Referee

CHAPTER 8:

Friendship

WHAT IS FRIENDSHIP?

Friendship is defined as a personal relationship that is built on a concern for another's welfare, involving a certain amount of intimacy (Helm, 2021). Friendship is a central theme in our lives as the approval and support of a close friend helps to increase self-esteem, buffer loneliness and stress, as well as provide emotional support (Rubin, Bukowski & Parker, 1998). In fact, even the approval and support of a broader peer group such as teammates has shown to influence a person's self-worth, positive and negative emotions as well as motivational processes (Harter, 1999). It is widely understood that friendships and peer group relationships are a significant aspect of childhood and adolescence, as making friends can be seen as one of the main reasons why children are encouraged to participate in extracurricular activities such as sports (Weiss & Smith, 2002).

Often, in relation to friends, we recognise that the quality of friendship takes precedence over the quantity of friends one has. Research over the years has shown that several factors affect the quality of friendships which are formed during childhood and adolescent years (Weiss & Smith, 2002). First, the *social context* in which the interaction happens plays a key role in what a child expects in a friendship. For example, when children meet in a school context, they expect their friends to primarily help them in issues concerning their education. However, children who meet in a sport setting tend to look for friends who would give them preferential treatment or physical admiration. Second, the *age* of the child determines how they view friendship. For example, young children view friendship as conflict incompatible, as they search for peers with similar interests in order to spend more time in a harmonious manner. In contrast, adolescents see conflicts, arguments, competition, and aggression as a natural way of life and therefore focus on conflict management strategies and resolution skills to preserve friendships. Adolescents also characterise sports-related friendships in terms of intimate self-disclosure, faithfulness, and having similar values and beliefs (Weiss & Smith, 2002). The third aspect of friendship is *gender*. Research into female and male tennis players showed differences in friendship qualities according to their gender. Female athletes were shown to attribute higher value to friendships which offered them self-esteem enhancement, supportiveness, loyalty, intimacy, and commonalities, relative to male athletes. Additionally, male athletes rated competition, aggression, and conflict resolution higher when describing their best friendships in sport (Weiss & Smith, 2002).

In order to better understand the concept of friendship, this chapter provides several theoretical frameworks as well as helpful tips on how to foster this skill of establishing friendships in youth.

WHAT ARE THE THEORIES ON FRIENDSHIP?

Reinforcement-Affect Theory

According to the Reinforcement-Affect Theory, people tend to form associations with others in two conditions (Byrne & Clore, 1970). Firstly, we learn by association (classical conditioning). Learning by association explains how we tend to like people who are repeatedly around us in situations where we experience positive emotions, even if they are not directly involved in making us feel good. After repeated encounters with the same people in positive environments, we learn to associate these people with positive emotions such that whenever we see them, we unconsciously tend to favour their company. Alternatively, we learn by consequences (operant conditioning). In this instance, people tend to like those who reward them. This reward could be in the form of a smile, politeness, or simple positive gestures.

Propinquity Effect

This theory describes how familiarity and frequent interactions foster friendships (Festinger, Schachter & Back, 1950). *Propinquity* is the state of being in close proximity to a thing or another person. According to this theory, people who live near each other or encounter each other frequently are more likely to become friends. This is based on the understanding that as we interact with the same people regularly, we are also more likely

to find similarities and characteristics we admire in them. Furthermore, the *Mere Exposure Theory* helps to better understand this concept (Zjonc, 1968). According to this framework, the more we are exposed to something or someone, the more we tend to feel positively towards it, merely due its familiarity. However, should we become over-exposed to something, we are then more likely to feel irritated by it and ignore it or 'act-out' in a negative manner.

Stimulus-Value–Role Theory

The *Stimulus-Value-Role Theory* is the sequence of events which occur during the development of any type of relationship (Murstein, 1970). In relationship seeking, mutual selection happens between people in distinct stages. Originally, this theory was developed to understand romantic partner selection. However, over the years, research has shown that it can also be used to explain development of most relationships. According to this framework, relationships go through three distinct stages (stimulus, value, role). The rate of progression through these stages varies depending on the people involved. In the stimulus stage, (also called the shallow stage), people first encounter each other, and form judgements based on their physical attributes, as they only focus on the characteristics they find most important. For example, Sufjan is a good student and an aspiring footballer. When he first joins football try-outs, Coach Brigit does not pay attention to his intelligence. Instead, she focuses on his physique, football skills, and physical prowess on the field. Given he shows good basic skills, she decides to recruit him on a probationary basis. In the value stage, individuals evaluate the attitudes and beliefs of another to gauge their compatibility to one's own attitudes, values and beliefs. While the values of the parties involved do not have to be exact, they should be similar enough in order to progress to the next stage. For example, during the probationary period, Coach Brigit notices that Sufjan is an optimistic and hard-working player, who puts a lot of effort into fitting into the team. Therefore, she feels positively towards him. In the role stage, the individuals involved discuss their expectations, boundaries, and requirements in order to fulfil the needs of the particular relationship role. Coach Brigit for example, decides to offer Sufjan a permanent position in the team. However, prior to this, she has an informal conversation with him about her expectations of him as a player, and how she functions as a coach, as well as what her plans are for the growth of the team. An important aspect of this theory is that each stage also works as an elimination criterion. A person who does not fit the criteria set at each stage would get eliminated from further progression. Sufjan needs to accept these criteria to become a permanent member of the team.

WHAT CAN THE COACH DO?
Encourage Pro-Social Behaviour

Prosocial behaviour refers to the action which a person takes voluntarily and solely for the benefit of another (Li & Shao, 2022). Within the context of friendships,

children learn how positive social behaviour, such as providing comfort, compromise, apologies, forgiveness, are necessary ingredients for healthy relationships. Research has shown that when youth participate in sports activities, they treat their teammates in a more pro-social manner and experience pro-social behaviour from others. The first step in encouraging positive social behaviour, is to educate youth on what this means and brings them in return. Furthermore, teaching conflict resolution through positive and open communication/collaboration, encouraging empathy and altruism towards fellow teammates through group bonding activities, and creating a buddy-system in order to encourage healthy self-disclosure/trust, can help youth acquire more pro-social skills. They will subsequently foster warmth between each other while developing more emotionally fulfilling friendships.

Encourage Empathy

An important aspect of friendship is the ability to understand and relate to the feelings of others. Being empathetic strengthens our relationships and connections to others through understanding and acceptance. A key to being empathetic is to understand that others have unique beliefs and needs which can be different from our own, thus helping us to engage in our daily social activities where we interpret how people feel, think and behave. This ability to infer the beliefs, intents, desires and emotions of ourselves and others is referred to as *theory of mind* (Premack & Woodruff, 1978). The first step towards fostering empathy is to normalise talking about one's feelings. This helps youth become more aware of their inner experiences. Furthermore, asking them how they think someone is feeling in a given situation, and/or how another person would view this situation also provides them space to consider the thoughts and emotions of those around them. Additionally, helping them notice the emotions and behaviour of others by asking them what they notice in non-verbal communication, such as facial expressions, body language, and tone of voice will help them think about and understand others. These activities could be done in forms of workshops or short information session prior to or after training.

