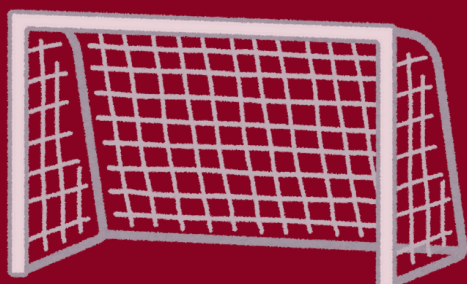




Equal Play Effect

Asia Pacific



Football for Gender Equity

A Coach's Toolkit



In Asia, the **future of gender equity in football** is putting girls to the front by ensuring equal play, creating role models, **empowering women as leaders and coaches**, and building a more inclusive football **culture to inspire future generations.**



Acknowledgements

Football for Gender Equity: A Coach's Toolkit would not have been possible without the collaboration, dedication, and shared vision of individuals and organisations across the Asia-Pacific region.

We extend our deepest gratitude to Creating Chances for leading the development of this resource and for their unwavering commitment to advancing gender equity in football.

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Special appreciation goes to our partner organisations—Inspire (Indonesia), The WE United Project (Nepal), PlayOnside (Thailand), Football for All (Vietnam), and Fundlife International (Philippines)—for their significant contributions to this toolkit.

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To the coaches, players, and communities who participated, shared feedback, and continue to inspire this work—thank you for your passion and dedication.

Football can, and we will.



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Equal Play Effect

Asia Pacific

Equal Play Effect is a replicable, adaptable and scalable solution to accelerate progress towards gender equity in football.

In 2023, Common Goal launched a new chapter of Equal Play Effect in Asia Pacific, led by Women Win and Creating Chances and engaging six football for good organisations across 6 countries.

Equal Play Effect provides an action-based impact framework to support everyone in football to work against mechanisms and dynamics that enforce inequity and discrimination.

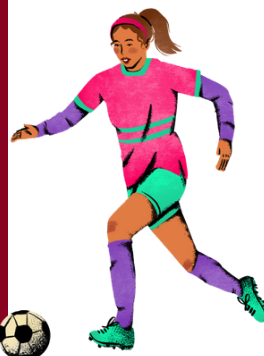
Collective effort is central to Equal Play Effect. Driven by Common Goal, and developed by expert partners Soccer Without Borders and Women Win, Equal Play Effect is implemented with the support of more than 50 stakeholders across four regions, including athletes, brands, community organisations and others.

From 2020 to 2023, Equal Play Effect has been implemented across four regions including East Africa, North America, Latin America and Europe, under different names.

The programme was launched in July 2023 in Indonesia and includes the participation of Football United (Myanmar), Football for All Vietnam, PlayOnside (Thailand), Fundlife International (Philippines), Inspire (Indonesia) and The WE United Project (Nepal).

How it drives change:

- **In the organisations:** Embed gender equity at the heart of football for good organisations and ensure gender equity in their leadership.
- **On the sidelines:** Increase the proportion of women coaches and ensure every girl has a woman role model.
- **On the pitch:** Increase girls' participation on the pitch.
- **In the community:** Leverage culture and reach to inspire society and transform football culture into a welcoming and inclusive space for all.



Football

for

Gender Equity

Football for Gender Equity is a coaching resource designed to provide tailored and contextual football activities for girls across the Asia Pacific, designed by women coaches working in Football for Good Organisations in the region.

This coaching resource aims to:

- Provide coaches with the tools and knowledge to create fun, safe, and inclusive spaces for girls, women, and non-binary people to participate in football skill and social and emotional wellbeing activities.
- Build the capacity and confidence of coaches across the Asia Pacific to deliver and design gender inclusive activities and programs.
- Develop the program participants into role models to increase the participation of girls and women in playing, coaching, community, and leadership positions across the region.
- Promote gender equity in coaching and participation that contributes to advancing gender equity in sport.

This will be achieved through the following objectives:

1. Provide comprehensive training modules and resources to help coaches develop inclusive coaching practices that accommodate diverse player needs and backgrounds.
2. Increase female representation in coaching roles and encourage their participation through targeted initiatives.
3. Promote initiatives that increase female participation in coaching and player development programs.



Creating Football for Gender Equity

The Equal Play Effect project highlighted a significant gap in game resources tailored to the needs and interests of girls in Asia Pacific. Recognising the importance of exploring topics that resonate to build and retain girls' participation in football, the participating organisations came together to develop a resource grounded in insights gathered from a needs assessment conducted with their coaches.

This assessment, which focused on both the users (coaches) and beneficiaries (players) of the resource, led to the creation of two distinct profiles that define the target audience for this resource:

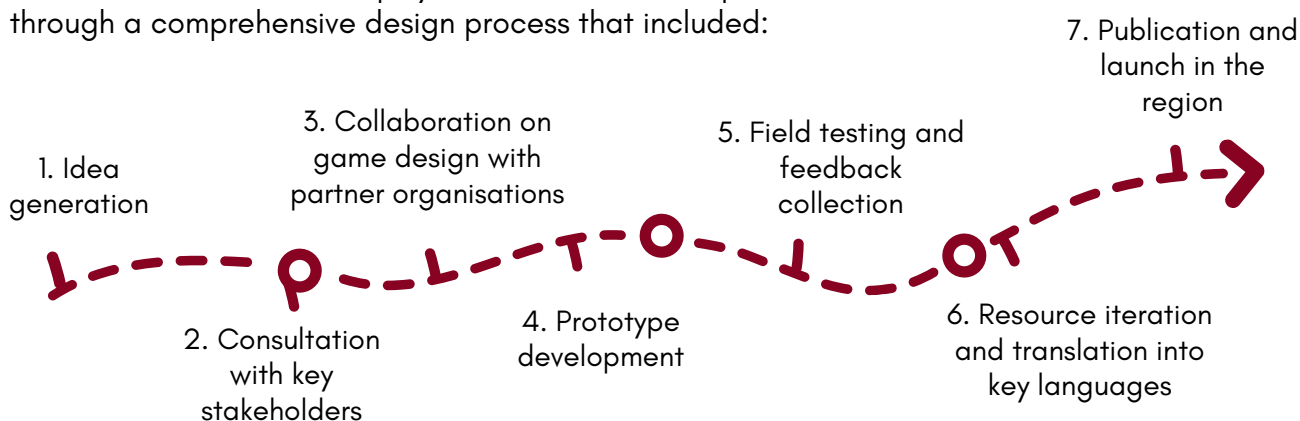


An 8-12 year old girl who is starting her football journey. She loves football and wants to get better every time she steps onto the field. People in her community often negatively stereotype her and don't understand why she wants to play so her access to playing is limited. She likes to play in a team with her friends and with a coach who is supportive and can teach her new skills about football and life. She wants to become more confident, build her resilience, have leadership opportunities, and she often likes to play in a competitive match.



An 18-25 year old woman who is a beginner or intermediate Coach. Her coaching philosophy is underpinned by her passion for youth development and gender equity. Although she often faces cultural and societal barriers to coach, she has a desire to develop personally and professionally and discovers ways to do this as a coach. She is interested in learning ways to include and empower all skill and age levels in her team and build her tactical and strategic thinking to provide the best opportunities for her players on and off the field.

The Football for Gender Equity resource was developed through a comprehensive design process that included:



Expert Partners | Leadership Team

COMMON GOAL

Common Goal aims to inspire everyone in football to help shift society towards a more sustainable and equitable future for all. The Common Goal network is among the biggest, and most reputable, sport for development networks in the world. They manage the Equal Play Effect program and its implementation across the globe.



Women Win is a global, multi-dimensional women's fund investing in girls' and women's rights. Through their GRLS Brand, Women Win advances the playing field that empowers adolescent girls and young women to exercise their rights through sport and play. Women Win coordinates the Equal Play Effect Asia and the Pacific project implementation and is responsible for the Organisations' track.

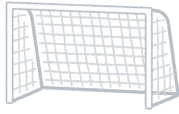


Creating Chances (Football United) is a social enterprise based in New South Wales, Australia that provides internationally and nationally renowned evidence-based programs promoting positive youth development through sport. Creating Chances is responsible for leading the Champions' track of the Equal Play Effect Asia and the Pacific program.

Impact Sponsor and Partner



Partners | Participating Team



Football for Gender Equity brings together the decades of experience and impactful work that these organisations have created, each using football as a tool for social change and empowerment. These initiatives are united by the belief that football has the power to transform lives and build stronger communities.



Indonesia | Inspire empowers people through football to change lives. We are ignighting a global community of like-minded organizations using football to bring about social change. We have a dream that we all can live in a fairer, more equal society where young people have the opportunity to learn, play, and be successful.



Nepal | The WE United Project empowers women and girls in Nepal by creating safe spaces to impart leadership training, life skills development, and team building through dynamic sport-based activities. WE United aims to level the playing field and liberate the potential of every girl and woman through the power of sport.



Philippines | Fundlife International is a purpose-driven, not-for-profit organisation, dedicated to creating educational and employment pathways for highly vulnerable youth so they may unleash their potential to the world. Or, as we like to say, we enable all children to DREAM IN COLOUR.



Thailand | PlayOnside believes that football has a tremendous potential to promote social change. Through a long term, sustainable and flexible approach, we are bringing playful learning activities to displaced Burmese migrant children in Thailand. PlayOnside programs promote gender equality, social inclusion, and empowerment.



Vietnam | Football for All seeks to promote football development, integration, advocacy, and life skill education for children through grassroots football. FFAV collaborates closely with public authorities and private partners to promote the sustainable development of school-based grassroots football clubs in different provinces of Vietnam.

Developing Aligned Activities

Building social and emotional skills through football plays a critical role in youth development, as it equips young people with essential life tools to navigate an increasingly complex world. Social-emotional learning (SEL) is “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (The Collaborative for Academic, Social, and Emotional Learning, CASEL).

In today’s diverse societies, SEL fosters resilience and adaptability, empowering young people to overcome challenges, build positive relationships, and make thoughtful decisions. By integrating SEL into football, coaches help young players develop into healthy, responsible, and productive adults who can succeed on and off the field.

Sessions are designed to focus on technical skill development embedded with key social and emotional learning principles, underpinned by trauma-informed practices, Kolb’s experiential learning model, and positive youth development approaches.

Designing for Inclusion and Engagement: CHANGE IT methodology

- C Coaching Style** | Modify your coaching style to suit player needs including instructions, demonstrations, and feedback. Use questions to set challenges, vary how you communicate, use player role models, provide discrete coaching without game interruptions.
- H How to Score** | Increase or change scoring opportunities including number of passes to score, play into an end-zone, shoot at targets, increase/decrease size or distance to target.
- A Area** | Altering the size or shape of the area to increase/decrease game difficulty, promote desired football outcomes and maintain inclusion and positive engagement.
- N Numbers** | Change team sizes to increase player involvement, introduce overloads, 2v1 or 4v2, to give attackers or defenders greater opportunity to be successful or attempt skills.
- G Game Rules** | Modify game rules to promote specific outcomes, increase inclusion, make it harder such as passing rules, number of touches before scoring, time limit on the ball.
- E Equipment** | Use different equipment to broaden the playing experience, increase/decrease activity difficulty, suit player abilities, or enhance creative play.
- I Inclusion** | Adapt the game to ensure inclusion, ask players for input to modify activities and promote game ownership, provide options for players to be involved or make decisions.
- T Time** | Vary the duration of activities to increase/decrease intensity, allow players to take more/less time to make decisions or perform actions, or set timed challenges.

Kolb's Experiential Learning Model

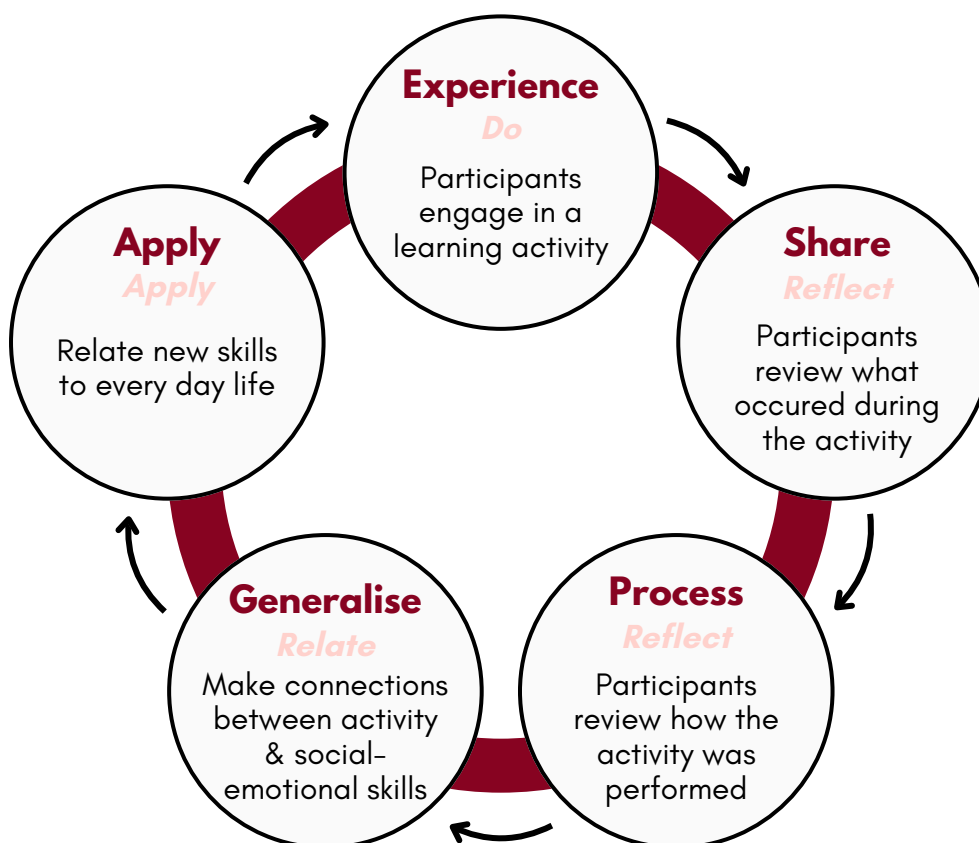
Kolb's Experiential Learning Model emphasises learning through experience and can be simplified into five stages:

1. **Experience (Do):** Actively participate in the activity, such as a football drill, to engage with the game.
2. **Share (Reflect):** Discuss what happened during the activity with teammates or coaches, sharing observations and feelings.
3. **Process (Reflect):** Reflect on the experience, thinking about what worked, what didn't, and how it felt. This is where asking questions to solicit feedback becomes important—coaches can encourage players to think deeper about their actions and learn from each other.
4. **Generalise (Relate):** Connect the experience to broader ideas, like resilience or teamwork, and learn from it.
5. **Apply (Apply):** Use what you've learned to improve in future activities or situations, both on and off the field.

The games in this resource will incorporate questioning to help players reflect and apply feedback, fostering growth through constructive conversation between players and coaches.



*Every word,
every piece of
body language,
every tackle or
missed shot is a
chance to
explore social
and emotional
skills.*



How to be a Purposeful Coach

Your role as a coach is to develop players technical football skills while developing the social and emotional well-being of players. This is achieved by:

- Planning and delivering training sessions that integrate core football techniques with key social-emotional messages explored in the program.
- Creating a fun, safe, and inclusive environment by organising effective sessions that are culturally sensitive and non-judgmental, while building trust with players, fellow coaches, and parents/guardians.

Coaches have a responsibility to create environments where all players can:

- Feel safe
- Build relationships
- Have fun
- Learn and improve their skills
- Develop positive identities
- Feel included



The Knowledge, Skills, and Attitudes a coach should have to empower girls:

KNOWLEDGE	Foundational Football Skills	Understand the key building blocks of football, including: 1v1, Running with the ball, Striking the ball, First touch and Defending
	Social-Emotional Skills	Recognise the importance of fostering social-emotional development in players by understanding: self-awareness, self-management, social awareness, relationship skills, responsible decision-making
SKILLS	Adaptability & Organisation	Adjust session plans to fit players' skill levels and attendance while maintaining clear goals and structure.
	Emotional Intelligence	Manage personal emotions, stay fully present, and support players' values and needs without judgment.
	Relationship Building & Communication	Use clear, positive communication and foster trust with players, coaching staff, families, and the community.
	Positive Reinforcement	Praise specific behaviors and growth aligned with session themes to reinforce learning.
ATTITUDE	Supportive, Competitive Environment	Encourage individual progress and friendly competition through personal and team challenges.
	Empowerment Mindset	Cultivate a positive, inclusive environment that fosters growth for every player.

Coaching with a Gender Equity Mindset

The Four Coaching Lenses

Coaching Lenses help us to change the way that we look at coaching so that we can be the best coach required at different moments for an individual person, team, or situation. Skilled coaches have the ability to look through multiple lenses at once, or zoom in on a lens depending on the specific needs of their players.



The Youth Development Lens

The Mentor

Coach the whole person, not just the player.

- Players who like their coach are more likely to continue playing. Coaches who build team relationships, have fun, reward effort, encourage learning from mistakes, and teach skills safely are key factors.
- A skilled youth development coach will get to know each player personally and earn the trust of players over time
- These coaches can encourage shy players to speak up, or teach frustrated players to bounce back, by using key coaching moments to show players that they care about them

On-field Example:

During practice, a shy player misses a shot during a shooting activity and looks disappointed. The coach approaches her with a warm smile, saying, "That was a great effort! You're getting closer with every try. Next time, aim for the corners and keep your head up—you're improving so much." Later, the coach highlights the player's effort to the team, reinforcing the importance of persistence and growth. The player begins to feel more confident, knowing her coach cares about her as a person and believes in her progress. By building trust, the coach ensures the player feels encouraged to keep trying.



The Sport Lens

The Tactician

Competence creates confidence.

- A traditional or tactical sport coach mainly focuses on the team's skill, talent, athleticism, and contribution to the overall sporting success of the team
- Sport has many inherent lessons to teach. Building up life skills alongside the athletic ability of your players has value on and off the field of play
- Excellent sport lens coaching can build a players self-belief and confidence

On-field Example:

During an open game, the coach notices the midfielders struggling to connect passes. The coach stops play and demonstrates with players how to create triangles by spreading out and moving into open space. The team practices this adjustment with guidance, and their passing improves. Afterward, the coach praises moments where players executed the strategy, reinforcing their understanding and building their confidence. By focusing on tactical improvement, the coach not only strengthens the team's technical skills but also ensures players develop the competence needed to believe in their abilities and enjoy their progress.



The Trauma Informed Lens

The Culture Keeper

A safe and healing place for all players.

- Sport has a powerful effect on mental health, and if designed with intention, can help young people to heal from the impact of trauma in their lives. Coaches with a trauma-informed lens prioritise the emotional and physical safety of players.
- These coaches offer individualised adaptations that can support their players to strengthen their resilience and self-regulation
- These coaches are aware of moments that evoke strong emotions in players – wins, losses, referee decisions, mistakes, and fouls. The stakes feel high and emotions can be amplified. This can be a moment to help players manage their emotions with tools that will transform their lives.
- Coaches may not always be equipped to help a young person. In these instances, they connect the player with professional services.

On-field Example:

During a game, a player becomes visibly upset after being fouled and receiving harsh words from an opponent. The coach notices her frustration and calmly calls her over. Speaking softly, the coach says, “It’s okay to feel upset—it was a tough moment. Let’s take a deep breath together and focus on what’s next. You’ve got this.” The coach provides a few moments to reset before sending her back into the game with clear encouragement. Afterward, the coach checks in privately to affirm her resilience. By prioritising emotional safety, the coach models healthy coping skills and helps the player manage stress.



The Access & Inclusion Lens

The Barrier Breaker

Get them to the field!

- Getting players to the field requires much more than the skill to play. Full participation in sport requires access, permission, equipment and transportation.
- Girls often cite transportation, safety, equipment, clothes, parent permission or home responsibilities as some of the main barriers that keep them from accessing sport.
- Coaches and organisers are key to spotting these barriers and designing programs to address and overcome them.

On-field Example:

The coach notices a player often arrives late to practice or misses sessions altogether. In a one-on-one conversation, the coach gently asks if something is preventing her from attending. The player explains she struggles to find transport. The coach reaches out to other parents to organize a carpool, ensuring the player can reliably get to the field. Additionally, the coach discreetly arranges for spare gear after learning she lacks proper equipment. By addressing these logistical barriers, the coach creates an environment where the player feels supported and valued, ensuring she can fully participate and enjoy the benefits of being part of the team.

Skill Acquisition 4 Core Skills

In the Skill Acquisition Phase (typically ages 9-12), there is an emphasis on developing four core football skills that are foundational for young players. These skills are First Touch, Striking the Ball, Running with the Ball, and 1v1.



FIRST TOUCH

First Touch is the essential skill of controlling the ball with precision to set up your next move, using any allowed body part such as the feet, thigh, chest, or head. This skill is key to maintaining possession and enabling fluid transitions in play. Key aspects of first touch include:

- Timing: Making contact at the right moment for precise control and positioning the body to meet the ball effectively based on its speed and trajectory
- Cushioning: Softening the impact of the ball to bring it under control quickly and smoothly.
- Awareness: Anticipating and preparing for the next action, such as passing, or dribbling.

A good first touch allows players to maintain control and dictate the pace of play, creating opportunities to execute their next move with confidence and efficiency.

STRIKING THE BALL

Striking the Ball encompasses various techniques like short, medium, and long-range passing, shooting, crossing, and even heading. This skill requires a combination of timing, strength, and accuracy to hit the ball with controlled power and precision, guiding it toward a target such as a teammate or the goal.

