

European Football for



Development Network

EFDN



TRAINER TOOLKIT

TOGETHER WE ARE  **Morethanfootball**

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PREFACE

This toolkit was collectively developed as part of the ERASMUS Sport, EU funded project 'Football Works' including partners: Dienst Justitiële Inrichtingen (DJI), Stichting European Football For Development Network (EFDN), Administration for the Execution of Criminal Sanctions (Sremska Mitrovica), Stiftelsen Valerenga Fotball Samfunn (VIF), Stichting FC Emmen Naoberschap (FC Emmen), Bohemian Football Club CLG An Cummann Peile Boithemeimeach

Cuideachta Faoitheorainin Rathaiochta (Bohemian FC), Saints Foundation, and Bayer 04 Leverkusen Fußball GmbH (Bayer04).

The toolkit comprises input from all partners within the project who provided information around exercises, points to consider, tips and tricks for coaches, and more, so that readers can implement the programme themselves.

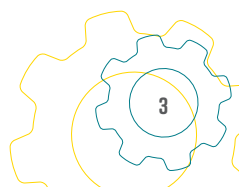


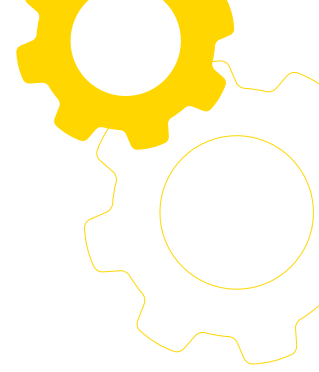
FUNDING



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OBJECTIVES

The main objective of the Trainer Toolkit is to provide ideas for potential training sessions within prisons as well as give advice and tips for trainers that are interested in delivering the programme so that they are best prepared to implement it. Therefore, the main activities presented within this toolkit include:

The Football Works Methodology

Step 1: Football and Sports in Prison

- Training Exercises around 11 core values

Step 2: Educational and Employability Workshops in Prison

- Workshop examples

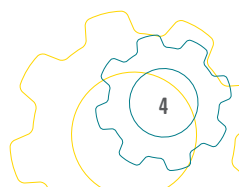
Step 3: Reintegration of Prisoners after Release and

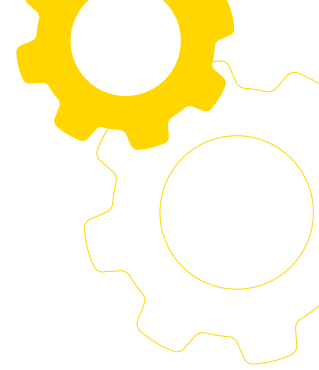
- Employability / Volunteer Opportunities
- How to get in contact with organisations

Monitoring and Evaluation

How to get in contact with prisons

Advice, Recommendations and Tips





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FOOTBALL WORKS

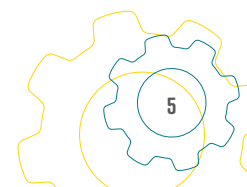
The Football Works project aims to provide support for current prisoners to prepare them for release and reintegration back into society and the labour market, using the social value of sports, in particular football, alongside educational workshops, to develop the required skillsets and build confidence.

This will be done by bringing together various football clubs and prisons across Europe in a consortium which believes that sports is the perfect tool for engaging hard to reach groups and reintroduce them to education and prepare for the release. By engaging with Football Works it is hoped, that there will be a reduction the high reoffending rates across Europe by providing employment and volunteering opportunities for released inmates.

The consortium is made up of eight organisations across the Netherlands, Serbia, Norway, Ireland, England and Germany: Dienst Justitiële Inrichtingen (DJI); the European Football for Development

Network (EFDN); The Serbian Ministry of Justice, in particular KPZ Sremska Mitrovica; Stiftelsen Valerenga Fotball Samfunn (VIF); Stichting FC Emmen Naoberschap (FC Emmen); Bohemian Football Club CLG An Cumann Peile Boithemeimeach Cuideachta Faoitheorainin Rathaiochta (Bohemian FC), Saints Foundation; and Bayer 04 Leverkusen Fußball GmbH (Bayer04).

In order to achieve above mentioned project objectives, the project utilises a unique methodology, that can be replicated across Europe. The Football Works Methodology presents a three-step path towards preparing inmates across Europe for their reintegration after release to the labour market through a collaborative effort of health-enhancing and employability projects. Hence, participants aim to move through all three steps for a successful completion. This methodology will be tested and delivered throughout Europe in order to validate its success and to establish a truly European methodology.



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FOOTBALL WORKS METHODOLOGY

As mentioned, the Football Works project tests and seeks to validate the unique 3-step methodology to make it applicable in a European context, allowing other clubs and prisons to implement the final methodology at the end of the project. The methodology, with the three steps explained below, will be tested through five different delivery phases, each lasting up to four months. After each delivery phase, partners have the chance to analyse their implementation for up to two months. Throughout the project, there will be six transnational project meetings (TPMs), attended by all partners, where delivery phases will be discussed and possible adaptations introduced, to create the most robust methodology by the end of the project.

Each delivery period will run for 12 weeks, with the expectation of delivering bi-weekly 2-hour sessions in each week. Therefore, each partner is expected to deliver 24 sessions per delivery period, leading to 48 hours of contact. The aim is about 10-20 participants for Step 1; of which 4-10 participants will be attending the workshops in Step 2; and as many as possible progressing to complete Step 3, meaning that they are successfully reintegrated to society – or at the very least, have a clear plan of action if their release has not yet occurred. Hence, it is recommended that each step only starts after the previous has been completed, but given the amount of overlap between the 1st and 2nd step, these can also start soon after another or almost synchronously.

While not all participants will always move to the next step, everyone can learn important skills needed to have success in the future. Moreover, throughout the project, staff members can critically reflect on the project's activities to make suitable changes to better target the needs of prisoners.

Step 1: Empowering Inmates through Sport and Football inside prisons

Prisoners are offered a range of sporting activities, in particular football opportunities. These are centred on the 11 core values of Football Works:

RESPECT	INITIATIVE
ROLE MODEL	FUN
PRO-ACTIVE	AMBITIOUS
PROFESSIONALISM	CREATIVE
TEAMWORK	TRUST
	DISCIPLINE

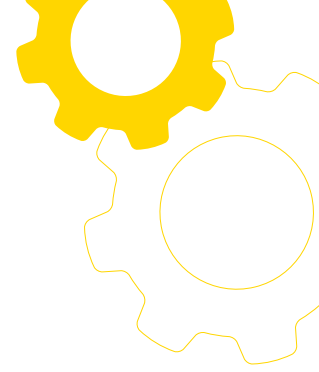
The values will be a central part to the training sessions as they foster personal and professional growth, which is important for the reintegration into society. The core values will continue to play an integral part throughout the other steps of the project as well.

Step 2: Building essential hard and soft skills and coaching accreditations

Various educational and professional workshops around hard and soft skills will be available for participants. This includes workshops on employability, digital training, writing CVs and much more since it will help participants post-release. Moreover, in the various workshops, participants can learn to apply their recently acquired knowledge and employability enhancing skills in a familiar football-oriented environment within prison. The learnt skills are easily transferable to other areas of life, meaning that they greatly help with the personal and professional development of participants.

Step 3: Internships and Volunteering

In this final step, participants can further enhance learnings from Step 1 and 2 through internship, volunteer or paid job opportunities at local and professional football clubs as well as other businesses. This allows each participant to apply and fine-tune skills in a professional setting, guaranteeing a successful transition to the European Labour market.



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LESSONS FROM THE BEST PRACTICES

Why is Football Works important?

Sport is a common tool within prisons to help inmates to stay healthy, educate and reintegrate, many of these initiatives have been brought together for the Football Works Best Practice Report. Moreover, Best Practices have confirmed the success of utilising sports, including football, and its social power in order to provide general sporting and health opportunities for prisoners; combine sport and education, in particular to use sport as a non-formal way of teaching; and to create employment opportunities for participants.

Within differing projects across countries, sport proved to be a great way to teach important life lessons such as teamwork and comradery, or skills such as time management, structure and determination. Moreover, a lot of people that end up in prisons go down a criminal path due to difficult social environments and struggles within the traditional area of education. Sport within

socially deprived communities, and within prison, has demonstrated to be a great way for these people to find a welcoming and safe environment, where they will not only be able to practise sport, but also enjoy a non-formal approach to education, helping participants to keep up with their educational development. This further helps personal growth and allows for easier integration to society after their sentence.

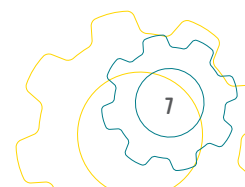
Through the involvement of partner organisations, especially football clubs, participants are presented with an opportunity to volunteer and potentially undertake paid employment after release.

Further, sport clubs that provide these programmes within prisons are also welcoming of the participants after release, thus immediately encouraging them to join the social environment of the club. This not only provides participants with volunteer opportunities and paid jobs, but it also critically helps them to feel welcome and part of a strong social community, building their social network. These factors are key in encouraging former inmates to stay away from a criminal path, and thus leads to more successful reintegration.

A unique feature of the Football Works project, compared to various previous initiatives, is that Football Works is one of the few projects, within the area of sport and education in prison, that is tested across Europe. After each delivery phase the consortium will discuss the successes and challenges they experienced, allowing partners to learn from each other and refine the programme to test in the next cycle. This means that at the end of the project, the consortium will have agreed on the best possible methodology, that will already have a proven success across various European countries such as England, Ireland, Norway, Serbia, the Netherlands and Germany. The Trainer Toolkit will be a useful resource not only for the consortium, to note down all improvements, ideas, tips and tricks for interested parties, but critically will show interested parties how they can implement the Football Works methodology within their environment.

Best Practice available here:

<https://footballworks.eu/resource/football-works-best-practices-handbook-2023/>



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HOW TO GET IN CONTACT WITH PRISONS TO START A PROJECT?

Some tips from participant clubs on how to make the first contact with prisons, to engage them with the project:

Stiftelsen Valerenga Fotball Samfunn (VIF), Norway

Try to call and email directly to the organisations you want to reach until you manage to get to the right person.

Direct contact was made with social support services (engaging with various individuals), reaching out directly to each correctional facility (mainly connecting with leaders and activity coordinators), and contacting transitional housing facilities directly (engaging with activity coordinators).