Be a Role Model

As mentioned in several chapters throughout this book, children learn through watching the behaviour of those around them. Therefore, being a positive role model to them through our own actions are a key to their development of positive relationships. For example, giving one's full attention to the child and those you are with, showing empathy and understanding to others, engaging in positive non-violent communication, engaging in healthy discussions surrounding feelings and emotions can help youth to attain better quality friendships. Furthermore, acknowledging and rewarding pro-social behaviour through words of encouragement can also help a child's sense of positive self-esteem.

Final Thoughts...

Sports activities such as football provide a suitable and flexible environment for children and adolescents to interact with people from various walks of life, thus helping them expand their social networks. While empathy is an important aspect of relationship development, lack of empathy is not the only reason a child might have trouble forming social connections. It is important to note aspects, such as the awareness to manage their own feelings, the ability to manage peer pressure, having respect for others, the capacity for problem solving and to deal with conflict, can also play a role in the formation and maintenance of healthy friendships. Helping youth navigate through such limitations require much support, patience and understanding on our part.

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FRIENDSHIP
ACTIVITY EXAMPLES

TIME: 10-60 MINUTES
AGE GROUP: 8-12 YEARS OLD
NUMBER OF PLAYERS: MAXIMUM OF 16 PLAYERS

Why would you train friendship?

Friendship helps children and adolescents develop important life skills like getting along with other people and figuring out clashes and issues. They acquire a variety of social skills through friendships, such as cooperation, communication, and solving problems. They work on controlling their emotions and responding to the feelings of others.

What is the role of the youth worker?

- Give a clear explanation of why friendship is important.

- Explain what you expect from the children during the activities.

1. Question master
2. Friendship crossbar challenge
3. Friend discussion

1. Circle passing
2. Friendship crossbar challenge
3. Across the line

1. Square passing
2. Friendship 1v1

ACTIVITY 1:
Question master

Time:	Materials:
15 minutes.	- Balls.

Before you start:

- Set up two cones. each cone is at a long distance from the other (20-30 meters).

Explanation:

- The coach starts with a yes/no question or a this or that question.

- The players will then run to the cone with their answer. One cone means yes/this and the other means no/that.

- When two groups are formed at both cones, they will discuss arguments as to why their answer is good and the other group is wrong.

- After two minutes everyone will gather and both teams will say their argument.
- The coach will switch with a player from the group who put the strongest argument forward.

- That player can ask the group another question.

- This will be repeated at least three times.
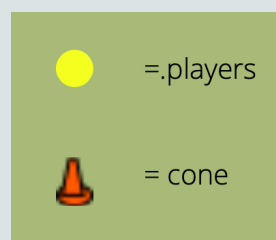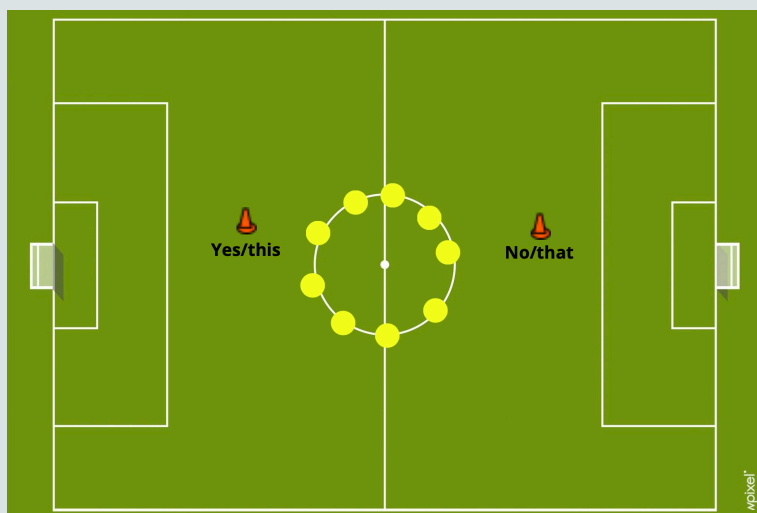
ACTIVITY 2:
Friendship crossbar challenge

Time:	Materials:
15 minutes.	- Balls. - Goal.

Before you start:

- Set up an obstacle course (see picture below for example).
- Split the team into pairs of two.

Explanation:

- This exercise can help build trust in the players.

- Every pair has one player who will be blindfolded.

- That blindfolded player will take the obstacle course.

- The player without the blindfold will help the blindfolded player get to the end of the obstacle course by saying where the blindfolded player needs to go.

- The player can not enter the obstacle course and can only help the blindfolded player by giving verbal instructions.

- When the blindfolded player hits an obstacle, they need to start again.

- The blindfolded player needs to finish the course in a set amount of time. Base the time on the age and capabilities of the players.

- When the blindfolded player finishes the course, the other player has to be blindfolded and take the course. The course can be changed, to make it harder for that player.

- Each pair receives five points for successfully finishing the course.
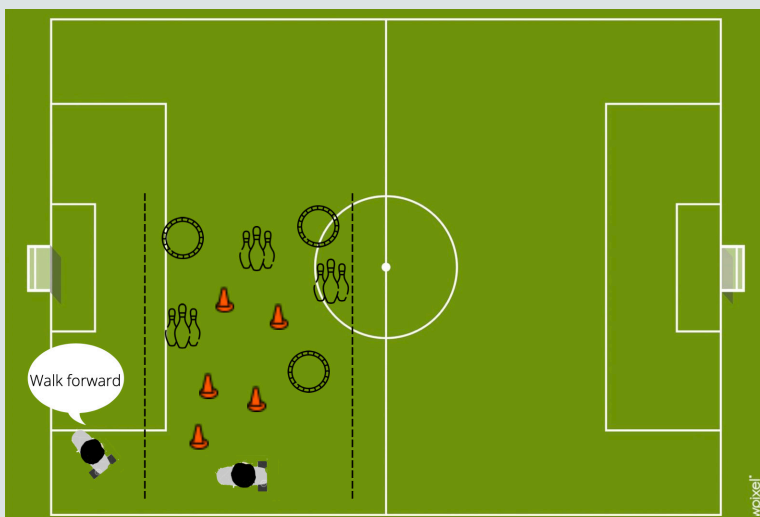
ACTIVITY 3:
Friend discussion

Time: 15 minutes.	**Materials:** Unspecified.

Before you start:

- Gather the team.