Players use different parts of the foot depending on the objective:

- Instep (Laces): For powerful, long-distance shots or kicks, often aimed at the goal.
- Inside of the Foot: For accurate short or medium passes to precisely reach teammates.
- Outside of the Foot: To add spin or curve for creative passes that bypass defenders.

Examples of striking the ball include shooting at goal, delivering a cross to a teammate, or executing a through ball to send a player into space behind defenders.

RUNNING WITH THE BALL

Running with the Ball enables players to move the ball quickly and navigate around defenders. It involves traveling at speed into open space or dribbling in tight areas, maintaining control while advancing play. Key aspects of running with the ball include:

- Control: Keeping the ball close while moving at different speeds.
- Agility: Changing direction quickly to evade defenders or exploit gaps.
- Awareness: recognising space, teammates, and opponents to make effective decisions.

Mastering this skill allows players to maintain possession, create attacking opportunities, and transition fluidly between defense and offense.

1v1

1v1 involves using moves, feints, and accelerations to beat an opponent or defend effectively in one-on-one situations. It is a test of individual skill and decision-making under pressure. Aspects of 1v1 include:

- Agility: Quickly changing direction and speed to outmaneuver the opponent.
- Timing: Executing moves or challenges at the right moment to gain an advantage.
- Ball Control: Maintaining precise control while attacking or defending.

Practicing 1v1 situations builds confidence, sharpens instincts, and enhances the ability to handle challenges head-on in dynamic game scenarios.

Program Structure and Overview

The 10-session program includes 8 social-emotional learning and 2 health-related learning blocks, combined with the 4 core football skills from the skill acquisition phase and traditional games exploring various sports skills.

Session	Social-Emotional Learning	Football Skill
1	Self-Awareness and Confidence	Striking the Ball
2	Communication	First Touch
3	Resilience	Running with the Ball
4	Healthy Relationships	First Touch + Running with the Ball
5	Celebrating Diversity	Various Sports
6	Teamwork	Striking the Ball
7	Problem Solving & Decision Making	1v1
8	Menstruation	Running with the Ball
9	Leadership	First Touch
10	Gender Equity	Various Sports

Each session consists of 4 parts:

Part 1	Part 2	Part 3	Part 4
Functional Activity & Icebreaker	Recognition Game & Intervention	Small-sided Game	Reflection Discussion
A fun, interactive, and dynamic game with football movements. All players are involved to encourage social interaction, confidence, and safe play.	A modified game that highlights the social-emotional message with effective football skill interventions. This is done by emphasising model or developing behaviours and skills.	An open game that uses normal game rules. Coach on the run by reinforcing and encouraging desired social-emotional learning behaviours and football actions	A reflection discussion facilitated by the coach according to the process of experiential learning. It allows players to reflect on the experience and draw out key concepts, develop generalisations that relate to them, and apply the key messages to their lives.



SESSION 1 OVERVIEW

Inspire | Indonesia

Social Emotional Message

Self-awareness & Confidence

- Identify personal strengths and characteristics on the field
- Highlight and discuss positive personal characteristics
- Appreciate the value of self-awareness in relation to how we see ourselves and how others see us

Football Skill

Striking the Ball

- Includes all forms of striking the ball, such as:
- Short, medium and long-range passing
 - Shooting
 - Crossing
 - Heading

PART 1

Functional
Activity and
Ice Breaker

Pinball

10 minutes

PART 2

Recognition
Game and
Intervention

**Striking
with
Confidence**

20 minutes

PART 3

Evaluation
Small-Sided
Game

**Free
Game**

20 minutes

PART 4

Session
Reflection

**Group
Discussion**

10 minutes

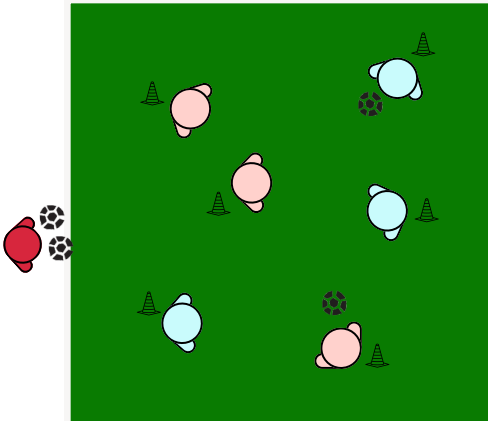
Part 1: Functional Activity & Ice Breaker

PINBALL

Plan			
Focus Areas	Identify personal strengths and characteristics on and off the field.	Appreciate the value of self-awareness in relation to how we see ourselves and how others see us.	Develop players' ability to strike with the ball with confidence.
Game Objective	Build confidence and self-awareness by defending cones while targeting opponents' cones by striking the ball.		
Duration	10 minutes		
Preparation	Playing area: Set-up a 20m x 20m playing area. In the playing area, place a cone for each player with sufficient space between.	Teams: Divide players into two even teams, and give each player a bib to wear for their team.	Safety: Ensure the field is clear of hazards and that participants have the necessary gear.
Equipment List	<ul style="list-style-type: none"> • 10 cones • Bibs for 2 teams 	<ul style="list-style-type: none"> • 4 footballs • Whistle (optional) 	<ul style="list-style-type: none"> • Stopwatch/timer • First Aid kit

Introduction	
Social-Emotional Message	Football Skill
<p>Ask</p> <ul style="list-style-type: none"> • What is self-awareness? • Answers might include: <i>how we see ourselves and being aware of how others see us, understanding our strengths and weaknesses</i> • What does confidence mean to you? • Answers might include: <i>feeling good about myself</i> <p>Explain</p> <ul style="list-style-type: none"> • <u>Self-awareness</u> means understanding your own strengths and weaknesses on the field, while <u>confidence</u> is believing in yourself to try your best and improve each time you play. • In these games, we can identify our own personal strengths and characteristics, as well as sharing how we view other people's strengths. Being aware of what we are good at gives us confidence to put in effort in teams and to try new things. 	<p>Explain</p> <ul style="list-style-type: none"> • <u>Striking the Ball</u> is a key skill in football that involves different forms of striking the ball such as short, medium, and long range passing, shooting, crossing and heading. • It requires timing, strength, and accuracy. <p>Ask</p> <ul style="list-style-type: none"> • What might a good pass or shot at goal look like? • Can you name a player that is excellent at striking the ball? • How can this change the game?

Game Instructions

Activity	Game Diagram
<ul style="list-style-type: none"> Players must protect their own cone while trying to knock over others' cones by kicking a football at them. The last player with a cone still standing is the winner. Release 2 balls into the area and participants have to try and knock other players' cones over by passing the ball into it. At the same time, they need to protect their own cone. If a player's cone is knocked over, they leave the playing area and become a 'free player' standing on the outside. 'Free players' can kick any stray balls back into the playing area, aiming to knock over other cones from the outside to stay engaged and influence the game. 	

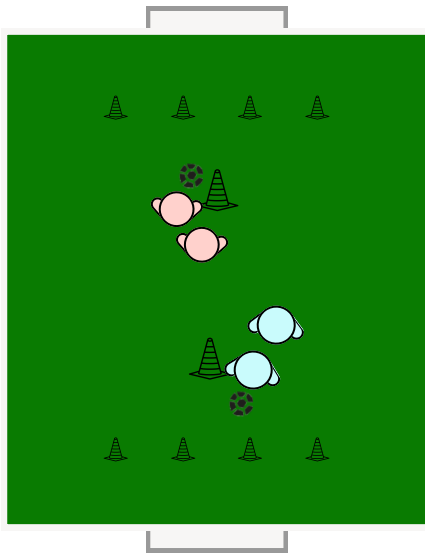
Noticing and Adapting

What to look out for	Change it	Social-Emotional Link
<ul style="list-style-type: none"> Can players pass accurately over short and medium distances? Do players adjust their passing style based on obstacles and distance? Are players more focused on defending their cone or attacking others? In later rounds, do players adapt their strategies to avoid early elimination? Are some players consistently scanning for opportunities and threats? Do any players collaborate to reach their goals, and were they effective? 	<p>Step up (challenge):</p> <ul style="list-style-type: none"> Spread cones randomly or let players choose their positions. Divide the area into zones with 2-3 players per zone. Assign 2 players to defend 2 cones. Use smaller spaces for faster play or larger areas for more strategic play Shift from individual to team-based play. Record how long it takes to knock over all cones, then have teams swap roles and compete to beat each other's times <p>Step down (easy):</p> <ul style="list-style-type: none"> Increase the size of each zone, giving players more room to move and defend, making it easier to protect their cones. Assign each player a single cone to defend to reduce confusion Players just play with one ball in play to slow down the game, allowing players to get comfortable with defending and targeting before adding more balls. 	Football Skill Link
		<ul style="list-style-type: none"> Decision-making and Problem solving Teamwork Resilience
		<ul style="list-style-type: none"> First Touch

Part 2: Recognition & Intervention Game

STRIKING WITH CONFIDENCE

Plan			
Focus Area	Identify personal strengths and characteristics on and off the field.	Explore self-reflection practices.	Develop ability to strike with the ball with confidence.
Game Objective	Develop the ability to strike the ball with power and accuracy by aiming at different goal areas, while reflecting on performance to build self-awareness and confidence.		
Duration	20 minutes		
Preparation	Playing area: Set up a 25m x 40m field, with a large goal at either end. Mark a shooting line 8m away from the goal using cones.		Teams: Divide players into small teams of 4-5 with a set of coloured bibs for each team
Equipment List	<ul style="list-style-type: none"> 20 cones Colour bibs for teams 	<ul style="list-style-type: none"> Football per player Whistle (optional) 	<ul style="list-style-type: none"> Stopwatch/timer First Aid kit

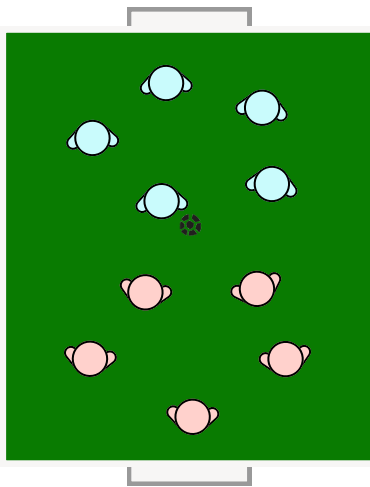
Game Instructions	
Activity	Game Diagram
<ul style="list-style-type: none"> Set up cones in front of the big goal (e.g., 5-10 meters from the goal). Round 1: Players line up 5m from the cones and take turns dribbling towards the cones and striking the ball at the goal. It is optional whether to include a goalkeeper. Encourage them to aim at different areas of the goal (left side, right side, top corner). Self-awareness focus: After each shot, ask the players what they thought went well and what they could do better. For example, "Did you feel confident in your strike?" or "How did you adjust your shot based on where the keeper was?" Round 2: Shooting at the Big Goal Set up two goals (one for each team). Players line up and take turns shooting at the large goal from a fixed distance (e.g., 8-10 meters away). After each shot, give positive feedback ("Great shot!" or "Nice try, next time aim for the corner"). Encourage players to believe in their shot and take their time to strike the ball with power and accuracy. Round 3: When players have built their confidence to shoot, play a free game where players are encouraged to take as many accurate and powerful shots as possible. 	

Noticing and Adapting

What to look out for	Change it	Social-Emotional Link
<ul style="list-style-type: none"> • How confident are players, and how do they respond in different situations? • When players feel overwhelmed, how can teammates help them regain confidence? • Are players able to pass accurately over short and medium distances? • Can players adjust their passing style based on the situation (e.g., obstacles, distance)? • Are players focused on the target, or are they more concerned with the ball itself? • Do players adjust their behavior in later rounds to address weaknesses from earlier games? • Reinforcement: emphasise that this game helps us recognise our strengths, both on and off the field. By talking about the positive things we bring to the team, we can better understand ourselves and how others see us. Being aware of this helps us work better together and be stronger as a team. 	<p>Step up (challenge):</p> <ul style="list-style-type: none"> • Introduce multiple balls into the game, making it harder for players to defend their cones and focus on their shots. • Move the shooting line further from the goal, requiring players to shoot from a greater distance and with more precision. • Add a time constraint for each round, encouraging faster decision-making and quicker shots. • Add cones in the goal to encourage players to aim for different spots e.g. bottom left, top right etc. <p>Step down (easy):</p> <ul style="list-style-type: none"> • Move the shooting line closer to the goal, making it easier for players to score. • Use only one ball at a time, so players can focus more on their individual shots and defending their cones. • Increase the size of the target zones in the goal, allowing players to aim for bigger areas and improve their chances of scoring. 	Football Skill Link
		<ul style="list-style-type: none"> • Decision-making and Problem-solving • Teamwork <ul style="list-style-type: none"> • Striking the Ball • Defending

Part 3: Small-Sided Open Game

Plan			
Game Objective	Players practice striking the ball while building their self-awareness and confidence.		
Duration	20 minutes		
Preparation	Playing area: Set up a 30m x 40m field (or depending on player age, ability, and numbers)	Teams: Divide players into two even teams with 2 sets of coloured bibs	Safety: Ensure the field is clear of hazards and that participants have the necessary gear
Equipment List	<ul style="list-style-type: none"> • 20 cones • Bibs for 2 teams 	<ul style="list-style-type: none"> • 2 footballs • Whistle (optional) 	<ul style="list-style-type: none"> • Stopwatch/timer • First Aid kit

Game Instructions	
Activity	Game Diagram
<p>Ask</p> <ul style="list-style-type: none"> • How can we improve how we strike the ball? • Answers might include: <i>By positioning my standing foot to aim where I want the ball to go, trying to strike with different parts of my foot and body, using power when I strike, understanding the weight of my passes</i> • How can we build our confidence? • Answers might include: <i>By thinking of things I'm good at when I try something new, talking positively to myself</i> <p>Explain</p> <ul style="list-style-type: none"> • This is a free game. Start with a kick-off. • The objective is to score goals against your opponent. • Rules will be introduced as the game progresses. • Focus on how to build your confidence through experimenting with striking the ball, shooting at goal, and linking short, medium, and long passes to create effective combination play. 	

Noticing and Adapting	
What to look out for	Change it
<ul style="list-style-type: none"> • Identify good examples of players scanning before receiving the ball to improve decision-making and first touch. • Observe the quality of connections when players strike the ball – consider technique, accuracy, and purpose. • Encourage players to reflect on and self-manage their emotions after making a mistake. • Identify instances of supportive behavior and constructive feedback between teammates. 	<ul style="list-style-type: none"> • Use an end-zone instead of a goal to encourage accurate passes. Players score by receiving the ball outside of the area with a first touch into the end-zone. • Make the area size bigger/smaller to give players more/less time on the ball. • Limit touches to encourage players to scan and look for passing lanes.

Part 4: Session Reflection

Duration: 10 minutes

Group Discussion

Reflect	Relate	Apply
<ul style="list-style-type: none"> • If you could already pass the ball accurately, how did you feel when given the task? • If the skill was new, how did it feel? • What happened when the pressure increased? • What strategies did you use to get better? • What did you have to be aware of? • How did it feel to have a goalkeeper in the goals? harder? easier? Did it make you more nervous? How did you calm those nerves? • How did it feel when I (the coach) used positive reaffirming words? 	<ul style="list-style-type: none"> • When do you feel most confident? • How does being aware of yourself and others make things easier to deal with? • When do you think footballers feel most confident? • How do they become confident ? 	<ul style="list-style-type: none"> • What situations might be easier to handle if you are more confident? • How can you be more self-aware? • Who can you work with to increase your confidence? • How can you help someone become more confident?

Wrap-up Message

Social-Emotional Message	Football Skill
<ul style="list-style-type: none"> • <u>Self-awareness</u> means understanding your own strengths and weaknesses on the field, while confidence is believing in yourself to try your best and improve each time you play. • Sometimes life can feel like it's bouncing us in different directions, but when we're aware of ourselves and our surroundings, we can stay focused and confident. Today, we practiced striking the ball, especially passing. When we trust in our skills and keep our confidence up, we can hit our goals/targets. • This game helps us recognise our strengths, both on and off the field. By talking about the positive things we bring to the team, we can better understand ourselves and how others see us. Being aware of this helps us work better together and be stronger as a team. 	<ul style="list-style-type: none"> • Striking the Ball is a key skill in football that involves different forms of striking the ball such as short, medium, and long range passing, shooting, crossing and heading. • It requires timing, strength, and accuracy.

SESSION 2

OVERVIEW

PlayOnside | Thailand

Social Emotional Message

Communication

- Identify various methods of communicating on and off the field
- Identify the barriers to communication, and how to overcome them
- Recognise the importance of being a good listener

Football Skill

First Touch

- Controlling the ball with all allowed body parts, including feet, thigh, chest and head

PART 1

Functional
Activity and
Ice Breaker

**First Touch
Grid**

10 minutes

PART 2

Recognition
Game and
Intervention

**Connect and
Control**

20 minutes

PART 3

Evaluation
Small-Sided
Game

**Free
Game**

20 minutes

PART 4

Session
Reflection

**Group
Discussion**

10 minutes

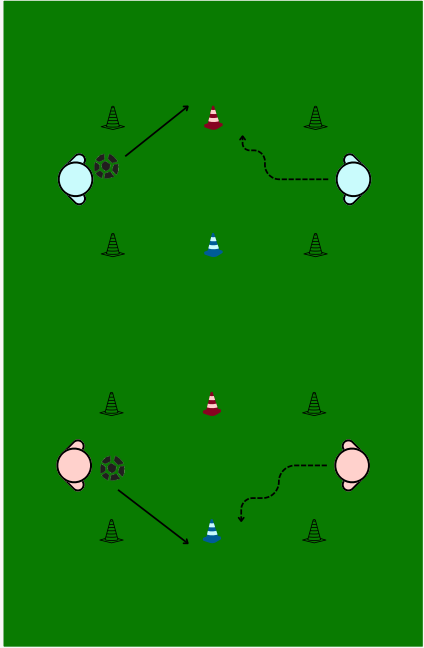
Part 1: Functional Activity & Ice Breaker

FIRST TOUCH GRID

Plan			
Focus Areas	Identify various methods of communicating on and off the field.	Identify the barriers to communication, and how to overcome them.	Build ability to take a positive first touch to set-up next football action.
Game Objective	Players work in pairs to develop their positive first touch (using different body parts) and communicate ideas and movements clearly to teammates.		
Duration	10 minutes		
Preparation	Playing area: Set-up a 4m x 10m area, with two coloured cones at 5m with a 3m space between (or depending on player age, ability, and numbers).	Teams: Divide players into pairs with one ball per pair. Give each pair a set of coloured bibs.	Safety: Ensure the field is clear of hazards and that participants have the necessary gear.
Equipment List	<ul style="list-style-type: none"> • 30 cones • Bibs for 2 teams 	<ul style="list-style-type: none"> • Football per player • Whistle (optional) 	<ul style="list-style-type: none"> • Stopwatch/timer • First Aid kit

Introduction	
Social-Emotional Message	Football Skill
<p>Ask</p> <ul style="list-style-type: none"> • What is communication? • What are some different ways that we can communicate with others? • Answers might include: <i>talking, texting or messaging, phone calls or facetime, listening, questions, photos or videos, body language, sign language; how we share thoughts, feelings, and information.</i> <p>Explain</p> <ul style="list-style-type: none"> • <u>Communication</u> is an essential life skill. How we communicate <i>effectively</i> with the people around us impacts our relationships and sense of belonging. There different ways we can communicate both on and off the field and it can involve talking and how we say things, listening, and body language. 	<p>Explain</p> <ul style="list-style-type: none"> • <u>First Touch</u> is a key skill in football that allows us to control the ball effectively and set up our next move. • It involves controlling the ball with all allowed body parts, including feet, thigh, chest and head. • It requires timing, movement, and awareness. <p>Ask</p> <ul style="list-style-type: none"> • Why is it important to have a good first touch when you receive the ball? • What might a good first touch look like? • Can you name a player that has an excellent first touch? • How can this change the game?

Game Instructions

Activity	Game Diagram
<ul style="list-style-type: none"> • Round 1: Pairs play together in a grid made of 6 cones. • Each player stands on a baseline of the grid, facing their partner, with the two coloured cones in the middle. • Player 1 starts with the ball. • Player 2 (without the ball) runs toward the coloured cones and decides which cone they want to receive a pass next to. • Player 1 passes the ball to the outside of that cone, Player 2 takes a first touch to control the ball and passes it back. • Player 1 controls the ball as Player 2 moves back to their baseline. • Players return to their starting position and practice their first touch in the same roles for 1 minute. • Swap the roles of the players every 1.5 minutes. • Encourage players to experiment communicating with different methods (e.g. talking/shouting instructions, body language, eye contact). • Encourage players to experiment with how they perform their first touch, have fun! • Round 2: Remove the middle cones and combine two grids for pairs compete against each other in a first touch and passing challenge. Pairs work together to complete 5 passes to score 1 point. The team with the most points at the end of the time limit wins. Swap pairs to keep the challenge going! 	

