

This program utilizes the world of Football as a basis for implementing educational values for the individual and the group. The relations between the cases and the figures and the instructional subjects were developed with this goal in mind.

The program's materials are for the benefit of the educational frames working with "Mifalot" alone, use of the material for other purposes is forbidden.

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Developed and written by Mifalot's instructional division.

**Dear coach,**

The "Sports leadership-safe future" program provides youth at high risk with employment capabilities.

Employment capability is the range of abilities and skills that help a person find employment, do his job, persevere and advance in his place of employment or move to a new place of employment if necessary. The youth that this program was written for will be integrated into the working world in the future as adults.

Sports in general and football in particular provide a learning and implementation platform of values such as leadership in community volunteerism that can lead youth to a working path that is based on their own abilities to act as young adults.

This manual includes tools to operate the trainings which include; full structure of the program and its subjects, the training unit's model and age groups characteristics. These tools should help you to adjust the program.

In addition to the team talks, there are appendixes attached under team talks- "**meetings for the coach's use**"- those are meetings aimed to link-in key events during the year (tournaments, watching a match and receiving uniform) to the educational process. Use them according to the stage your team is going through and according to your professional-educational discretion.

Here are several visual markers that are integrated in the "team talks" that will support your use of the manual and in various parts of the talk.

- **Introduction + questions for the team**
- **"Real life example"**
- **Relating game method to the team**
- **Notes for the coach's use**

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**May it be an enjoyable year of activity!**

**Educational Mantra**

**Work and talk to all trainees equally-** establish your interaction on respectful and clear communication.

**The trainee is at the center-** make him\her feel significant.

**Winning isn't everything-** we don't care only for those who can score or take first place- encourage and let everyone participate.

**Encouragement is your "12<sup>th</sup> player"-** turn every practice into a supportive environment; be sure to reinforce the trainees throughout the practice and emphasizes their strengths.

**Soccer has a clear frame of rules-** allow the trainee to grow within this clear frame.

**The joy of soccer-** remember that fun is the basis for learning. Make the team have fun, enjoy.

Have the trainees remember you as "my coach" when they think of a meaningful figure in the future. Remember that you are a role model and set an example.

**Be significant**

## Program subjects

### **Month 1- season opening + the team**

The first month includes; building a base for the year's activities by getting familiar with the structure and goals of the program, getting to know the coach, presenting the respective expectations and formulating a 'team contract' which will dictate a professional framework for training, Also, getting to know the concept of "A team" and its meaning, enhancing and improving group skills, strengthening the mutual responsibility and connection between the team members.

Key terms: personal responsibility, cooperation, team spirit, winning and losing.

### **Month 2- leadership**

The second month is about getting familiar with the term 'Leadership' and the different leadership styles, enhancing team and individual leadership skills and relating it to the different circles of life.

Key terms- captain, responsibility.

### **Month 3- Employment capabilities + field trip**

This month is about creating employment capabilities, reinforcing the need to strive for active integration in the employment market, understanding working values and trends in the market. A field should expose the trainees to a working environment in the field of sports, particularly in football.

Key terms- dream job, ambition, initiative, integration, belongingness.

### **Month 4- The employment world + ODT (out- door training) workshop**

This month is about dealing with issues relating to working values; time management handling pressure, coping with criticism and authority. This month includes an ODT "Challenge Day", where we will tackle several physical tasks- personal and as a group, then analyze them in relation to leadership capabilities and tasks from the world of employment.

### **Month 5- Volunteering and managing Special events (tournament and more)**

This month will emphasis on getting familiar with the concept of volunteering, its relation to the world of sports and its meaning to the individual and to the group. Also, learning to plan and operating sports activities for various age groups. This month the participants will also experience community volunteering.

Key terms- volunteering, responsibility and involvement.

### **Month 6- junior referee training**

This month Refereeing content will be contributed - learning the rules of the football game. And getting familiar with key terms- discipline, self-confidence, overview of field, standing in front of a team and handling pressure.

### **Month 7- Football trainer assistant training**

This month will provide professional training as a football trainer assistant; the participants will learn the fundamentals of coaching, methods and training structure

Key terms- leadership, responsibility and employability.

### **Month 8- Season ending**

Season ending month will conclude the educational process and the year's activity, examining goal achievements from the year, evaluation for players and team and personal and group farewell.

Key terms- feedback, farewell, conclusion.

## **Adolescence characteristics and defining 'youth at risk'**

Adolescence age is a turbulent age. It begins in the early teens (10-12) and ends in the late teens (18-20). This age includes physiological, emotional and social changes that require adaptation and attention from the environment. Since youths are not a homogenous group, each adolescent adapts differently.

### **The physiological area**

During adolescence, 25% of the final height and 40% of the final weight are attained. Most youth experience physiological changes that affect behavior, self-image, perception and social integration.

### **The social area**

Adolescence is characterized as a process of self-identity for youth; this increases the importance a 'group'. The youth's close environment determines his social status and thus affects his self-image and confidence, his perception of himself and of the world.

Guided and appropriate activity for the 'group' will provide the youth with a sense of belonging, confidence, emotional support and identity. Within the group, the youth must be given the opportunity to experiment 'adult' roles and take responsibility which is necessary for constructing a mature strong identity.

### **The employability area**

Research suggests that the critical age for developing a perception of future career is Adolescence. Integrating into the competitive and fluctuating working market is a significant challenge for youths in general, and to youths at risk in particular. A sense of failure at school or in a social/familial context brings doubt in the youths' capability and decreases their belief in having a decent carrier future. Proper guidance could help youths in developing their carrier ambition and strengthen their faith in their ability to fulfill themselves and succeed in the field of employment.

### **Youth at risk**

This program was written for youth at risk. The definition for youth at risk was taken from a 2006 public committee, headed by Professor Hillel Shmidt- "Children and youth at risk live in situations that endanger them within their families and environment; due to that, they are prevented to fulfill their rights, according to the children's rights international treaty, in the following areas:

- Physical wellbeing, health and development
- Family related
- Learning and gaining new skills
- Emotional health and wellbeing
- Social belonging and participation
- Defense from others' and their own behaviors

### Increasing risk situations

These include economic difficulties, family crisis, emigration, being part of a minority group, disabilities (learning), changing routines and living in poor neighborhoods.

The program focuses on strengthening skills in three levels: **interpersonal skills**, such as: the ability to work in a team, ability to lead, handling pressure, and **personal skills**; as self-awareness, self-confidence and self-promotion. In addition, we will develop personal and **general skills** necessary in integrating in the working market, such as: personal commitment, self-directed learning, problem solving and more. These skills will help youth in realizing their full potential and become independent and responsible for their own life.

Alongside to the educational-social process, we will provide the youth with professional training that will help them in their 'adult lives' in integrating in the work market and in the world of sports in particular. The training provided is in the following fields: "**managing sports events**", "**soccer referee training**" and "**soccer instructor's assistant**". During the training, we will learn on how to plan sports events for various age groups and will also have a community volunteering day. We will provide the youths refereeing skills and soccer instruction skills, such as coaching fundamentals, methods and structure.