Explanation:

- During this exercise the finished training will be discussed.

- The players will discuss what went well and what could be improved on.

- They also discuss what challenges they faced and how they reacted to them.

- Afterward the coach can mention suggestions like:

    - Players create a Code of Conduct, where rules will be created to have a positive team environment.

    - The players nominate a leader as a positive role model. Pay attention that they choose a suitable leader and don't focus on popularity.

    - The coach will set up regular team meetings to resolve possible issues and improve group dynamics.

ACTIVITY 1:
Circle passing

Before you start:
- Split the team into two.

Explanation:
- Both teams have to stand in a circle at a distance from the opposite team so nobody gets distracted by the other team.

- One player has to stand in the middle and has to pass to the players.

- Every time a player receives the ball, they will give out information about themselves to the other players. Information like age, hobbies, amount of siblings, etc. afterward the ball gets passed back to the person in the middle.

- When the person in the middle receives the ball again, they have to pass it to someone else. when they pass the ball to someone else, they have to repeat the information the previous player said about themselves.
    Example: the ball gets passed to Alex and he reveals that he likes to play guitar. The person in the middle will then pass to another player and say that Alex likes to play guitar.

- This will go on until everybody said something about themselves.

- Lastly the person in the circle leaves the circle and stands next to a teammate in the circle. Nobody is in the circle now.

- The player who starts with the ball will now pass the ball to a player and mention either their name or information about that player. The player who receives the ball then passes the ball to another player and does the same thing.

- The exercise ends when everybody had a go and said something about a teammate.

🟡	=.players
⚽	= ball
⬌	= pass line
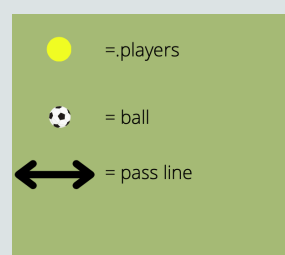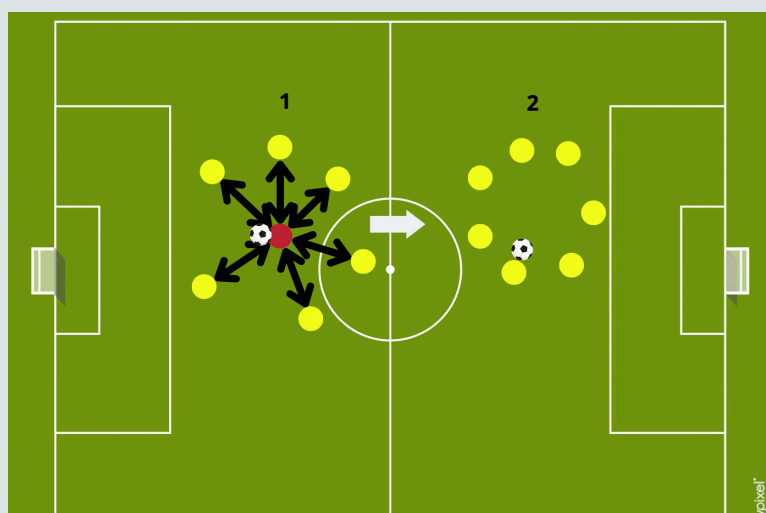
ACTIVITY 2:
Friendship crossbar challenge

Time: 15 minutes.	**Materials:** - Goals. - Balls.

Before you start:

• Grab a few balls.

Explanation:

• The aim of this exercise is for everyone to get to know each other.

• Every player will each need to shoot on goal and have to tell something about themselves based on what they hit.
    - **Crossbar** = tell us something nobody else knows.
    - **Pole** = what do you find very important in a friendship?
    - **Scored** = what is your best characteristic?
    - **Missed** = what can you improve on as a friend?

ACTIVITY 3:
Across the line

Time: 15 minutes.	**Materials:** - Goals. - Balls.

Before you start:

• Grab a few balls.

Explanation:

• Everyone has a ball and is standing on the middle line of the field.
• The coach will have multiple statements that the players can say yes or no to.
• You can say statements like:
   - I like football.
   - I have five siblings.
   - I have other hobbies than football. - I have a pet.
   - I like swimming.
   - I love movies.
• When the players say no, they have to dribble to the right.
• When the players say yes, they have to dribble to the left.
• When a statement is said and the players are moved, you can ask them questions about their answers. They then return to the middle line and wait for the next statement.

Statement: 'I like basketball'

🟡 = .players

⚽ = ball

➡ = dribble line
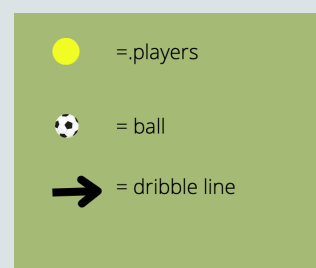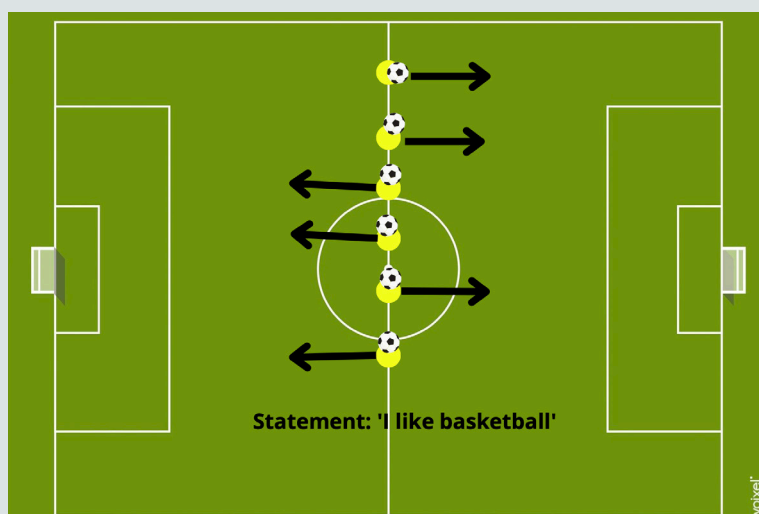
ACTIVITY 1:
Square passing

Time:	Materials:
15 minutes.	- Cones. - Balls.

Before you start:

• Set up four sets of square cones (see picture below). Put the squared cones at a distance from each other.

• Split the team into four, where every team has at least five players (or base the number of teams on the number of players).

Explanation:

• The team is distributed in the four squares.

• For each team three players will be playing outside the square and one inside the square.

• Inside the box is one player who is their rival and has to get the ball from the other players.

• The players outside the box have to pass the ball around by always playing the ball to the player in the center. So they have to pass the ball to the player in the square and that player will then pass it to somebody else outside the square.

• The rival has to try to intercept the ball while they are passing around.

• The players will count the number of successful passes they had.