Noticing and Adapting

What to look out for	Change it	Social-Emotional Link
<ul style="list-style-type: none"> • Are players using their speed and timing to make decisions to run to the left or right cone? How effectively are they communicating this movement to their teammate? • How do players show they are ready to receive the ball? • Is their body positioning setting them up for their next football action? • How players communicate (or how this changes) when things go well or poorly – body language, tone, volume, words etc. • How are both players demonstrating a positive first touch? 'Cushion' the ball. • Are players using both feet to pass/receive the ball? • The weight of passes – is it allowing a positive first touch? • Are players reaching the cone at the same time the ball does? 	<p>Step up (challenge):</p> <ul style="list-style-type: none"> • 'Passing' player throws or chips the ball to vary how their partner performs a first touch. • Swap players in pairs • Increase intensity and pace with time limits. • Increase intensity with positive coach communication. • Limit touches for both players. <p>Step down (easy):</p> <ul style="list-style-type: none"> • Reduce the space between them for accuracy/weight of passes. 	Football Skill Link
		<ul style="list-style-type: none"> • Decision-making and Problem solving • Teamwork • Self-awareness and Confidence
		<ul style="list-style-type: none"> • Striking the Ball

Part 2: Recognition & Intervention Game

CONNECT AND CONTROL

Plan			
Focus Area	Explore effective communication methods, including listening, speaking, and non-verbal cues.	Practice providing constructive feedback to teammates during play.	Build ability to take a positive first touch under pressure.
Game Objective	Develop strong first touch control while identifying and improving verbal and non-verbal communication and incorporating observers as active communicators to guide their teams.		
Duration	20 minutes		
Preparation	Playing area: Set up a 15m x 15m area, divided into four smaller quadrants. Place 4 goals (mini or marked by cones) at the corners of the square.		Teams: Groups of four players, two attackers, one defender, and one observer. Rotate roles regularly.
Equipment List	<ul style="list-style-type: none"> • 40 cones • Colour bibs for teams 	<ul style="list-style-type: none"> • 1 football per group • Whistle (optional) 	<ul style="list-style-type: none"> • Stopwatch/timer • First Aid kit

Game Instructions	
Activity	Game Diagram
<ul style="list-style-type: none"> • Ask players: What makes communication effective? How does listening to your teammates who are giving feedback or guidance help your performance? • Explain: Communication is about more than giving instructions; it's about understanding and responding to others to help them succeed. In this game, notice how well your words and actions help your teammates. • Divide players into groups of four and allocate roles in the groups as two attackers, one defender, and one observer. • The two attackers must work together to keep possession of the ball and attempt to score in one of the 4 small goals. • The defender tries to intercept passes or win the ball. • The observer actively helps their team by giving instructions, signaling movements, or identifying open spaces. • Round 1 (5 minutes): • Attackers and the observer work together to pass the ball and move into different quadrants to score. • The observer guides the attackers using verbal instructions (e.g., "Move to the right!" or "Look at the defender's position!"). • The defender applies light pressure to challenge attackers without tackling aggressively. 	

Game Instructions

Activity

- **Round 2** (5 minutes):
- The observer can only use non-verbal communication (e.g., pointing, clapping, signaling).
- Attackers must stay aware of the observer's cues and adjust their play accordingly.
- The defender is now allowed to tackle and intercept more actively.
- **Intervention** (5 minutes):
- Observers are allowed to briefly stop play if they notice something their team can improve, then resume the game.
- Encourage observers to provide constructive feedback ("Try to move quicker into the space" or "Look for the open quadrant").
- Encourage attackers to use verbal and non-verbal communicators with each other. Highlight and recognise when players and observers are demonstrating this well and how it impacts the game.
- **Final Challenge** (5 minutes):
- All groups play together in a larger game (4v4).
- An observer from each team can be nominated to act as "coaches" on the sideline, shouting instructions and using gestures to help their teams score, or they can play the game.

Noticing and Adapting

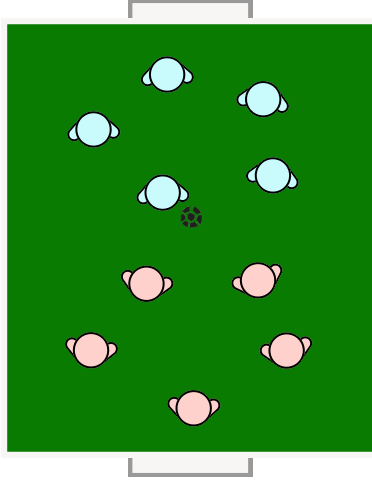
What to look out for	Change it	Social-Emotional Link
<ul style="list-style-type: none"> • Are players using clear, concise verbal cues (e.g., "Here!" or "Go left!")? • Are they incorporating non-verbal communication effectively, such as pointing or body positioning? • Is the observer's feedback actionable and easy to understand? • Are attackers listening to and acting on instructions from the observer? • How quickly and confidently do they adapt their movements or decisions based on guidance? • Are players using appropriate body parts (e.g., inside of the foot, chest) to control the ball? • Does their first touch set them up for a successful next action (pass, dribble, or shot)? • Are they adjusting their positioning to make receiving the ball easier? • Are players scanning to look for space to receive the ball? 	<p>Step up (challenge):</p> <ul style="list-style-type: none"> • Introduce another defender to increase pressure on the attackers, requiring faster decision-making and more effective communication. • Restrict attackers to using non-verbal cues (e.g., pointing, nodding) or limit observers to one-word instructions to emphasise clarity and creativity. • Require attackers to pass or shoot within three seconds of receiving the ball, encouraging quicker decision-making and precise first touches. • Assign each goal a number, and the coach calls out which goal is "active" during play. Attackers must adapt to target the activated goal based on instructions. <p>Step down (easy):</p> <ul style="list-style-type: none"> • Increase the size of each quadrant, giving attackers more space to maneuver and defenders less opportunity to intercept. • Allow the observer to step into the playing area to provide direct coaching or assist with passes for attackers. • Stop the game periodically to allow attackers and observers to discuss strategy before resuming play. 	<ul style="list-style-type: none"> • Self-awareness • Communication • Rights and responsibility • Teamwork
		Football Skill Link
		<ul style="list-style-type: none"> • Running with the Ball

Part 3: Small-Sided Open Game

Plan

Game Objective	Players practice controlling the ball with their feet, thigh, chest and head under pressure, while communicating effectively with their team through various communication methods.		
Duration	20 minutes		
Preparation	Playing area: Set up a 30m x 40m field (or depending on player age, ability, and numbers).	Teams: Divide players into two even teams with 2 sets of coloured bibs.	Safety: Ensure the field is clear of hazards and that participants have the necessary gear.
Equipment List	<ul style="list-style-type: none"> • 20 cones • Bibs for 2 teams 	<ul style="list-style-type: none"> • 2 footballs • Whistle (optional) 	<ul style="list-style-type: none"> • Stopwatch/timer • First Aid kit

Game Instructions

Activity	Game Diagram
<p>Ask</p> <ul style="list-style-type: none"> • How can we improve our first touch? • Answers might include: <i>Thinking about my next move before I receive the ball, good body positioning, using different parts of my foot or body, into space and away from defenders, first to the ball</i> • How can we be effective communicators? • Answers might include: <i>By listening closely, using body language, aware of the way I say things, being clear</i> <p>Explain</p> <ul style="list-style-type: none"> • This is a free game. Start with a kick-off. • The objective is to score goals against your opponent. • Rules will be introduced as the game progresses. • Focus on how you can effectively communicate with your team, how this impacts your first touch, and the fun and team atmosphere that you can build through positive communication. 	

Noticing and Adapting

What to look out for	Change it
<ul style="list-style-type: none"> • Identify good examples of a purposeful first touch sets up a player for their next move or when they execute their first touch as a pass, shot, or 1v1 skill. • Identify moments where players can improve their first touch – consider body and field positioning, scanning, movement and awareness. • Encourage moments of positive player communication including talking, tone, and body language. • Explore moments where the team can improve their communication methods. 	<ul style="list-style-type: none"> • Limit the number of touches before passing • Ask teams to pick a non-football related word (e.g. blue). They can only use this word to communicate with different tones and volumes (time limit) • Use an end-zone instead of a goal. Players score by receiving the ball outside of the area with a first touch into the end-zone • Make the area size bigger/smaller to give players more/less time on the ball

Part 4: Session Reflection

Duration: 10 minutes

Group Discussion

Reflect	Relate	Apply
<ul style="list-style-type: none"> • What different types of communication did you use during the games? • What communication methods (verbal or non-verbal) were most effective? • Can anyone share a moment during an activity where there was a barrier to communicating? What happened? • Were you able to overcome this communication challenge? What was the result? • How can we support each other to make sure that we are understood? • How did listening to feedback change your decisions on the ball? 	<ul style="list-style-type: none"> • Why do you think that communication is important in a team? • What can happen if we do not communicate effectively on the field? • Can anyone share a time when you were misunderstood? What happened and what was the result? • How can our emotions change the way that we communicate? • What are some other things that change how we communicate effectively (e.g. emotional barrier, cultural barrier, physical barrier, perceptual barrier)? • How can we overcome these barriers? 	<ul style="list-style-type: none"> • How do you change your communication depending on who you are talking to (e.g. friend, coach, family, teacher)? • Who do you need to communicate the most effectively with in your life? • How would you communicate with someone who uses different ways of communicating (e.g. someone with a visual impairment, physical/intellectual disability)? • If you meet someone who speaks a different language to you, how could you communicate with them to make them feel welcome? • How do you plan to communicate more clearly the next time you play football or in your life?

Wrap-up Message

Social-Emotional Message	Football Skill
<ul style="list-style-type: none"> • <u>Communication</u> is an essential life skill. How we communicate <i>effectively</i> with the people around us impacts our relationships and sense of belonging. There different ways we can communicate both on and off the field and it can involve talking and <i>how</i> we say things, listening, and body language. 	<ul style="list-style-type: none"> • First Touch is about controlling the ball with all allowed body parts, including feet, thigh, chest and head. • It allows us to control the ball effectively and set up our next move. • It requires timing, movement, and awareness.



SESSION 3 OVERVIEW

Fundlife International | Philippines

Social Emotional Message

Resilience

- Identify the support tools and networks we have to help us through challenging times
- Recognise the positive and negative thoughts that can impact our feelings and actions

Football Skill

Running with the Ball

- Travelling at speed into space
- Dribbling in tight areas

PART 1

Functional
Activity and
Ice Breaker

Gauntlet

10 minutes

PART 2

Recognition
Game and
Intervention

Resilience Challenge

20 minutes

PART 3

Evaluation
Small-Sided
Game

Free Game

20 minutes

PART 4

Session
Reflection

Group Discussion

10 minutes

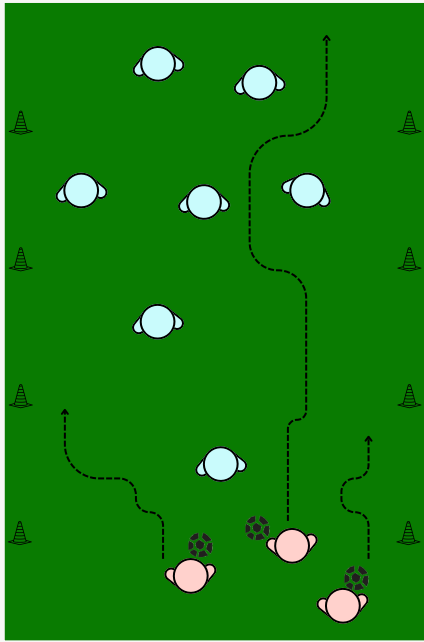
Part 1: Functional Activity & Ice Breaker

GAUNTLET

Plan			
Focus Areas	Recognise the positive and negative thoughts that can impact our feelings and actions.	Understand the tools and support networks we have to help us through challenging times.	Develop players' ability to travel with the ball at speed into space and dribble in tight areas.
Game Objective	Players must run with the ball to reach the other side of the playing area while evading defenders. The team who successfully ran to the other side the most time wins.		
Duration	10 minutes		
Preparation	Playing area: Set up a 15m x 20m area (size depends on age and ability of players).	Teams: Divide players into two even teams, and give each player a bib to wear for their team.	Safety: Ensure the field is clear of hazards and that participants have the necessary gear.
Equipment List	<ul style="list-style-type: none"> • 20 cones • Bibs for 2 teams 	<ul style="list-style-type: none"> • Football per player • Whistle (optional) 	<ul style="list-style-type: none"> • Stopwatch/timer • First Aid kit

Introduction	
Social-Emotional Message	Football Skill
<p>Explain</p> <ul style="list-style-type: none"> • <u>Resilience</u> is being able to bounce back when things get tough. Just like in football, sometimes we face challenges—like missing a shot or being outmanoeuvred by an opponent. Resilience helps us to experience those emotions and learn from those moments to come back stronger. <p>Ask</p> <ul style="list-style-type: none"> • Can anyone share a time when you faced a challenge in sports or life? • How did you overcome it? • Why do you think resilience is important for a team? • How can we support each other in building resilience during practice? 	<p>Explain</p> <ul style="list-style-type: none"> • <u>Running with the ball</u> is a key skill in football that allows us to move the ball quickly and navigate around defenders. • It involves travelling at speed into space and dribbling in tight areas. • It requires control, agility, and awareness. <p>Ask</p> <ul style="list-style-type: none"> • Can you name a player that can run with the ball excellently? • How can this change the game?

Game Instructions

Activity	Game Diagram
<ul style="list-style-type: none"> Assign one team as <i>runners</i> and one teams as <i>defenders</i>. <i>Runners</i> take turns to “run the gauntlet” dribbling their ball through the zones, trying to beat the one to three <i>defenders</i>. The <i>runners</i> line up at one end of the “gauntlet” with a ball each. The <i>defenders</i> position themselves in the four separate zones, with one player in the first two zones, and two to three players in each of the final two zones. <i>Defenders</i> are not allowed to leave their zone. If a <i>runner</i> dribbles through the zone, no points are awarded. The team swap places after five minutes, or after either team scores a total of 10. It is likely that the runner’s team will frequently fail to achieve their objective. 	

Noticing and Adapting

What to look out for	Change it	Social-Emotional Link
<ul style="list-style-type: none"> Are players dribbling with their heads up to promote awareness? Are players using different parts of their feet to keep the ball close, easy to manoeuvre, or increase speed? Are players accelerating into space to evade defenders? How are players demonstrating resilience when faced with a challenge? Identify players who demonstrate self-regulation to keep trying. Reinforcement: We not only develop our dribbling skills but also learn the essence of resilience. Each time a player faces a defender, they're challenged to adapt and improve their techniques. Embracing failure and collaborating with teammates builds emotional strength and determination. Remember, every setback on the field is an opportunity to grow stronger, both in skill and in spirit. 	<p>Step up (challenge):</p> <ul style="list-style-type: none"> Decrease the playing area to increase difficulty for runners If defenders win the ball, they must dribble to the start line to win one point. Include ways to score e.g. targets to hit or run into for runners. Add extra runners to make it more complex for defenders. <p>Step down (easy):</p> <ul style="list-style-type: none"> Reduce the number of cones or increase the space between them for easier navigation. Defenders play with more passivity to allow runners to make it to the other side. Allow participants to walk or jog instead of sprinting. 	Football Skill Link
		<ul style="list-style-type: none"> Teamwork Self-awareness Communication (non-verbal/ verbal) Rights and responsibility
		<ul style="list-style-type: none"> First Touch

Part 2: Recognition & Intervention Game

RESILIENCE CHALLENGE

Plan			
Focus Area	Develop resilience by recognising challenges and collaboratively overcoming them during gameplay.		Develop ability to run with the ball in game scenarios.
Game Objective	Players must run with the ball to reach the other side of the playing area while evading defenders. The team who successfully ran to the other side the most time wins.		
Duration	20 minutes		
Preparation	Playing area: Set up a course with 4 challenge playing stations – dribbling, passing, shooting, and defending.		Teams: Divide players into small teams of 4-5 with a set of coloured bibs
Equipment List	<ul style="list-style-type: none"> • 20 cones • Colour bibs for teams 	<ul style="list-style-type: none"> • Football per player • Whistle (optional) 	<ul style="list-style-type: none"> • Stopwatch/timer • First Aid kit

Game Instructions	
Activity	Game Diagram
<ul style="list-style-type: none"> • Use obstacles to simulate challenges (e.g., cones to dribble around, a small goal to shoot at) that require resilience strategies. • Course Navigation: Each team takes a turn running through the resilience course: <ol style="list-style-type: none"> 1. Dribbling Station: Set up a zig-zag or serpentine course using cones, with enough space for players to dribble through without losing control. Players should use both feet, incorporating quick touches and changes of direction to improve their agility and close ball control. 2. Passing Station: Passing Targets – Set up small goals (e.g., small gates or cones) that players must pass through to make the pass more precise. You can score points when players successfully pass through these targets. 3. Shooting Station: Focus on shooting with both power and accuracy. Teach players to strike the ball with the instep for power and use the inside of the foot for precision. Encourage them to aim for the corners of the goal and to shoot quickly while under pressure. 4. Defender Station: One player acts as the attacker and the other as the defender. The attacker tries to dribble past the defender and score, while the defender works to stop them and win the ball. After a set time or outcome, players switch roles. • Resilience Checkpoint: If a player loses control of the ball or struggles at any point, they must pause, discuss with their teammates how to handle the situation, and then try again, emphasising support and encouragement. 	

Noticing and Adapting

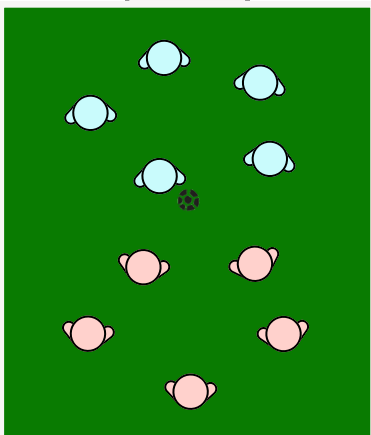
What to look out for	Change it	Social-Emotional Link
<ul style="list-style-type: none"> • Encourage teams to recognise each others' efforts, especially when someone tries after a setback. • Are players communicating positively and encouraging each other? • Are players using change of speed to evade defenders? • Are players dribbling with their heads up to promote awareness? • Are players using/experimentating with different parts of their feet to keep the ball close, easy to manoeuvre, or increase speed? • Reinforcement: emphasise that resilience is about growth, and every challenge is a chance to improve. 	<p>Step up (challenge):</p> <ul style="list-style-type: none"> • In the passing station you can add one defender. Volley the ball to each other instead of passing the ball on the ground, heading the ball etc. • Implement a time limit for each station to encourage quick decision-making. <p>Step down (easy):</p> <ul style="list-style-type: none"> • Reduce the number of cones in the dribbling station for easier navigation. • Allow participants to pass to stationary teammates to simplify the passing challenge. 	<ul style="list-style-type: none"> • Decision-making and Problem-solving • Teamwork
		<p>Football Skill Link</p> <ul style="list-style-type: none"> • Striking the Ball • Defending

Part 3: Small-Sided Open Game

Plan

Game Objective	Encourage participants to use their dribbling and decision-making skills under pressure while fostering teamwork, to build their resilience.		
Duration	20 minutes		
Preparation	Playing area: Set up a 30m x 40m field (or depending on player age, ability, and numbers).	Teams: Divide players into two even teams with 2 sets of coloured bibs.	Safety: Ensure the field is clear of hazards and that participants have the necessary gear.
Equipment List	<ul style="list-style-type: none"> • 20 cones • Bibs for 2 teams 	<ul style="list-style-type: none"> • 2 footballs • Whistle (optional) 	<ul style="list-style-type: none"> • Stopwatch/timer • First Aid kit

Game Instructions

Activity	Game Diagram
<p>Ask</p> <ul style="list-style-type: none"> • How can we improve our dribbling? • Answers might include: <i>By using different parts of your foot to change the speed and direction of a run, keep the ball close, use your body to protect the ball from the other team.</i> • How can we demonstrate resilience? • Answers might include: <i>By letting the mistake go and thinking about how to change it for next time, taking a deep breath, trying again, asking for support or guidance</i> <p>Explain</p> <ul style="list-style-type: none"> • This is a free game. Start with a kick-off. • The objective is to score goals against your opponent. • Rules will be introduced as the game progresses. • Focus on resilience and how it enhances your ability to run with the ball, overcoming challenges and maintaining control. 	

Noticing and Adapting

What to look out for	Change it
<ul style="list-style-type: none"> • Identify examples of individual resilience, such as staying positive after unsuccessful attempts or varying attacking and defending strategies. • Identify moments of team resilience, including positive communication and creating solutions when faced with challenges. • Observe players demonstrating a growth mindset, such as identifying ways to improve by adjusting speed, direction, foot usage, or scanning their surroundings. 	<ul style="list-style-type: none"> • Instead of a goal use endzones that teams have to dribble to • Make the area size bigger/smaller to give players more/less time on the ball • Swap players to create uneven teams and overloads e.g. 6v4

Part 4: Session Reflection

Duration: 10 minutes

Group Discussion

Reflect	Relate	Apply
<ul style="list-style-type: none"> Can anyone share a specific moment in the Gauntlet activity where you faced a challenge? What did you do to overcome this challenge? How did your teammates help you during the activities? Can you give an example of support that you received or offered? Can anyone share a moment during the passing station where you faced a challenge, like an inaccurate pass or a tough decision? How did you bounce back? When you made a mistake in the passing drill, how did you handle it? Did you give up or keep trying? What did you learn from that experience? 	<ul style="list-style-type: none"> Think of a time when you were stopped by a defender. What emotions did you feel? Did these emotions change how you were playing? If so, how? What did you learn from that experience? How can you apply what you learned about resilience today in your future practices or games? Can anyone share a personal goal related to this? 	<ul style="list-style-type: none"> What is one way you plan to bounce back the next time you face a setback in football or life? How can you apply what you learned today in other areas of your life?