### Important points:

- The "sports leadership-safe future" is a unique program that utilizes the world of Football as a basis for implementing educational values, strengthening life skills, to increase employability and integrating in the world of employment.
- The team will be having a weekly practice, each beginning with a team talk, like in every professional team. The team talk will include all the above mentioned contents.
- The team talks will engage in various subjects relating to the world of football, but also to other circles in the youth lives (school, family, community).
- During the year, the team will choose a volunteering day for the community where the team operates: sports events or football tournaments.
- We will have an ODT challenge day that includes both individual and group physical challenges, and analyze them in relation to coping in the world of employment.

In addition (optional), a field trip that is aimed to expose the youths to sports positions in different environments in general, and in football in particular. The team will choose the day according to its characteristics:

Operating the program with youth at risk requires a sensible and professional approach, according to the age group and team characteristics. There are several main emphases regarding the program's structure and the structure of the trainings that will allow this specific educational process. Insist on the following:

- The team's **management and maintenance** should be clear and strict- signing in participation in the training, punctuality and clear practice structure.

- **Player's responsibility**- as in any football team, each player should take upon himself the responsibility to take part in all parts of the practice and follow the coach's instructions.
- **Protocol**- proper clothing, punctuality. **Ensuring schedules**- set training days, hours etc.
- **Be aware** of what is going on in the team and any unusual behaviors. Report immediately to a manager.
- Insist on having a **professional athletic process alongside with the educational one**. The practices must be constructed professionally so that the football experience is as professional as possible. Professional progression with improvement of the individual and team abilities will enable also the strengthening of the educational process.

### Session structure

1. The team talks must be based on the case studies and the connection to the players. Start with the group talk and base it on "sports current events". Relate it to the team lives.
2. Player's involvement- you must insist on active involvement during the talks. Assign the players to prepare talks at your discretion.
3. Integrate as much as possible contexts relating to the team's internal process. For example: preventing violence, fair play.

### Weekly practice structure

#### Team talk

Duration: 30 minutes

Team gathering

- Introduction
- Case study + discussion
- Relating to the team
- Conclusion

#### Practice

- Warm up
- Skills and practicing
- Match

#### Conclusion:

- Relating to the monthly subject + personal and team reinforcements
- Feedback



### **Month 1- season opening- the team**

1. Season opening practice
2. Team code
3. Season goals
4. Monthly conclusion  
Practical trainings

### **Month 2- leadership**

5. Being a leader- captain
6. Leadership styles
7. Selecting a captain
8. Monthly conclusion  
Practical trainings

### **Month 3- occupational aspiration**

9. Occupational aspiration
  10. The value of work
  11. Trends in the work market
  12. Monthly conclusion  
Practical trainings
- field trip to work environments

### **Month 4- training- the world of employment + ODT workshop**

13. Issues from the world of employment
14. Time management
15. Handling criticism and authority
16. Monthly conclusion  
Practical trainings

### **Additional sessions for the coach's use**

- Team uniform
- Watching a match + processing
- Participating in a tournament + processing
- A tour in a stadium + processing

### **Month 1- season opening**

This month's goal is to facilitate a guided and clear opening of the current year of activity. Having a professional and proper activity will allow an adapted educational process for the initiate and the team throughout the year

### **Practice1- season opening**

**Goals:** presenting the yearly activity structure

Initial acquaintance between the coach and the initiates

Relating the initiates to their personal responsibility

### **Introduction:**

This session is the first in the "sports leadership-safe future" program. Its main goal is to present the program's structure and subjects and, of course, allow basic familiarity and a basis for the entire activity. Remember that this is the initiates' first encounter with you as the program leader and the yearly structure of activity. It is important to provide them with as much information as possible.

This session is comprised of several main parts:

1. Personal acquaintance- coach and initiates.
2. Coach's emphases- getting to know "Mifalot" and the yearly structure of activity.
3. Presenting respective expectations.

It is important to follow this structure, in order to create full understanding among the initiates.

1. **Personal acquaintance with the coach**

- Personal details: name, soccer coaching and instructing experience, seniority in "Mifalot".
- My story with soccer: in order to create a link between the initiates and the figure that is about to lead them and be significant for them in the following year. This story can be based on any meaningful experience you had relating to soccer: how I became a fan\my first goal\ my first match etc.

2. **Coach's emphases:**

Getting to know and fully understanding the activity structure and its underlining rationale are of great importance to the current activity as a whole. An initiate operating in misunderstanding within the frame, will struggle to integrate. It is important to provide the initiates with all the relevant information and answer all their questions. Here are several emphases:

**A. "Mifalot" background material** (see appendix)

Go over with the team on the "Mifalot" background so that they would be familiar with the bigger frame in which they operate in. getting to know this frame would increase the sense of belonging and the engagement in the program.

**B. Activity structure: emphases**

- Sports leadership-safe future program is a unique program that utilizes soccer as a basis for strengthening life skills, acquiring occupational capability and integrating in the world of employment.
- The team will be having a weekly practice, each beginning with a team talk, like in every professional team. The team talk will include all the above mentioned contents.
- The team talks will engage in various subjects relating to the world of soccer, but also to other circles in the youths' lives (school, family, community).
- During the year, the team will choose a community volunteering day where the team operates: sports happening day\soccer tournament.
- The team talk will be supplemented with a kit that includes various aids, such as the captain armband for the leadership month.
- **The initiate's responsibility**: as in any other soccer team, each player assumes the responsibility to take part in all aspects of the practice and follow the coach's orders.
- **Protocol**: proper clothing, punctuality.
- **Schedule**: the team's regular times of activity.

**Dear coach,**

Answer all the initiates' questions. Make sure that the information given is clear.  
Hand out the "season opening page" (see appendix). Go over the emphases so the  
initiates' commitment is clear.

3. **Respective expectations**

A discussion on the concept of respective expectation coordination; its meaning, its purpose and what might happen if it weren't for this procedure. What is more important- the coach's expectations, or the team's?

**Expectations for the following year of activity**

The initiates are to define their expectations.

Option 1: each initiate receives 3 expectation cards and shares according to what is in them:  
"I expect myself to..." \ "I expect the coach to..." \ "I expect my teammates to..."

Option 2: having an open talk on the initiates' expectations.

**Dear coach,**

Be sure to participate and describe your expectation of the team

**Conclusion:**

Concluding the session and its key points: getting to know each other, getting to know "Mifalot" and the "sports leadership-safe future" program" and the respective expectations.

In order to maintain regular activity and a space that allows professionalism and enjoyment, it is important to insist on attendance and participation, mutual respect to each other and the rules.

**Practice 2: team code**

**Goal:** formulating a team code of conduct.

**Aids:** team code (attached to the kit), pens and papers.

## Introduction

Formulating a team code creates a sense of confidence among the initiates in the team's activity, and their part in creating and signing it further intensifies the sense of commitment to the rules. Defining rules of conduct is another basic step before the individual and team activity commences. The current session enables the team members to set together the rules of "dos and don'ts" of the team.