• When the ball is intercepted by the rival, the other players have to start over (with the counting).

You can change the difficulty of the exercise by:

• Allowing the player inside the square to ask for assistance from another player. One player on the outside of the square can join his teammate in the square.

🟡	=.players
⚫	= rival player
🔺	= cone
⚽	= ball
→	= pass line
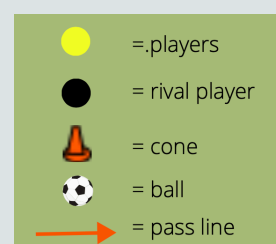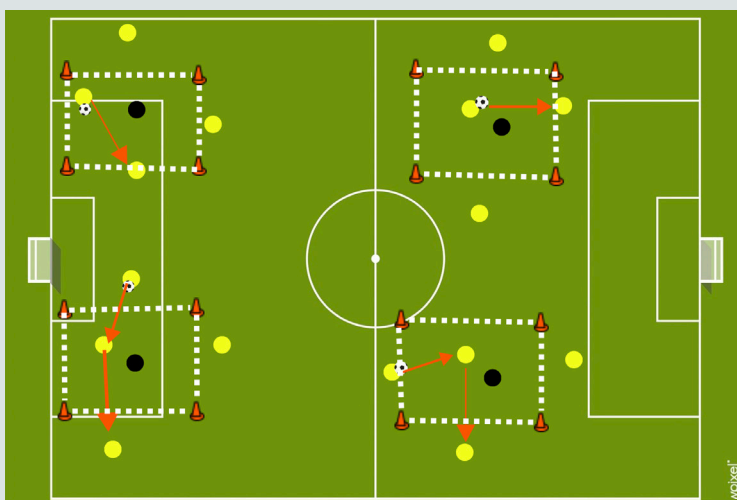
ACTIVITY 2:
Friendship 1v1

Time: 15 minutes.	**Materials:** - Cones. - Balls.

Before you start:

- Set up a big square with four cones (20x20) (see picture below).

- Set up a smaller square inside the big square (10x10) (see picture below).

- Split the team into teams of two.

Explanation:

- There are two teams arranged on the four sides of the square. One player of team one and team two will participate in each round.

- Players will compete in a 1v1: one player aims to overtake the opponent and cross the line of the smallest cone square. The other must prevent the players from crossing that line.

- When the attacking player crosses the line, their team will receive a point.

- When the defending player takes over the ball, their team will receive a point.

- A defending player also has the option to ask for assistance from another teammate. If these two manage to stop the opponent from crossing the line, they will not receive a point. They will, however, stop the attacking player from receiving a point.

- When the 1v1 is finished, other players on both teams will participate. The roles of defending and attacking switches every round.

● ● ⬤	= two teams
🔺	= cone
⚽	= ball
➡	= run line
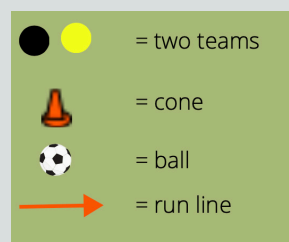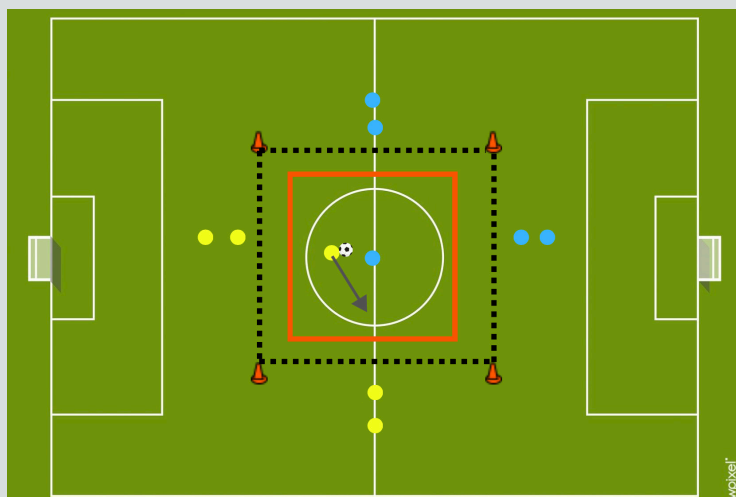
CHAPTER 9:

Sustainability

SUSTAINABILITY

The sustainability report in this book is composed of the recommendations of the 5 athletic communities that were involved in the FAIR-play project. Experiences during the research and training periods are compiled here into an overall review of the FAIR-play project with an intent to aid future projects on Sport-Based Positive Youth Development (SB-PYD). Four sections of sustainability will be addressed in this report: (1) Context & Issue, (2) Findings, (3) Implications, and (4) Limitations & Further research.

PART 1: CONTEXT & ISSUE

The overarching context of FAIR-play is Sport-Based Positive Youth Development (SB-PYD). Within this framework, the focus for all athletic communities participating in FAIR-play, centers around strengthening resilience in children and adolescents through football training. In particular, the focus is to have an impact on at-risk youth. At-risk youth can be characterized as children and adolescent who are being confronted with developmental stressors, such as poverty, abuse and neglect (Zolkoski & Bullock, 2012), and who have less or limited access to resources (Anderson et al., 2018). Therefore, the positive developmental effects of sport might have the largest potential when applied to youth that are faced with these developmental risks.

The seven training locations involved in FAIR-play can all be characterized by specific risks that apply to the youth in that area. Moreover, the FAIR-play training was embedded within pre-existing social responsibility programs for each of the athletic communities. For each area, the social responsibility programs focus on the local and specific risks that the youth are facing. FAIR-play further elaborated on these programs by implementing an academic framework. These risk factors will be described here per location of the football training.

Inter Campus in Uganda & Paraguay and Inter Campus in Hungary

Inter Campus is active in 30 countries all around the world. The children in Inter Campus programs are aged 6 to 13, and all are characterized as underprivileged by United Nation standards. In FAIR-play three locations from these programs were included: Inter Uganda, Inter Paraguay, and Inter Hungary.

Inter Campus programs are located in several countries: Uganda, Paraguay, and Hungary. For the programs in Uganda and Paraguay, a total of 430 children were targeted, plus 23 coaches and family members. In general, these children are underdeveloped in three health areas: physical, psychological, and social. On the physical level, health issues arise from shortages regarding food and drinking water. The nutritional resources for many of these children are poor, both qualitatively and quantitatively. On the psychological level, poverty and a shortage of caregivers result in undesirable emotional states, such as high indices of anxiety and depression, and low sense of self-esteem and self-awareness. Consequently, their behaviour is often marked by low tolerance to frustration and opposition against the coach and teammates. These psychological problems also manifest themselves on a social level. Being hindered in building relationships with their teammates, and having relatively low levels of empathy, the children often display violent behaviour towards others, both verbally and physically. The FAIR-play project within Inter Campus Uganda was embedded in a program for alphabetization and a sanitary protection program ran by local partners. At Inter Campus Paraguay, FAIR-play training was implemented within a program for social integration of children who were abandoned by their families, with some children having to live in the garbage dump.