Wrap-up Message

Social-Emotional Message	Football Skill
<ul style="list-style-type: none"> <u>Resilience</u> is being able to bounce back when things get tough. Just like in football, sometimes we face challenges—like missing a shot or being outmanoeuvred by an opponent. Resilience helps us to experience those emotions and learn from those moments to come back stronger. Resilience is not just about winning; it's about learning and growing from every experience. Each time you face a challenge, whether it's in football or elsewhere, think of it as an opportunity to become stronger. Setbacks are a part of the journey, and supporting each other is key to building a resilient team. Carry this mindset forward, and let's continue to encourage one another in our growth both on and off the field! 	<ul style="list-style-type: none"> Running with the ball involves travelling at speed into space and dribbling in tight areas. It requires control, agility, and awareness.

SESSION 4 OVERVIEW

Creating Chances | Australia

Social Emotional Message

Healthy Relationships

- Identify and respond to healthy, cautionary, and harmful behaviors in relationships
- Help participants understand and communicate personal boundaries

Football Skill

Running with the Ball

- Travelling at speed into space
- Dribbling in tight areas

PART 1

Functional
Activity and
Ice Breaker

**Behaviour
Zones**

10 minutes

PART 2

Recognition
Game and
Intervention

**Space
Invaders**

20 minutes

PART 3

Evaluation
Small-Sided
Game

**Free
Game**

20 minutes

PART 4

Session
Reflection

**Group
Discussion**

10 minutes

Part 1: Functional Activity & Ice Breaker

BEHAVIOUR ZONES

Plan			
Focus Areas	Identify and respond to healthy (green), cautionary (yellow), and harmful (red) behaviours in relationships.	Develop quick decision-making skills by dribbling with the ball responding to questions from the coach.	Develop players' ability to travel with the ball at speed into space and dribble in tight areas.
Game Objective	Players must run with the ball and identify and respond to healthy (green), cautionary (yellow), and harmful (red) behaviours in relationships.		
Duration	10 minutes		
Preparation	Playing area: Set up a 20m x 30m area and divide it into a Green zone, Yellow zone, and a Red zone.	Teams: Divide players into two even teams, and give each player a bib to wear for their team.	Resources: Print/draw Behaviour Cards + Zone Signs (see appendix) and place signs at each zone.
Equipment List	<ul style="list-style-type: none"> • Behaviour cards • Zone signs • 30 cones 	<ul style="list-style-type: none"> • Bibs for 2 teams • Football per player • Whistle (optional) 	<ul style="list-style-type: none"> • Stopwatch/timer • First Aid kit

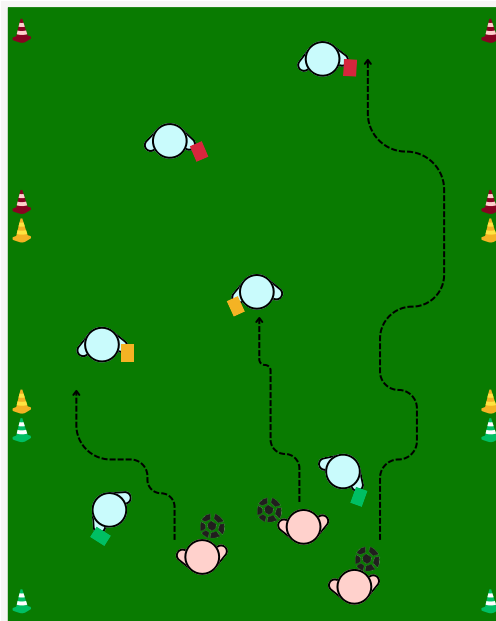
Introduction	
Social-Emotional Message	Football Skill
<p>Explain</p> <ul style="list-style-type: none"> • This session is about <u>Healthy Relationships</u>. Relationships are connections between individuals that can take various forms, including friendships, family ties, romantic partnerships, and professional associations. They are built on mutual understanding, respect, and communication. • Explain that Healthy relationships involve emotional support, trust, and shared experiences, contributing to personal growth and well-being. Explain the different types of relationships by showcasing the cards. • Also explain to the participants that it may trigger strong emotions. Explain that they can opt out or have a break if they feel uncomfortable at any point. Provide a safe word or signal that allows anyone to stop their participation without feeling pressured to explain. <p>Ask</p> <ul style="list-style-type: none"> • Can anyone give me an example of some behaviours that you would find in healthy relationships? • Why is having a healthy relationship between your teammates and friends important? • What are some warning signs in an unhealthy relationship? (bullying, lying, jealousy etc.) 	<p>Explain</p> <ul style="list-style-type: none"> • <u>Running with the ball</u> is a key skill in football that allows us to move the ball quickly and navigate around defenders. • It involves travelling at speed into space and dribbling in tight areas. • It requires control, agility, and awareness. <p>Ask</p> <ul style="list-style-type: none"> • What parts of our feet can we use to run with the ball? • Can you name a player that can run with the ball excellently? • How can this change the game?

Game Instructions

Activity

- Assign the two teams as *Runners* and *Defenders*.
- **Runners:** Players start in the Green Zone and must reach the Red Zone while navigating through the Yellow Zone.
- **Defenders:** Players will hold cards/bibs representing the three colours (green, yellow, red). They will stand in the Yellow Zone to present these behaviours when runners pass by.
- Allocate defenders in different zones, each with behaviour cards. You can evenly spreading them out such as 2 in the red zone, 2 in the green zone and 2 in the yellow zone.
- The Runners' goal is to dribble their ball from the Green Zone to the Red Zone without losing control of their ball or being "tagged" by a Defender.
- **Green Zone (Healthy Behaviours):** The Runners start dribbling their ball from this zone. Defenders in the Green Zone provide positive reinforcement. They encourage the Runners by guiding them and offering clear paths. The challenge here is easy, with minimal interference, representing supportive and healthy relationship traits.
- **Yellow Zone (Cautionary Behaviours):** This zone introduces more difficulty. Defenders will move around more, creating a few obstacles. They can jockey the player, stick a leg out or gently nudge but no strong challenges or defending, simulating cautious or ambiguous behaviours that require Runners to be more alert and skillful with the ball by moving it in different directions. Defenders should not aggressively steal the ball but can make it harder to dribble through. They can also use verbal cues that reflect mixed or confusing signals, making Runners think about their decisions.
- **Red Zone (Unhealthy Behaviours):** Defenders here are more active and try to take the ball away from Runners. They may block paths, pressure Runners, and verbally distract them. The goal is to simulate unhealthy, controlling, or aggressive behaviours, where it becomes difficult for Runners to navigate through safely. If a runner loses the ball to a defender in the Red Behaviour zone, they join as a Defender.
- Once runners have made it safely past the red zone, they go again this time making their way through the red zone all the way to the green zone.
- Swap roles of the Defenders and Runners after players navigate through the course two times.

Game Diagram



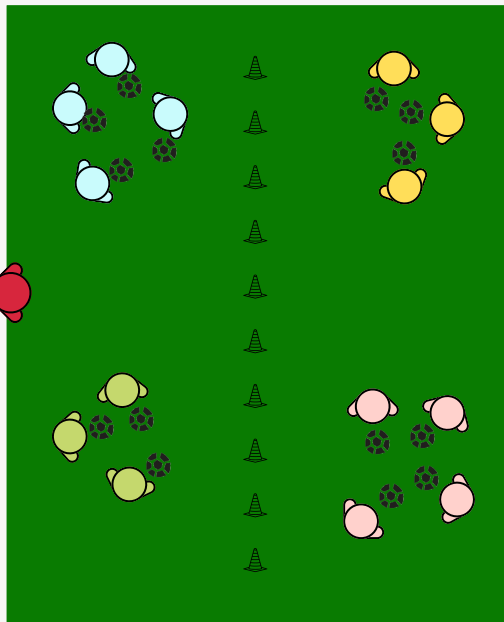
Noticing and Adapting

What to look out for	Change it	Social-Emotional Link
<ul style="list-style-type: none"> • Observe if players show triggered responses and emotions during the activity. • Ensure players know that they can opt out or have a break if they feel uncomfortable at any point. • Are defenders tagging the runners roughly? • Are defenders spaced out to give runners room to move around? • Are runners understanding the difference between green (healthy), yellow (caution), and red (unhealthy) behaviours? Are they running to the correct zones? • Are players using speed and agility to move around players? • Are players dribbling with their heads up to promote awareness? • Are players using different parts of their feet to keep the ball close, easy to manoeuvre, or increase speed? • Are defenders positioning their body to stop runners movements? • Are defenders jockeying and not diving into tackles or identifying the right moment to tackle? 	<p>Step up (challenge):</p> <ul style="list-style-type: none"> • Runners must perform a particular dribbling skill (like a step-over, fake, or quick turn) before they can move from one zone to the next. This represents having to think quickly and make decisions in different relationship situations. • Add a time limit for each Runner to reach the end, emphasising the importance of quick and effective decision-making in navigating different behaviours. • Runners can be provided with one ball between two with the aim to pass to each other to move around the defenders. <p>Step down (easy):</p> <ul style="list-style-type: none"> • Defenders are more passive through the zones. • Increase the size of the area so runners have more space to navigate through zones easier. 	Football Skill Link
		<ul style="list-style-type: none"> • Resilience • Self-awareness • Confidence • Teamwork <ul style="list-style-type: none"> • Defending

Part 2: Recognition & Intervention Game

SPACE INVADERS

Plan			
Focus Areas	Participants understand and communicate personal boundaries.		Develop players' ability to travel with the ball at speed into space and dribble in tight areas
Game Objective	Players work together to answer 'boundary' related questions and build friendships while practicing their dribbling techniques in open spaces.		
Duration	20 minutes		
Preparation	Playing area: Set up a 25m x 35m area and a series of cones in a straight line through the middle of the area.	Teams: Divide players into small groups of 3-4.	Resources: Print/draw boundary scenarios (for coach) and signs for responses (place signs at each zone) (see appendix).
Equipment List	<ul style="list-style-type: none"> Boundary scenarios Boundary signs 50 cones 	<ul style="list-style-type: none"> Bibs for 2 teams Football per player Whistle (optional) 	<ul style="list-style-type: none"> Stopwatch/timer First Aid kit

Game Instructions	
Activity	Game Diagram
<p>Explain</p> <ul style="list-style-type: none"> This activity explores Boundaries as an important part of Healthy Relationships and team dynamics. <u>Boundaries</u> are the rules we set about how we want others to treat us, like giving us personal space, respecting our feelings, and knowing what we're comfortable sharing. <u>Personal Space</u> is the area around us where we feel comfortable and safe. It's the space we need to feel relaxed and not crowded by others. Imagine you have a bubble around you that helps you feel comfortable. When someone gets too close to your bubble, it can make you feel uncomfortable. We want to respect everyone's bubble! <p>Ask</p> <ul style="list-style-type: none"> Can anyone give me an example of some boundaries that you would find in healthy relationships? Why is having boundaries between your teammates and friends important? 	

Game Instructions

Activity

Warm-up activity (5 minutes):

- Have participants stand in a circle and extend their arms. Explain that this is their personal space bubble.
- **Ask** them to gently walk around while keeping their arms extended to feel the space. Discuss how it feels when they bump into someone else's bubble.
- **Explain** that in everyday life when we're talking to friends, we usually stand about an arm's length apart. That's our personal space. In sport on the field, we need space to move, pass, and shoot. If we crowd each other, it can make it hard to play well.
- Everyone has different comfort levels. Some people like being closer, while others need more space. It's important to pay attention to how others feel.
- Give each participant a football and instruct them to start dribbling in any direction around the playing area.
- After a few minutes of free dribbling, introduce specific calls:
- **"Step back!"**: Everyone must take a step back to increase their personal space.
- **"Step forward!"**: Everyone takes a step forward to decrease their personal space.
- **"Spread out!"**: Participants spread out, ensuring there's enough distance between each other while dribbling.
- **"Pair up!"**: Participants find a partner and dribble together without getting too close.

Boundary Scenarios activity (10 minutes):

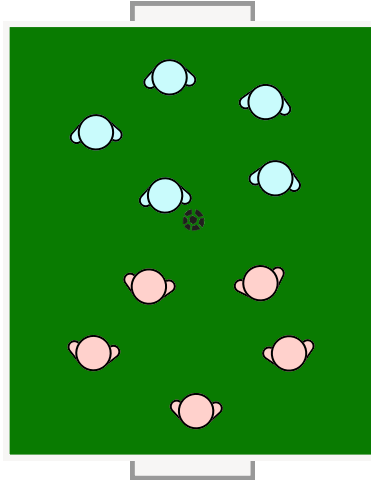
- Divide participants into small groups of 3-4 and give them a boundary scenario that relates to personal boundaries in football or everyday situations (see appendix).
- Ask participants to discuss and decide on an appropriate response as a group.
- After discussing, each participant will dribble their ball to the cone that represents their group's chosen response. For example, if they decide "Talk to them" is the best response, they would dribble to that specific cone together.
- Once everyone reaches their cone, each group will share their scenario and reasoning behind their chosen response with the larger group. Allow time for discussion about why that response is important in maintaining boundaries.
- After sharing, read out other scenarios to discuss their responses in their groups while dribbling to different cones.

Noticing and Adapting

What to look out for	Change it	Social-Emotional Link
<ul style="list-style-type: none"> • Are players showing triggered emotions during the activity? • Are players working collaboratively? • Are players aware of the space around them and on the field? • Are players dribbling with their heads up to promote awareness? • Are players using different parts of their feet to keep the ball close, easy to manoeuvre, or increase speed? • Reinforcement: Understanding and respecting personal boundaries is essential for healthy, supportive friendships and relationships! 	<p>Step up (challenge):</p> <ul style="list-style-type: none"> • Before discussing their response, players must pass to each other one pass each before discussing their response and dribbling to their cone. • Limit the types of communication allowed during the game (e.g., non verbal communication, only hand signals) to emphasise the importance of non-verbal cues in understanding boundaries. • Introduce a time limit for discussing each scenario to increase pressure and encourage quicker thinking. <p>Step down (easy):</p> <ul style="list-style-type: none"> • After discussing the response one player runs to the cone with their chosen response while the rest of the group stays, the play at the cone receives a pass from one of the players and dribbles it back to the group. 	<ul style="list-style-type: none"> • Self-awareness • Communication • Rights and responsibility • Teamwork
		<p>Football Skill Link</p> <ul style="list-style-type: none"> • Running with the Ball

Part 3: Small-Sided Open Game

Plan			
Game Objective	Participants develop their dribbling and decision-making skills under pressure while building healthy relationships in their team and expressing boundaries.		
Duration	20 minutes		
Preparation	Playing area: Set up a 30m x 40m field (or depending on player age, ability, and numbers)	Teams: Divide players into two even teams with 2 sets of coloured bibs	Safety: Ensure the field is clear of hazards and that participants have the necessary gear
Equipment List	<ul style="list-style-type: none"> • 20 cones • Bibs for 2 teams 	<ul style="list-style-type: none"> • 2 footballs • Whistle (optional) 	<ul style="list-style-type: none"> • Stopwatch/timer • First Aid kit

Game Instructions	
Activity	Game Diagram
<p>Ask</p> <ul style="list-style-type: none"> • What do we need to be aware of when we are dribbling? • Answers might include: <i>Make sure we are running into space, think about our next move, change the speed and direction of a run, keep the ball close with different parts of my feet.</i> • How can we tell if someone is uncomfortable? • Answers might include: <i>they become quiet, their body language closes, they change their mood (angry, sad, confused), they tell you</i> <p>Explain</p> <ul style="list-style-type: none"> • This is a free game. Start with a kick-off. • The objective is to score goals against your opponent. • Rules will be introduced as the game progresses. • Focus on healthy relationships behaviours and how they can support your ability to run with the ball, communicate, and work together effectively on the field. 	

Noticing and Adapting	
What to look out for	Change it
<ul style="list-style-type: none"> • Identify examples of players demonstrating healthy relationship behaviors through encouragement and support for teammates. • Identify moments where players position themselves effectively in space when off the ball. • Observe players running into space when in possession and making supporting movements to receive the ball. • Encourage players to communicate effectively with teammates to convey their intentions and movements. 	<ul style="list-style-type: none"> • Instead of a goal use endzones that teams have to dribble into • Make the area size bigger/smaller to give players more/less time on the ball • Swap players to create uneven teams and overloads e.g. 6v4

Part 4: Session Reflection

Duration: 10 minutes

Group Discussion		
Reflect	Relate	Apply
<ul style="list-style-type: none"> • What did you learn about healthy relationships from this activity? • How did you respond or feel when encountering yellow or red behaviour? • How did it feel when you had someone to pass to? • What kinds of behaviours did you see that were green, yellow, and red? • What did you learn about personal space and personal boundaries during the game? • How did it feel to discuss and act out different boundary scenarios? • Were there any scenarios that made you feel uncomfortable? Why? • How did it feel when your space was increased or decreased? • What strategies did you use to respect others' personal space while dribbling? • Why do you think respecting personal space is important in sports and friendships? 	<ul style="list-style-type: none"> • What are some other examples of behaviours from each category and how might you identify them in your life? School? Family? friendships? • Why is it essential to recognise red behaviours quickly and take action? • How important is it to communicate your boundaries to friends? • What are some effective ways to tell a friend when they are crossing a boundary? • How can respecting each other's boundaries strengthen friendships? • Can you think of a time when you had to set a boundary with a friend? How did you handle it? 	<ul style="list-style-type: none"> • How might you apply what you learnt in this activity and apply it in your life? • What can you do and Who can you seek support from in your community if you identify yellow or red behaviours in your relationships? • How can you apply what you learned about boundaries to your friendships outside of this activity?

Wrap-up Message	
Social-Emotional Message	Football Skill
<ul style="list-style-type: none"> • Healthy relationships involve emotional support, trust, and shared experiences, contributing to personal growth and well-being. • Boundaries are the rules we set about how we want others to treat us, like giving us personal space, respecting our feelings, and knowing what we're comfortable sharing. • Personal Space is the area around us where we feel comfortable and safe. It's the space we need to feel relaxed and not crowded by others • The way we treat each other on the field is just as important as how we play the game. Respect, trust, and kindness are key to building strong, healthy relationships—not just as teammates but as friends and individuals off the field too. Supporting one another and communicating openly creates a positive environment where everyone can thrive. 	<ul style="list-style-type: none"> • Running with the ball is a key skill in football that allows us to move the ball quickly and navigate around defenders. • It involves travelling at speed into space and dribbling in tight areas. • It requires control, agility, and awareness.



SESSION 5 OVERVIEW

Traditional Games Tournament

Social Emotional Message

Celebrating Diversity

- Appreciate and recognise our individuality and unique qualities, and appreciate and respect the beauty of diversity
- Identify how differences and similarities can complement one another among friends, family and in a community

Sport Skill

Various

- Throwing and catching
- Speed
- Agility
- Endurance
- Reflexes and Coordination
- Spatial awareness

PART 1

Philippines

Patintero

15 minutes

PART 2

Australia

Keentan

15 minutes

PART 3

Nepal

Kabaddi

15 minutes

PART 4

Session
Reflection

**Group
Discussion**

10 minutes

Traditional Games Tournament

Introduce Tournament

**Divide players into two teams and play the 3 traditional games in those teams.
The team that wins the most games wins the tournament.**

Ask

- Has anyone played a game or sport from another country or culture?
- What was the game and how was it played?
- Why do you think it might be important to explore and play games from other cultures?
- Answers might include: *to learn about how other people live, try something new and fun, make new friends from different places, learn different sport skills, it shows we're all connected*

Explain

- Did you know that football has origins in many ancient civilizations? Early forms were played in China, Greece, and Rome. The modern game of football that we play today was formalised in 1863 when England's Football Association established standard rules, becoming the foundation of the world's most popular sport!
- This session is a different session because it is not focused on football. Today is all about celebrating cultural diversity by exploring different games played around Asia Pacific.
- The games we will play are from the Philippines, Australia, and Nepal!

Social-Emotional Message

Ask

- What is diversity?
- Answers might include: *things that make us different and unique, different cultures, languages, religion*
- Why is it important for our team to have a mix of different skills and perspectives?
- Answers might include: *it's good to have players that are different like being fast, strong, or good at passing, we can help each other and learn new things, it makes our team better because we can solve problems in more ways, it's more fun when everyone has something special to share.*

Explain

- "The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognising our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive and nurturing environment." (Definition of Diversity, University of Oregon, USA)
- Embracing diverse skills and perspectives makes our team stronger, more adaptable, and united in achieving success. This happens because each person's differences can complement our weaknesses (as long as those differences don't violate the rights of others).
- In our lives, we will interact and work with people that are different from ourselves. Being able to relate to different people is an important skill. This comes from understanding, accepting and valuing diverse backgrounds and skills that will help you to thrive in society.
- By learning about and playing games from across Asia Pacific, we can deepen our understanding of other cultures and appreciate the many ways sport brings people together!



Plan

Focus Areas	Appreciate and recognise our individuality and unique qualities, and appreciate and respect the beauty of diversity	Identify how differences and similarities can complement one another among friends, family and in a community	Develop players' agility and spatial awareness
Game Objective	Runners must evade blockers through different grids using speed and agility to successfully reach the safe side.		
Duration	15 minutes		
Preparation	Playing area: Set up a 40m x 30m playing area divided into a grid with 8 even sections (2x4)	Teams: Divide players into two even teams, and give each player a bib to wear for their team	Safety: Ensure the field is clear of hazards and that participants have the necessary gear
Equipment List	<ul style="list-style-type: none"> 30 cones Bibs for 2 teams 	<ul style="list-style-type: none"> Whistle (optional) 	<ul style="list-style-type: none"> Stopwatch/timer First Aid kit

Game Instructions

Activity	Game Diagram
<ul style="list-style-type: none"> Ask everyone to stand in a circle and ask each player to share 1 unique skill or perspective they bring to the team. How does it help the team succeed? If players are struggling to answer, ask their teammates to share the unique skills they bring to the team! Explain that Patintero is a popular Filipino outdoor game where two teams compete, with one team acting as "<i>blockers</i>" and the other as "<i>runners</i>." The goal of the runners is to cross the grid and return without being tagged by the blockers, who guard the lines of the grid. Blockers can only move along the lines, while runners can move freely within the spaces. If a player is tagged, they must share something about their identity (e.g., culture, hobby) before returning to the sidelines. The team switches roles after all runners are tagged or if a runner successfully crosses the grid multiple times, making it a game of speed, strategy, and teamwork. Encourage communication and strategy among team members to avoid being tagged. Reinforce the sharing of identity facts as players get tagged. 	