### Case study: Toto Tamuz

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During the IFA cup final, 2011-2012, Hapoel Tel-Aviv FC beat Maccabi Haifa 2-1 and won the title for the third consecutive time. As Hapoel's players celebrated with the fans, the team owner, Eli Tabib was interviewed and commented on some of the players' performance. Hapoel player, Toto Tamuz, interrupted the interview and attacked the owner verbally, until he was removed by the team coach.

### Questions + discussion

- What was wrong in Tamuz's behavior?
- What could prevent such an incident in the future?
- What are the benefits of having rules? What happens when they are broken?
- What rules should we have in order to maintain a good and enjoyable practice routine? (mutual respect, discipline, patience and tolerance)

### Dear coach,

Talk to the initiates on the importance of rules and the meaning of defining codes of conduct that are agreed upon in all of life's aspects.



**Relating to the team: formulating a team code:** for your use, a team code is attached to the instruction kit.

- A. Present the code to the initiates.
- B. Divide the team into pairs. Each pair should formulate another rule that they think should be added to the code in one of the following fields: among the team members\the initiate and the coach\ the initiate and the activity.
- C. Perform a discussion on the suggested rules and agree on those that you want to add to the code, and will obligate the team. The rules are to be written on the code and the team members must sign it as a symbol of their commitment to uphold it. The new rules should be added in their designated place and each initiate signs his\her name. Post the code in a visible place.

### Dear coach,

During the third month of activity, the team should update and add rules regarding violence and its prevention. Be sure to leave blanks for this purpose.

### Conclusion

A team code is a part of every professional soccer team that respects its players and team members, and is the basis for pleasant and calm activity in which the initiate feels secured and confident around the team and coach. This code, formulated by the team members, will accompany the team throughout the year's activity. Begin implementing and upholding the defined rules on the field from this current practice.

### **Practice 3: upcoming season goals**

**Goals:** defining the initiates' goals for the season.

**Aids:** notes for writing personal goals, board for writing team goals.

#### **Introduction**

Setting personal and team goals will instill a focused destination to the team's activity that will enrich and focus the yearly educational process. This session deals with defining personal goals throughout the year, and also a joint effort of defining common team goals.



**Case study:** Tal Ben-Haim; forward for Hapoel Tel-Aviv.

After a long negotiation and misgivings, Tal Ben-Haim has signed in Hapoel for the 2012-2013 season. He will play for Hapoel in the next two years. Hapoel paid half a million Euros for 25% of his ownership. He will earn 180 thousand dollars per season. On 17.8.2012, Tal went with his new friends to the pre-season training camp in Hungary.

#### **Questions + discussion**

- What proper goals should Tal set for himself for the upcoming season?
- What does the word "goal" mean to you?
- Should he set sport-related goals, or personal ones? Professional or social?
- What is the difference between an action taken with a predefined goal and one without it?
- Who should define the goals? The players or the coach?

#### **Dear coach,**

Choose the most suitable way for your team, so that each initiate will define his personal goals without disturbance or interference. Construct the process so the time frame will include both personal and team goals.



#### **Relating to the team**

Each team member defines one individual goal and one team goal.

### Stage 1: personal goals

Discuss openly with the team, with each initiate sharing with two friends 2 personal goals from the following areas:

- A. Social\educational\family field (being a good friend, do better at school)
- B. Sports\soccer field (better physical shape, improve dribble)

### Stage 2: team goals

The team forms a circle. The coach calls an initiate's name and throws the ball high. The initiate should state one team goal before catching the ball, before it hits the ground. Now he calls out another initiate the does the same.

After all the initiates have participated at least once, another round takes place, with each initiate stating a goal by another member that they would like to embrace.

### **Conclusion**

Setting personal and team goals is the basis for a focused progression of the players. Explain that they are obligated to examine and maybe even update you regarding their goals.

### **Practice 4: season opening conclusion**

**Goal:** reiterating and concluding this month's subject, the sessions and a talk about the initiates and the team.

### **Dear coach,**

Be sure to go over all articles of the practice, the initiates must be a part of the discussion and conduct it openly. In order to broaden the discussion, so it includes more than just Q&A, the coach should encourage the children to talk, respond, bring up subjects, incidents and questions. Reflect constructively and sensibly events, relations and patterns in the team.

### **Concluding session structure:**

1. Going over the month's subject and team meetings.
2. Relating to the subjects and giving examples from the world of soccer, the team's world and everyday life.
3. How has the team progressed this month?
4. Selecting the monthly top initiate.
5. Revealing next month's subject.
6. Practice- going over all the different techniques that were taught last month.

### **Emphases:**

### **Selecting the top initiate**

This process should be conducted consistently, throughout the year of activity. The initiate should be selected according to the values we wish to instill in the initiates with: respect, tolerance, personal responsibility, mutual responsibility, cooperation and commitment.

Selecting the top initiate is a significant process, and can be equally a very disappointing moment for the rest of the kids. Consequently, be sensible and emphasize the fact that anyone could be selected in the upcoming months.

**Practice:** in this part also, the goal is to reiterate elements of the game that were practiced throughout the past month. Construct this part so it would reflect the relevant subjects. Incorporate drills according to your team's characteristics.

## **Season opening**

### **Practices**

#### **Opening practice:**

**Goal:** determining basic "practice rules" with the team

#### **Introduction**

A soccer practice is a strictly professional process. Each practice has its own clear structure and rationale. The year's practices will be ordered and structured, aiming to improve the initiates' soccer skills, their physical fitness and preserving the element of fun.

#### **Dear coach,**

Remember that there's great importance to instilling ordered and professional practicing habits.

1. Explain the program and the weekly practices.
2. Perform team drills for the season opening.

#### **Professional soccer practice**

- Practice structure (warm up, main part, conclusion); what is the purpose of each segment?
- Different kinds of practice: soccer fundamentals, technique, fitness.
- Types of warm ups: with\without the ball, personal\team warm up.

#### **Team rules**

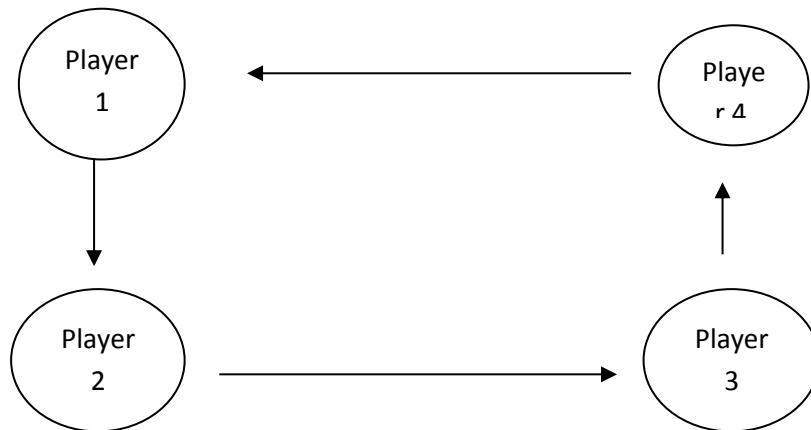
- Coach's gear: guide book and whistle. Explain the role of whistle to the team and how it is used (rallying the team, controlling the space).
- Safety: insist in proper gear, shoes and keeping the initiates' health and safety.