Secondly, Inter Campus participated in FAIR-play within a pre-existing project in Hungary that had started in 2010. This program, however, had not yet implemented measurements of quality management. A total of 140 children were targeted with 6 coaches and family members. The children were part of a program for educational support in partnership with a local NGO "Love is the Answer". These at-risk children live under state custody, due to undesirable conditions at home,

including alcoholism, drug abuse, domestic violence, and neglect. Within this group of 140 children in Hungary, 60 were included in a program aimed at the promotion of integration of Roma and Hungarian children. These children live in one of the poorest areas of Hungary where 80% of the children belong to the Roma community. Another group of 80 children in Hungary were targeted in a small village near the country's second largest city. Here the main risk factor is the lack of activities offered to the youth. Sport activities here contribute to preventing an exodus of the youth to the big city nearby. For all youth in Hungary, challenges include widespread aggression, violent behavior of the children, and difficulties in respecting and following the rules of a community.

SV Werder Bremen

At SV Werder Bremen the sport-based social responsibility programs started in 2002. Similar to the pre-existing projects at Inter Campus, no standard measures of quality management were implemented at Werder Bremen up to the partnership with FAIR-play. A couple of years ago, the concept SPIELRAUM was introduced as a closely knit network in which the football club operates along with non-profit partners, schools, and governmental services, to ensure the inclusion of the children that are most at risk. Bremen is faced with high unemployment rates and with the highest poverty rates for children and adolescents in Germany. Also, children are subject to high rates of being overweight and obese at a young age. At the same time, membership of sport clubs is decreasing for children. Additionally, only a small portion of schoolteachers is trained in physical education. Only up to 25% of primary school students in Germany meet the daily amount of physical exercise that is recommended by the World Health Organization (WHO). Therefore, the FAIR-play football training was implemented within the SPIELRAUM projects, to build on generating fun, and to stimulate motoric activity in children. In Bremen, every partner institution was guided by two coaches from Werder Bremen when the sport classes were delivered.

Charlton Athletic Community Trust

Near London, Charlton Athletic Community Trust (CACT) has one of its many projects centred around strengthening positive youth development. This location is characterized by challenges on several levels. On the level of mental and physical health, this location deals with relatively high indices of obesity, anxiety, and depression. On the level of education and employment, the population is faced with poverty, high unemployment rates and high reliance on food banks. Also, many of the adolescents in this community have dropped-out of mainstream education. Additionally, low levels of social cohesion and high levels of criminal activity have been reported. Theft and weapon possession in particular pose risks in this area. The FAIR-play training was part of increasing the knowledge of coaches and project managers, aiming at the transfer of these skills to support the youth that grow up under these challenging circumstances. Specifically, children in the FAIR-play project were stimulated with positive shared activities to provide alternatives to anti-social and risky behaviours. Within the CACT projects, several pools of children were targeted, ranging from 10 to 19 years old. Some of the participating children were also included in the Post-16 Football and Education academy: a project free of charge that allows youth from lower SES backgrounds to combine education with a professional football career.

Hibernian Community Foundation

In Edinburgh, the Hibernian Community Foundation (HFC) is the official Partner Charity of Hibernian Football Club. HFC targets youth that are confronted with poverty, exclusion and reduced entrance points of opportunity. By the power of football, HFC contributes to breaking down these barriers, thereby increasing the resilience of the youth. HFC projects are free of charge, and often funded by charity organisations. Additionally, HFC operates on multiple levels, including staff, coaches, parents, volunteers, and local football partners. The FAIR-play football training was embedded within the HFC program. A total of 120 children were targeted, both boys (under 13), and girls (under 18). The topics addressed in FAIR-play elaborated further upon the HFC goals to break down barriers, to make the youth feel included, to gain wider education and reach their potential.

Feyenoord Rotterdam N.V.

At Feyenoord Rotterdam N.V., the youth included in the FAIR-play training reside in areas of Rotterdam where sport participation is relatively low. Additionally, these

areas can be characterized by low levels of education, high levels of poverty and high levels of non-Western backgrounds. The FAIR-play trainings were targeted at 380 primary school children that were included in the Feyenoord Street League; a project to create social cohesion by means of football, education and social participation. Furthermore, FAIR-play trainings were implemented in futsal and basketball for youth in secondary education as part of the Feyenoord Youth League. These sports programs extrapolate beyond sports, by providing several workshops on topics related to resilience. The themes of the FAIR-play training closely matched these topics.

PART 2: FINDINGS

In this section, the combined findings on the seven training locations will be reported. In general, there was considerable overlap in the findings across the various athletic communities. Three main findings were reported. First, the implementation of the academic framework offered both opportunities and challenges to the clubs. Second, the pandemic had a complicating effect in several areas of the project. Third, some direct effects were observed on the field as consequence of the exercises. Examples will be given mentioning the football clubs for which the outcomes were most prominent. A fourth set of findings in FAIR-play follows from the scientific data obtained on the effects of the training sessions. The statistical analysis of the data is still ongoing. Some preliminary findings will be reported here but we should keep in mind that the scientific component of FAIR-play is largely beyond the scope of this sustainability report.

Opportunities of implementing the academic framework

The key novelty that FAIR-play offered to the partners, was the implementation of academic concepts in football practice. The most crucial concepts in FAIR-play have been described in the theoretical chapters of this book. The implementation of the theory in training exercises offered several opportunities to the clubs. All athletic communities already were engaged in social projects. However, FAIR-play offered deeper and broader knowledge on social and psychological concepts, plus

a scientific framework to record, analyze and interpret results to provide social impact measurements.

For example, at Werder Bremen, this scientific approach fulfilled a need to support their program with insights from academia. The athletic community had been looking for a way to quantify the progress in their social projects. FAIR-play offered a quantification in terms of pre and post measures of the effects of training exercises that addressed topics like goal setting, motivation and coping.

Likewise, for Inter Campus, the scientific awareness of personality development and abnormalities was helpful to the instructors. FAIR-play offered concepts like coping and leadership that strengthened knowledge in the coaches on the levels of their social impact programs that already focused on fostering children's social, psychological, cognitive and motor development in the children.

Similarly, Charlton reported that most theoretical insights, for example friendship, motivation and goal setting, were already part of the trainings in their social programs. Thus, the FAIR-play project strengthened their idea that their approach was not only beneficial for the children but also grounded in science.