Noticing and Adapting

What to look out for	Change it	Social-Emotional Link
<ul style="list-style-type: none"> • How are blockers communicating with their teammates to cover the lines to prevent runners from passing? • How effectively are runners planning their movements to avoid being tagged? • Are players demonstrating quick footwork and agility, especially runners, as they need to dodge blockers quickly and strategically? • Are players aware of their position within the grid, staying within bounds and maximising their space to either block or escape? • How well does each team adapt to their roles, switching between offense (runners) and defense (blockers) while working together to succeed? • Reinforce: Patintero shows us that by embracing everyone's unique skills and working together as a team, we can tackle challenges, try different roles, and succeed by respecting each other's strengths. 	<p>Step up (challenge):</p> <ul style="list-style-type: none"> • Decrease the width of each grid section to limit space, requiring more agility from runners and faster reactions from blockers. • Set a time limit for runners to complete their course, adding pressure for quick decision-making. • Restrict some blockers to specific sections, forcing them to strategise on how best to guard limited areas. • Allow two runners to attempt crossing at the same time, making coordination between blockers more challenging. • Only allow certain players to tag, not all • Add more lines for the defending team (blockers) to guard • Require the runners to perform a specific movement like a jump when they cross the line <p>Step down (easy):</p> <ul style="list-style-type: none"> • Start with just one or two blockers to give runners more opportunities to practice moving through the grid without immediate pressure. • Have blockers walk instead of run, giving runners more time to develop dodging skills. 	Football Skill Link
		<p>This game can be adapted to a football based game focusing on the skills:</p> <ul style="list-style-type: none"> • Running with the Ball • 1v1 • Defending



Plan			
Focus Areas	Appreciate and recognise our individuality and unique qualities, and appreciate and respect the beauty of diversity.	Identify how differences and similarities can complement one another among friends, family and in a community.	Develop players' agility, coordination, and spatial awareness.
Game Objective	Players must work together to move the ball from one end of the field to the other while simulating kangaroo movements by jumping when catching and throwing.		
Duration	15 minutes		
Preparation	Playing area: Set up a 40m x 30m playing area with an 2.5m deep endzone at each end	Teams: Divide players into two even teams, and give each player a bib to wear for their team	Safety: Ensure the field is clear of hazards and that participants have the necessary gear
Equipment List	<ul style="list-style-type: none"> 30 cones Bibs for 2 teams 	<ul style="list-style-type: none"> Whistle (optional) 	<ul style="list-style-type: none"> Stopwatch/timer First Aid kit

Game Instructions	
Activity	Game Diagram
<ul style="list-style-type: none"> Explain that Keentan is an Aboriginal keep away game of throwing and catching using a ball. This game was played by the Kalkadoon nation in the north-west central districts of Queensland. It is played to simulate the movements of a Kangaroo. Start the game with a tip-off: One player from each team stands next to the coach, who tosses the ball in the air to start the game. The attacking team must pass the ball to teammates, completing each catch mid-jump. If a pass is not caught while jumping, possession turns over. Players with the ball cannot move but can pivot on one foot. Defenders must stay 1m away from attackers with the ball and cannot make contact. If there is contact, a free-throw is awarded. The ball must be thrown with 2 hands, and the ball can never touch the ground. If this occurs it is a turnover. Each team can score in either of the scoring zones at the end of the field. The player catching the ball in the endzone must complete the catch mid-jump, and land with both feet within the endzone. Only two players from each team may occupy the scoring zone at a time. Once a team scores a restart occurs from that zone. Encourage communication and strategy among team members to score points and avoid a turnover. 	

Noticing and Adapting

What to look out for	Change it	Social-Emotional Link
<ul style="list-style-type: none"> How well are players communicating with and including teammates? Are players adapting their strategies based on their teammates' strengths? Are players effectively timing their jumps to complete catches and throws? Do players exhibit self-awareness of their abilities and roles within the team? Reinforce: Keentan is a game all about team communication and including everyone in order to reach the teams goal. Keentan demonstrates that embracing everyone's unique skills and contributions can lead to success. It encourages us to value diversity and foster teamwork, both in sports and in everyday life. 	<p>Step up (challenge):</p> <ul style="list-style-type: none"> Require every attacking player to touch the ball before a goal can be scored. Reduce the size of the playing field to increase defensive pressure and force quicker decision-making. Add a time limit for completing a set number of passes before a turnover. Restrict defenders to specific zones, increasing the challenge for attackers to score. <p>Step down (easy):</p> <ul style="list-style-type: none"> Allow players to catch and throw the ball without jumping for the first few rounds. Expand the field size to give attackers more space to move. Permit the ball to bounce once before a turnover is called. Reduce the number of defenders active at any given time. 	Football Skill Link
		<p>This game can be adapted to a football based game focusing on the skills:</p> <ul style="list-style-type: none"> First Touch Running with the Ball Striking the Ball

KABADDI



Plan

Focus Areas	Explore the importance of expressing respect for others' contributions and different attributes.	Build awareness of position and role, and understand the power of individual contributions to a team.	Develop players' communication, resilience, and strategic thinking.
Game Objective	Players must work together to raid the opponent's half, tagging as many defenders as possible while chanting "Kabaddi, Kabaddi" and returning safely to their side.		
Duration	15 minutes		
Preparation	Playing area: Set up a 12m x 8m field divided into two halves by a midline using cones.	Teams: Divide players into two even teams, and give each player a bib to wear for their team.	Safety: Ensure the field is clear of hazards and that participants have the necessary gear
Equipment List	<ul style="list-style-type: none"> 30 cones Bibs for 2 teams 	<ul style="list-style-type: none"> Whistle (optional) 	<ul style="list-style-type: none"> Stopwatch/timer First Aid kit

Game Instructions

Activity	Game Diagram
<ul style="list-style-type: none"> Explain that Kabaddi is a traditional South Asian sport popular throughout the region. The word "Kabaddi" is derived from the Tamil term "kai-pidi," meaning "to hold hands." Raiders aim to cross into the opposing team's half, tag defenders, and return safely while continuously chanting "Kabaddi." Defenders must stop the raider by tagging them or holding them until they lose their breath or break the chant. Points are awarded for successful tags by raiders and successful stops by defenders. If the raider successfully tags one or more defenders and returns to their half, the defenders who were tagged are considered "out." The defending team earns 1 point if they successfully stop the raider and put them out. The raider can earn extra points by crossing a bonus line without being tagged (if there are six or more defenders). If all players on one team are out, the opposing team earns 2 bonus points and all players are revived. A team can revive their players who are "out" by scoring points. For each point scored, one player can re-enter the game. Winning the Game: The team with the most points at the end of the two halves wins the match. In case of a tie, extra time may be added to determine the winner. 	

Noticing and Adapting

What to look out for	Change it	Social-Emotional Link
<ul style="list-style-type: none"> • Are defenders effectively coordinating and using teamwork to block raiders? • How well do raiders balance speed, strategy, and stamina to evade defenders? • Are players demonstrating resilience and adapting after losing points or being tagged out? • Are teams following the rules and maintaining sportsmanship throughout the game? • Are players adapting their strategies based on their teammates' strengths? • Do players exhibit self-awareness of their abilities and roles within the team? • Reinforce: Kabaddi is a game that requires good decision-making, communication, and collaboration. It shows the importance of respecting individual contributions and working as a team to achieve shared goals. • Kabaddi highlights the value of resilience, adaptability, and teamwork. It teaches us how diverse skills and roles can complement one another to overcome challenges and succeed together. 	<p>Step up (challenge):</p> <ul style="list-style-type: none"> • Limit the number of touches a raider can make in the opponent's half. • Require defenders to stay in pre-assigned zones to encourage strategic play. • Add a time limit for raids, forcing quicker decisions. • Introduce a variation where the raider carries a ball and must tag defenders while holding it. <p>Step down (easy):</p> <ul style="list-style-type: none"> • Allow raiders to pause their chant briefly without penalty. • Limit the number of defenders actively stopping the raider. • Increase the raider's safe return zone. • Permit multiple raiders to enter the opponent's half simultaneously. 	Football Skill Link
		<p>This game can be adapted to a football based game focusing on the skills:</p> <ul style="list-style-type: none"> • Running with the Ball • 1v1 • Defending

Session Reflection

Duration: 10 minutes

Group Discussion

Reflect	Relate	Apply
<ul style="list-style-type: none"> • What makes people different from each other? • What are some ways people speak, eat or dress differently? • What is something about you that is different from everyone else, or different from your friends? • Do you find it difficult or easy to talk about your culture? • Why is it important for our team to have a mix of different skills and perspectives? • How does having teammates with diverse backgrounds make our team stronger and more adaptable? • What can you do to better recognise and appreciate the skills that your teammates bring to the team? 	<ul style="list-style-type: none"> • Why is it important to respect and understand the diverse experiences and backgrounds of other people? • How can we ensure that everyone feels valued for their unique contributions, both on and off the field? • There will always be people who differ from us. Do we all need to agree in order to be friends and live harmoniously? • Was there a time where you met someone you thought was completely different to you but in fact shared many things in common with you? • What is something we all have in common? 	<ul style="list-style-type: none"> • What are different roles people have in the community? • What are some ways we can find out about one another's similarities that are not so visible? • How might you apply what you learnt in this activity and apply it in your life? • How can we respect each other's differences in school? In our family? In our community?

Wrap-up Message

Social-Emotional Message

- **Patintero** shows us that by embracing everyone's unique skills and working together as a team, we can tackle challenges, try different roles, and succeed by respecting each other's strengths. Teamwork and respecting diversity make us stronger and more adaptable in both sports and life.
- **Keentan** highlights the importance of communication and celebrating diversity. By working together and recognising each other's strengths, players can achieve their goals while creating a supportive and inclusive environment. Effective communication and valuing each person's unique contributions help teams thrive.
- **Kabaddi** teaches us the value of resilience, adaptability, and teamwork. It shows how diverse skills and roles can complement each other to overcome challenges and succeed. Resilience and collaboration are essential for navigating challenges and achieving success.
- In our lives, we will interact and work with people that are different from ourselves. Being able to relate to different people is an important skill. This comes from understanding, accepting and valuing diverse backgrounds and skills that will help you to thrive in society.
- By learning about and playing games from across Asia-Pacific, we deepen our appreciation of different cultures and see how sport connects people and brings us together.
- Carry the lessons of inclusion, respect, and teamwork into your daily interactions!

SESSION 6 OVERVIEW

PlayOnside | Thailand

Social Emotional Message

Decision Making & Problem Solving

- Develop players' critical thinking and decision-making skills to make effective choices under pressure
- Use creative and collaborative strategies to solve problems

Football Skill

1v1

- All moves, feints, and accelerations to get past and away from an opponent

PART 1

Functional
Activity and
Ice Breaker

Shark Attack

10 minutes

PART 2

Recognition
Game and
Intervention

Fruit Salad

20 minutes

PART 3

Evaluation
Small-Sided
Game

Free Game

20 minutes

PART 4

Session
Reflection

Group Discussion

10 minutes

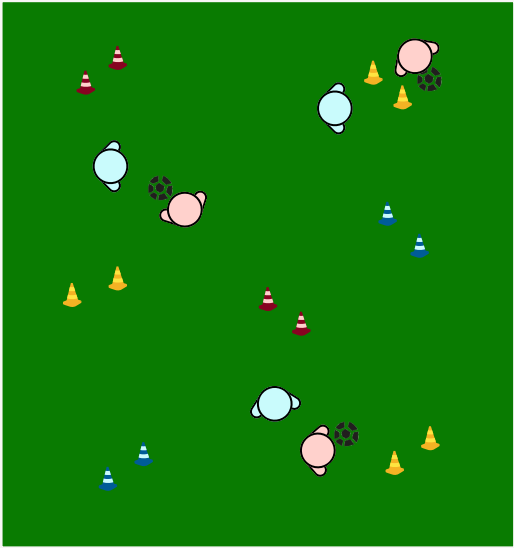
Part 1: Functional Activity & Ice Breaker

SHARK ATTACK

Plan			
Focus Areas	Develop players' critical thinking and decision-making skills to make effective choices under pressure.	Use creative and collaborative strategies to solve problems.	Improve 1v1 attacking and defensive skills, emphasising agility, control, and strategic positioning.
Game Objective	Players build effective problem-solving and decision-making strategies in a 1v1 game that develops skills for attacking and defending.		
Duration	10 minutes		
Preparation	Playing area: Set up a 40m x 40m area with small gates placed around the area.	Teams: Divide players into two even teams, and give each player a bib to wear for their team.	Safety: Ensure the field is clear of hazards and that participants have the necessary gear.
Equipment List	<ul style="list-style-type: none"> • 20 cones • Bibs for 2 teams 	<ul style="list-style-type: none"> • Football per pair • Whistle (optional) 	<ul style="list-style-type: none"> • Stopwatch/timer • First Aid kit

Introduction	
Social-Emotional Message	Football Skill
<p>Ask</p> <ul style="list-style-type: none"> • What does quick decision-making look like on the field? • Answers might include: <i>deciding if I pass, dribble, or shoot, choosing a 1v1 move to beat a defender, reacting quickly to win the ball</i> • Why is problem-solving important? • Answers might include: <i>helps me to decide on my next step, helps me to stay calm, lets me fix mistakes and try again if something doesn't work</i> <p>Explain</p> <ul style="list-style-type: none"> • <u>Decision-making</u> helps you choose the best action quickly, especially when under pressure. • <u>Problem-solving</u> is how you find solutions to challenges, like deciding where to dribble or pass when facing a defender. 	<p>Explain</p> <ul style="list-style-type: none"> • <u>1v1</u> is a key skill in football that involves all moves, feints, and accelerations to get past and away from an opponent. • It requires agility, timing, and ball control. <p>Ask</p> <ul style="list-style-type: none"> • How do you think an attacker can beat a defender? • What might help a defender stay in control and prevent the attacker from scoring? • Can you name a player that is excellent at 1v1? • How can this change the game?

Game Instructions

Activity	Game Diagram
<ul style="list-style-type: none"> Pair players up and assign roles, one player is the 'shark' (defender) and the other player is the 'fish' (attacker). The <i>fish</i> starts with the ball and tries to dribble through one of the gates. The <i>sharks</i> goal is to stop the <i>fish</i> by intercepting the ball or blocking their path. They win possession by controlling and stopping the ball, not kicking it away. If the <i>fish</i> successfully dribbles through a gate, they score 1 point. After 1 minute, swap roles and repeat the game. Ask: Can you demonstrate a 1v1 skill that you like to use? Players (with the coaches support) share up to 3 new 1v1 skill to their teammates. Spend 1 minute practicing these skills. Encourage players to try these skills in the following rounds. Challenge players to beat their previous score in subsequent rounds. Swap players to create new pairs. Ask players/coaches to share 1v1 skills to support each others' development. 	

Noticing and Adapting

What to look out for	Change it	Social-Emotional Link
<ul style="list-style-type: none"> Are attackers scanning the area for open gates? Are players using a variety of techniques to get around their opponent? Are they changing their speed, using different feet, and trying new 1v1 skills? Are defenders anticipating the attacker's moves and positioning themselves effectively? How do players respond if they are unsuccessful? Consider how this affects their ability to make decisions Recognise and praise players who are trying new skills (demonstrates problem-solving and decision-making in action) 	<p>Step up (challenge):</p> <ul style="list-style-type: none"> Reduce the size of the area Remove gates for harder scoring opportunities Two pairs to a grid to create a 2v2 game <p>Step down (easy):</p> <ul style="list-style-type: none"> Spend more time practicing 1v1 skills Increase the size of the playing area Create more gates for scoring opportunities Remove time limits Make defenders more passive so that attackers can focus on their ball control 	<ul style="list-style-type: none"> Resilience Self-awareness and confidence
		Football Skill Link
		<ul style="list-style-type: none"> Running with the Ball Defending

Part 2: Recognition & Intervention Game

FRUIT SALAD

Plan			
Focus Area	Develop players' critical thinking and decision-making skills to make effective choices under pressure.		Encourage quick thinking and adaptability during gameplay.
Game Objective	Players practice decision-making and problem-solving in 1v1 situations, and improve skills in dribbling and protecting the ball while under pressure.		
Duration	20 minutes		
Preparation	Playing area: Set up a 15m x 20m field with a small goal at each end. Place a cone for each player along the sidelines.		Teams: Divide players into two teams and hand out bibs for each team.
Equipment List	<ul style="list-style-type: none"> • 20 cones • Colour bibs for teams 	<ul style="list-style-type: none"> • Football per player • Whistle (optional) 	<ul style="list-style-type: none"> • Stopwatch/timer • First Aid kit

Game Instructions	
Activity	Game Diagram
<ul style="list-style-type: none"> • Ask players: What does it mean to make decisions quickly and under pressure? Why is it important to adapt when things aren't going as planned? • Ask players: How can you protect the ball from a defender? What quick decisions can you make when you're dribbling to avoid being tackled? • Teams stand on opposite sides of the field. • Ask players to stand individually next to a cone and allocate them a number or a fruit that corresponds with a number/fruit on the other team. • Pass the ball onto the field and call a number/fruit, for example '3!' or 'Bananas!'. • Player 3 from each team runs onto the field and tries to win the ball and score a goal. • After 20 seconds of play, call 'Time!'. Players on the field immediately leave the field and play the ball back • Play the ball back into the field and call out another number/fruit to play • Call out multiple numbers/fruits at once to create 2v2s, 3v3s etc. Increase the number of players until everyone is involved in the final game. • The team with the most goals at the end of the game wins. 	

Noticing and Adapting

What to look out for	Change it	Social-Emotional Link
<ul style="list-style-type: none"> • Are attackers trying different 1v1 skills, change of direction, speed and dribbling to get past the defender? • Are defenders positioning effectively, staying balanced, and making good decisions about when to challenge for the ball? • Are players thinking quickly and adapting when things change? • How are players demonstrating decision-making when they are not in possession of the ball? • How do players change the way that they solve problems when it becomes a 2v2 or 3v3 scenario? What new choices do they have? • Are teams using creative strategies to win? • Are players effectively communicating with each other? 	<p>Step up (challenge):</p> <ul style="list-style-type: none"> • Reduce the size of the area to make it harder for attackers to avoid defenders. • Add more defenders to increase pressure. • Introduce specific rules for attackers, such as using only one foot to dribble or requiring them to use a feint move before shooting. <p>Step down (easy):</p> <ul style="list-style-type: none"> • Increase the size of the area to create more space for attackers to work with. • Make the goal bigger or include more goals for easier scoring opportunities. 	<ul style="list-style-type: none"> • Decision-making and Problem-solving • Teamwork • Self-awareness and confidence
		<p>Football Skill Link</p> <ul style="list-style-type: none"> • Running with the Ball • Defending • Striking the Ball

Part 3: Small-Sided Open Game

Plan			
Game Objective	Provide opportunities for players to demonstrate decision-making and problem-solving, with emphasis on trying new 1v1 skills and defending to help their team to score goals.		
Duration	20 minutes		
Preparation	Playing area: Set up a 30m x 40m field (or depending on player age, ability, and numbers).	Teams: Divide players into two teams and hand out bibs for each team.	Safety: Ensure the field is clear of hazards and that participants have the necessary gear.
Equipment List	<ul style="list-style-type: none"> • 20 cones • Bibs for 2 teams 	<ul style="list-style-type: none"> • 2 footballs • Whistle (optional) 	<ul style="list-style-type: none"> • Stopwatch/timer • First Aid kit

Game Instructions	
Activity	Game Diagram
<p>Ask</p> <ul style="list-style-type: none"> • What can you do in a 1v1 situation to be successful? • Answers might include: <i>Stay calm, keep my head up, know my options before I get there, don't dive in if I'm defending, if I'm attacking I can use different body feints, move the ball quickly or change my speed.</i> <p>Explain</p> <ul style="list-style-type: none"> • This is a free game. Start with a kick-off. • The objective is to score goals against your opponent. • Rules will be introduced as the game progresses. • Focus on problem solving and decision making in 1v1 situations, and how these skills help you make the right choices when attacking or defending. 	