For the contact to correctional facilities:

We already had a collaboration with one of them, therefore we contacted that prison first with contacts we already have. They have three transitional housing facilities within our city with different contacts at each place, so they could put us in touch with each of them. We also have a lot of contacts with social support services, having worked with them over the past years have been working with to facilitate community service sentences.

Bayer 04 Leverkusen Fußball GmbH (Bayer04), Germany

There may be organisations, such as national foundations that are already familiar with being involved in prisons, which could help you make appropriate contacts. For example, in Germany,

the Sepp-Herberger-Stiftung has introduced the initiative “Anstoß für ein neues Leben” (Kick off for a new life), which includes cooperation of various organisations across the country, including football clubs, regional football associations, the federal employment agency, the ministry of justice and more. This network is the perfect place for interested parties.

As part of this initiative, football clubs can support and sponsor a so-called “Anstoß-Team” of a respective prison (in close proximity). This usually includes 15 people that are living in a shared house and have a higher prediction of successful reintegration. The participants not only receive football training but also employability workshops and can develop their social skills to help prepare them for release.

Stichting FC Emmen Naoberschap, Netherlands

It all started with a call from a business associate. They were looking for collaboration opportunities with professional football clubs in the Netherlands. To see how impactful this collaboration could be, they invited us to visit London to do a study visit at a football club and their social project inside a correctional facility.

From that moment, we began the collaboration. The first step consisted of several conversations with different individuals from the correctional facility. Since the start of the collaboration, we have already completed five delivery phases!



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HOW TO APPROACH FOOTBALL CLUBS FROM A PRISON?

Some tips from participant ministries on how to make the first contact from prison with football clubs, to engage them with the project:

Dienst Justitiële Inrichtingen (DJI), Netherlands

It is important to be visible as a prison. What kind of sports reintegration projects do you carry out? Make great use of LinkedIn here and include as many (strategically) important connections as possible. Also go to a networking meeting of a football club or a football association. Ask to give a presentation about what you do in prison with sports and reintegration, for example.

Above all, invite new people to the prison; people often do not know what a prison looks like inside and what sports reintegration is like. Often, they leave with a completely different (positive) image and the beginning of a collaboration is born.

You always have to look for the right people. Often, people also know how to find you if you are visible. Do not invest too much time in someone who is not intrinsically motivated. Then try to find someone else within a football club where the chances of success are much higher. Projects are only successful with the right people.

Administration for the Execution of Criminal Sanctions (KPZ Sremska Mitrovica), Serbia

A technical agreement between a correctional facility and a football club was made in 2020. The subject of the agreement is the establishment of work conditions for individuals serving their sentence in the correctional facility who will be engaged in the club during their sentence. Taking part in work activities during sentences is a segment of their treatment, and the goal is developing, maintaining, or enhancing work habits. The main job of individuals engaged in the football club is the maintenance of stadium infrastructure. The compensation is determined in accordance with the law.

In this example both sides of the agreement could see clear benefits for them; the prison was able to offer inmates with constructive work opportunities, while the club found engaged employees. Being able to demonstrate the advantages of the partnership can help you to engage clubs.

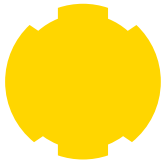
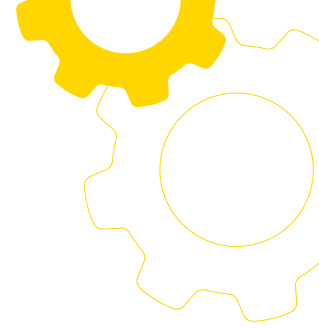




FOOTBALL
WORKS!

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***STEP 1: FOOTBALL
AND SPORTS IN
PRISON***



EXERCISES

Training Exercises around 11 core values

Below we have examples of sport exercises around the 11 core values that are specific to Football Works. As this is the first edition of the Football Works Trainer Toolkit, it is possible that not all of the activities have been trialled yet and there may be future changes and feedback in future editions.

Warm Up Exercises

More Warm Up Exercises can be found in the Section “Whole Session” as whole sessions are presented there.

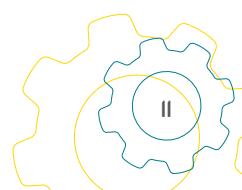
NAME OF THE ACTIVITY	Team Tag (Safe-Ball)	MAIN OBJECTIVE(S) OF THE ACTIVITY Players work together in a multidirectional warm up while also working on good communication
AGE GROUP	18 – 45	
GROUP SIZE	20	
EQUIPMENT NEEDED	Footballs, bibs & cones	
STAFF NEEDED	One (coach)	
DESCRIPTION		CORE VALUES AT WORK Teamwork, Respect and Integrity

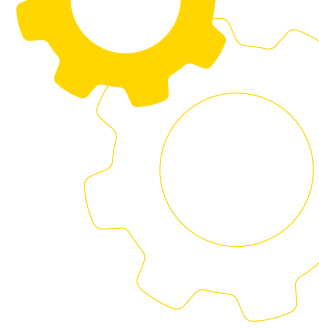
A team of tagging players has a set time to try and score a set number of points. Players can work on their own or with a teammate to try and achieve the score. Players on the opposite side can carry a ball (for no more than three seconds), which keeps them safe from being tagged.

Change the tagging team after each time period.

Scoring method – points are scored by tagging players safely on the body between shoulders and waist.

- **Advice for Coaching Staff**
- Ways to change the activity:
- Making the programme more difficult – split the group into smaller teams (e.g. four or five groups of three), with one group of three starting as the taggers.

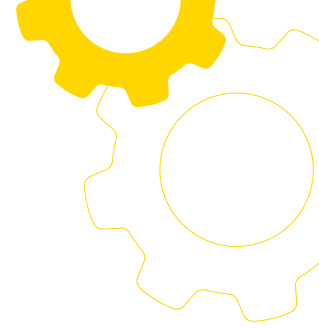




INTRODUCTION / FITNESS

NAME OF THE ACTIVITY	Introduction / Fitness	MAIN OBJECTIVE(S) OF THE ACTIVITY Getting to know each other, practicing basic skills and improving the technical ability of all participants; observe participants physical state
AGE GROUP	18+	
GROUP SIZE	20	
EQUIPMENT NEEDED	Playable field; 20 balls; two movable goals, cones	
STAFF NEEDED	One outside coach, one prison coach, one security guard	
DESCRIPTION	<p>This is an introduction session in order to get to know the participants.</p> <ul style="list-style-type: none"> - Warm up - 6x jog (you can stop whenever you want) - Circuit of basic skills (60 sec) <ul style="list-style-type: none"> - Dribbling at speed with sprint - Fake inside - Fake outside - Slalom - Headers - control chest + pass - control foot + pass - 8x jog (you can stop whenever you want) - Core exercises (6x 40 sec) - Pass + bounce exercises - 4x sprint - Match 	
		CORE VALUES AT WORK Respect, Fun



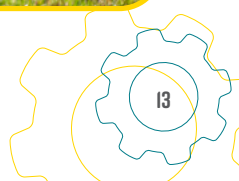


3 V 3 FOOTBALL


NAME OF THE ACTIVITY	3 v 3 Football	MAIN OBJECTIVE(S) OF THE ACTIVITY Shooting; passing; movement
AGE GROUP	18 – 55	
GROUP SIZE	20	
DURATION 	20 mins	
EQUIPMENT NEEDED	Two Goals; supply of footballs; cones	
STAFF NEEDED	One	
DESCRIPTION		CORE VALUES AT WORK Teamwork, Trust, Fun

Each team has three players and one goal to defend and one to attack. The ball is not allowed to stop or go over head height. By passing and dribbling the ball players must try to score three goals – first to three wins!

- **The outcomes of the activity include:**
 - Better technical ability of the players
 - Teaching players to use the full width of the area to stretch their opponents and make moving the ball easier
 - Individuals being able to improve technically while under pressure

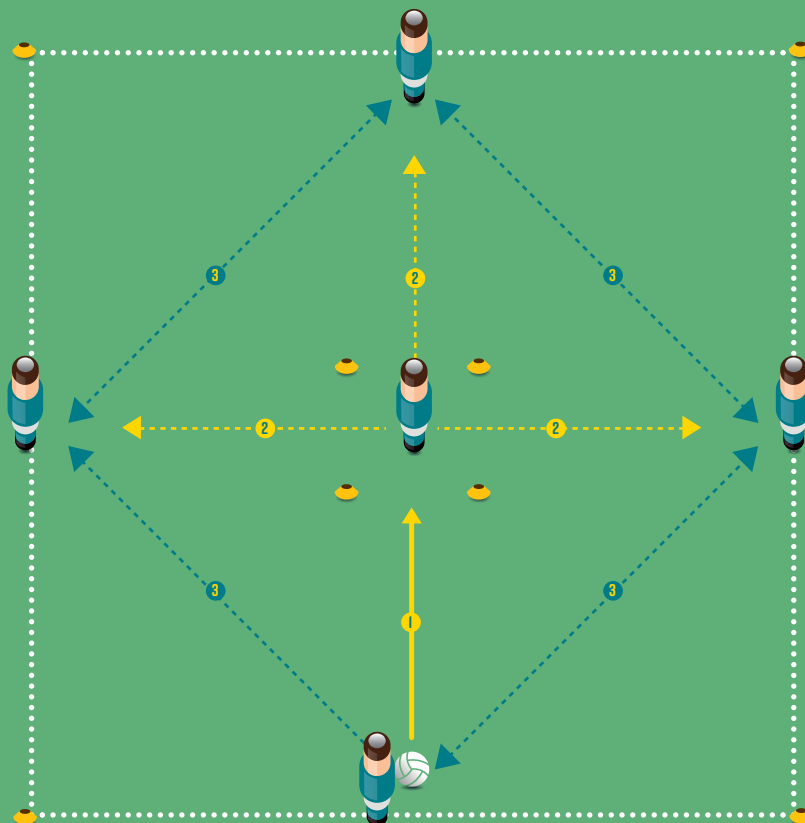


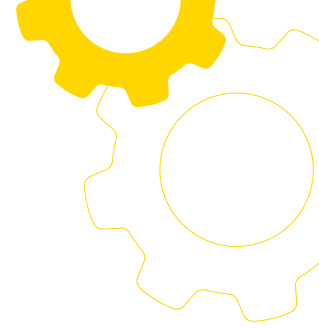
PASSING AND CONTROL – 2 TOUCH

NAME OF THE ACTIVITY	Passing and Control – 2 touch	MAIN OBJECTIVE(S) OF THE ACTIVITY A practice to improve players passing and control
AGE GROUP	18 – 55	
GROUP SIZE	20	
DURATION 	20 mins	
EQUIPMENT NEEDED	Balls, Bibs, Cones	
STAFF NEEDED	One Coach	
DESCRIPTION	THE OUTCOMES OF THE ACTIVITY INCLUDE:	

- Area: 20 x 20 meters, gates 1 meter
- 5 players, use mannequins or cones for middle area
- Pass into middle player, with max two touch he plays it out to any of the three other outside players, they play diagonal to another player and process starts again
- Rotate the middle player every two minutes - can play competition middle player gets point for two touch play and scoring through outside gates

- Improved high tempo
- No sloppy passes





LEADING THE BALL

NAME OF THE ACTIVITY	Leading the Ball	MAIN OBJECTIVE(S) OF THE ACTIVITY Ball handling during sprint and duels
AGE GROUP	18 – 45	
GROUP SIZE	20	
DURATION 	120 mins	CORE VALUES AT WORK Encouragement of collaboration and team working; making creative exercises
EQUIPMENT NEEDED	Balls and cones	
STAFF NEEDED	One (football coach)	

STEP 1

Working in groups of three – two on one side and one on the other. On the beginning the ball is in possession of two, they start to lead the ball, pushing it few meters forward and running after it until they reach other side (distance is 20m). Then ball takes another and doing the same until he reaches opposed side.