Furthermore, Feyenoord reported that within the cycles of FAIR-play there was an opportunity to learn and develop effective training sessions over time: in each new cycle, lessons from the previous cycles could be implemented. FAIR-play had four subsequent training periods, all starting with workshops on the theory and the creation of new exercises to implement that theory on the field. Every new cycle in the FAIR-play project provided lessons for the next training period. Moreover, the data obtained from the questionnaires offered support in this process. The scientific results functioned as an extra guideline for implementing new practices in each new cycle. Based on the statistical analyses, more accurate data were available to implement effective approaches in the training.

Also, at Hibernian the implications of the scientific component had a major impact: parents and guardians gained interest in the project over time, especially

when they heard about the results. This strengthened overall interest in 'football with a twist', i.e., the impact of football on social and psychological developmental levels, as aimed at by SB-PYD. By including schools in the presentations of the results, understanding and interest increased even further. The schools were involved in the social project: the at-risk youth were supported both on the field and on an educational level. By offering the schools an overview on the SB-PYD advantages and scientific results, they too were informed on how resilience could be enhanced.

Inter Campus Hungary mentioned that the new academic perspectives offered tools to enrich the football training and education. For the schools in Hungary, in particular the Roma children benefited from being included. Additionally, addressing theoretical concepts, such as emotional reactivity, self-efficacy, and coping, had a strengthening effect on feelings of self-esteem in the children. In general, it was found that during FAIR-play, more understanding of SB-PYD was established in the coaches, the children, and the community.

Challenges of implementing the academic framework

In contrast to the positive effects, described above, the implementation of an academic framework also posed new challenges for the football clubs. Most athletic communities found that it took time and energy to adapt to and implement this novel approach. For example, some concerns on the privacy of the children were raised initially by the schools that were involved in FAIR-play at Hibernian. Also, at Charlton the mind-shift that

was required in the scientific training asked a lot from the coaches. FAIR-play researchers asked them to increase their understanding of the relevant theory, but ensuring at the same time that they had the relevant skills and knowledge to act as strong role-models. In hindsight, this concern could have been dealt with more efficiently if additional support would have been available to train the coaches in becoming active role-models of what the academic concepts stood for. Along with gaining a new perspective on football training, several methodological obstacles were reported by the clubs.

One of the main challenges in FAIR-play was the administration of the questionnaires. All athletic communities refer to this issue. Although the questionnaires were validated for the age groups of the children targeted in FAIR-play, the characteristics of the at-risk youth hindered this validity. The children involved could often be described as having poor reading skills or coming from immigration backgrounds, meaning that the questions were sometimes hard to understand. This gave rise to distraction and frustration, and consequently affected the motivation in both children and coaches. Additionally, as mentioned by Hibernian, when coaches and volunteers helped the children understand, there was a risk of steering the answers.

A second challenge mentioned by most partners, was the heterogeneity within the pools of coaches and within the pools of participating children. As Feyenoord reports, the differences in understanding scientific concepts between coaches resulted in a less uniform approach. Additionally, some coaches explicitly mentioned FAIR-play being embedded in science, whereas some did not. At Werder Bremen, a total of 90 coaches participated in their social program, and especially during the early phases of FAIR-play, this resulted in many lessons on quality management and finding consistency in offering the training. During FAIR-play, questions stood out, such as: How accurate and how frequently should the training be implemented; how detailed should coaches be informed on the scientific framework; how frequently should feedback be provided, and should participants reflect back on progress? The broad scope of FAIR-play allowed for many interpretations of how to translate the theory into training exercises. Much time and energy was devoted to the program to learn lessons along the way.

Moreover, for most clubs several age groups of children were involved. Hence, the theoretical concepts needed to be translated into different training exercises to meet the needs of the specific age groups.

A third challenge involved the fact that participation in FAIR-play was voluntary. Especially Feyenoord and Charlton observed an effect of the room that it gave to the participants here. The open-access nature of the training allowed for irregular attendance. Consequently, not all children participated in an equal number of training sessions. These effects were not clearly present for Inter Campus in Paraguay, Uganda and Hungary. In Inter Campus Paraguay and Uganda, participation in FAIR-play as an international project ensured high participation rates. Similarly, at Inter Campus Hungary an attendance rate of 100% was found for the Roma children.

Finally, unexpected practical challenges showed up. For example, in one instance of administering surveys at Feyenoord, it rained heavily. This obviously did not facilitate the data collection process and additionally affected the rest of that training session.

The adverse effects of the pandemic on FAIR-play

Apart from the opportunities and challenges of implementing the academic framework, nearly all athletic communities found that Covid-19 had an adverse effect on the FAIR-play project. Especially Charlton stated to have experienced a negative impact of the pandemic, possibly because they also had to deal with Brexit at that time. They report that the pandemic had a strong effect on the part of the population that already was dealing with (mental) health issues and poverty, putting them at even more risk. Hibernian also mentioned that the pre-existing challenges in the community increased during the pandemic. Consequently, the youth in these communities were faced with extra challenges.

The effect of Covid on FAIR-play was multi-fold. Firstly, the FAIR-play workshops were now online, rather than live on location at one of the clubs. This resulted in a less elaborate exchange of knowledge between the university and the professionals from the clubs.

Additionally, there was less opportunity to combine the different perspectives from each club on how to best implement the theory into effective training exercises. Third, the pandemic affected the training session on the football field. The lockdowns and restrictions hindered the training sessions. Some training sessions even had to be postponed. This in turn affected the gathering of the data. Further, the isolation during the restrictions had negative effects on the children. Some of the data showed a decrease in both the experimental and the control group for self-regulation (Feyenoord) and optimism (Inter Campus Hungary). A possible explanation is that the adverse effects of the pandemic overshadowed the effects of the intervention.

Direct findings on the field during FAIR-play

Several additional effects of the FAIR-play project were directly noticeable on the field. At Inter Uganda & Paraguay the strengthening effects of FAIR-play expanded beyond the field to the local staff and community. For example, in Hungary the Roma children are faced with exclusion and stereotypes. FAIR-play offered a direct way of being and feeling included. Additionally, the levels of commitment, responsibility, and motivation of the children were directly impacted by mere participation in FAIR-play. The status of FAIR-play, being an international project, seemed to be a source of inspiration on its own. Similarly, at Inter Hungary, for the Roma children the mere fact of being included, gave rise to an observable boost in self-esteem on the field. Also, at Hibernian, the person-before-player approach gained in effectiveness during FAIR-play, possibly as a consequence of increased discussions of emotions within a guiding theoretic framework. In contrast, at Feyenoord and Werder Bremen the trainers and coaches did not directly observe any effect of FAIR-play participation on the children. For example, one would expect that a training based on friendship might have effects directly on the pitch. This was not observed. However, according to the trainer and coaches at Feyenoord, some of the themes, for example goal setting, cannot be easily observed in terms of improvement.