Noticing and Adapting	
What to look out for	Change it
<ul style="list-style-type: none"> • Identify and reinforce examples of 1v1 skills, such as players trying new techniques from the session or experimenting with 1v1 moves instead of passing. • Identify and reinforce examples of decision-making and problem-solving, including assessing risks, justifying choices, and demonstrating consistency in decisions. • Identify moments where players show creativity in their play, such as unexpected passes, feints, or innovative ways to navigate challenges. 	<ul style="list-style-type: none"> • Instead of shooting into a goal to get a point, give 10 second time limits for teams to score points by successfully beating an opponent with a 1v1 skill • Make the area size bigger/smaller to give players more/less time on the ball • Add 1-2 neutral players to assist the attacking team in creating more passing opportunities

Part 4: Session Reflection

Duration: 10 minutes

Group Discussion

Reflect	Relate	Apply
<ul style="list-style-type: none"> How do you make decisions in the game? How did you decide when to use a feint or change direction during the 1v1 situations? When you tried a new 1v1 move, what was the outcome? Did you feel confident trying it, or did you face challenges? How did you feel when you successfully defended or beat your opponent? How did this affect your decision-making? How did you manage your emotions when things didn't go as planned (e.g., if you lost the ball or didn't beat the defender)? 	<ul style="list-style-type: none"> Why do you think it's important to practice different 1v1 skills? Can you think of a time in your life when you had to make a quick decision, like when to stand up for yourself or choose what to do next in a tough situation? How did your teammates help you when you faced a challenge on the field? How did you communicate to solve the problem together? Who can you ask for support when you face a problem? Can you think of a situation where you had to think creatively to solve a problem? What did you do to figure it out? 	<ul style="list-style-type: none"> How can the decision-making skills you practiced today help you when you're faced with challenges at school or at home? Next time you're facing a challenge (in football or in daily life), what strategy will you use to solve it? How can you use what you've learned about problem-solving in a 1v1 to help you when you need to work with others on a team, whether in football or outside of it?

Wrap-up Message

Social-Emotional Message	Football Skill
<ul style="list-style-type: none"> <u>Decision-making and problem-solving</u> are important skills both on and off the field. In football, these skills help you read the game, respond quickly to challenges, and make the best choices under pressure. Whether deciding where to pass, dribble, or defend, staying focused and thinking of solutions will help you succeed in the game. Off the field, decision-making and problem-solving are just as important. They help you make smart choices in everyday situations, like managing your time, resolving problems with friends, or figuring out how to handle challenges at school. Just like in football, the ability to stay calm, think through your options, and find solutions will help you face challenges and succeed in all areas of your life. 	<ul style="list-style-type: none"> <u>1v1</u> is a key skill in football that involves all moves, feints, and accelerations to get past and away from an opponent. It requires agility, timing, and ball control. By practicing these skills in 1v1 situations, you build confidence to face challenges head-on and make quick decisions to solve the problem.



SESSION 7 OVERVIEW

The WE United Project | Nepal

Social Emotional Message

Teamwork

- Identify the how to demonstrate effective teamwork
- Identify the importance of the roles you play in a team
- Identify the importance of good communication in a team

Football Skill

Striking the Ball

- Includes all forms of striking the ball, such as:
- Short, medium and long-range passing
 - Shooting
 - Crossing
 - Heading

PART 1

Functional
Activity and
Ice Breaker

Tic-tac-toe

10 minutes

PART 2

Recognition
Game and
Intervention

**Pass to
Shoot**

20 minutes

PART 3

Evaluation
Small-Sided
Game

**Free
Game**

20 minutes

PART 4

Session
Reflection

**Group
Discussion**

10 minutes

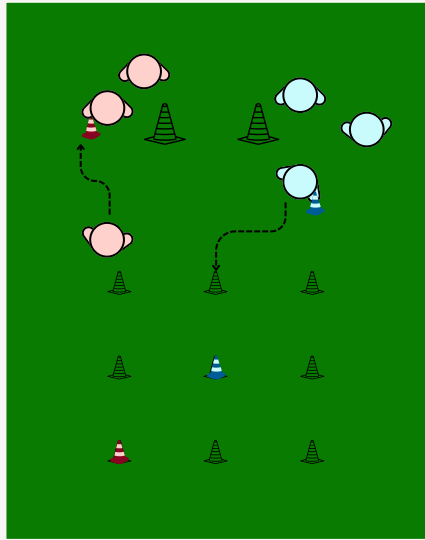
Part 1: Functional Activity & Ice Breaker

TIC-TAC-TOE

Plan			
Focus Areas	Encourage players to assess their abilities, and understand how they contribute to a group.	Prompt players to explore a growth mindset and identify how they can improve after each try.	Develop players' ability to strike with the ball with accuracy to build team play.
Game Objective	Players explore teamwork by developing strategies to win a dynamic game of tic-tac-toe that requires accurate passing.		
Duration	10 minutes		
Preparation	Playing area: Set up 9 cones evenly spaced 3m x 3m apart, 5m from the starting line.	Teams: Divide players into two even teams, with a set of 3 bibs each (2 different colours).	Safety: Ensure the field is clear of hazards and that participants have the necessary gear.
Equipment List	<ul style="list-style-type: none"> • 16 cones to mark 3x3 • 6 bibs for 2 teams 	<ul style="list-style-type: none"> • 12 footballs • Whistle (optional) 	<ul style="list-style-type: none"> • Stopwatch/timer • First Aid kit

Introduction	
Social-Emotional Message	Football Skill
<p>Ask</p> <ul style="list-style-type: none"> • What is teamwork? • Answers might include: <i>Working together in a team, having different responsibilities, using what you're good at to help your team</i> <p>Explain</p> <ul style="list-style-type: none"> • <u>Teamwork</u> is a group of people working together to achieve a common goal. Each player on the team can play a role, usually one that they are good at or suited for. 	<p>Explain</p> <ul style="list-style-type: none"> • <u>Striking the Ball</u> is a key skill in football that involves different forms of striking the ball such as short, medium, and long range passing, shooting, crossing and heading. • It requires timing, strength, and accuracy. <p>Ask</p> <ul style="list-style-type: none"> • What might a good pass or shot at goal look like? • Can you name a player that is excellent at striking the ball? • How can this change the game?

Game Instructions

Activity	Game Diagram
<ul style="list-style-type: none"> The players of each team line up vertically behind their respective starting point. The objective is to get 3 bibs of the same colour in a row. On the Coaches call, the first players go and place their team's bib on one of the cones. The first player comes back and tags their team mate who then runs and places her bib in an empty box, and runs back to tag the next player in line, and so on. If all 3 bibs are in play, with no winner, players continue to run to the grid and change the position of 1 bib before running back to tag the next player in line. The first team that can place their bibs in a series of 3 in a row (either horizontally, vertically, or diagonally) on the cones is the winner. Play best of 5 or 7, depending on how quickly the games go. The person line cannot start running before she gets tagged. If she does so, she'll have to miss her turn, rather she'll have to run around the field and rejoin the line. The person behind her plays the next turn. Progression: Players to dribble the ball to the grid, and stop the ball before playing their bib. After placing their bib in the grid, they should make a pass back to their next teammate in line, who repeats the move. 	

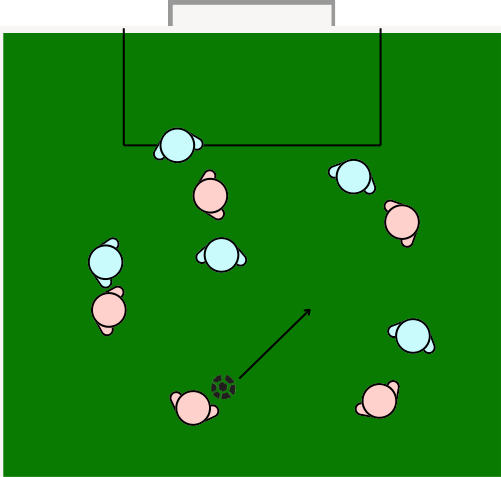
Noticing and Adapting

What to look out for	Change it	Social-Emotional Link
<ul style="list-style-type: none"> Highlight teams working well together and problem-solving collectively Identify ways to increase teamwork: when players explore a growth mindset and identify how they can improve technically (striking the ball) and social-emotionally (e.g. more supportive teammate, better communicator, self-management after a mistake) Encourage teams to develop a strategy that will help them succeed. Look for teams that strategise well together Participants shouting out to teammates to help; does this make it easier or harder for the player to decide? Ensure that participants are tapping shoulders or high fiving before the player leaves the start line Technical skills of passing, 1v1 and dribbling 	<p>Step up (challenge):</p> <ul style="list-style-type: none"> Larger Grid: Use a 4x4 or 5x5 grid for more complexity. Add a third team and change the winning condition to four in a row. Hide the grid behind a barrier (or ask players to run backwards) making it more difficult to strategise. 1v1 skills: add extra cones between the start and the grid, so players need to perform feints and accelerations <p>Step down (easy):</p> <ul style="list-style-type: none"> A player can take as much time as she wants, with no time limits. The running distance from the starting point to the grid can be reduced for smaller aged groups. 	<ul style="list-style-type: none"> Teamwork Self-awareness Communication (non-verbal/ verbal) Rights and responsibility
		<p>Football Skill Link</p> <ul style="list-style-type: none"> First Touch

Part 2: Recognition & Intervention Game

PASS TO SHOOT

Plan			
Focus Area	Encourage players to build trust and relationships by recognising each other's diverse strengths and working together to overcome challenges.		Develop players' ability to pass into space for creative play.
Game Objective	Players work together to achieve scoring and passing goals by sharing responsibilities emphasising ball-striking technique.		
Duration	20 minutes		
Preparation	Playing area: Set up a half-field playing area with a goal.		Teams: Divide players into small teams of 4-5 with a set of coloured bibs
Equipment List	<ul style="list-style-type: none"> • 20 cones • Colour bibs for teams 	<ul style="list-style-type: none"> • Football per player • Whistle (optional) 	<ul style="list-style-type: none"> • Stopwatch/timer • First Aid kit

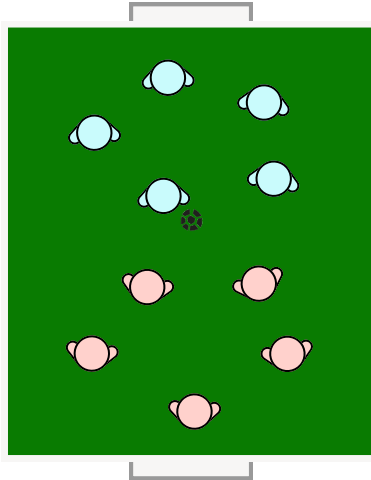
Game Instructions	
Activity	Game Diagram
<ul style="list-style-type: none"> • The game objective is to complete 6 passes before shooting. • The players have to shoot from outside the D-box. • If they cannot complete 6 passes, they'll have to complete an activity (E.g. Running two rounds of the field, pushups, squats, sit ups as instructed by the other team) • Then, the team defending switches to the attacking team who repeat the process again, attempting to complete 6 passes before they shoot from outside the D. • If the attacking team loses possession 1-2 passes before completing the 6 passes, they must perform a quick team-building task, for example synchronised star jumps or a group clap that sounds like one sound. • Rotate players in roles every 5 minutes to ensure each player experiences different positions to build their understanding and empathy for others' in those positions. • Restart from halfway if players need to reset positions. 	

Noticing and Adapting

What to look out for	Change it	Social-Emotional Link
<ul style="list-style-type: none"> • How are players collaborating to keep possession and find scoring opportunities? • Are players moving to create space to receive passes? • How are players demonstrating support for their teammates? • How are players communicating to their teammates? Are they shouting out to teammates to help, using body language, or both? • Does this make it easier or harder for the player to decide what to do? • Highlight players' with good passing technique including weight of pass, accuracy, passing on the move, passing quickly with one touch • Highlight players' with good shooting technique including striking through the ball, using power and/or accuracy at the right time, aiming away from the goalkeeper, shooting quickly when the chance appears 	<p>Step up (challenge):</p> <ul style="list-style-type: none"> • Decrease the space where players complete 6 passes in a smaller area with the same number of players. • Increase the number of players in each team so players have to pass and move more to create space. • Limit the number of touches for each player. • In a mixed age group, higher points are given to the team if the younger player scores. <p>Step down (easy):</p> <ul style="list-style-type: none"> • Make the space bigger, or reduce the number of players so teams have more space to attack into. • No limit in the number of touches that each player can make. • Remove goalkeepers, so players are more likely to score if a shot is on target. • In the mixed age group, there is no restriction on whether the younger or older player can make a score. 	<ul style="list-style-type: none"> • Decision-making and Problem-solving • Teamwork
		<p>Football Skill Link</p> <ul style="list-style-type: none"> • Striking the Ball • Defending

Part 3: Small-Sided Open Game

Plan			
Game Objective	Provide opportunities for players to demonstrate teamwork through creating strategies and positive communication with each other.		
Duration	20 minutes		
Preparation	Playing area: Set up a 30m x 40m field (or depending on player age, ability, and numbers).	Teams: Divide players into two teams and hand out bibs for each team.	Safety: Ensure the field is clear of hazards and that participants have the necessary gear.
Equipment List	<ul style="list-style-type: none"> • 20 cones • Bibs for 2 teams 	<ul style="list-style-type: none"> • 2 footballs • Whistle (optional) 	<ul style="list-style-type: none"> • Stopwatch/timer • First Aid kit

Game Instructions	
Activity	Game Diagram
<p>Ask</p> <ul style="list-style-type: none"> • How can we improve how we strike the ball? • Answers might include: <i>Positioning my standing foot to aim where I want the ball to go, striking with different parts of my foot, using power when I strike, understanding the weight of my passes</i> • How can we build our confidence? • Answers might include: <i>By thinking of things I'm good at when I try something new, talking positively to myself</i> <p>Explain</p> <ul style="list-style-type: none"> • This is a free game. Start with a kick-off. • The objective is to score goals against your opponent. • Rules will be introduced as the game progresses. • Focus on teamwork and how it influences your ability to strike the ball, connecting with teammates to create better goal-scoring opportunities. 	

Noticing and Adapting	
What to look out for	Change it
<ul style="list-style-type: none"> • Identify and reinforce good striking techniques, such as passing with the correct weight, accuracy, passing on the move, using one touch, and shooting. • Observe teams working together to create space for passes, highlighting examples of teamwork, such as positive communication and recognising roles. • Identify moments where players demonstrate support for teammates by encouraging, guiding, or adapting to help the team succeed. Pay attention to how their communication contributes to this. 	<ul style="list-style-type: none"> • Use an end-zone instead of a goal to encourage accurate passes. Players score by receiving the ball outside of the area with a first touch into the end-zone. • Make the area size bigger/smaller to give players more/less time on the ball • Add 1-2 neutral players to assist the attacking team in creating more passing opportunities

Part 4: Session Reflection

Duration: 10 minutes

Group Discussion		
Reflect	Relate	Apply
<ul style="list-style-type: none"> What specific roles did each teammate play during the activities? How did those roles contribute to the team's success? What was the most challenging part of working as a team? How did you overcome this? What strategies did your team use to complete accurate passes or score goals? Which worked best and why? What feedback or encouragement helped your team stay positive and focused during the game? 	<ul style="list-style-type: none"> How did teamwork in these games make achieving the goal easier or harder? Can you think of times when working together made something easier in your life? When you made a mistake, how did your teammates react? How did their reactions affect your confidence or motivation? How does striking the ball accurately connect to being reliable in a team? What other ways can reliability show up in teamwork? 	<ul style="list-style-type: none"> In what ways can you use what you learned about teamwork in your family or at school? For example, how might you share responsibilities or support others? What can you do to improve how you communicate with your teammates? How might this improve your team's overall performance? What role do you usually take in a team, and what new role might you try next time? Why is it important to try different roles?

Wrap-up Message	
Social-Emotional Message	Football Skill
<ul style="list-style-type: none"> Teamwork is a group of people working together to achieve a common goal. Each player on the team can play a role, usually one that they are good at or suited for. It is important to know your strengths and weakness when working in a team, so you can share responsibilities and work towards a common goal. Teamwork involves building relationships and working with other people using a number of important skills and habits A diverse range of skills within individuals makes a team stronger. Teamwork provides a young person the opportunity to develop friendships, leadership and communication skills, resilience through sharing positive and negative experiences and more. 	<ul style="list-style-type: none"> Striking the Ball is a key skill in football that involves different forms of striking the ball such as short, medium, and long range passing, shooting, crossing and heading. It requires timing, strength, and accuracy.



SESSION 8 OVERVIEW

Fundlife International | Philippines

Social Emotional Message

Menstruation

- Highlight the importance of body awareness and open dialogue about health topics
- Enhance participants' understanding of menstruation by identifying myths and facts

Football Skill

Running with the Ball

- Travelling at speed into space
- Dribbling in tight areas

PART 1

Functional
Activity and
Ice Breaker

Myth or Fact

10 minutes

PART 2

Recognition
Game and
Intervention

**Dribble and
Empower**

20 minutes

PART 3

Evaluation
Small-Sided
Game

**Free
Game**

20 minutes

PART 4

Session
Reflection

**Group
Discussion**

10 minutes

Part 1: Functional Activity & Ice Breaker

MYTH OR FACT

Plan			
Focus Areas	Understand menstrual hygiene and awareness.	Enhance participants' understanding of menstruation by identifying myths and facts.	Develop players' ability to travel with the ball at speed into space and dribble in tight areas.
Game Objective	Players learn about menstruation in a safe space while developing their running with the ball skills.		
Duration	10 minutes		
Preparation	Playing area: Set up a 30m x 30m area with a line of 6 cones for players to dribble through, and two small goals 10m from the final cone.	Teams: Divide players into two even teams, and give each player a bib to wear for their team	Resources: Prepare the list of 'myth' or 'fact' statements about menstruation (see appendix). Print/draw a 'myth' or 'fact' sign and stick them on one goal each
Equipment List	<ul style="list-style-type: none"> • 20 cones • Bibs for 2 teams • Football per player 	<ul style="list-style-type: none"> • Myth and Fact statements • Myth and Fact sign 	<ul style="list-style-type: none"> • Whistle (optional) • Stopwatch/timer • First Aid kit

Introduction	
Health Message	Football Skill
<p>Explain</p> <ul style="list-style-type: none"> • <u>Menstruation</u> is a natural part of life for many girls. Menstruation, or a period, is when blood and tissue leave the body (specifically, the lining of the uterus) through the vagina each month as part of a normal process that happens when the body is growing up. It's important to understand that discussing our bodies and health is not only normal but vital for our well-being. Being informed can help us support each other better. <p>Ask</p> <ul style="list-style-type: none"> • What do you already know about menstruation? • How can understanding our bodies help us in sports? • Why is it important to talk about health topics openly? 	<p>Explain</p> <ul style="list-style-type: none"> • <u>Running with the ball</u> is a key skill in football that allows us to move the ball quickly and navigate around defenders. • It involves travelling at speed into space and dribbling in tight areas. • It requires control, agility, and awareness. <p>Ask</p> <ul style="list-style-type: none"> • What part of our foot can we use to move the ball? • When can we use different techniques? • Can you name a player that can run with the ball excellently? • How can this change the game?

Game Instructions

Activity	Game Diagram
<ul style="list-style-type: none"> The players of each team line up vertically behind their respective starting cone, with 6 cones set up as a dribbling course and a goal at the end Two goals are named 'myth' or 'fact' Read out from the pile of 'myth' or 'fact' cards A player from each team dribbles through the cones, keeping the ball controlled with close touches After the the cones, players accelerate and dribble towards the 'myth' or 'fact' goal that matches what they think the statement meant Players run through the goal to score a point and dribble back to the end of the line Progression: If there are too many players waiting in line, change the set up so that all players line up on a centre line with a ball each. Set up a 'myth' or 'fact' line on either side of the centre line. All players run to the correct side after the statement is read out from the coach. 	

Noticing and Adapting

What to look out for	Change it	Social-Emotional Link
<ul style="list-style-type: none"> Ensure participants are comfortable discussing menstruation and create a supportive atmosphere. Are players struggling to answer menstruation questions correctly? Can players work together as a team and discuss the answer before a player navigates through the course? Are group discussions included to ensure players understand the correct answer and information for the menstruation statement? Are players using different running with the ball techniques? Are players changing their speed and accelerating into space? Reinforcement: Highlight the importance of body awareness and open dialogue about health topics, emphasising how this understanding can positively impact athletic performance. 	<p>Step up (challenge):</p> <ul style="list-style-type: none"> Call different dribbling techniques to use e.g. left foot only, inside and outside of both feet, roll overs in between cones etc. 1v1 skills: add an extra cone between the final cone and the goal so, so players can perform feints and practice 1v1 skills Add a defender that players need to beat. Increase the passivity of the defender. Ask players to read out the statement cards to increase engagement <p>Step down (easy):</p> <ul style="list-style-type: none"> Increase space between cones to dribble between or simplify course. Provide multiple choice options to assist younger players. Players work together to discuss the answer before a teammate dribbles through the course. 	Football Skill Link
		<ul style="list-style-type: none"> Self-awareness and confidence Resilience
		<ul style="list-style-type: none"> Striking the Ball

Part 2: Recognition & Intervention Game

DRIBBLE AND EMPOWER

Plan			
Focus Area	Build understanding of menstrual hygiene and awareness.		Develop decision-making when running with the ball.
Game Objective	To practice running with the ball while sharing menstruation facts or tips to unlock and move between attack, midfield, and defense zones.		
Duration	20 minutes		
Preparation	Playing area: Set up a 20m x 30m playing area divided into 3 zones (every 10 meters) and one small goal at each end.	Teams: Divide players into two even teams, and give each player a bib to wear for their team.	Player pre-requisite: Players must participate in the Myth or Fact activity beforehand to build a foundation of menstruation knowledge.
Equipment List	<ul style="list-style-type: none"> 20 cones Colour bibs for teams 	<ul style="list-style-type: none"> Football per team Small goals 	<ul style="list-style-type: none"> Stopwatch/timer First Aid kit

Game Instructions	
Activity	Game Diagram
<ul style="list-style-type: none"> Ask: What positions are on the field? Answers may include: <i>defenders, goalkeeper, midfield, forwards/attackers</i> Allocate players (or have players decide) a position for this game: attack, midfield, and defence. There should be multiple players per position. This game can be played without goalkeepers. Explain that defenders must stay within their designated defensive zone, midfielders must remain in the midfield zone, and forwards must play only in the forward zone. If a player moves outside their assigned zone, a free kick or penalty is awarded. If a player wants to move between zones, they need to 'unlock' that zone by running with the ball into space in that zone while calling out a myth or fact about menstruation or tip about managing menstruation, for example, "It's important to stay hydrated!" or "Always carry supplies!" Players aim to 'unlock' each zone so that they can move forward or backward into that zone. When most players are able to move freely between zones, eliminate restrictions for all players so it is a free game. 	