STEP 2

Working with cones – Leading the ball around and between cones, with the inner side of the foot, with as many contacts with the ball as possible. The distance between cones is 2,5m.

STEP 3

Same as previous but the ball is lead with the outer side of the foot.

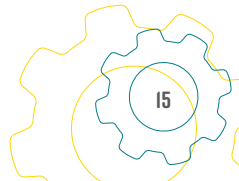
STEP 4

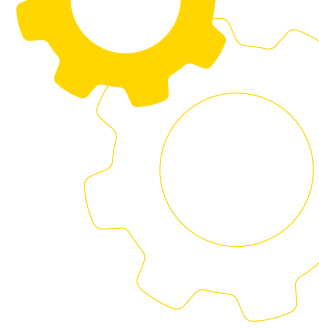
Same as previous but with the increased distance between the ball and cones. The Ball is lead with both foot.

STEP 5

Increasing the distance between cones to 4m. Leading the ball with full speed.

- **The outcomes of the activity include:**
 - Participants know how to lead the ball with inner and outer side of the foot between cones





FOOTBALL - ONE SESSION

NAME OF THE ACTIVITY	Football - One session	MAIN OBJECTIVE(S) OF THE ACTIVITY Working on the core values and working together
AGE GROUP	18+	
GROUP SIZE	10	
DURATION	90 mins	CORE VALUES AT WORK Teamwork, Ambitious, Discipline
EQUIPMENT NEEDED	Football, cones	
STAFF NEEDED	One trainer, (two physical exercise instructor)	
DESCRIPTION		

The theme for the session is around fostering collaboration, whilst also introducing a level of competition between teams. The session can be divided into four key activities

Warm Up:

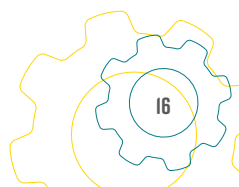
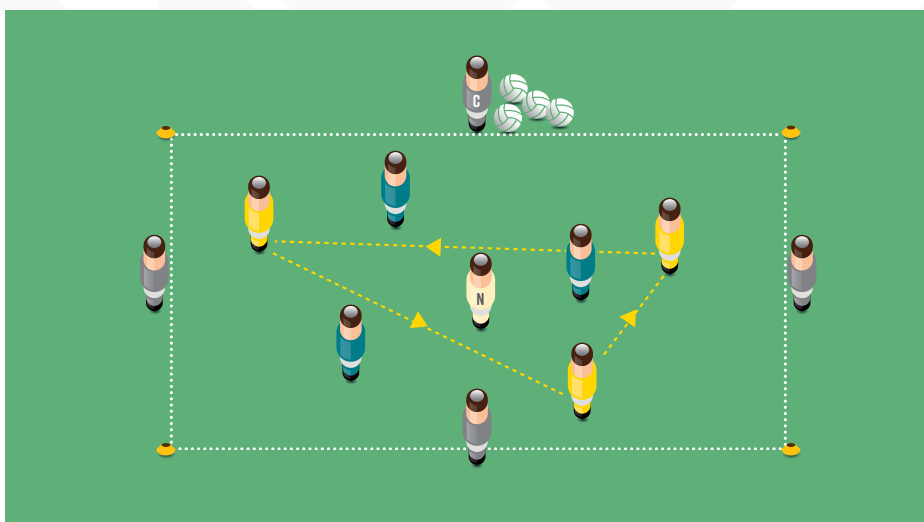
- Lap around the field
- Series of exercises (given by teacher)
 - o 2x back and forth jogging

- o 2x knee up
- o 2x heels up
- o Side to side steps (switch regularly)
- o Short passes
- o Long passes
- o Run out
- o Sprint
- Rondo exercise – if a team manages to do 12x passes without the ball being intercepted by the middle, the middle must to 10x press ups



DESCRIPTION

- Position game where the pass is important. There are 3 (also coach) players on the outside of the box, who are allowed to bounce and 2 teams on the inside. You have one person within box, that does not belong to a team (neutral), but helps the team in possession. If a team captures the ball or the opponent plays the ball out, the other team gets possession of the ball
- The trainer always starts with a new ball
- A team can earn a point by passing 15 times
- The team that has the least points will have to run from back line to back line (back and forth)

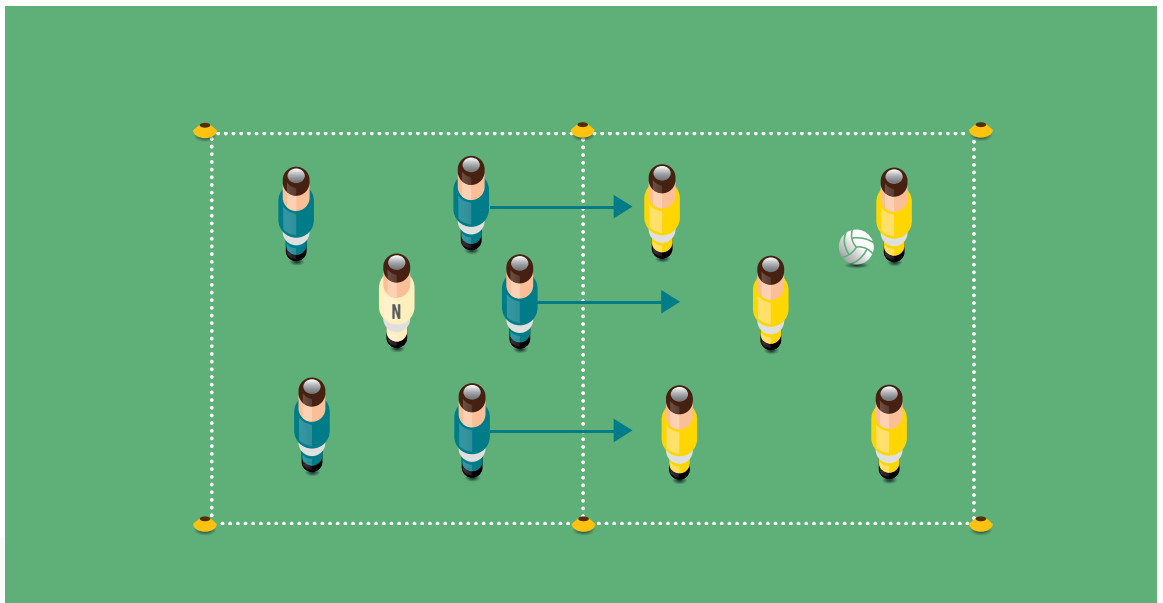


EXERCISE

2

DESCRIPTION

- Switch form in which coaching (collaboration) is very important. There are 2 teams of 5, with one neutral player. The neutral player belongs to the attacking team, so that the attacking team has man advantage. Team 1 is in one box and team 2 is in another box. One of the teams gets the ball and three of the other teams players have to switch from their box to the opponents box, where they have to try to capture the ball by intercepting the ball or by forcing a mistake from the team. Then the other team gets the ball and the players have to quickly switch the box. If you have to stay in your box as there are enough players in the other box, you have to try and coach your players in the other box.



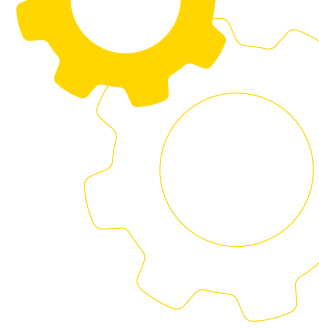
• **Match:**

- 5v5 with one neutral player that is always on the attacking team. Therefore, the attacking team should always be at an advantage

• **The outcomes of the activity include:**

- Participants were working well together, creating a team environment leading to good competition against opposition





FOOTBALL TRAINING (WHOLE SESSION)

NAME OF THE ACTIVITY	Football Training (Whole Session)	MAIN OBJECTIVE(S) OF THE ACTIVITY Achieving the core values
AGE GROUP	18+	
GROUP SIZE	10	
DURATION	90 mins	
EQUIPMENT NEEDED	Football, cones	
STAFF NEEDED	One trainer, (two physical exercise instructors)	
DESCRIPTION		CORE VALUES AT WORK Discipline, Ambitious, Pro-Active, Initiative

The theme for the session is around enjoying pride and discipline among participants.

The session can be divided into four key activities:

- **Warm Up:**
 - Two laps around field
 - Different warm up exercises

- o Knee lifting
- o High heels
- o Short passing
- o Long passing
- o Crossover legs while joggings sideways
- o Side to side steps (switch regularly)
- o Swinging legs out (Open Gate, Close Gate)
- Rondo – if a team manages to do 12x passes without the ball being intercepted by the middle, the middle must to 10x press ups

EXERCISE 1

DESCRIPTION

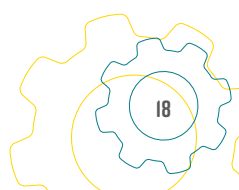
- Dribble Course, new Skills exercise:
 - Learn different movements in the dribble course. V-movement, reverse step over, the Zidane (Roulette)
 - Practice yourself and freestyle – use different skills

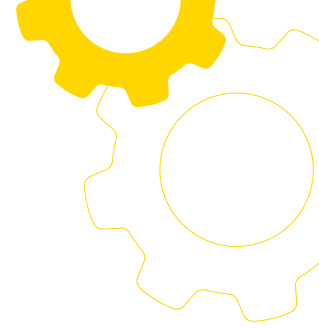
EXERCISE 2

DESCRIPTION

- Chaos Game – two gates on all sides of the square. Defenders start with the ball and pass it to attackers, which then try to score by dribbling through the gate. The defenders score by taking the ball away and then also by dribbling through the gate by the opponent. There are always two matches played in one square.