### Main part- team practices for the season's opening

Rules of practice- the team moves freely on the field. On a whistle, the players stop with the ball between their legs. Two whistles- the team put the balls in a designated place (add rules at your discretion).

Mapping athletic ability- divide the team into groups of four, as each initiate is assigned to one basic skill (dribble, pass, header, overhead pass, goal shot). The ball moves within the groups using only the assigned skill. As the first round ends, the group rotates clockwise to switch positions.



### Final match

### Conclusion

### Ball stop practice

#### Dear coach,

Ball stopping drills are done in pairs. Feedback the players so they could improve their skills. Work evenly on both legs.

#### Basic practice

Divide the team into pairs; deploy the players in parallel rows. The first frills will be at 6-8 meters distance, using hand passes. The players face one another and practice the following stopping techniques:

1. Sole stop.
2. Inner foot stop
3. Outer foot stop

4. Foot ridge stop
5. Upper\lower thigh stop
6. Upper\lower chest stop
7. Head stop

Under pressure: pass, followed by a 1X1.

The passing player turns to a defender once the ball had been stopped and the receiving player moves toward the defender.

The 1X1 drill can be performed without stealing the ball, only pressure on the attacker.

### **Final match**

### **Conclusion**

## **Shooting practice**

**Goal:** learning the fundamentals and techniques of shooting

1. **Warm up** as instructed by the coach.
2. **Main part** demonstration and team learning

Stances learning:

Full kick is for:

- long range passes
- Changing the games momentum, scoring or preventing goals
- A good technique leads to maximal precision and power

The non kicking leg stands by the ball, toes pointing to the direction of the kick\pass, slightly bent. The kicking leg's toes are pointed downward; the back (ridge) of the foot hits the center of the ball with the leg straightening, following the ball.

Note: if the player tilts backwards, the ball will be high. If he tilts forward it will be low.

### **Basic exercise**

Work in pairs. The players are positioned apart and practice according to the following criteria (use both legs in all stages):

1. Passing a high ball- back tilted backwards with the back of the foot hitting the ball's center.
2. Low pass- back tilted forward.

3. High volley kick (ball in hand)
4. Low volley kick (ball in hand)
5. Increase the distance and incorporate stopping techniques

**Main exercise**

1. Harmonizing- moving a few steps towards the ball, and after the kick returning backwards a few steps and so on.
2. Half volley kick, using the ground to the partner's chest.
3. Half volley kick, now with the body leaning forward.

**Main exercise-** see attached table

**Final match**

**Conclusion**

<b>Main exercise: shooting practice</b>	
	<p>Two goals are positioned facing each other (marked by cones) with a goalie in each. A line of players are positioned at the side of each goal post. On a whistle, the first two players of each line set out and perform the following actions:</p> <ol style="list-style-type: none"> <li>1. Leading the ball and shooting with the left\right</li> <li>2. Leading the ball and faking near the cone, than shooting left\right</li> <li>3. Two players are positioned in the middle. A pass is made between the moving player and the stationary player. The moving player receives the ball in motion and shoots.</li> <li>4. Add two more cones to the middle: the players set out, arrive at the cone, stop the ball and rush to the other cone and shoot.</li> <li>5. Switch sides, so the players could practice both ways.</li> </ol>

## Dribbling practice

**Goal:** learning dribbling technique

**Warm up:** according to the coach's instructions

**Main part:** teaching and demonstrating skills

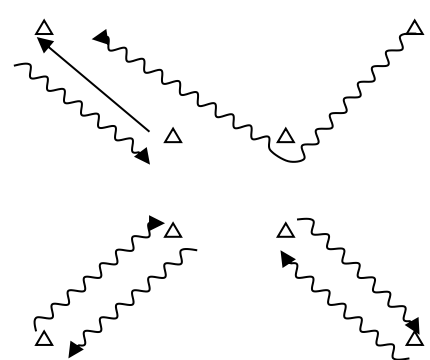
Dribbling- main emphases

- Kipping the ball close to the foot and far from the defender
- Using both legs
- Mind the game by keeping the head up
- Know the part of the foot that are involved in dribbling:
  1. The inner foot
  2. The outer foot
  3. The back of the foot and the sole

Main exercise: see attached table

# add time limit to the course

**Final match** followed by **practice conclusion**

<b>Dribble- main exercise</b>	
	<p>The cones make two squares: inner and outer. 2-3 players are stationed to each cone, <u>on the outer square</u>. On command, the players dribble to the opposite cone on the inner circle according to the following rules:</p> <ol style="list-style-type: none"><li>1. Freely, back and forth</li><li>2. Using only the left\right leg</li><li>3. Using only the inner\outer leg</li><li>4. Incorporating fakes</li><li>5. Dragging the left\right foot</li><li>6. Reaching the inner cone and then passing to the player at the outer cone.</li><li>7. Lead to the inner cone and passing to the player in the outer cone; 1X1.</li><li>8. Passing with the hand; 1X1.</li><li>9.</li></ol>

### Month 1 summary for the coach's use

Practice 1

date:

Session structure:

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Main points for the monthly report:

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**Practice 2**                      **date:**

Session structure:

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Main points for the monthly report:

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**Practice 3**                      **date:**

Session structure:

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Main points for the monthly report:

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**Practice 4**                      **date:**

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Session structure:

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Main points for the monthly report:

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**Month 2**

**Leadership**

**"A person's ability to inspire and lead others towards a common goal"**

**There's a leader in each of us. We are surrounded in events and opportunities to bring this ability into play.**

**This month's sessions deal with relating the role of the leader in the soccer and his role in his personal life and environment.**

**Leadership month**

**Introduction:** the youths for whom the "sports leadership-safe future" was written for, are defined as youths at risk. Researches indicate that weakened communities within society are

more exposed to offensive forms of employment, such as: depriving rights at the workplace, lack of social conditions, frequent firing and short termed employment. Thus, the leadership program is significant for them, as it provides them with tools to integrate within the employment world, and furthermore, it aids them in recognizing their personal leadership qualities and become leaders in their workplace: from being led, to leaders.

Through developing the youths' awareness to the inner powers within them and to their leadership qualities, their independent confidence grows- and that is a crucial stage on the road to active integration in the work market.

### **Practice 5: captain- team leader**

**Goal:** getting familiar with the term 'leadership' and initial recognition of the option of becoming a leader

**Aids:** blindfolds

#### **Introduction**

We are all affected by the leaders around us, and constantly run across the term 'leadership' in a wide range of areas. It's important to find and recognize the leadership qualities in each initiate and the team as a whole. Leadership can manifest itself in many forms and styles. Each one can find the way and form in which he'll be comfortable to bring his abilities into play. This session is about leadership.

#### **Dear coach,**

It is important to direct the initiates into referring to examples of significant leader figures from others area other than soccer, as in the family, TV, etc.

Emphasize the prominent features for the team members that rise from the discussion.

Above all- the understanding that everyone around us could be a leader and so, **each of us can be a leader.**



#### **Opening exercise: "obstacle course"**

**Stage 1-** divide the initiates into 2 teams and have a contest. Each team must select a representative whose job is to lead a ball through a course with his eyes blindfolded. The team must guide the player, so he doesn't miss any cones.