Noticing and Adapting

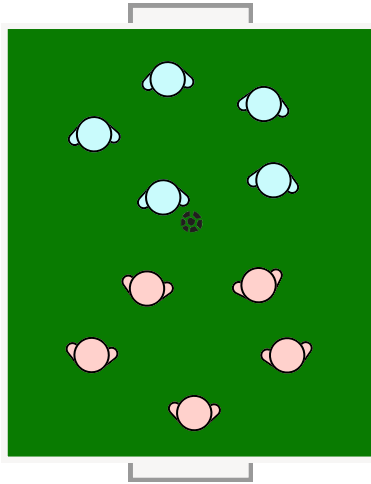
What to look out for	Change it	Social-Emotional Link
<ul style="list-style-type: none"> • Are players keeping the ball close to their feet as they run, ensuring they have control? • Watch for small, quick touches that allow them to change direction easily. • Are players looking up regularly to identify open space in the zone they want to unlock? • Check if they're running into space rather than toward defenders or crowded areas. • Are players adjusting their speed based on the situation (e.g., slowing down for tight control or accelerating into open space)? • Look for bursts of speed to capitalize on gaps in the play. • Are players confidently calling out menstruation facts or tips while running? • Encourage them to keep their focus on the ball while speaking clearly and engaging with the game's educational element. • Have all players unlocked at least one new zone? • If they have not, prompt these players and encourage their teammates to help them by teaching them a tip or fact to unlock the next zone. • Monitor participants' body language and verbal cues. Ensure everyone feels comfortable discussing menstruation and participating in the game. 	<p>Step up (challenge):</p> <ul style="list-style-type: none"> • Decrease the size of each zone for players to demonstrate tighter ball control and quicker decisions • Players call out detailed or specific facts for example, "hydration helps to reduce cramps" encouraging critical thinking under pressure • Set a time limit for players to unlock a zone, promoting quicker decision-making and faster ball control while running <p>Step down (easy):</p> <ul style="list-style-type: none"> • Increase the size of each zone giving players more space to maneuver and reduce the likelihood of unintentional zone violations • Allow players to call out simple statements or work in pairs and teams to provide statements for each other to reduce cognitive load during play 	<ul style="list-style-type: none"> • Decision-making and Problem-solving • Teamwork
		<p>Football Skill Link</p> <ul style="list-style-type: none"> • Striking the Ball • 1v1 • First Touch • Defending

Part 3: Small-Sided Open Game

Plan

Game Objective	Encourage participants to try different their dribbling techniques to create goal-scoring opportunities.		
Duration	20 minutes		
Preparation	Playing area: Set up a 30m x 40m field (or depending on player age, ability, and numbers).	Teams: Divide players into two even teams with 2 sets of coloured bibs.	Safety: Ensure the field is clear of hazards and that participants have the necessary gear.
Equipment List	<ul style="list-style-type: none"> • 20 cones • Bibs for 2 teams 	<ul style="list-style-type: none"> • 2 footballs • Whistle (optional) 	<ul style="list-style-type: none"> • Stopwatch/timer • First Aid kit

Game Instructions

Activity	Game Diagram
<p>Ask</p> <ul style="list-style-type: none"> • How can we improve our dribbling? • Answers might include: <i>By using different parts of your foot to change the speed and direction of a run, keep the ball close, use your body to protect the ball from the other team.</i> • Why is it important to talk about menstruation? <p>Explain</p> <ul style="list-style-type: none"> • This is a free game. Start with a kick-off. • The objective is to score goals against your opponent. • Rules will be introduced as the game progresses. 	

Noticing and Adapting

What to look out for	Change it
<ul style="list-style-type: none"> • Identify moments where players attempt different techniques to run with the ball and navigate tight spaces. • Observe players looking up regularly while running with the ball to enhance decision-making. • Identify moments where players adjust their speed based on the situation. • Highlight examples of players encouraging each other, reinforcing positive behaviors. • Encourage and praise players who demonstrate great runs with the ball or show improvement in this area. 	<ul style="list-style-type: none"> • Instead of a goal use endzones that teams have to dribble through. • Players must call out a statement about menstruation for the goal to count. • Make the area size bigger/smaller to give players more/less time on the ball. • Swap players to create uneven teams and overloads e.g. 6v4.

Part 4: Session Reflection

Duration: 10 minutes

Group Discussion

Reflect	Relate	Apply
<ul style="list-style-type: none"> How did you decide whether the statement was a myth or fact while dribbling through the cones? What was challenging about making a quick decision while trying to pass the ball to the right target? How did your team work together during the dribble and empower game? Can you share a moment when teamwork helped you succeed? What personal achievement during the session are you most proud of? Did you learn something new about yourself? 	<ul style="list-style-type: none"> Can anyone share a moment where you had to manage your body (like staying hydrated or comfortable) while playing? How did that impact your performance? In life, there are times when we need to take care of our bodies, like managing menstrual health or hygiene, to feel comfortable and perform well. How does taking care of your body impact your energy and focus when you're running with the ball? Why is it important to talk openly about topics like menstruation in sports? How can we continue to support each other? 	<ul style="list-style-type: none"> What's one thing you can do to manage your health better (like hydration or menstrual hygiene) to stay focused and perform well when running with the ball? How can taking care of your body, like managing menstrual health or staying hydrated, help you feel more confident and focused in school, at home, or in your community, not just on the field? What steps can we take as a team to keep the conversation about menstruation going and ensure everyone feels supported?

Wrap-up Message

Social-Emotional Message	Football Skill
<ul style="list-style-type: none"> <u>Menstruation</u> is a natural part of life for many girls. It's important to understand that discussing our bodies and health is not only normal but vital for our well-being. Being informed can help us support each other better. It is important to have body awareness and open dialogue about health topics, because this positively impacts our athletic performance. Remember, discussing menstruation is an important part of creating a healthy team culture. Taking care of your body, whether it's staying hydrated, managing menstrual health, or getting enough rest, helps you feel better and perform better, not just in football, but in everything you do. Stay aware of how your body feels, and it will help you succeed on the field, in school, and in life! 	<ul style="list-style-type: none"> <u>Running with the ball</u> is a key skill in football that allows us to move the ball quickly and navigate around defenders. It involves travelling at speed into space and dribbling in tight areas. It requires control, agility, and awareness.

SESSION 9 OVERVIEW

Football for All | Vietnam

Social Emotional Message

Leadership

- Understand the roles and responsibilities of leadership
- Develop leadership through communication, collaboration and decision-making
- Explore individual leadership styles from personal strengths

Football Skill

First Touch

- Controlling the ball with all allowed body parts, including feet, thigh, chest and head

PART 1

Functional
Activity and
Ice Breaker

**Captain's
Call**

10 minutes

PART 2

Recognition
Game and
Intervention

**Rabbits and
Hunters**

20 minutes

PART 3

Evaluation
Small-Sided
Game

**Free
Game**

20 minutes

PART 4

Session
Reflection

**Group
Discussion**

10 minutes

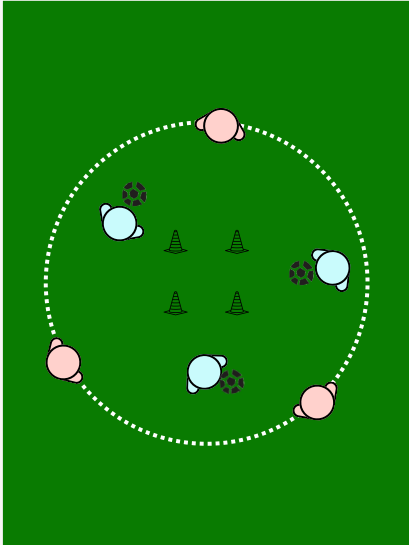
Part 1: Functional Activity & Ice Breaker

CAPTAIN'S CALL

Plan			
Focus Areas	Develop leadership abilities through communication and decision-making.	Explore individual leadership style and confidence in guiding and supporting teammates.	Improve the quality and variety of first touch skills under pressure.
Game Objective	Players develop diverse first touch skills while demonstrating leadership by guiding their team and collaboration among players.		
Duration	10 minutes		
Preparation	Playing area: Set up circle with a 30m diameter and a central 3m x 3m square in the middle of the circle	Teams: Divide players into two even teams, and give each player a bib to wear for their team. Position one team inside the circle with a ball each and one team spread evenly around the outside without a ball.	
Equipment List	<ul style="list-style-type: none"> • 20 cones • Bibs for each team 	<ul style="list-style-type: none"> • Football per player • Whistle (optional) 	<ul style="list-style-type: none"> • Stopwatch/timer • First Aid kit

Introduction	
Social-Emotional Message	Football Skill
<p>Ask</p> <ul style="list-style-type: none"> • What does it mean to be a leader? • Answers might include: <i>Someone who helps others, goes first, shares ideas, makes decisions, does things their own way</i> • Can someone be a leader without using words? How? • Answers might include: <i>Leading by example, helps by showing, uses body language</i> <p>Explain</p> <ul style="list-style-type: none"> • <u>Leadership</u> means guiding and supporting the people around you to do their best, while working together as a team. It's about being a positive example, including everyone, and valuing their unique qualities. Leadership involves making decisions and encouraging others, even when the pressure is on. In football and life, good leaders know how to listen, communicate, and adapt to any situation. We can all be leaders in different ways, whether by supporting teammates or showing how to do things well. 	<p>Explain</p> <ul style="list-style-type: none"> • <u>First Touch</u> is a key skill in football that allows us to control the ball effectively and set up our next move. • It involves controlling the ball with all allowed body parts, including feet, thigh, chest and head. It requires timing, movement, and awareness. • First touch is critical because it sets up the next move. A good first touch is like a good leader: it helps keep the game under control and moving forward. <p>Ask</p> <ul style="list-style-type: none"> • Why is it important to have a good first touch when you receive the ball? • What might a good first touch look like? • Can you name a player that has an excellent first touch? • How can this change the game?

Game Instructions

Activity	Game Diagram
<ul style="list-style-type: none"> • Inside players start in the middle square and dribble around the circle to find a free player on the outside to pass the ball. • Players on the outside of the circle jog on the spot ready to receive and pass the ball back to the inside player. • After players on the inside receive the ball, they must dribble back through the central square and continue. • Players focus on receiving with a positive first touch, head up, scanning, and communicating where they want the ball to be. • Swap the inside and outside players after 45 seconds. • Ask players if they can share and demonstrate a new first touch skill e.g. inside/outside of the foot, knee, chest, head, volley etc. • Players practice this skill in the next round. • Players on the outside may need to hold the ball to throw at different heights if the skill is a header, volley, knee, or chest. • Swap the inside and outside players after 30 seconds. Repeat this process so players have practiced 3-4 skills. • Designate one player as the 'Captain' to call out different instructions for first touch skills to encourage creative play and adaptability. • Players on the outside may need to pick up the ball and throw to their player depending on the 'Captain's Call'. • Swap Captains when the inside and outside players swap. • Final round: Inside players decide what first touch skill they want to practice and communicate it to the outside player. 	

Noticing and Adapting

What to look out for	Change it	Social-Emotional Link
<ul style="list-style-type: none"> • Are players using all of the space? • Are players scanning before they receive the ball, to look for opportunities and threats? • Are they positioning their body to set up their next move? • Are players demonstrating good first-touch control? • Are players trying to use both feet and different body parts? • How are players using verbal and non-verbal methods of communication? • Reinforce positive leadership behaviours and highlight moments where players give clear directions, encourages others or adapts their strategy • Encourage players that demonstrate good listening and communication by asking clarifying questions if they need • Encourage players that keep trying new skills 	<p>Step up (challenge):</p> <ul style="list-style-type: none"> • Decrease the size of the circle to encourage more accurate and considered first touches • Set a time limit for players to complete each instruction • Include 2 defenders inside the circle that players must avoid • Limit number of touches to control or pass the ball • Encourage players to challenge themselves with longer passes and running into space to receive the ball <p>Step down (easy):</p> <ul style="list-style-type: none"> • Increase the size of the circle to give players more space to control the ball • Simplify football instructions appropriate to players age and skill level 	Football Skill Link
		<ul style="list-style-type: none"> • Communication • Self-awareness
		<ul style="list-style-type: none"> • Running with the Ball • Striking the Ball • 1v1

Part 2: Recognition & Intervention Game

Rabbits and Hunters

Plan			
Focus Area	Develop individual leadership traits.	Develop ability to take a first touch that sets up next football action.	
Game Objective	Players use various first touch skills to escape defenders and score while leading by example and communicating with teammates.		
Duration	20 minutes		
Preparation	Playing area: Set up a 10m x 15m area, with a starting cone for each team on the 10m side, and a 1.5m wide gate on either sideline		Teams: Divide players into two even teams, and give each player a bib to wear for their team
Equipment List	<ul style="list-style-type: none">• 20 cones• Colour bibs for teams	<ul style="list-style-type: none">• Football per player• Whistle (optional)	<ul style="list-style-type: none">• Stopwatch/timer• First Aid kit

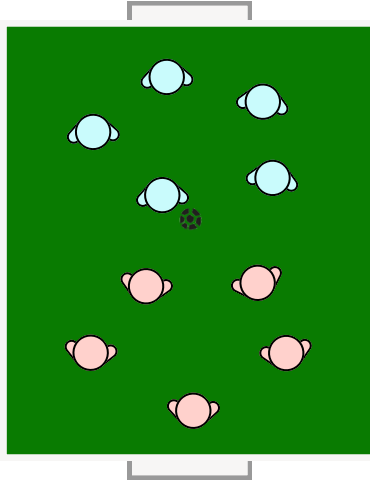
Game Instructions	
Activity	Game Diagram
<ul style="list-style-type: none"> • Ask: What are the key components for a successful first touch? • Answers might include: <i>Be aware of your teammates, get the ball under control quickly, cushion the ball, bring the ball down, keep your head up, direct the ball toward your next move.</i> • The teams, named 'Rabbits' and 'Hunters', line up vertically behind their cone facing the other team. • <i>Hunters</i> (red, defender) starts with the ball and passes it to <i>Rabbit</i> (blue, attacker) on the opposite line. • The <i>rabbit</i> runs to receive the ball, and the <i>hunter</i> moves into the playing area to defend after they have passed. • The <i>rabbit</i> controls the ball using their first touch to evade the defender. • The <i>rabbit</i> scores 2 points by dribbling through either gate. • The <i>Hunter</i> scores 1 point if they win the ball and dribble through either gate in 5 seconds or less. • Players join the end of the line as the next pair plays. • Swap roles regularly so that each team gets a chance to be the <i>rabbit</i> and the <i>hunter</i>. 	

Noticing and Adapting

What to look out for	Change it	Social-Emotional Link
<ul style="list-style-type: none"> • Are players communicating with their teammates? • Are they leading by example, offering support, and encouraging each other throughout the game? • Are players encouraging each other from the sidelines? • Are players using their first touch to control the ball effectively and escape the defender? • Are they keeping their heads up to assess their options and making quick decisions? • Are players demonstrating good sportsmanship, following the rules, and respecting each other? • Reinforcement: Leadership is not about being the loudest or one in charge - it is about supporting others to succeed, communicating effectively, making good decision, and understanding everyone's unique qualities that can help us to contribute in our team. It's about communication, tea 	<p>Step up (challenge):</p> <ul style="list-style-type: none"> • Decrease the size of the area to increase first touch pressure • Limit the number of touches, forcing quicker decision making and ability to read game • Add players to create 2v2, 3v3, 4v4 scenarios to increase pressure on player performing first touch and communicate with teammates to evade • Attack must pass the ball to a teammate to score, encouraging set-up first touch, leadership and team play • Add additional gates and ask players to choose which gate they will score in before they play <p>Step down (easy):</p> <ul style="list-style-type: none"> • Increase the size of the area so players have more space and time for their first touch • Defending players must wait for the attacker to touch the ball before they can run into the area to defend • Add another attacking player for a 2v1 to allow player to develop their first touch with less pressure • Add additional gates for more scoring opportunities 	Football Skill Link
		<ul style="list-style-type: none"> • Decision-making and Problem-solving • Teamwork • Communication • Self-awareness • Resilience

Part 3: Small-Sided Open Game

Plan			
Game Objective	Develop leadership skills and improve first touch by guiding your team, staying positive, and maintaining control during a free-play game with evolving rules.		
Duration	20 minutes		
Preparation	Playing area: Set up a 30m x 40m field (or depending on player age, ability, and numbers)	Teams: Divide players into two even teams with 2 sets of coloured bibs	Safety: Ensure the field is clear of hazards and that participants have the necessary gear
Equipment List	<ul style="list-style-type: none"> • 20 cones • Bibs for 2 teams 	<ul style="list-style-type: none"> • 2 footballs • Whistle (optional) 	<ul style="list-style-type: none"> • Stopwatch/timer • First Aid kit

Game Instructions	
Activity	Game Diagram
<p>Ask</p> <ul style="list-style-type: none"> • Ask players: How do you think good leadership affects your team's success? • Answers might include: <i>Lifts everyone's mood, provides good feedback for changes, keeps us focused and organised, there's a positive example to follow</i> • What can you do to be a leader on the field? • Answers might include: <i>Motivate teammates, stay resilient and positive, adapt to challenges, lead through hard work and good decision making, show respect, support others</i> <p>Explain</p> <ul style="list-style-type: none"> • This is a free game. Start with a kick-off. • The objective is to score goals against your opponent. • Rules will be introduced as the game progresses. • Focus on leadership and how it impacts your first touch, helping you guide your team and maintain control in key moments of the game. 	

Noticing and Adapting	
What to look out for	Change it
<ul style="list-style-type: none"> • Observe emerging leaders and players demonstrating different types of leadership – organisers, motivators, role models etc. • Identify moments where players communicate effectively to organize the team or offer support, and work together to achieve goals. • Observe players directing their first touch toward their next move or creating space away from pressure. • Highlight moments where players attempt various first touch skills to evade pressure. 	<ul style="list-style-type: none"> • Players must pass or dribble within 2-3 seconds of receiving the ball • Introduce an end-zone where players must take a first touch into the area to score • Make the area size bigger/smaller to give players more/less time on the ball • Add 1-2 neutral players to assist the team in ball possession

Part 4: Session Reflection

Duration: 10 minutes

Group Discussion		
Reflect	Relate	Apply
<ul style="list-style-type: none"> How did practicing different first-touch moves improve your performance in the game? How did it feel to take on a leadership role or follow someone else's leadership during the game? How do you think good communication and clear instructions affected your team's success? What did you learn about leadership today? How did it feel when your teammates responded to your leadership? 	<ul style="list-style-type: none"> Can you think of a moment in the game when someone's leadership lifted the team's mood or helped organise the play? Can you think of a time when you showed leadership? What happened and what was the result? How does using a good first touch help you stay composed and make better decisions in games? Who is a leader in your life, and what qualities do they show that make them a good leader? Do you have to be a captain to be a leader? Why/why not? 	<ul style="list-style-type: none"> What's one way you can apply the leadership skills you practiced today in your next game or training session? How will you work on improving your first touch in future practices to help your team more effectively? What's one specific action you can take during your next game to show leadership, even if you're not the captain?

Wrap-up Message	
Social-Emotional Message	Football Skill
<ul style="list-style-type: none"> <u>Leadership</u> is about guiding and supporting the people around you to do their best, while working together as a team. It means being positive example, helping everyone to feel included, and valuing their unique qualities. Leadership involves making decisions and encouraging others, even when the pressure is on. We can all be leaders in different ways, whether by supporting teammates or showing how to do things well. Leadership isn't just for captains – everyone can take a leadership role by communicating, supporting teammates, and taking responsibility. 	<ul style="list-style-type: none"> <u>First Touch</u> is a key skill in football that allows us to control the ball effectively and set up our next move. It involves controlling the ball with all allowed body parts, including feet, thigh, chest and head. It requires timing, movement, and awareness.

SESSION 10 OVERVIEW

Traditional Games Tournament

Social Emotional Message

Gender
Equity

- Build awareness of equitable roles in teams and society.
- Explore how equitable opportunities create stronger, more inclusive teams by valuing diverse perspectives and abilities.

Sport Skill

Various

- Agility and Balance
- Coordination
- Spatial Awareness

PART 1

Vietnam

**Cat and
Mouse**

10 minutes

PART 2

Indonesia

Engklek

20 minutes

PART 3

Myanmar

**Toke See
Toe**

20 minutes

PART 4

Session
Reflection

**Group
Discussion**

10 minutes

Traditional Games Tournament

Introduce Tournament

**Divide players into two teams and play the 3 traditional games in those teams.
The team that wins the most games wins the tournament.**

Ask

- Have you ever played a game or sport that helped you feel confident or powerful?
- Why do you think sports are a good way to talk about gender equity?
- How can playing games help us challenge unfair ideas about what girls can or can't do?
- Answers might include: *Sports are fun and bring people together to learn new things, games help us show that girls are strong, skilled, and capable, playing together shows that fairness is important for everyone.*

Explain

- This session is a special one! Instead of focusing on football, we're using traditional games from Vietnam, Indonesia, and Myanmar to talk about gender equity—what it means, why it matters, and how sports can help create a fairer world for girls.
- Gender equity means making sure that girls have the same opportunities as boys to play, learn, and lead. Unfortunately, girls don't always get the same support or chances to participate in sports. But when girls come together to play, they show that they are strong, skilled, and ready to succeed.
- These games will help us celebrate the power of girls in sport. We'll work as a team, challenge stereotypes, and show how playing together can break down barriers for girls everywhere.
- These games are more than just fun—they remind us that sports belong to everyone, and every player has a role to play.