- **Match:**
 - Final Game, no restrictions





TRUST YOUR TEAMMATE

NAME OF THE ACTIVITY	Trust Your Teammate	MAIN OBJECTIVE(S) OF THE ACTIVITY Gain a better understanding of the importance of fun, trust and teamwork. Increase in physical exercise
AGE GROUP	18+	
GROUP SIZE	8 - 12	
DURATION 	60 mins	
EQUIPMENT NEEDED	12 bibs, two balls, football goals, cones	
STAFF NEEDED	PE department, staff	
DESCRIPTION		CORE VALUES AT WORK Trust, Teamwork, Fun

The outcomes of the activity include: Arrival Activity / Warm Up

Layout

- Layout 15 cones upside down and 15 cones the correct way up in a 25 x 25 square

Instructions

- Split the group into two teams, one team need to try and put all the cones the correct way up and the other team needs to put all the cones upside down.
- Play the game twice for 90 seconds each time. The losing team does 10-star jumps.
- Form a circle and stretch following exercise.

Introduction

- Explain the core values targeted in the session
- Explain the rules (see below)
- Demonstrate the session

Main Activity:

- Ask the group to get into pairs and split the group into two teams (6 v 6 = 3 pairs v 3 pairs)
- In the pairs one player will use the bib as a blindfold, covering the eyes of their partner. This will leave you with six players who can see and six players who cannot (depending on total number of participants).
- Set up a small pitch 25 x 20 with goals at either end

Progress the session:

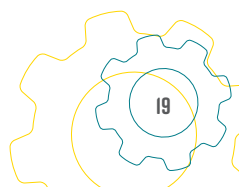
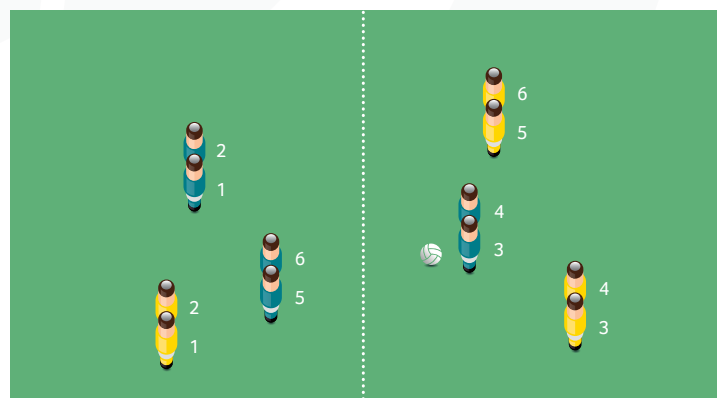
- Both players are now allowed to see, but have a bib tied around their wrists
- Both players can touch the ball
- Play the game again for 10mins until you have a winner

Debrief the session:

- Take Home: When playing football, it is really important to work as a team, to trust your teammate and to have a lot of fun!

Rules

- The player who can see must communicate and move their teammate around the pitch
- Players who can see are not allowed to touch the ball
- It must be walking football
- When trying to kick the ball the player is only allowed to use the inside of the foot and keep their foot below shin level
- If the ball goes out of the pitch, the game is restarted by the coach
- The teams play against each other for five minutes
- Play again but this time switching the person who could not see with the player that could.
- Play the game again for five minutes, ensuring the teams fully understand the rules.



RESPECT RELAY

NAME OF THE ACTIVITY	Respect Relay	MAIN OBJECTIVE(S) OF THE ACTIVITY Gain a better understanding of the importance of respect and professionalism. Increase in physical exercise
AGE GROUP	16+	
GROUP SIZE	8 - 16	
DURATION 	60 mins	
EQUIPMENT NEEDED	3 footballs, cones, music speaker, whistle	
STAFF NEEDED	Two staff (depending on number of inmates)	
DESCRIPTION		
		CORE VALUES AT WORK Respect, Professionalism and Teamwork

• Arrival Activity / Warm Up: Bib Grab

- Everyone gets a bib that they have to tuck into the side of their shorts
- Aim of the game is to get as many bibs as possible from other participants – once you collect a bib, you must tuck it into your shorts and you cannot hold or grab anyone
- Play for two minutes, then pause, see who winner is and can repeat

Stretch

• Layout

- Set up a circuit with six stations, five meters apart and in a circle
 - Stations will vary depending on the ability of the participants
- Station 1 – keepy uppy challenge (three footballs)
- Station 2 – Plank (30secs)
- Station 3 – Burpees
- Station 4 – Star jumps
- Station 5 – Press ups
- Station 6 – Shuttle runs
- Music speaker and whistle

• Instructions

- Split the group into pairs and place each pair at a starting station
- Time 30secs of station activities
- Time 30secs rest while participants move to next station
- Ensure there is plenty of motivation and teammates working together
- Final lap becomes a competition with an enthesis on respect and professionalism

• Introduction

- Explain the core values targeted in the session
- Explain the rules (see below)
- Demonstrate the session

• Main Activity:

- Circuit training
- 40 secs exercise – 20 secs rest – two minutes rest after first circuit
- Change activities in certain boxes – start again
- Final round – competition time in pairs

• Progress the session:

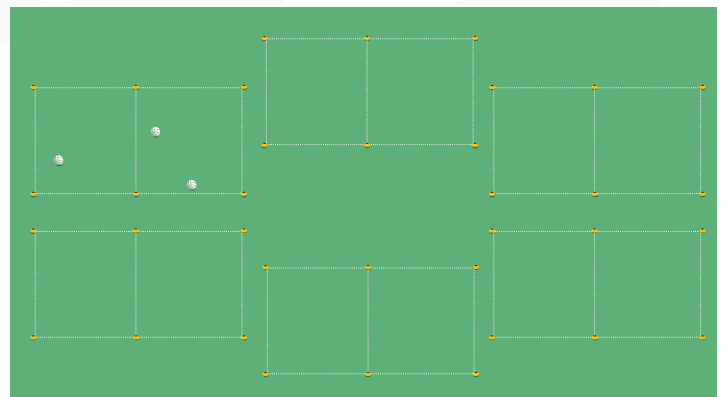
- Change each station to different exercises half-way through

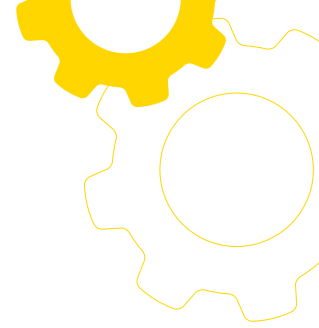
• Debrief the session:

- Take Home: When playing football, it is really important to work as a team, to trust your teammate and to have a lot of fun!


• Rules

- Pairs encourage each other throughout
- Must start at the same time





HANDLE THE PRESSURE

NAME OF THE ACTIVITY	Handle the pressure	MAIN OBJECTIVE(S) OF THE ACTIVITY Gain a better understanding of the importance of being disciplined and using team work
AGE GROUP	16+	
GROUP SIZE	8 - 16	
DURATION 	60 mins	
EQUIPMENT NEEDED	3 footballs, cones, music speaker, whistle	
STAFF NEEDED	Two staff (depending on number of inmates)	
DESCRIPTION		
		CORE VALUES AT WORK Discipline and Teamwork

Arrival Activity / Warm Up:

Layout

- Place a square in the centre of the pitch 5x5
- At each corner set up a station for people to stand – 20meters from the square
- Place three cones at one meter apart heading towards the square
- Place 15 items inside the square
- Place a ball at each station

Instructions

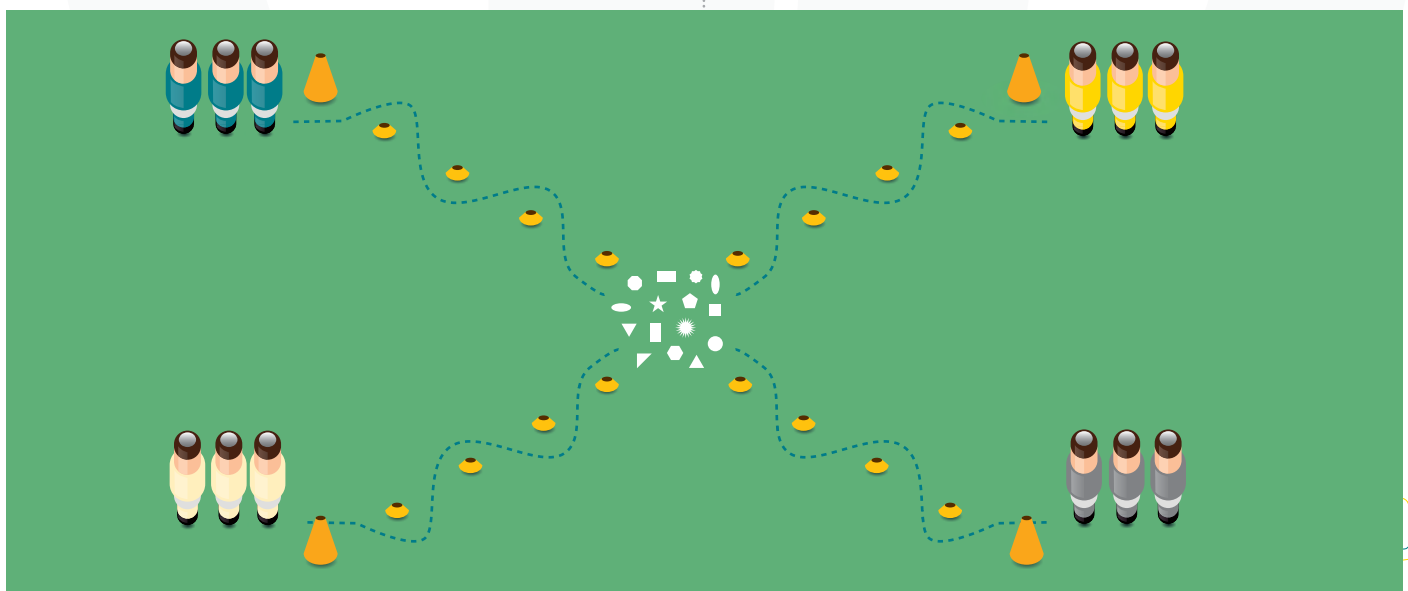
- When the coach blows the whistle one person from each team will dribble the ball through the cones to the centre square where they will pick up an item, and dribble the ball back for the next person to go
- Play continues until all the items are collected

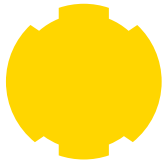
Progression:

- Play again, but this time use the weaker foot
- Play again, but this time if the ball touches any of the cones, the player must restart
- Play again, but this time once all items have been collected and people have made it back to their station shout "Robin Hood". At this point each team member can run to another station and collect one item, which they then need to bring back to their own station before collecting from another. This lasts 30 seconds.