**Stage 2-** same course, only now the team selects one person only who is allowed to guide the player through the course. The rest of the teams' members are not allowed to interfere.

#### **Questions + discussion**

- How was the drill different with and without a single leader? Why?
- How does it feel to lead? How does it feel to be led?

- What is the meaning of having a leader in the team?
- Can only the team captain be a leader? Who else? In what way?



**Case study:** Arjen Robben- Holland International team.

During the 2012 EURO, Holland and Germany met in a highly charged match. During the game, Holland's captain, Arjen Robben, was called to be substituted. Robben angrily left the field from the opposite area, surrounded the field and took his shirt off.

### **Questions + discussion**

Discuss the question: "Was Robben's behavior fit for a captain?" Refer to his role as team leader on the one hand, and his problematic behavior on the other.

- What were the qualities demanded from Robben at that moment?
- How should he have acted?
- How do you think leaders should behave?
- Are there any qualities for a man necessary in becoming a leader?
- Is leadership an innate quality, or could it be learned? Who can be a leader?

### **Conclusion**

In this practice we learned the value of leadership and its importance to the team. In addition, we learned about the figure of the coach and his part as a role model for the team.

## **Practice 6: styles of leadership**

**Goals:** recognizing the natural leadership qualities that are inside all of us; bringing those qualities into play on the field and in other circles of the initiate's life.

### **Introduction**

In the previous practice, we learned about leadership and its importance to the team.

Each of us has the ability to be a leader: we act in a manner that could inspire and set example for others in different times and places in our lives- these are our natural leadership qualities. Leadership can express itself in various forms and styles, and one must remember that each of us does it differently, according to his\her character. This session is about different styles of leadership.

### **Dear coach,**

Choose two players who have different leadership styles, through which the team can be demonstrated the meaning of leadership styles.

Open a discussion: what is your favorite style? Why?

### **Questions + discussion**



- What is the meaning, regarding the leader's qualities? Do leaders have identical qualities?
- What kinds of different leadership styles do we know from our lives? Give examples for formal and informal leaders.

Conduct a short round with each initiate sharing an incident or an area in his life where he was\is a leader. Remember, the leader doesn't have to hold a formal position, as the example demonstrates. A leader is a person that inspires people with his actions or words.

Now, have another round and think of the leadership styles that characterizes each of us (aggressive\quiet, vocal\active, charismatic\shy...)

Think with your players, in what other areas would they like to become leaders and how could they do this.

### **Conclusion**

To lead is to set an example for others. Each of us can be a leader in various areas: on the field, in class, at home, in the neighborhood and more. Leadership qualities can express themselves just as powerfully in each life circle as on the field.

## **Practice 7: selecting a captain**

**Goal:** selecting a team captain

**Aids:** captain's armband

### **Introduction**

As a part of getting familiar and understanding the concept of leadership, it is important to allow the initiates to experience themselves as leaders and for them to assume responsibility. In this session, a captain will be selected and its roles will be defined.

### **Selecting a captain**



Preparation: have an open discussion with the team and refer to the meanings of having a team captain, the different qualities and styles that different leaders feature, the captain's roles and other points that came up in the previous sessions.

### **Dear coach,**

Selecting a captain is a sensitive process. Remember that choosing one player means that many others are not selected, and so, be very sensible and considerate.

### **The process of selecting a captain**

1. General explanation about the process and its meaning.

2. Determining rotation: decide whether to assign a permanent captain for the entire year, or rotate after a predetermined period of time?
3. Defining the captain's roles: the coach must define with the team at least three clear roles in each of the following area:
  - On the field during practice (maintaining order, helping the coach if necessary)
  - Social roles (help those in need, update those who miss a session)
4. Selecting a captain and presenting him with the armband. Here are a few methods of selecting a captain:
  - Appointment by the coach
  - An initiate that regards himself as a candidate presents himself to the team. A discrete vote will then take place.
  - Open vote: each initiate writes on a ballot the person he would like to be captain. Whoever received the most votes is appointed.
5. Conclusion: repeat the significance and the roles of the captain and emphasize that everyone can take part in it.

### **Conclusion**

The captain's role is of great significance the initiate and the team. A captain is a leader not only on the field, and so his influence on his teammates is great. An initiate who receives the captain's armband assumes the responsibility of being a role model for his friends.

### **Practice 8: concluding the 'leadership' month**

**Goal:** reiterating and concluding the month's subject, the sessions and a talk about the players.

#### **Dear coach,**

Be sure to go over all articles of the practice, the initiates must be a part of the discussion and conduct it openly. In order to broaden the discussion, so it includes more than just Q&A, the coach should encourage the children to talk, respond, bring up subjects, incidents and questions. Reflect constructively and sensibly events, relations and patterns in the team.

#### **Concluding session structure:**

1. Going over the month's subject and team meetings.
2. Relating to the subjects and giving examples from the world of soccer, the team's world and everyday life.
3. How has the team progressed this month?
4. Selecting the monthly top initiate.
5. Revealing next month's subject.
6. Practice- going over all the different techniques that were taught last month.

#### **Emphases:**

### **Selecting the top initiate**

This process should be conducted consistently, throughout the year of activity. The initiate should be selected according to the values we wish to instill in the initiates with: respect, tolerance, personal responsibility, mutual responsibility, cooperation and commitment.

Selecting the top initiate is a significant process, and can be equally a very disappointing moment for the rest of the kids. Consequently, be sensible and emphasize the fact that anyone could be selected in the upcoming months.

**Practice:** in this part also, the goal is to reiterate elements of the game that were practiced throughout the past month. Construct this part so it would reflect the relevant subjects. Incorporate drills according to your team's characteristics.

### **Practices for 'leadership' month**

#### **Practice 5: 4X2**

**Goal:** learning and practicing individual and team skills

**Warm up:** according to the coach's guidance

**Main part:** learning and practicing skills

#### **4X2**

##### **Goals:**

1. Moving without the ball to form an open passing line
2. Moving out of "dead zones" (areas where a pass is impossible)
3. Practicing double pass between the defenders
4. Learning defensive move that combines stealing attempt and covering.

##### **Basic practice**

Create a square and assign a player to each edge. Practice passing between the players along the edges to create a passing line. Perform the passes according to the following:

1. Practice while running
2. Add passive defenders (one moves toward the ball, the other covers)
3. The defenders turn active (attempt stealing)

##### **Practice**

Four defenders, in pairs, stand in the edge of the box. Two players stand at centerfield; one passes to the box. The first defender that manages to get the ball and pass it back to the players at the center joins them with his partner and they have a 4X2 game against the remaining pair.

##### **Final match**

## **Conclusion**

### **Practice 6: team passing game**

#### **Goals:**

Enhancing the team's cooperation capability

Practicing team awareness and understanding of the game

Practicing movement without the ball

**Warm up:** according to the coach's guidance

**Main part:** passing game

To perform a proper passing game, the following individual and team skills are required:

1. Understanding of the game
2. Technique
3. Cooperation

#### **Practice**

Part 1- forming mini teams and practicing passing skills both with the foot and head.