Social-Emotional Message

Ask

- What does gender equity mean to you?
- Answers might include: *everyone having a fair chance, treating boys and girls equally, making sure girls have the same opportunities as boys, giving everyone the same opportunities to play, learn, and succeed.*
- Why is it important for boys and girls to have equal opportunities in sport?
- Answers might include: *everyone has a right to play, girls are just as talented as boys, sports help girls build confidence and skill, everyone has something special to offer, it makes teams stronger when everyone can contribute.*
- Why is it important for our team to have a mix of different skills and perspectives?
- Answers might include: *It's good to have players with different strengths like speed, teamwork, or strategy; we can learn from each other; it makes our team stronger and more creative.*

Explain

- Gender equity means creating a world where girls have the same opportunities to grow, achieve, and succeed as boys. In sports, this means making sure that girls can play, lead, and shine without being held back by stereotypes or unfair treatment.
- *"The concept of equity goes beyond treating everyone the same—it's about recognising where support is needed to ensure fairness. This could mean giving girls opportunities and encouragement in spaces where they've been left out."*
- When we challenge gender equity in sport, we challenge the way girls are seen and show that girls can be leaders, athletes, and decision-makers. By working and playing together, we create a space where girls feel confident to take risks, try new things, and believe in their abilities.
- This week, as we play traditional games, we celebrate the power of girls in sport. Through teamwork, resilience, and fun, we show the world that sports belong to everyone. Every girl deserves to feel strong, capable, and valued—and by playing together today, we take one more step toward a world where girls can achieve their goals without limits.
- Remember: When girls are given the chance to participate and succeed, everyone wins!

CAT AND MOUSE



Plan

Focus Areas	Encouraging inclusive teamwork and collaboration between genders.	Build awareness of equitable roles in teams and society.	Exploring how different strengths contribute to collective success.
Game Objective	Players explore agility, teamwork, and inclusivity by taking on roles of the cat, mouse, and cave, fostering collaboration and mutual respect.		
Duration	15 minutes		
Preparation	Playing area: A clear area big enough for all players to create a circle holding hands		

Game Instructions

Activity	Game Diagram
<ul style="list-style-type: none"> • Explain that Cat and Mouse is a popular game that children play across Vietnam. • Ask players form two circles: a small inner circle and a larger outer circle. Players in the outer circle and inner circle creates a "cave" by holding their hands up. • Assign one player as the 'mouse' and another as the 'cat'. They start back-to-back in the center of the inner circle. • Role Assignment by Gender: Assign alternating gender roles for the cat and mouse with regular rotation. • Ask players how roles in sports or leadership can be defined by gender, and what they would like the roles to be defined by. • On the coach's call, the mouse begins running to escape the cat. The cat chases the mouse and must follow the same path through the caves. • Players in the outer circle lower or raise their arms to let the mouse pass or block the cat. • When the cat catches the mouse, the two players switch roles with the children who formed the cave where the catch occurred. • Cave Empowerment: When a player is tagged, instead of swapping roles directly, ask them to share an example of a situation where girls and boys work together effectively. • Time or Path Advantage: Allow the mouse an extra second to run before the cat starts. Afterward, ask players how this rule reflects the need to provide equitable opportunities to those starting from a disadvantaged position. • Safe Zones: Create gender-specific "safe zones" where a mouse of a certain gender cannot be tagged. Discuss why creating spaces for underrepresented groups in sports or leadership is important. 	

Noticing and Adapting

What to look out for	Change it	Social-Emotional Link
<ul style="list-style-type: none"> • Are players demonstrating quick reflexes to adapt to changing pathways? • How effectively are cave players working as a team to manage the chase? • Are the cat and mouse showing resilience and creativity during the game? • Are players showing fairness and inclusivity in their roles? • Are participants adhering to safety and avoiding unnecessary physical contact? • Reinforce: Cat and Mouse highlights the value of inclusivity and adaptability. By encouraging diverse roles and working together, we learn that every player contributes to a stronger and more cohesive team. 	<p>Step up (challenge):</p> <ul style="list-style-type: none"> • Reduce the size of the circle to make the chase more challenging. • Introduce a second mouse or cat to increase complexity. • Use timed rounds to encourage quicker decisions. • Add rules for mouse players to touch specific "safe zones" before being caught. • Make the cave players rotate positions every few minutes. <p>Step down (easy):</p> <ul style="list-style-type: none"> • Start with only the mouse running while the cat walks. • Allow the mouse a 5-second head start before the cat chases. • Enlarge the playing area to give more escape routes. • Reduce the number of caves to simplify the movement. • Have the cat tag the mouse instead of physically catching. 	Football Skill Link
		<p>This game can be adapted to a football based game focusing on the skills:</p> <ul style="list-style-type: none"> • Running with the Ball • 1v1 • Defending



Plan			
Focus Areas	Create opportunities to succeed by adjusting rules that address inequities.	Reflect on self-confidence and perseverance in overcoming stereotypes.	Explore the importance of supporting each other in shared spaces.
Game Objective	Players develop balance, focus, and teamwork by competing to claim territory on a hopscotch grid.		
Duration	15 minutes		
Preparation	Playing area: Draw a 9-box hopscotch grid. Boxes 1-8 should measure approximately 50 cm x 60 cm, and box 9 should be 60 cm x 80 cm. Use chalk, charcoal, or wood for the grid.		Materials: Provide each player with (or each players must find) a <i>gaco</i> (a small marker made of stone, wood, or other material).
Equipment List	<ul style="list-style-type: none"> Chalk, charcoal, or wood for the grid 	<ul style="list-style-type: none"> Bibs for 2 teams 	<ul style="list-style-type: none"> Stopwatch/timer First Aid kit

Game Instructions	
Activity	Game Diagram
<ul style="list-style-type: none"> Explain that Engklek is a popular game from Indonesia. Highlight how traditional games often reflect fairness and inclusivity, and how today's session focuses on gender equity in sports. Deciding playing order with Hompimpa: Players participate in a <i>hompimpa</i>, a traditional way to find the order of who will play first, second, third and so on (kind of like scissors paper rock!) Hompimpa: Players form a small circle, raising their hands while One player (often an adult or an experienced player) leads players in the chant, "<i>Hompimpa alaium gambreng</i>." At the end of the chant, "<i>gabreng</i>", everyone brings down their hand with either their palm up or palm down. Based on the hands shown, the majority decides which group is selected to narrow down or determine the order of play. For example, if most hands are facing up, those with their hands facing down are "selected" (and vice versa). If there's an even split, keep chanting until you get an odd number or a group to eliminate. If more rounds are needed to pick just one person or a small group, repeat the chant until you have your selection. 	

Game Instructions

Activity

- **Explain** that the aim of this game is to compete for territory of the 9 boxes. The winner is the player who controls the most areas.
- Now that *Hompimpa* has decided the order, players take turns throwing their *gaco* into box 1, then progress sequentially through the boxes.
- **Gaco Throw Affirmations:** Before each turn, players share a positive trait about themselves, such as "I am determined" or "I am strong." to build confidence and self-awareness.
- The *gaco* must land inside the designated box. If the *gaco* does not fall in the target box, then the player is declared 'disqualified' and the second player starts playing.
- Players hop on one foot over the grid, skipping the box containing their *gaco*. If two boxes are side-by-side, players may use both feet. If a player lands with two feet or outside of the box, they are 'disqualified'.
- The 'disqualified' players go to the end of the line and can try again after all the other players have had their turn.
- After reaching box 9 (players can use both feet in box 9), players turn, hop back, and retrieve their *gaco*.
- Successfully completing the sequence allows the player to claim the box by throwing the *gaco* backward into it. If their *gaco* lands in the box, the claimed box becomes their "territory."
- Signify the territory by marking the box (using chalk/charcoal/stick/rock) for that player.
- When a player reaches box 9 and successfully lands their *gaco* in it, they throw their *gaco* backwards again to determine their 'safe box'. The box that the *gaco* successfully falls in becomes their 'safe box' where only they can stand but other players may not step on it.
- **Restricted Territories:** Boxes claimed by girls can only be stepped on by other girls unless permission is granted to reinforce the importance of respecting and protecting shared spaces.
- The game continues until all boxes are claimed. The player with the most territories wins the game for their team.
- **Mentorship Opportunities:** Players with more territories must support players with fewer territories by offering tips or strategies to model equity through collaboration.

Noticing and Adapting

What to look out for	Change it	Social-Emotional Link
<ul style="list-style-type: none"> • Are players maintaining balance and control while hopping? • Are players reflecting on their strengths and demonstrating confidence? • Are participants showing fairness and respect for territories? • Are players demonstrating resilience after missed throws or challenges? • How effectively are players supporting and encouraging their teammates? • Are teammates cheering for each other? Explore how encouragement creates an inclusive and supportive environment. • Reinforce: Engklek shows us that creating fair opportunities and supporting each other makes everyone stronger. By valuing and respecting everyone's contributions, we can create inclusive spaces where all players—regardless of gender—can thrive. Remember, fairness isn't just about equal rules; it's about giving everyone what they need to succeed. 	<p>Step up (challenge):</p> <ul style="list-style-type: none"> • Use right and left feet alternately. • Decrease the size of the boxes to test precision. • Introduce obstacles in some boxes to increase difficulty. • Add a time limit for each player's turn. • Require players to perform a clap or spin before hopping into a new box. <p>Step down (easy):</p> <ul style="list-style-type: none"> • Allow players to hop with both feet throughout the grid. • Permit retries for missed throws without waiting for their next turn. • Allow players to throw their <i>gaco</i> with both hands. 	<ul style="list-style-type: none"> • Celebrating Diversity • Problem-solving and Decision-making • Teamwork • Self-awareness and confidence • Resilience
		<p>Football Skill Link</p> <ul style="list-style-type: none"> • This game can be adapted to a football based game focusing on the skills: • First touch

Toke See Toe



Plan			
Focus Areas	Promoting equitable decision-making in team strategies.	Challenging stereotypes about leadership and physical capability.	Build team unity and adaptability in diverse groups.
Game Objective	Players focus on teamwork, agility, and spatial awareness by navigating through and defending a grid of lines.		
Duration	15 minutes		
Preparation	Playing area: Set up a 40m x 30m playing area divided into a grid with 8 even sections (2x4)	Teams: Divide players into two even teams, and give each player a bib to wear for their team	Safety: Ensure the field is clear of hazards and that participants have the necessary gear
Equipment List	<ul style="list-style-type: none"> 30 cones Bibs for 2 teams 	<ul style="list-style-type: none"> Whistle (optional) 	<ul style="list-style-type: none"> Stopwatch/timer First Aid kit

Game Instructions	
Activity	Game Diagram
<ul style="list-style-type: none"> Explain that Toke See Toe is a popular game in Myanmar that is played by boys and girls. It is a game where you have to move across a line to prevent someone from escaping from a box. In rural areas, this game is still played on full moon nights, in schools, and in shady places. In urban areas, it is a traditional Burmese game that is often played during celebrations and festivals of Myanmar. Assign one team as <i>attackers</i> and the other as <i>defenders</i>. The attackers start at one end of the grid and attempt to cross to the other side and return without being tagged by the defenders. Defenders are divided evenly across the grid lines and can only move along the grid lines. Attackers are free to move anywhere within the grid. If an attacker is tagged or if they step over the sideline, called 'burning rice', they are eliminated from that round and must wait on the sideline. The team switches roles after all attackers are tagged, if all attackers make it across, or if an attacker successfully crosses the grid multiple times. Leadership Rotation: Designate different players as "leaders" of the defender or attacker teams and ensure equal opportunities for different genders to take on leadership roles. 	

Noticing and Adapting

What to look out for	Change it	Social-Emotional Link
<ul style="list-style-type: none"> • Are defenders coordinating effectively to block attackers? • Are attackers using creative strategies to evade defenders? • Are players demonstrating spatial awareness and positioning skills? • Are players showing resilience and adaptability after being tagged? • Are all players adhering to the rules and maintaining sportsmanship? • How does changing leaders influence team performance? • Reinforce: Toke See Toe teaches us how teamwork, strategic thinking, and leadership can thrive in diverse groups to achieve shared goals. It also shows that creating equal opportunities for everyone to contribute strengthens the whole team. 	<p>Inclusive Scoring: Every player must contribute at least one point before a team can win, ensuring everyone participates equally.</p> <p>Bonus Zones for Girls: Create additional bonus points for girls reaching certain lines, symbolizing efforts to close gender gaps in opportunities.</p> <p>Communication Challenge: Require mixed-gender teams to strategize in alternating turns. Discuss how different perspectives strengthen team strategies.</p> <p>Step up (challenge):</p> <ul style="list-style-type: none"> • Increase the number of defenders on the grid. • Add a time limit for attackers to reach the other side. • Create additional "safe zones" that attackers must reach in sequence. • Narrow the grid lines to limit attacker movement. • Require defenders to communicate in a specific way, like using hand signals. <p>Step down (easy):</p> <ul style="list-style-type: none"> • Reduce the number of defenders initially. • Increase the width of the grid lines to create more space. • Allow attackers multiple lives before switching roles. • Introduce a "free pass" token attackers can use to avoid being tagged. • Simplify the game by reducing the grid's size. 	Football Skill Link
		<p>This game can be adapted to a football based game focusing on the skills:</p> <ul style="list-style-type: none"> • Celebrating Diversity • Problem-solving and Decision-making • Teamwork • Self-awareness and confidence • Resilience <ul style="list-style-type: none"> • Running with the Ball • 1v1 • Defending

Session Reflection

Duration: 10 minutes

Group Discussion

Reflect	Relate	Apply
<ul style="list-style-type: none"> • What was the most challenging part of these games? • How did your team work together to achieve your goals? • How did creating safe spaces in the game reflect fairness and inclusion? • Why might some players need extra support to succeed in sports? Who might these players be? • How did cheering for teammates make you feel, and how did it impact the team? • What role did resilience play when things didn't go as planned? 	<ul style="list-style-type: none"> • How does teamwork create fairness and success in a group? • Why is it important to include everyone's unique strengths in a team? • What connections can you see between fairness in sports and fairness in life? Between teamwork and gender equity? • How can games like these challenge stereotypes about girls in sports? About who can participate, lead, or succeed? • What did you learn about supporting others who face challenges? • Why is it important for everyone to have a chance to contribute to a team? 	<ul style="list-style-type: none"> • How can you ensure everyone feels included during team activities? • What can you do to support someone who is struggling in a team activity? In your community? • How might you use what you learned today in school or with friends? • How can small actions of fairness in games inspire fairness in life? • What is one way you can promote gender equity in your daily interactions? • How can playing traditional games help us understand and respect other cultures?

Wrap-up Message

Social-Emotional Message

- **Cat and Mouse** highlights the value of inclusivity and adaptability. By encouraging diverse roles and working together, we learn that every player contributes to a stronger and more cohesive team.
- **Engklek** shows us that creating fair opportunities and supporting each other makes everyone stronger. By valuing and respecting everyone's contributions, we can create inclusive spaces where all players—regardless of gender—can thrive. Remember, fairness isn't just about equal rules; it's about giving everyone what they need to succeed.
- **Take See Toe** teaches us how teamwork, strategic thinking, and leadership can thrive in diverse groups to achieve shared goals. It also shows that creating equal opportunities for everyone to contribute strengthens the whole team.
- Through these games, we've experienced how fairness, inclusion, and equity can make teams stronger. Gender equity in sports—and life—means making sure everyone has the chance to lead, participate, and thrive. By working together, respecting differences, and celebrating strengths, we create spaces where everyone feels valued and supported to succeed. Remember, equity isn't just about playing the game; it's about making sure everyone gets to play.



APPENDIX



Healthy Relationships: Behaviour Zones

**Activity
Resources**

Healthy Behaviours

- TRUST
- RESPECT
- OPEN COMMUNICATION
- SUPPORT

Healthy Behaviours

- TRUST
- RESPECT
- OPEN COMMUNICATION
- SUPPORT

Cautionary Behaviours

- JEALOUSY
- IGNORING
- CONTROLLING ACTIONS
- MIXED SIGNALS

Cautionary Behaviours

- JEALOUSY
- IGNORING
- CONTROLLING ACTIONS
- MIXED SIGNALS

Unhealthy Behaviours

- ABUSE
- MANIPULATION
- THREATS
- EXTREME CONTROL

Unhealthy Behaviours

- ABUSE
- MANIPULATION
- THREATS
- EXTREME CONTROL

Healthy Behaviours

**GREEN
ZONE**

Healthy Behaviours

- **TRUST**
- **RESPECT**
- **OPEN**
- **COMMUNICATION**
- **SUPPORT**

Cautionary Behaviours

**YELLOW
ZONE**

Cautionary Behaviours

- **JEALOUSY**
- **IGNORING**
- **CONTROLLING**
- **ACTIONS**
- **MIXED SIGNALS**

Unhealthy Behaviours

**RED
ZONE**

Unhealthy Behaviours

- **ABUSE**
- **MANIPULATION**
- **THREATS**
- **EXTREME CONTROL**

Healthy Relationships: Space Invaders

**Activity
Resources**

Boundary Scenarios

- A friend constantly tries to take the ball from you during practice, even when you're not playing.
- During a game, someone keeps tapping you on the shoulder when you don't want them to.
- While playing, a player refuses to let anyone else take turns with the ball and keeps it for themselves.
- A player keeps crowding you when you're trying to focus on the game.
- You told a friend a secret, but they shared it with others without your permission.
- A teammate borrows your water bottle without asking and doesn't return it.
- During practice, a teammate keeps giving you unsolicited advice on how to play, which frustrates you.
- A friend constantly texts you and expects you to reply immediately, even when you're busy.
- A friend often hugs you or touches your arm, even when you're not comfortable with it.
- A friend frequently interrupts you when you're talking to the group, making you feel ignored.

**Talk to them
about your
feelings.**

Ignore them.

Play on!

Walk away.

**Set a firm
boundary.**

**Tell them
to stop.**

**Politely ask
them to back
away.**

Ask to join in.

Ask for help.

Ask for it back.

Menstruation: Myth or Fact

**Activity
Resources**

Menstruation Myth Statements

Periods are always super painful.

Answer: **Myth.**

Some periods can be painful and people experience different symptoms of period pain. If it is very painful and affects your life, talking to a doctor can help.

You can't play sports or go to school when you're on your period.

Answer: **Myth.**

You can do anything you normally do, including sports and school, while on your period. Just use menstruation products to stay comfortable

Period blood is dirty or gross.

Answer: **Myth.**

Period blood is natural and healthy. It's your body's way of getting rid of the old lining of your uterus to prepare for a new cycle.

Menstruation lasts exactly seven days for everyone.

Answer: **Myth.**

Menstrual cycles can vary widely, typically lasting from 3 to 7 days.

Women sync their menstrual cycles when they spend a lot of time together.

Answer: **Myth.**

There's no scientific evidence that menstrual cycles sync up.

PMS symptoms are just an excuse for being moody.

Answer: **Myth.**

PMS (premenstrual syndrome) is a real condition with physical and emotional symptoms, such as anxiety, sadness, quick mood shifts, changes in sleep, cramping, and headaches.

You shouldn't wash your hair or bathe while menstruating.

Answer: **Myth.**

Maintaining personal hygiene is essential to stay comfortable. Warm baths can also help relax your muscles and ease menstrual cramps.

Only adults or older girls get periods.

Answer: **Myth.**

Girls usually get their first period between the ages of 9 and 16. Everyone starts at a different time, and that's okay!

PMS symptoms are just an excuse for being moody.

Answer: **Myth.**

PMS (premenstrual syndrome) is a real condition with physical and emotional symptoms, such as anxiety, sadness, quick mood shifts, changes in sleep, cramping, and headaches.

You can tell when someone is on their period.

Answer: **Myth.**

Nope! There's no way to tell if someone is on their period unless they tell you. It's private and not obvious to others.

Menstruation Fact Statements

Periods are a sign your body is healthy and growing.

Answer: **Fact.**

Getting your period means your body is developing just as it should—it's a normal part of growing up!

Eating healthy and drinking water can help with period symptoms.

Answer: **Fact.**

Staying hydrated and eating balanced meals can make you feel better during your period.

It's normal for your period to be irregular at first.

Answer: **Fact.**

When you first start, your cycle may be unpredictable. It often takes a year or two to settle into a regular pattern.

You can get pregnant during your period.

Answer: **Fact.**

It's possible to get pregnant during your period, especially if you have a shorter cycle.

You can go swimming while on your period.

Answer: **Fact.**

You can swim while on your period if you use products like tampons or menstrual cups to manage it.

Menstruation is a normal part of growing up.

Answer: **Fact.**

About half the population gets periods, so you're not alone! It's part of what makes our bodies amazing.

You can talk about your period if you feel comfortable.

Answer: **Fact.**

It's okay to ask questions or talk to a trusted adult, friend, or doctor if you have concerns or need support.

Irregular periods are always a sign of a health issue.

Answer: **Fact.**

While they can indicate a problem, irregular cycles can also be normal, especially in teens and before menopause.

You should not be ashamed if you get your period in front of others.

Answer: **Fact.**

Getting your period is totally normal. It's a part of growing up, and nothing to feel embarrassed about.

Birth control can help regulate menstrual cycles.

Answer: **Fact.**

Many forms of hormonal birth control can help regulate and ease menstrual cycles.

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