Rules

- No one is allowed to block a participant
- No one can pick up more than one item
- You must not hold onto an item if someone is about to take it
- One person can go at any given time from their station





ADVICE FOR COACHING STAFF

What worked well

- Teamwork and positive engagement through enjoyable exercises
 - Encouraging group conversations
- Enjoyment of game-based activities
- Better footballing ability (technical ability)
- (if using team jerseys / uniforms) – players proud to be a part of the group
- Players manage to step out of their comfort zone
- one-to-one conversations is great to keep track of progress and to get to know participants
 - Keep track of progress by filling out questionnaire
- Use of first training to get to know participants
- competition can also be positive – bringing everyone to their limit; committed to teamwork; testing their temperament

Potential Challenges and Issues

- Competitive edge of participants can lead to more physical contact

- Competitive edge can lead to more arguments between opposing players
- Unmotivated participants
- Some players may be disappointed in their fitness
- Injuries
- Need enough coaches per group – one trainer per group would be too challenging
- Do not push too far too quickly
- Selection of inmates – making sure that no one is put at risk when mixing with other inmates

Other Recommendations and Tips to Share

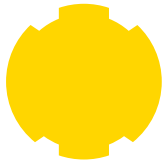
- Every group is different, try to be adaptable and not work too much of a tight schedule
- Do not focus on all 11 core values in each session – make the target achievable; only focus on two or three different ones
- Ensure you have participant consent and a referral form signed off by both the prison and the legal / safeguarding team within the club. Check for updated information on participant behaviour prior to the sessions taking place.





FOOTBALL
WORKS!

***STEP 2:
EDUCATIONAL AND
EMPLOYABILITY
WORKSHOPS IN
PRISON***




WORKSHOPS EXAMPLES


Below we list activities that are undertaken as part of the second step of the methodology. Here the focus is on providing participants with workshop opportunities around education and employment so that participants can be best prepared for their time after release.

Again, as this is the first edition of the Football Works Trainer Toolkit, there may be changes and feedback to the below exercises included in future editions.

PERSONAL GOALS

NAME OF THE ACTIVITY	Personal Goals	MAIN OBJECTIVE(S) OF THE ACTIVITY <hr/> The main goal is for participants to learn how to set goals, with a focus on their first year after release
AGE GROUP	18 – 45	
GROUP SIZE	10	
DURATION 	120 mins	
EQUIPMENT NEEDED	Paper, marker, flipchart	
STAFF NEEDED	Two (Treatment Officers) – psychologist and special pedagogue	
DESCRIPTION	CORE VALUES AT WORK <hr/> Enhancing ambition, creativity and proactivity. Those are key elements in setting and accomplishing goals	
<ul style="list-style-type: none"> • There are five activities in this particular workshop: <ol style="list-style-type: none"> 1) Creation of pleasant atmosphere (warming up for workshop) – to make it easier getting to know each other, every participant have to say adjective with first letter that is the same as the first letter of their name, along with their name. For example – strong Simon; 2) What are goals and what are plans - defining goals, learning what are short-term and long-term goals. Learning purpose of planning – planning is the way we are accomplishing our goals; 3) S.M.A.R.T. method – setting and accomplishing of the goals is simpler if we know S.M.A.R.T. method. Goals need to be: Specific, Measurable, Attainable, Relevant and Time Bound; 4) Discussion about goals – every participant picks one of their goals and explains the way they think that goals is reachable. Participants discuss with each other and offer various possibilities; 5) Homework – using S.M.A.R.T. methodology, participants have to present one of their goals for the period of one year after detention. • The outcomes of the activity include: <ul style="list-style-type: none"> - Getting familiar with goals that are relevant for every participant individually and learn how to recognise the importance of individualising the goals. 		

WORK BIOGRAPHY AND CV

NAME OF THE ACTIVITY	Work biography and CV	MAIN OBJECTIVE(S) OF THE ACTIVITY Learning the way of looking for a job as well as writing a CV and Cover Letter
AGE GROUP	18 – 45	
GROUP SIZE	10	
DURATION 	2 h	
EQUIPMENT NEEDED	Paper, marker and flipchart	
STAFF NEEDED	Two (Treatment Officers) – psychologist and special pedagogue	
DESCRIPTION	<p>CORE VALUES AT WORK Creativity, enhancing proactivity</p>	

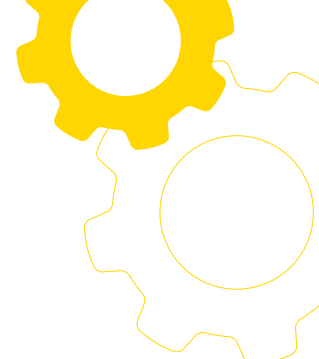
- **There are five activities in this particular workshop:**

- 1) Recap of previous workshop;
- 2) Getting familiar with different ways of looking for a job.
Facilitator asks participants about their experiences in field of looking for a job – to whom were they addressing, how did they come into contact with the employer etc. Thereafter, facilitator highlights main sources of information about possible job offers – friends, media, work fairs etc. After that, the facilitator encourages participants to give as many additional examples around how to find jobs and how to facilitate this process.
- 3) Learn about the main aspects of writing a CV – facilitator presents three examples of CVs and encourages participants to recognise differences between them. Thereafter, facilitator explains that work biographies differ depending on what we want to emphasise – if we want to highlight our rich work experience, it should stay in the beginning of our CV, if the skills are something we consider as important, we will highlight that on the beginning. Then the facilitator talks about technical criteria of writing CVs, and other key elements as well as about cover letter;

- 4) Writing of CV – facilitator writes key element of CV on flipchart. Participants have 20 minutes to write their own CV. Later, they read them and discuss;
- 5) Learning about importance of previous employers recommendations.

- **The outcomes of the activity include:**

- Participants become familiar with elements of CV as well as with possible ways of looking for a job.



INTRODUCTION WORKSHOP


NAME OF THE ACTIVITY	Introduction Workshop	MAIN OBJECTIVE(S) OF THE ACTIVITY Gain a better understanding of the programme and the benefits of taking part
AGE GROUP	16+	
GROUP SIZE	Any	
DURATION 🕒	60 mins	
EQUIPMENT NEEDED	Pens, questionnaires, projector (optional), work pads	
STAFF NEEDED	Prison PE lead, Saints Foundation, Saints Safe-guarding	
DESCRIPTION		CORE VALUES AT WORK NA

- Registration form (assist if needed)
- Introduction – introduce yourself, background, football club, fun fact
- Break the ice
 - Fun game (rock, paper, scissor or tennis ball game)
- Safety and rules
- Presentation about your organisation (vision, mission, values, etc.)

- Presentation of prison – vision, mission, values and how it ties with this programme
- Inside and outside plans / timetable – journey to outcomes
- Safeguarding – explained – SG lead
- Expectations – ask inmates what they would like to achieve, any immediate changes or additions?
- Policies and questionnaires
- Onto practical session one

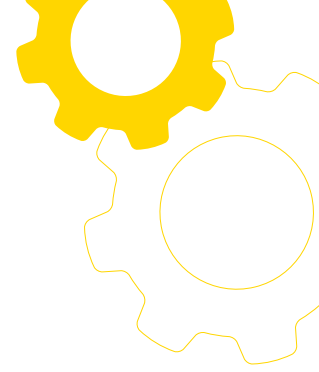


EMPLOYABILITY WORKSHOP


NAME OF THE ACTIVITY	Employability Workshop	MAIN OBJECTIVE(S) OF THE ACTIVITY Understanding different career options; what suits current experience / qualifications and what is needed to get to where they need to be
AGE GROUP	16+	
GROUP SIZE	Any	
DURATION 	60 mins	
EQUIPMENT NEEDED	Flip chart paper, marker pens, sticky notes, CV templates	
STAFF NEEDED	Club representative, PE Department, Prison employability lead	
DESCRIPTION	<p>CORE VALUES AT WORK Ambition, Pro-active, Professionalism, Initiative</p>	

- Warm Up / Arrival Activity
- Introduction – Recap the previous session and run through how this session will look (5mins)
- Dream job – Ask each participant to think about what their dream job would be and why (5mins)
 - Ask each participant to say their dream job and why they would like to do it
- Experience – write down your previous work experience, both paid or voluntary (5mins)
 - Ask if anyone would like to share
- Qualifications – Write down any qualifications you may have or are working towards (5mins)
- Key skills – Write down two key skills / attributes you have. Pair up and write about your partners attributes - what do you think they are good at; what skills do they hold and examples. Are they the same? (8mins)

- Interests – What are you interested in? List five core interests. (5mins)
- Career Ideas – What type of jobs would you like to do? List five career ideas. (12mins)
 - Looking at your experiences and qualifications, which job do you think you would be most suited to and why? Does this mean you cannot do any of the other career options?
- CV writing – Show the group three different examples of CVs and ask them to write down (for 10mins):
 - What they think is good about the CV
 - What they think they would change and why
- Reflection on the session – Reflect on what has taken place in the session, highlighting the key objectives

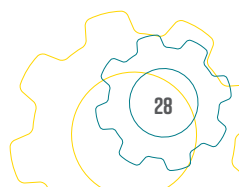


EMPLOYABILITY CONTINUED


NAME OF THE ACTIVITY	Employability continued	MAIN OBJECTIVE(S) OF THE ACTIVITY
AGE GROUP	16+	
GROUP SIZE	Any	CORE VALUES AT WORK
DURATION 	60 mins	
EQUIPMENT NEEDED	Flip chart paper, marker pens, sticky notes, CV templates	Ambition, Pro-active, Professionalism, Initiative
STAFF NEEDED	Club representative, PE Department, Prison employability lead	
DESCRIPTION		

- Warm Up / Arrival Activity
- Introduction – Recap the previous session and run through how this session will look (5mins)
- CV writing continued – Recap CV writing prep
- Interview techniques
 - Preparing for an interview – mentally, physically, what to wear, etc.
 - Interview questions related to the job
 - On the day – preparation, timing, nerves
- We will continue this in our one-to-ones and continue to support you on release with your first career opportunity
- Job Applications
 - Split into groups and ask each group to look over a job description and job application
 - What is the first thing to do once you have read through both?