Part 2- passing practice with defenders trying to steal the ball

Part 3- two teams pass the ball with a third team trying to steal it. As the ball turns over, the team who stole it joins the passing game, and the one who lost it tries to steal.

#### **Final match**

#### **Conclusion**

### **Practice 7: overlap**

**Goal:** learning the overlapping technique

**Warm up:** according to the coach's guidance

**Main part:** learning and practicing

#### **Emphases**

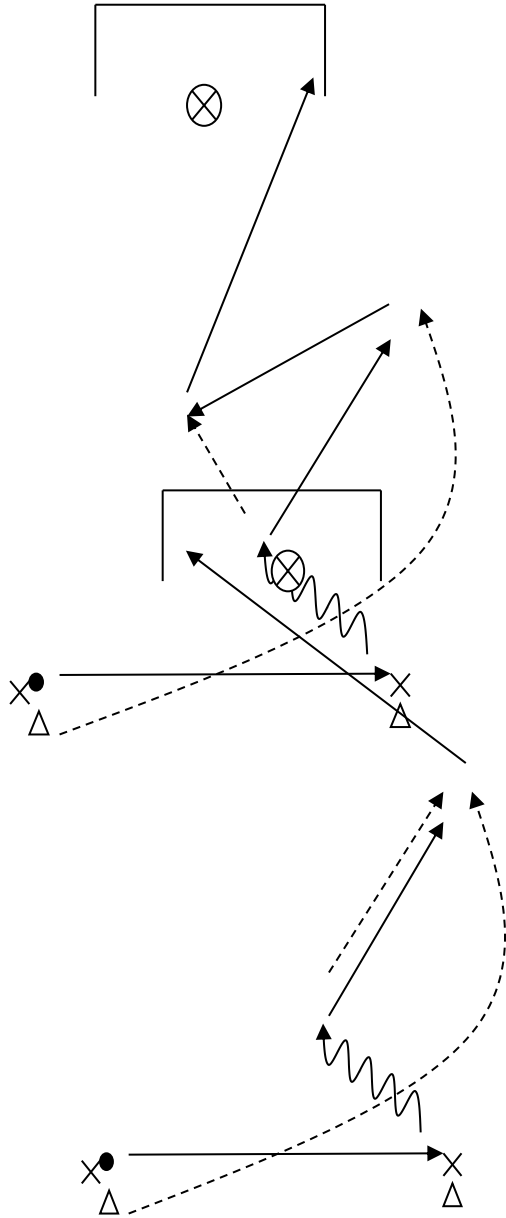
The goal of overlapping is using open ground to pass the defense line with an additional player joining the offensive maneuver. The player holding the ball waits for the overlapping player to get to open ground and times his pass accordingly.

Practice- see table

Final match

Conclusion

### Main exercise: overlapping



#### Exercise

Player A passes to B and runs to open ground behind him. B leads the ball to the center and passes deep to A. two options for what follows:

- A. Player A receives the ball and passes a cross for B who attempts to score
- B. Player A receives the ball, B defends and they have a 1X1 match.

**Practice 8: field positions in a 7 men formation**

**Warm up:** according to the coach's guidance

**Main part:** learning the positions on the field

**Learning**

Practice a 7 men team

Position the players in a double rhombus (diamond) formation

**Practice**

Position a goalie, one fullback, two center-backs two wingbacks and a midfielder.

Practice a passing game

Add defenders according to the team's level

**Practice**

Position the players in 4-4-2 formation; passing game with\without defenders to simulate a match.

**Month 2 summary for the coach's use**

**Practice 1**                      **date:**

Session structure:

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Main points for the monthly report:

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**Practice 2**                      **date:**

Session structure:

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Main points for the monthly report:

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**Practice 3**                      **date:**

Session structure:

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Main points for the monthly report:

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**Practice 4**                      **date:**

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Session structure:

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Main points for the monthly report:

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### Month 3-

#### Occupational Aspirations

"If you could dream it, you can do it"- Walt Disney

#### Occupational capacity month

##### Introduction:

A key value at the basis of "sports leadership-safe future" program is occupational aspirations. Occupational aspirations is a process in which we get our skills, qualifications and professional experience that enable us to integrate in the world of employment and achieve financial independence.

Youths in high risk can give up the ambition of having a career and integrating in a workplace. The sense of failure in school and other social and familial frames brings them to question their abilities and the belief of having an occupational prospect.

The "sports leadership-safe future" program aims to prepare youths at risk to independent adult life. In order to achieve that, they must be encouraged to develop occupational aspirations, to be active and initiative and empower their individual abilities. This way, we could increase their chances of normative integration in society.

#### Practice 9: occupational aspirations

**Goals:** beginning the process of creating occupational aspirations and an "occupational dream" and understanding that through initiative and ambition we can realize our occupational dream.

**Aids:** notes for writing personal ambitions, board for writing team ambitions.

##### Introduction



Last month we talked about leadership and leading a team. We learned that in each of us there are leadership qualities and that there are different styles of leadership. In the following month we will talk about how to use our leadership qualities in order to develop in life, to take initiative and lead ourselves to a point where we are independent and responsible for our future. In this session we will talk about "ambition" and "dream" and how we can realize it.



### **Relating to the team**

Hand out notes for the initiates and ask them to write a personal ambition. It can be something that they want to be in the future, or something they would like to do soon. Gather the notes and have the initiates take one in turn and try and guess who wrote it. Write the ambitions on the board.

### **Questions + discussion**

- What should be done in order to realize the ambitions written on the board?
- Do I need help from others in order to realize my ambition, or can I do it myself?
- Why is it important to realize ambitions?



### **Case study: Aryeh Bejerano**

"I grew up in Ginaton and attended the Ben-Shemen youth village. There, in my first year of school, I saw for the first time a soccer field. That was in 1957, I was 6 years old. I was so excited; when I got home I built a goal in my backyard.

Aryeh bejerano played in Hapoel Tel-Aviv FC youth team. When he was 17 he was promoted to the first team and won the championship. He was a goalie for Hapoel for 17 years and today he is the youth team's coach.

### **Questions + discussion**

- What was Bejerano's occupational aspiration?
- What should we do in order to realize our occupational aspirations?

### **Conclusion**

Setting goals, thinking of ways to promote them and taking the initiative to realize it can bring our ambitions and dreams to life. Aryeh Bejerano aspired as a child to be a goalkeeper and with that initiative, he managed to realize his dream and play for 17 years.

Linking ambition with initiative can realize our dream.

## **Practice 10- the value of work**

**Goals:** the initiate will understand the value of work and that working is the way to realize the potential in himself.

### **Introduction**

In the previous session we talked about our ambitions and the ways to realize our occupational dreams and ambitions. Today, we will realize that through work we can realize our ambitions and potential.



**Opening exercise:** the team sits in a circle as the coach reads sentences. Two people can respond to each sentence- one for the other against.

- Every action a person does is work
- Work is one component in a person's life
- If a person doesn't enjoy his work, it is not work.
- In every work there's creation
- Work is something a person does and earns money for

### **Dear coach,**

It is important to explain the team that work has taken a major position over the years in human life. Today, work has become an action that a person does in order to fulfill his basic needs, such as occupation and money. We would like to examine the connection between the employee and the work, and work to a youth's life.