PART 3: IMPLICATIONS

The overall implications of FAIR-play will be described

here in general. Wherever possible, however, examples will be given by mentioning specific athletic communities. In most instances, the implications are direct consequences of the findings mentioned above. First, all the implications from the challenges will be described, followed by the implications that resulted from obstacles that turned into opportunities. At last, the implications that were the result of the positive effects of FAIR-play will be addressed.

Costs of time and resources

As implications from challenges, most partners mention that FAIR-play required much time and energy to be implemented. Especially at Inter Campus Uganda & Paraguay, the tough living conditions called for an investment to create a space for FAIR-play to be conducted. For Charlton, the investment of the coaches in time and resources was multi-fold: Personal mastery of the theory, plus establishing a similar understanding of the topics among coaches, subsequent focus on ensuring consistent implementation of the skills, and focus on the aim to induce optimal transfer of the knowledge to the children. At Werder Bremen, the creation of new content and tasks contributed to pressure on the staff. Additionally, with all content and training exercises being new, it took time for the coaches to have confidence in the long-term benefits on an individual level, given the individual difference between the children. Moreover, according to Inter Campus Hungary, the project was challenging to both the coaches and to the children. The children were asked to move away from certain familiar structures, which led to moments of resistance that called for dialogue and explanation. The children were used to a certain routine in the training, and some of the FAIR-play exercises were outside of their comfort zone, hence this required extra time for the introduction of these new exercises. Yet another challenge, mentioned by Hibernian, was that some of the questions in the surveys had the potential to trigger emotions. This was particularly the case with traumatized children, growing up in severe poverty and in disjoint families. This finding was also noted during the data processing and analysis. For example, written on a questionnaire on friendship that was not filled out the words "I do not have any friends" were written. It was also frequently observed that, questions on coping styles or emotional reactivity were not filled out. Possibly, these items also triggered sensitivities and emotions in the at-risk youth.

Development of effective training over the course of FAIR-play

A range of implications can be described as 'learning along the way' for all athletic communities. Over the course of the FAIR-play phases, obstacles presented themselves, that can be characterized as having growth opportunities hidden within them. Interestingly, this ties in with the definition of 'Resilience' as growth as a function of overcoming adversity. Inter Campus Hungary describes this process as one 'from lack to stimulus'. More specifically, they mention the need for a highly motivated staff with a willingness to invest firmly in integrating the theorical framework. Hibernian summarized the effectiveness of the training exercises as a function of three elements: The understanding of the task, the passion of the coach, and the duration of the training. This effectiveness on all three levels was marked by growth over time, i.e., over the consecutive training phases in Fair-play. One key lesson they report was that trainings were most effective if it was offered at the beginning of the week and at the beginning of a training session. Charlton also mentioned the initial costs in time and resources for the staff. Yet, over time the model offered by FAIR-play proved to be a valuable support to the coaches in serving the needs of the children. For Charlton, a continuation of a program like FAIR-play is aimed at once this project is finished.

Positive impacts of FAIR-play

Most implications described by the athletic communities reflect positive effects of the FAIR-play program. Four themes of positive effects can be identified. A first theme of positive implications was the effect of *combined minds* in FAIR-play. This includes both the synthesis of the academic framework with practical training experiences on the pitch, as well as the combined input from seven different football training locations. As reflected by the various training exercises in the templates in the book, often the different perspectives on how to implement the theory on the field. This range of ideas and perspectives was a source of inspiration during the workshops that were organized by the EUR. According to Inter Campus

Paraguay & Uganda, apart from the FAIR-play workshops, they also had fruitful weekly gatherings with their FAIR-play staff. These weekly meetings sometimes included the Inter Campus Hungary staff and participation from the EUR. These additional exchanges were also inspiring and led to valuable implementations of the project.

A second positive impact of FAIR-play could be noted as *direct effects on the field*, as already mentioned in the findings section. This was particularly the case for the participants in Paraguay and Uganda. This partner reports that the mere administration of the surveys and the talks about the questions, gave rise to increased self-awareness, self-esteem and trust observed in the children. Moreover, the children and staff showed an unprecedented raise in enthusiasm and commitment. This in turn led to responsible implementation of the new methodology and content in existing training exercises. At Inter Campus Hungary, an immediate effect was observed for especially the Roma children. This target group can usually be characterized by frequent turn-over and school abandonment. However, during the training periods in FAIR-play, zero drop-out was observed for this group of participants.

A third positive impact of FAIR-play was reported as the *effects beyond football* and beyond the children involved. Hibernian mentions that all stakeholders were affected by FAIR-play, indicating that sport can have a far-stretching impact on thought and action. This is in line with the SB-PYD framework: the strengthening of life skills with sport as its vehicle. Also, at Charlton it was observed that presenting the theory of life skills to the coaches resulted in them becoming stronger role-models and facilitators. Additionally, the community at large was affected by FAIR-play. At Inter Campus Hungary, parents were often included in meetings in which targets and the value of this new approach were explained. This resulted in FAIR-play having an impact on the community at large. Werder Bremen reports that the training weeks have been extremely productive in creating content that combined theory with practical knowledge. This resulted in identification and motivation for the coaches. Further, a deeper level of sensitivity for the target group and its resilience skills were established in the coaches. Ultimately, at Werder an effect of FAIR-play was observed on the overarching level of their organization.

A final positive impact was reported as the increasingly positive effects of FAIR-play *over time*. The nature of FAIR-play, having 4 cycles of theory-content-exercises-data, allowed for development over time. According to Charlton, this approach allowed for an enhancement of the cycle of learning, improving, and implementing. This serves as both a guideline and a framework for further development. Hibernian reported an additional effect over time on the field. During the training that lasted 8 weeks, they observed a shift in the children away from quick solutions towards more elaborate, broad, and long-lasting solutions. Also, over time, the children had fewer questions and more understanding of the exercises and their usefulness. At Werder Bremen, during cycles of the project, an improvement on the level of quality management was observed. This athletic community previously did not have a system with clear-cut academic concepts to implement and a way to quantify the progress. FAIR-play offered both the body of scientific insights to work with, and the tools to measure progress within the theoretical framework.

PART 4: LIMITATIONS & FURTHER RESEARCH

In this final section, suggestions for future SB-PYD projects will be provided, based on the experiences in FAIR-play in the seven athletic communities. First, the limitations will be addressed, including recommendations for future research. Next, the strengths of FAIR-play as a model of future research will be described. Again, this section includes the reports from all football clubs in FAIR-play.

Limitations of FAIR-play

A first, obvious, limitation, was that the project could have been more fruitful without *the pandemic*. Covid-19, as mentioned above, seriously impacted both the transfer of theoretical knowledge and the implementation of the training on the pitch. This limitation, hopefully, will not be an issue in the future.