- Do you fit the role?
- Answer the questions you feel confident answering, linking your qualifications and experiences to that they are asking for
- Brainstorm how you would answer each question
- Understanding the employer
 - What is the employer looking for?
 - Research their organisation / business
 - How can you prepare or think like the employer?
 - Why should they employ you?
- Additional literacy skills
 - What support is available?
 - Using technology
 - Reading and writing
- Reflection on the session – Reflect on what has taken place in the session, highlighting the key objectives

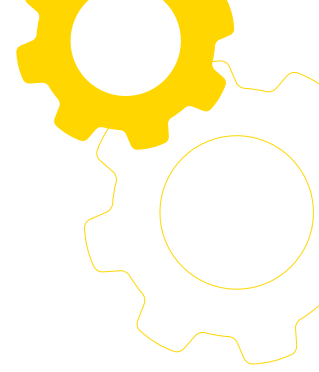


SUBSTANCE MISUSE, ALCOHOL AND HEALTHY LIVING


NAME OF THE ACTIVITY	Substance misuse, alcohol and healthy living	MAIN OBJECTIVE(S) OF THE ACTIVITY <ul style="list-style-type: none"> - How to ensure you are living healthy - The risks of alcohol and drug dependencies - Understanding the support networks available - Understanding the risk of gambling - What effects do our friends and social circles have on our behaviour
AGE GROUP	16+	
GROUP SIZE	Any	
DURATION 	60 mins	
EQUIPMENT NEEDED	Flip chart paper, marker pens, sticky notes, CV templates	
STAFF NEEDED	Club representative, PE Department, Prison substance misuse support team (SMS)	
DESCRIPTION	<ul style="list-style-type: none"> - Warm Up / Arrival Activity - Introduction – Recap the previous session and run through how this session will look (5mins) - Healthy Living – Split the group into pairs and ask them to note down everything they think of when someone says healthy living (5mins) - Ask pairs to join another pair and ask everyone to add what they have – are there any differences? (3mins) - Create a bubble chart and ask everyone to add what they have written down but ensure no duplicates. There will be a lot of things to consider when looking at healthy living (7mins) - Explain there are so many factors to consider about living healthily and how many of these would you need support for? Are some of these out of your control? (5mins) - Dependencies – SMS group to give info (10mins) - Support networks and AA – SMS group to give info (10mins) - Gambling – understanding betting and its risks. (where relevant, give personal experience of working for a betting company). (5mins) - Friends and social circles intro – split the group in two and ask them the following questions to answer (15mins): <ul style="list-style-type: none"> - What are some of the attributes of a good friend? - What are some of the attributes of a bad friend? - Reflect on your own friendship groups, do those friends consist of traits you have mentioned above? Do some of your friends have traits and attributes of both a good and bad friend? What effects could this have on you? - How does your social circles effect you positively and negatively? Are there any risks to you? - Reflect on the session and what has been covered (5mins) 	
		CORE VALUES AT WORK Ambition, Trust, Role Model

- Warm Up / Arrival Activity
- Introduction – Recap the previous session and run through how this session will look (5mins)
- Healthy Living – Split the group into pairs and ask them to note down everything they think of when someone says healthy living (5mins)
- Ask pairs to join another pair and ask everyone to add what they have – are there any differences? (3mins)
- Create a bubble chart and ask everyone to add what they have written down but ensure no duplicates. There will be a lot of things to consider when looking at healthy living (7mins)
- Explain there are so many factors to consider about living healthily and how many of these would you need support for? Are some of these out of your control? (5mins)
- Dependencies – SMS group to give info (10mins)
- Support networks and AA – SMS group to give info (10mins)

- Gambling – understanding betting and its risks. (where relevant, give personal experience of working for a betting company). (5mins)
- Friends and social circles intro – split the group in two and ask them the following questions to answer (15mins):
 - What are some of the attributes of a good friend?
 - What are some of the attributes of a bad friend?
- Reflect on your own friendship groups, do those friends consist of traits you have mentioned above? Do some of your friends have traits and attributes of both a good and bad friend? What effects could this have on you?
- How does your social circles effect you positively and negatively? Are there any risks to you?
- Reflect on the session and what has been covered (5mins)

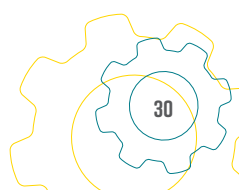


INDEPENDENT LIVING, SOCIAL CIRCLES AND FAMILY


NAME OF THE ACTIVITY	Independent living, social circles and family	MAIN OBJECTIVE(S) OF THE ACTIVITY <ul style="list-style-type: none"> - Understanding the pros and cons to our friendship circles - How to set up a bank account, apply for benefits, search for jobs and housing - Touch base on family pros and cons CORE VALUES AT WORK <p>Pro-Active, Ambitious</p>
AGE GROUP	16+	
GROUP SIZE	Any	
DURATION 	60 mins	
EQUIPMENT NEEDED	Flip chart paper, marker pens, sticky notes	
STAFF NEEDED	Club representative, PE department and DWP (Department for Work and Pensions)	
DESCRIPTION		

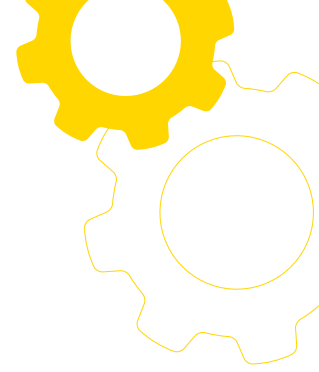
- Warm Up / Arrival Activity
- Understanding social circles continued – social circles scenarios: split the participants into three groups and give each the same scenario. The group should read their scenario and note down the following:
 - Any initial concerns?
 - What positives did you identify?
 - What could ____ have done differently?
 - Were ____ friends supportive?
 - Which of these people in the scenario would you class as a good friend?
 - What advice would you give Peter in this situation?
- Introduction – Recap the previous session and run through how this session will look. (5mins)
- Independent living – What do you need to consider when living independently?
- Bank accounts, housing, benefits, job seekers, probation

- Finding support – Who can help you when you are living independently? There are different networks and people to support you upon release. What sort of support might you need or want?
- Links between having a place to stay and employment
- Links to DWP (Department for Work and Pension) – support with PIP (performance improvement plan)
- Family connections – This could be a tricky subject depending on circumstances, but it is a good topic to reflect upon. It is important to keep this session light and very broad
 - Ask for ideas
- Pros and Cons of family connections – Every family situation is different
 - Family traditions
 - What did you enjoy about growing up
 - Stability and regular communication
- Reflection on the session – reflect on what has taken place in the session, highlighting the key objectives




LIFE SKILLS AND BUDGETING

NAME OF THE ACTIVITY	Life skills and budgeting	MAIN OBJECTIVE(S) OF THE ACTIVITY
AGE GROUP	16+	
GROUP SIZE	Any	
DURATION 	60 mins	
EQUIPMENT NEEDED	Flip chart paper, marker pens, sticky notes	
STAFF NEEDED	Club representative, PE department, Resettle-ment lead	
DESCRIPTION		CORE VALUES AT WORK
<ul style="list-style-type: none"> - Warm Up / Arrival Activity - Introduction – Recap the previous session and run through how this session will look. (5mins) - Budgeting – spend vs. income - Managing your budget – what are some of the factors to consider? In groups write down all the different items or categories you will need to think about when budgeting (5mins) - Present to the rest of the group what you came up with. Next group presents but does not repeat - Is there anything they might have missed? There is so much to consider when budgeting each month and it can become very stressful trying to make sure all costs are covered – who can help? Who can support? What is a priority? - Think about what your scenario might be on release, what support you might need? - Comfort zone – Think about a time in your life where you feel you pushed yourself outside of your comfort zone. How did you feel once you did this? 		<ul style="list-style-type: none"> - Understanding how to budget - Drill design and how that links to life skills - Qualities and areas for improvement – personal life skills <p>Pro-Active, Ambitious</p>
<ul style="list-style-type: none"> - In life there will be a lot of times in which you will push yourself outside of your comfort zone (5mins) - Drill design – Split the participants into pairs and ask them to plan a 15min session of their choice. Hand out the session design template and go through it with the participants. Ensure each session plan works before the end of the session. (15mins) - What are your qualities – Spend time to write down your individual qualities, give an example of yourself. Once you have a list, pair up with someone you know and write 3 qualities you see in that person (10mins) - What are the areas for improvement? Now that you have a good list of qualities, self-reflect on areas where you feel you could improve – link this to your one-to-ones. See if anyone would be happy to discuss theirs with the group (10mins) - Reflect on the session – Reflect on what has taken place in the session, highlighting the key objectives 		

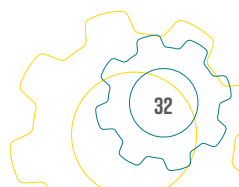


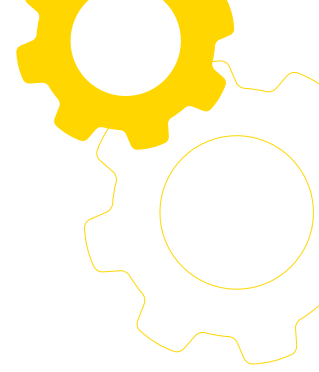
MENTAL HEALTH AND SOCIETY

NAME OF THE ACTIVITY	Mental Health and Society	MAIN OBJECTIVE(S) OF THE ACTIVITY <ul style="list-style-type: none"> - Greater knowledge of mental health - Coping mechanisms for stress - How to stay motivated - Greater knowledge around support networks available - Society changes CORE VALUES AT WORK <p>Professionalism, Trust, Creative</p>
AGE GROUP	16+	
GROUP SIZE	Any	
DURATION 	60 mins	
EQUIPMENT NEEDED	Flip chart paper	
STAFF NEEDED	Club representative, PE department, mental health team	
DESCRIPTION		