### **Questions + discussion**

Go over a list of occupations: doctor, painter, bank manager, construction worker, soccer player. Ask the team:

- What is in common to all those occupations?
- What place does work take in the life of each person?
- How does their order of the day look like?
- Does the order of the day have anything to do with the line of work?
- Does work affect other areas in their lives?

### **Conclusion**

There's a difference between work\action that is done to achieve something in particular, such as money, prestige and one that has a meaning for the person on its own. If work expresses existing elements in the youth's world, like his desires, dreams, and ambitions than work becomes more meaningful and it will affect his involvement and the realization of his potential. It is important to find an occupation that will express your ambitions, those you stated in the previous practice.

### **Practice 11- trends in the work market**

**Goals:** the initiate will be familiar with the trends in the work market of the 21<sup>st</sup> century in an experiential way, as part of creating an occupational aspiration for himself and taking the initiative in realizing his occupational dream.

### **Introduction**

The changes in the global work market are rapid. In the 21<sup>st</sup> century, the market is dynamic, fluctuant and much more competitive. An initiate that aspires to integrate in that market should know its future nature and the changes that take place in it. today, we will go through several short activities that simulate that market.

### **Dear coach,**

The following exercises are meant to show the initiates, in an experiential way, the trends in the 21<sup>st</sup> century work market. Four features were selected that are relevant for youths at risk. You are welcome to include other exercise according to your discretion.



### **Team exercises:**

- 1. Dynamism:** the team sits in a circle, a representative stands in the center and states something he likes- food\TV show\singer etc. Every initiate that shares the same opinion gets up and changes his seat. Whoever stays without a seat moves to the middle.  
**Conclusion:** in the past, our parents learned and work in a single profession for decades; today, the work market is dynamic, and many people move from one workplace to another, or change occupation altogether. The pace is much more rapid and changing.
- 2. Lack of control:** choose an initiate and cover his eyes. The coach creates an obstacle course and the team must guide the blinded initiate. The initiate feels a lack of control and uses his friends to move through the course.  
**Conclusion:** today, the work market is dynamic and firing and employee doesn't necessarily indicate failure. Sometimes, the reason is excess manpower, or outsourcing plants abroad. These situations create a sense of lack of control. In such cases, it is important to remember that losing a position does not necessarily indicate a failure and are usually beyond your control. Use your friends to go through such times as in the exercise.
- 3. Creativity:** choose two initiates. Each of them receives an object and has to come up with different uses for it. The object is passed back and forth between them until one of them is stuck. The most creative participant wins.  
**Conclusion:** today, there's more room for the creative and initiating employee; each person is an independent worker whose personal creativity and initiative are extremely important for his survival in the work market.
- 4. Competitiveness and self marketing:** choose two initiates. Each gets a note with the title "what is great in being a soccer player". Each initiate stands at one edge of the room and tries to win his teammates over. Whoever gathers the most players wins.

**Conclusion:** the work market has fierce competition between companies in different areas and also a competition on positions. The competition compels you to be active and initiating and focus on your abilities, proving that you are better than others in your field.

### **Conclusion**

The 21<sup>st</sup> century work market obligates the worker to be more creative, take the initiative and constantly refresh himself. In soccer we use these qualities and develop them further. The youth should acquire these qualities and also remember that although there are many things that are in our control, and we must be active and work hard to achieve them, there are some things that are beyond our control.

### **Practice 12: conclusion of "occupational aspirations" month**

**Goal:** reiterating this month's subject, the sessions and team talk.

### **Dear coach,**

Be sure to go over all articles of the practice, the initiates must be a part of the discussion and conduct it openly. In order to broaden the discussion, so it includes more than just Q&A, the coach should encourage the children to talk, respond, bring up subjects, incidents and questions. Reflect constructively and sensibly events, relations and patterns in the team.

### **Concluding session structure:**

1. Going over the month's subject and team meetings.
2. Relating to the subjects and giving examples from the world of soccer, the team's world and everyday life.
3. How has the team progressed this month?
4. Selecting the monthly top initiate.
5. Revealing next month's subject.
6. Practice- going over all the different techniques that were taught last month.

### **Emphases:**

#### **Selecting the top initiate**

This process should be conducted consistently, throughout the year of activity. The initiate should be selected according to the values we wish to instill the initiates with: respect, tolerance, personal responsibility, mutual responsibility, cooperation and commitment.

Selecting the top initiate is a significant process, and can be equally a very disappointing moment for the rest of the kids. Consequently, be sensible and emphasize the fact that anyone could be selected in the upcoming months.

**Practice:** in this part also, the goal is to reiterate elements of the game that were practiced throughout the past month. Construct this part so it would reflect the relevant subjects. Incorporate drills according to your team's characteristics.

**Month 3 summary for the coach's use**

**Practice 1**                      **date:**

Session structure:

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Main points for the monthly report:

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**Practice 2**                      **date:**

Session structure:

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Main points for the monthly report:

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**Practice 3**                      **date:**

Session structure:

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Main points for the monthly report:

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**Practice 4**                      **date:**

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Session structure:

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Main points for the monthly report:

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**"Occupational capacity"**

**Practices**

**1X1 practice**

**Goal:** learning and practicing basic skills

**Warm up:** according to the coach's guidance

**Main part:** learning and practicing 1X1

General

1X1 goals:

- Keeping possession of the ball and getting passed a defender
- Man to man defending and stealing the ball in defense

Offensive emphases


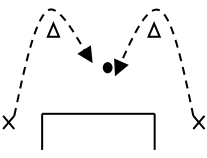
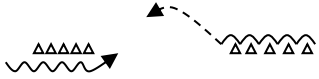
- Developing fakes
- Keeping the ball by placing our body between it and the defender

Defensive emphases

- Eyes on the ball to reduce the effectiveness of fakes
- Closing the distance to the attacker quickly, stopping in front of him in stealing distance
- Low and diagonal stance in front of the attacker
- Correct timing in stealing the ball or delaying the attacker

**Practice-** see table

**Final match**

<p>.1</p>  <p>.2</p>  	<p><b>First drill:</b></p> <ol style="list-style-type: none"><li>1. Player A leads the ball and holds it as B passively defends.</li><li>2. Player B turns active and tries to steal.</li><li>3. 1X1 as one player passes the ball and rushes to steal it.</li><li>4. 1X1 ;the goal is hitting another player's cone</li></ol> <p><b>Second drill:</b></p> <ol style="list-style-type: none"><li>1. Two players sprint around a cone towards a ball at centerfield. The first to get the ball attacks, the other defends in 1X1.</li><li>2. Player A leads the ball along the line, B hops over cones; 1X1.</li></ol>
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**Conclusion**

**2x1 practice**

**Goal:** learning basic skills

**Warm up:** according to the coach's guidance

**Main part:** 2x1, explanation and practice

2x1 allows working on both individual and team skills: switching, double pass and scoring.