A second limitation mentioned by most athletic communities, was *time* as a limiting factor. Werder Bremen observed that the intervention periods (of 8-12 weeks) were too short to bring about major effects. For Charlton, time was mainly a limitation in the sense

that Covid put restraints on the staff. This resulted in high workload and pressure to implement the FAIR-play exercises. This issue was intensified by the fact that the staff members at the FAIR-play workshop were not necessarily the same youth workers that ended up guiding the children on the field. Extra time was needed to transfer the theory to the practical implementations. Hibernian mentions limited time in developing the training sessions. After the initial implementation of the theory into practical exercises, additional time would have been ideal to test whether training exercises are actually effective on the field.

A third limitation can be summarized as *complexity,* or lack of clarity on several levels. This was a limitation in a variety of ways. As mentioned in the sections above, the *understanding of the surveys* was not guaranteed for the children living under challenging circumstances, including poor reading skills and language gaps. This was particularly an issue for the Roma children in Inter Hungary. However, all partners mentioned this as an obstacle. Feyenoord proposed to run a pilot study in the future to ensure the understanding of the questions to elevate the validity of the questionnaires. Additionally, Hibernian wondered if it would be possible to include youth workers in composing the questionnaires or selecting surveys that closely meet the reality of the children. Additionally, in future research more clarity in the directions of filling out the surveys is proposed as a solution. Furthermore, Inter Paraguay noticed that some items in the survey contained double negatives, which is a well-known complicating factor in the understanding of the questions. Future studies might benefit from eliminating those limitations.

Complexity also arose at the level of *coherence in the implementation of the academic framework*. Overall, the FAIR-play project involved many youth workers. To find consistency within the training approach of a particular topic was therefore challenging. A point brought up by Hibernian was that, for future research, a handbook with guidelines could be composed. This would facilitate the ease of offering additional resources to new employees. Possibly, the combined insights from the partners in FAIR-play could be included in such a handbook. Complexity was sometimes encountered at the age level of the children. Overall, in FAIR-play, children ranged

in age from 8 to 18. This means that the same topics needed to be translated to different exercises meeting the developmental level of the target groups. This, too, demanded time and skills from the staff involved. Future research might aim at a more consistent set of guidelines of implementing academic concepts, by building further upon the current data and the exercises that did an did not work within FAIR-play.

Another limitation of the FAIR-play project was that measurements were *limited to quantitative data*. According to some athletic communities, the full picture of this pool of at-risk youth participants is not reflected in only tapping their answers to questionnaires. Moreover, Feyenoord mentions that the youth workers could only monitor the children for 10 hours during a 10-week's period. To obtain a more holistic picture of the circumstances of these children, additional qualitative research could be helpful. For example, interviewing the children, their parents and possibly their teachers, could provide a more elaborate picture of both the initial needs of the children and of their progress during and after the training sessions. Moreover, qualitative research might have the benefits of being less demanding on the time limits and need for large subject pools.

A final limitation involves the *gap between the results observed on the field versus the results that were obtained in the statistical analysis*. Inter Campus Hungary indicated that they noticed beneficial effects on multiple levels of parties involved, despite the lack of clear support in the quantitative data. These benefits include both positive effects in the field for the children that were not captured in the measurement, as well as the broader positive effects on their families and communities.

From a statistical point of view, the explanation for this gap between the findings seems to be multi-fold. Even if the actual trainings were effective compared to a baseline of normal football training, the statistical power of a study can be attenuated by two factors. The first factor is the size of the groups. In FAIR-play, all test groups were very small, in some cases even smaller than 30 subjects per group. The second factor that can lower the power of study concerns the amount of dispersion within the groups. In FAIR-play, there was much room for individual differences within each test group. For example, most test

groups included large age ranges and were characterized by children having various backgrounds with specific individual differences. Within the test groups, there could have been children with obesity, children with a stressful situation at home and children who suffer from poverty. Their individual situations put different kinds of stressors and vulnerabilities on them. Yet, in FAIR-play those children where pooled in a single test group, all receiving the same training instructions. Moreover, there was often no fixed exercise for a particular topic (e.g., leadership, coping) and there was not always a single coach guiding the children. All these elements resulted in variables that could not be fully controlled for. This likely increased the levels of dispersion within the test groups. Nevertheless, it is promising that effects were observed on the field. Future research could implement improvements in the experimental design by (1) stabilizing as many variables as possible, (2) increasing the number of participants per group, and (3) running a pilot study to ensure that the questionnaires will be understood by the children and will not trigger intense emotions.

Strengths of FAIR-play

The FAIR-play project included and obtained many positive effects that could aid future SB-PYD research. The main strength mentioned by the football clubs is *the effect of working together.* This strength was two-fold. On one hand, the scientific framework provided a source of new perspectives and inspiration. According to Werder Bremen, this provides opportunities to monitor, evaluate and to formulate targets in a highly systematic way. Werder Bremen started off by assigning a person for data gathering and impact management, as inspired by FAIR-play, to optimize their vision. Also, with the end of FAIR-play in sight, Werder Bremen attracted a local scientific partner, to ensure further implementation of this added layer to SPIELRAUM. Charlton too, has stated that FAIR-play was rich in lessons that will guide them towards future implementations for the target group.

The second strength of working together was found in combining the view of several athletic communities in establishing more effective training exercises. Inter Campus Paraguay & Uganda talk about the strength of the variety of actors in FAIR-play. The multiple perspectives helped keeping an open mind, flexibility and adaptation along the way. This resulted in deeper levels of understanding and better support for being able to support the children. The surveys strengthened this effect by tapping into the child's personality with a depth that cannot be easily captured on the field. They mention though, that more knowledge on how to support the children and their communities call for even more responsibility from the staff. This implies that future research and practical implementations will call for detailed actions, a strict allocation of time and concreteness of the intervention.

Now that FAIR-play has come to an end after 3 years of hard work, we have learned that, despite some unforeseen obstacles, this project obtained promising effects, and offers many suggestions for future SB-PYD projects. During the course of this project, the implementation of the academic concepts and scientific measurements of the training exercises have enriched the knowledge of the participating youth workers. This will help the communities that were involved to implement training sessions that are grounded in theory, and it will offer a design to strengthen their quality management. In turn, the fruitful collaboration with the athletic communities offered the EUR many insights in conducting SB-PYD research and in ways to strengthen the cornerstones of future SB-PYD projects. It has been an adventurous journey, for all partners involved in the project. FAIR-play yielded positive effects and contained lessons for improvement when obstacles are met, just like resilience is the result of growth through *adversity*. Therefore, the obstacles met during the FAIR-play project no doubt offer great opportunities for future research and implementation in the field of SB-PYD research.

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FAIR-PLAY HANDBOOK

How football helps stimulate resilience among children