- Warm Up / Arrival Activity
- Introduction – Recap the previous session and run through how this session will look. (5mins)
- Mental health
 - What is meant by mental health – split the group into two and ask them to do a bubble chart labelling everything that comes to mind when you think of mental health. Explain the definition of mental health.
 - Stats and related to prison setting
 - one in four people will experience a mental health issue of some kind each year in England
 - Around 40% of people in England who have overlapping problems including homelessness, substance misuse and contact with the criminal justice system in any given year also have a mental health illness
 - 45% of adults in prison have anxiety or depression

- Coping mechanisms
 - Stress
 - What works for you? Everyone is different
 - Support networks in the community
 - Keeping motivated
- Self-care
 - How can we look after ourselves more?
 - What are some of the signs we can look for?
 - What works for you?
- Support networks
 - Can you identify these yourself?
 - What is available in Southampton?
 - Who can support you?
- Society changes (more for those serving longer sentences)
 - Is there anything you feel might have changed since you were last released?
 - Price of living changes
 - Transport changes
- Recap the session with main outcomes





READY FOR RELEASE (SPECIFIC EXAMPLE FROM ENGLAND VIA THE SAINTS FOUNDATION)

NAME OF THE ACTIVITY	Ready for Release (Specific Example from England via the Saints Foundation)	MAIN OBJECTIVE(S) OF THE ACTIVITY - Ensure all release pathways are in place - Release day plan
AGE GROUP	16+	
GROUP SIZE	Any	
DURATION	60 mins	
EQUIPMENT NEEDED	Flip chart paper, marker pens, sticky notes	
STAFF NEEDED	Club representative, PE department, Governor, lead from each department, player visit (where possible)	
DESCRIPTION		CORE VALUES AT WORK Fun, role model, teamwork

- Arrival Activity / Warm Up
- Introduction – Recap the previous session and run through how this session will look (5mins)
- Release Day – give participants the release day form for them to fill in and ensure all details are completed on collection (10mins). Explain what club can offer on release day (meet at prison, escort back to prison/agreed location)
- Location and Housing – ensure this information is completed on the release day form
- Referrals and pathways – explain the referrals and pathways available to them and ask each participant to tick which ones they would be interested in joining. Explain that you as the facilitator will be there to support the integration into any particular pathway they choose to be interested in (10mins)
- Social support – HMP Winchester and what probation can offer (10mins)

- One-to-ones once released – talk through how the business card works, importance of these one-to-ones and the support Saints Foundation can give during these one-to-ones (10mins)
- Endline data and course evaluation forms – Each participant to complete both forms (10mins)
- Certificates and prize giving – ask for each inmate to vote for one of their peers that they feel have progressed a lot during their eight weeks and have always put themselves forward to help and be engaged in every session. Give everyone a certificate (potentially get someone senior from prison to present this or a player if safety allows). Give a prize to the participant with the most votes (15mins)





ADVICE FOR COACHING STAFF

What worked well

- Participants learn to recognise and set relevant individual goals as well as planning their future leading to lower chance of recidivism by improving the chance of getting a job
- participants learn to write a CV and get familiar with different ways of looking for a job

Potential Challenges and Issues

- Low attendance
- Reduced motivation
 - Some participants may also have qualifications that are no longer useful
- Deprivations among inmates that may have long sentences – they will have difficulties anticipating their future after many years of detention

Other Recommendations and Tips to Share

- Ensure you make things fun and do not allow participants to sit in the same place for more than 15mins – make it engaging

- Stirring groups with existing partner organisations within the prison has helped with the content design. Each partner reviewed the content before delivery.
- Make the session as engaging as possible.
 - If there is an employability lead within the prison set up, ensure that they are part of this workshop. They should be able to assist with individual support around CV writing.
 - If there is a substance misuse team within the prison set up, ensure that they are part of this workshop. They should be able to assist with individual support.
 - If there is a resettlement team within the prison set up, ensure that they are part of this workshop
 - If there is a mental health team within the prison set up, ensure that they are part of this workshop
- Make the celebration session as fun as possible





FOOTBALL
WORKS!

***STEP 3:
REINTEGRATION OF
PRISONERS AFTER
RELEASE AND EMPLOYABI
LITY / VOLUNTEER
OPPORTUNITIES***



ACTIVITIES

Below we list activities that are undertaken as part of the third step of the methodology. Here, the focus is on the transition of prison life to being reintegrated into society. The aim is to provide activities about how this can be achieved. Participants will be presented with opportunities on how to become reintegrated, receive volunteer opportunities and receive paid employment opportunities.

As this is the first edition of the Football Works Trainer Toolkit and only one delivery phase has been completed so far, there are only very limited activities presentable at this point. More exercises will be presented in future editions.

VÅLERENGA GATELAG (STREETFOOTBALL)

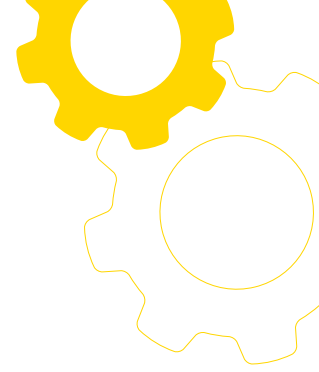
NAME OF THE ACTIVITY	Vålerenga Gatelag (Streetfootball)	MAIN OBJECTIVE(S) OF THE ACTIVITY <hr/> A comprehensive offer with football as the most important tool to 1) create mastery; 2) motivate; 3) engage; 4) break down barriers; 5) develop routines; 6) healthy everyday life; 7) build relationships and networks; 8) provide opportunities
AGE GROUP	18+	
GROUP SIZE	30+	
DURATION	One year (training three times a week)	
EQUIPMENT NEEDED	Football gear, football field, place to be before and after training, fridge for food	
STAFF NEEDED	Min. two	
THEME AND DESCRIPTION		CORE VALUES AT WORK <hr/> NA

Streetfootball is known worldwide as a football inclusion project, with some projects specifically designed to support those facing challenges around drugs. Therefore, it is a low-threshold, drug-free activity.


The activity includes football training, playing games in a league or national tournaments, strength training, food distribution, provision of fitness equipment, social activities, tours, work-oriented follow-up, and creating positive networks and relationships.

The outcomes of the activity include:

- Drug-free hours, weeks, months and years
- Better life
- Inclusion in society as well as job opportunities
- Health benefits
- Money saved for society
- Social arena



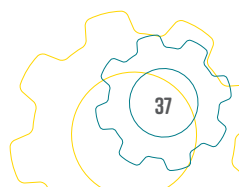
JOBBSJANSEN VOKSEN (JOBCHANCE)

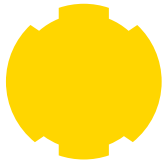
NAME OF THE ACTIVITY	Ready for Release (Specific Example from England via the Saints Foundation)	MAIN OBJECTIVE(S) OF THE ACTIVITY Give people that had challenges with drugs an opportunity for work training and work opportunities
AGE GROUP	18+	
GROUP SIZE	6 - 8	
DURATION 	6-12 months	
EQUIPMENT NEEDED	Facilities	
STAFF NEEDED	Project leader / supervisor	
THEME AND DESCRIPTION		CORE VALUES AT WORK NA

Work training for people that have had challenges with drugs. Working with small groups (six-eight), these sessions offer preparation for work life, guidance, CV and curriculum help, workshops, working on social competence skills, development. It is suggested that you run this session with a partner organisation who are specialists in supporting people with the goal of getting paid work.

The outcomes of the activity include:

- Routines
- Better life
- Work training
- Paid work
- Personal development and growth





INVOLVEMENT OF EXTERNAL ORGANISATIONS

- How to get in contact
 - Approach organisations
 - Keep good contact with organisations have good dialogue and communication
 - Do presentations
 - The importance of knowing employees and using their network
- Examples of organisations
 - Municipality
 - Welfare System (NAV)
 - Institutions for substance abusers
 - Social workers
 - The business club of football clubs
 - Other





ADVICE FOR COACHING STAFF – HOW TO ENSURE A SUCCESSFUL TRANSITION

What worked well

- Players being immediately welcomed to a local football team or initiative means they get to feel part of something, build social networks and relationships
- They also feel inclusive, some form of stability (regular practice) and joy
 - These created social networks can often even help to find employment opportunities
- If you plan on staying in contact with participants (which is vital for the third step of the methodology), regular training sessions (e.g. 3x a week), means that you have plenty of opportunities to stay up to date – moreover, if you are in contact with coaches, the coaches can get to know participants, talk to them on a regular basis and help where necessary
- Helping participants to organise activities, such as opportunities for work training, increases the chance of successful reintegration into society
- While it is always good to have opportunities right after release, a lot of participants find it helpful to have a few weeks preparation, where they can create and get used to routines

Potential Challenges and Issues

- Depending on the nature of the work, e.g. social initiatives, there may be a high turnover of staff, which is not ideal for participants as it may lead to a lack of stability
- Especially sporting opportunities can be male dominated – how to recruit girls?
- Due to the unique environment of participants, there may often be demanding issues and a certain potential for unpredictability

- Without a preparation period (and without a chance to develop and get used to routines before work) makes it hard for participant to really adapt to this new situation

Recommendations and Tips to Share

- Good to have a project manager or supervisor that has good social and life skills
- Try to have regular contact with participants; talk to them and do / provide more than just sport trainings for example do some social activities to increase the chance for strong social networks
 - Try to have a shared breakfast and lunch (before / after practice)
- Do follow ups with participants, provide guidance and support
- When searching for opportunities (both sport and employment) for participants, look for low-threshold activities so that everyone can join
 - Try to have a shared breakfast and lunch (before / after practice)
- Make sure to have clear values and rules from the start that are followed by everyone (the 11 core values of Football Works should continue to be helpful)
- Create a welcoming and fun environment and atmosphere for everyone
- Depending on the participants, look for opportunities that cater to specific needs of participants (e.g. drug-free football clubs and training); participants only allowed to participate if they are drug-free
 - Catering to individual needs also means that it would be great to create individualised schedules





MONITORING AND EVALUATION

Monitoring and Evaluation is an integral part of any project, as it helps to keep an overview of all activities; monitor progress; and specifically shows what kind of impact one is making in the lives of the participants. Moreover, keeping track of this information helps to make more informed decisions about the programme and improve it through well-planned changes.

The Football Works project will be assessed through the monitoring and evaluation platform 'Upshot'. This is an online platform that each Football Works project partner has access to.

As part of the Football Works project, partners are asked to collect the following information:

- Add each planned and delivered session (football training session; each workshop)
- Add each participant to Upshot
 - And their attendance at all sessions and workshops
 - Participant Data includes Name, Nickname, gender, Date of Birth (due to the unique environment of prisons as well as GDPR requirements, the real names will not have to be used on Upshot, as long as the coach knows which participant links to which name)

- There will be a Football Works survey create in order to collect information about
 - Attitudes towards the 11 core values
 - Physical activity and health
 - Mental health (heavily inspired by the Warwick Edinburgh Wellbeing Survey)
 - Work motivation and opportunities
 - Feedback on the programme
- The survey will be done pre- as well as post-programme

Additional Information:

In some prison there may be a NOMIS system inside the prison that tracks the behaviour and attitudes of inmates.

UPSHOT
MANAGE·MONITOR·EVIDENCE





RECOMMENDATIONS AND TIPS FOR WORKING IN PRISON

As mentioned in the Advice for Coaching Staff sections, it is recommended to involve prison staff where relevant in the delivery of sessions and workshops.

Below, we also provide some background knowledge about working in prison. Most prison staff are familiar with these points, but it is always good for external staff to have the additional knowledge and know what to expect in this unique environment.

INTERACTIONS WITHIN INMATES

Interaction Circle Behaviour

Interaction Circle Behaviour is a concept used to describe the different ways that people interact with each other. It is based on the idea that there are two dimensions to every interaction: dominance and affiliation. Dominance refers to the extent to which one person attempts to control or influence the other person, while affiliation refers to the extent to which one person seeks to connect or build rapport with the other person.

The Interaction Circle is divided into four quadrants, each representing a different combination of dominance and affiliation:

- A dominant-affiliative inmate might be a leader in the prison community. They would be assertive and outgoing, but they would also be friendly and supportive of other inmates. They might be involved in inmate programmes or activities, and they might be respected by other inmates.
- A dominant-unaffiliative inmate might be a bully or a gang leader. They would be assertive and controlling, but they would not be interested in building relationships with other inmates. They might be involved in violence or drug trafficking, and they might be feared by other inmates.
- A submissive-affiliative inmate might be a follower or a “yes man.” They would be passive and agreeable, but they would be willing to go along with other inmates to avoid conflict. They might not be involved in any activities or programmes, and they might be seen as weak or easily manipulated by other inmates.
- A submissive-unaffiliative inmate might be a loner or a recluse. They would not want to interact with other inmates and might avoid them altogether. They might be seen as shy or unfriendly, and they might be at risk of being bullied or victimised by other inmates.

The Interaction Circle can be a helpful tool for understanding the dynamics of inmate interactions. It can be used to identify inmates who are at risk of being victimised or who are involved in violence. It can also be used to develop strategies for improving inmate behaviour and reducing conflict.

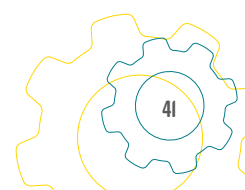
Here are some additional things to keep in mind when applying the Interaction Circle to inmates:

- The Interaction Circle is a general framework, and the specific behaviours that fall into each quadrant may vary depending on the individual and the context.
- Inmates may exhibit different types of Interaction Circle Behaviour in different situations. For example, an inmate who is normally submissive-affiliative might become dominant-unaffiliative if they are threatened or provoked.
- The Interaction Circle can be used to understand the interactions between inmates, but it is not a predictor of behaviour. Inmates who are classified as dominant-affiliative may still commit crimes or violate prison rules.
- The Interaction Circle is a valuable tool for understanding inmate behaviour, but it is important to use it in conjunction with other factors, such as the inmate’s history, risk level, and current circumstances.

UNDERSTANDING THE BEHAVIOUR OF INMATES

To understand inmates, it is important that the most common diagnoses are known to group instructors. The most common disorders are: bipolar disorder, schizophrenia, autism, intellectual disability, anti-social and borderline.

By understanding the disorders of inmates and in that way understanding the inmates in a better way we can cause some benefits:



1. **Effective Rehabilitation:** Inmates with mental disorders require specialised treatment and interventions. Understanding these disorders helps corrections officials design rehabilitation programmes that address the specific needs of these individuals, increasing the likelihood of successful reintegration into society upon release.
2. **Reducing Recidivism:** Addressing underlying mental health issues can lower the risk of repeat offenses. Treating mental disorders can help inmates learn coping skills, manage impulses, and avoid behaviours that might lead to further criminal behaviour.
3. **Safety:** Inmates with certain disorders might require different management strategies to ensure their safety and the safety of others. For instance, individuals with severe mental illness might be at higher risk of victimisation within correctional facilities.

What is a bipolar disorder?

Bipolar disorder, formerly known as manic depression, is a mental health condition characterised by extreme shifts in mood, energy levels, and activity levels. These shifts can range from depressive lows to manic or hypomanic highs. The disorder is chronic and typically requires ongoing management and treatment.

What is schizophrenia?

Schizophrenia is a complex and chronic mental disorder that affects a person's thinking, emotions, and behaviour. It is characterised by a range of symptoms that can vary widely in severity and presentation. People with schizophrenia often have difficulty distinguishing between what is real and what is not, leading to disruptions in their thoughts, perceptions, and ability to function in daily life.

What is autism?

Autism, also known as Autism Spectrum Disorder (ASD), is a complex developmental disorder that affects an individual's communication, social interaction, and behaviour. It is called a "spectrum disorder" because it encompasses a wide range of symptoms and levels of impairment. People with autism may have varying strengths and challenges, leading to the concept of a "spectrum" that includes individuals with differing abilities and needs.

Some common characteristics of autism include:

Social Challenges: People with autism often have difficulty understanding and interpreting social cues, norms, and emotions. They may struggle with making eye contact, engaging in reciprocal conversations, and understanding nonverbal communication.

Communication Difficulties: Many individuals with autism have difficulty with language development and communication. Some may have delayed speech or difficulty in using language for functional communication. Others may have rich vocabularies but struggle with understanding abstract language or figurative speech.

Repetitive Behaviours: Individuals with autism often engage in repetitive movements, actions, or speech patterns. These behaviours are known as "stimming" or self-stimulatory behaviours. They can include actions like hand-flapping, rocking, or repeating certain phrases.

Narrow Interests: People with autism may develop intense interests in specific topics, objects, or activities. These interests may become a focal point of their attention and conversation.

Sensory Sensitivities: Many individuals with autism have heightened or diminished sensitivities to sensory stimuli, such as lights, sounds, textures, or smells. This can lead to either seeking out sensory input or avoiding it.

What is a mild intellectual disability?

A mild intellectual disability is a condition where a person has somewhat lower intellectual functioning, often measured by an IQ between 50 and 70. They might face challenges in learning, problem-solving, and social interactions. They can acquire practical skills with support, benefit from tailored education, and work towards independence in daily life. With appropriate assistance and accommodations, they can lead fulfilling lives and contribute to their communities.

What is Anti-social behaviour?

Antisocial behaviour refers to actions that disregard the rights, well-being, and norms of others in society. It involves behaviours that go against established social norms, rules, and expectations. Antisocial behaviour can vary in severity, ranging from minor incidents to more serious and harmful actions. Here's a concise explanation:

”

'Antisocial behaviour involves actions that disregard societal norms and the rights of others. It can range from minor rule-breaking to more serious harmful actions.'

What is borderline personality disorder?

Borderline personality disorder (BPD) is a mental health condition characterised by unstable moods, behaviours, relationships, and self-image. People with BPD often experience intense emotions, have difficulty managing their emotions, and struggle with maintaining stable and healthy relationships. This can lead to impulsive behaviours, mood swings, and a fear of abandonment.

Borderline personality disorder features:

1. Unstable emotions and mood.
2. Intense fear of abandonment.
3. Impulsive behaviours.
4. Unstable self-image.
5. Chaotic relationships.
6. Self-harm or suicidal tendencies.
7. Chronic feelings of emptiness.
8. Difficulty controlling anger.
9. Paranoia or dissociation

GETTING PRISONERS TO COOPERATE VOLUNTARILY

LEAPS Model: Listen, Empathise, Ask, Paraphrase, Summarise.

1. **Listen:** Actively paying attention to what the speaker is saying. This involves focusing on their words, tone, and nonverbal cues.
2. **Empathise:** Trying to understand the speaker's feelings and perspective. This involves putting yourself in their shoes to grasp their emotions and concerns.
3. **Ask:** Pose thoughtful questions to gather more information or clarify points. Asking relevant questions shows your interest and helps keep the conversation flowing.

4. **Paraphrase:** Restate what the speaker said in your own words. Paraphrasing confirms your understanding and gives the speaker a chance to clarify or correct any misconceptions.
5. **Summarise:** Provide a concise overview of the main points discussed. Summarising helps solidify the key takeaways and ensures both parties are on the same page.

This model is often used to improve communication and understanding in various contexts, such as personal interactions, counselling, conflict resolution, and more. It promotes effective dialogue by encouraging active listening, empathy, and clear communication.

Showing empathy to inmates is important for their personal and emotional development. It can contribute to their overall well-being, aid in their rehabilitation, and help them develop healthier coping mechanisms and interpersonal skills. Empathy creates an environment where inmates feel understood, valued, and supported, which can positively impact their growth and potential for positive change.

Here some more positive points about showing empathy:

1. **Emotional Well-being:** Empathy provides emotional support, helping inmates cope with feelings of isolation, anxiety, and fear.
2. **Behavioural Improvement:** Compassion and understanding can motivate better behaviour and cooperation among inmates.
3. **Rehabilitation:** Empathy aids in tailoring rehabilitation programmes to address specific needs and factors contributing to criminal behaviour.
4. **Reducing Recidivism:** Positive interactions and support during incarceration can equip inmates with skills for successful reintegration into society, reducing the likelihood of repeat offenses.
5. **Positive Environment:** Empathy fosters positive relationships, leading to safer correctional environments and improved staff-inmate interactions.

Project Consortium



Any questions or do you need further information?

Please contact us by phone or email:



EFDN

European
Football for
Development
Network



+31 76 369 05 61



info@efdn.org



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