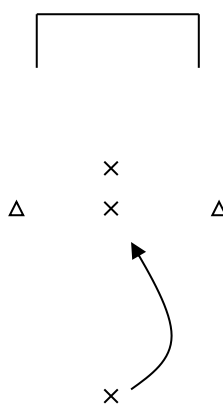
2x1 practice has several goals:

- Practicing ball handling and passing
- Strengthening cooperation and understanding
- Freeing oneself for a pass and moving without the ball
- Decision making: whether to pass the defender or pass the ball.

**Practice:** see table

**2x1 main exercise**



.1		<ol style="list-style-type: none"> <li>1. Create two goals (no goalies) using cones. Two attackers face an active defender. Scoring is allowed from both sides of the goal. <ul style="list-style-type: none"> <li>• Rest between drills</li> <li>• Players switch positions</li> </ul> </li> <li>2. Position two players beside two cones as a third passes between them. the first to get the ball returns it to the passer and they have a 2x1.</li> </ol>
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### Final match and conclusion

### 2x2 practice

Goal: practicing basic skills

Warm up: according to the coach's guidance

rest between drills

players switch positions

Main part: 2x2

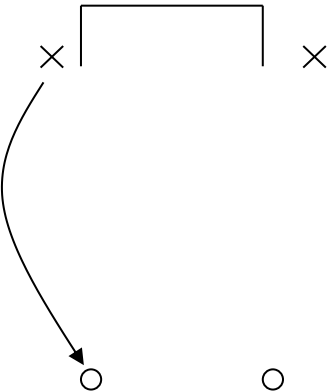
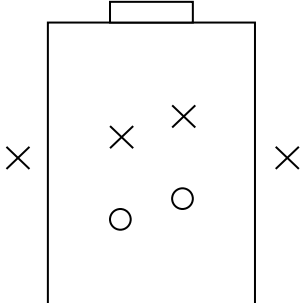
#### Goals

- practice decision making
- movement without the ball
- double pass
- defensive coordination

Practice: see table

### Final match

## Conclusion

Main exercise: 2x2	
	<p><b>Drill 1</b></p> <p>Assign 2 defenders and 2 attackers. The defenders are positioned beside the goal post and the attackers at a distance marked with cones. A defender passes to the attackers and they have a 2x2.</p> <ul style="list-style-type: none"> <li>You may add a goalie or an additional goal</li> </ul>
	<p><b>2x2 match</b></p> <p>Position 2 "supporters" at the sidelines (can only receive and pass back to the team who passed to them)</p> <ul style="list-style-type: none"> <li>Switch positions after a defined period of time</li> </ul>

## Practice 12: overhead passes

**Goal:** learning the skill

**Warm up:** according to the coach's guidance

**Main part:** learning perform an overhead pass

**Emphases:**

The pass is performed using the inner back of the foot.

The foot moves underneath the ball, with the body tilting backward as the pass is carried out.

During the game, overhead passes are used statically (free kicks, corners) or in motion.

**Practice:** see table

**Final match**

**Conclusion**

Main part: Overhead pass practice	
	<p>Work in pairs at a convenient distance. One player passes overhead; the other receives and returns an overhead pass of his own.</p> <p><u>Three men drill:</u></p> <ol style="list-style-type: none"><li>1. Player A passes to player B</li><li>2. Player B passes overhead to player C</li><li>3. Player C leads the ball (slalom optional) as player A and B move to their respective nearby goal posts.</li><li>4. Player C passes over head to the box.</li><li>5. Either A or B try to score with a header or kick</li></ol>

**Month 4 summary for the coach's use**

**Practice 1**

**date:**

Session structure:

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Main points for the monthly report:

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**Practice 2**                      **date:**

Session structure:

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Main points for the monthly report:

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**Practice 3**                      **date:**

Session structure:

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Main points for the monthly report:

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**Practice 4**                      **date:**

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Session structure:

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Main points for the monthly report:

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### **Practices for the coach's use**

#### **Uniform session**

**Dear coach,**

Perform this practice according to the team's development and schedule.

#### **Introduction**

In this practice the initiates are presented with the team uniform.

Uniform have much more significance than simply distinguishing to rival team.

#### **Questions for the team:**

- What is the meaning of uniform?
- Do you think there's any significance to the colors?
- What does having uniform contribute to?
- Can it affect the team's ability?

**Dear coach,**

The uniform is utilized to strengthen the sense of belonging and team spirit that are at the basis of every activity in the "sports leadership- safe future".

Link the uniform to the sense of togetherness and emphasize the function of uniform as an enhancing factor of team cohesion.



## **Relating to the team**

Go over article 4 of the official soccer regulations that deals with uniform.

**See appendix B**

### **Team rules regarding uniform**

- Arrive to practice in full uniform
- Arrive to tournaments in full uniform
- Keep the uniform clean and tidy

### **Conclusion**

What did we go through in this session? What will be the next session?

### **Appendix B- article 4**

- It is forbidden to play barefooted, half naked, with chains, watches and the likes.
- Protective shin guards are mandatory.
- Playing must be with shoes on, socks to knee height, shorts, shirt and if necessary, gloves and stockings.
- Each team must have a different uniform set; the goalie has to have a uniform different than his teammates' and the opposite team's.
- In the 1<sup>st</sup> and 2<sup>nd</sup> divisions, the guest team must have two sets of uniform.
- If the guest team has a uniform similar to that of the home team, they must change.
- Numbers in the jersey's are free in the 1<sup>st</sup> and 2<sup>nd</sup> divisions.

### **Preparing for a tournament practice**

Perform this practice according to the team's development and schedule

**Dear coach,**

The tournaments that are held throughout the year are opportunities for your team to learn from a wide range of new situations. During the tournaments, the initiates are exposed to different dynamics between themselves and also with the other team members. This allows practicing, processing and implementing the educational subjects that you have dealt with during the year. (Winning and losing, cooperation, preventing violence and more)

#### **Key points for preparation:**

1. Technical details: the tournament's time, place and schedule.
2. Background on the participating teams
3. At your discretion: emphases to your team

### **Technical details for the "Mifalot" tournaments**

- The field will be divided into 4 mini fields
- Each field has a supervisor, in charge of the teams' transition between fields and a referee
- Each team has 8 players
- Handshakes before and after each game
- Substitutes are unlimited, with the referee's approval
- The tournament will start and end in a gathering with all the teams
- The tournament grounds have lavatories and fresh water points.
- The participants are requested to keep the area clean

**Background on the opposing teams:** It is important to scout on the opposing teams: where do they come from, how long have they been practicing and more. This will make the experience more accessible and less threatening for your team.

### **Emphases for you team**

- Reiterate the issues of fair play and preventing violence
- Paying attention to the coach's order, both professionally and in the social-behavioral aspect
- Punctuality
- Emphasis on team values: cooperation, team spirit, respect.

### **Open talk**

What do you think is important to take in to consideration before the tournament?

### **Emphases for the coach**

- Improvement in the team's professional ability and social conduct
- The initiates' behavior
- Deferring gratifications

### **Tournament conclusion session**

#### **Open talk:**

How was the tournament for you?

How was the ride?

What do you think are the main things to learn from this experience?

#### **Dear coach,**

To enable learning, discuss the relevant subjects to your team, as each one is a basis for thinking together around two main questions:

- What caused it?
- How can we avoid\repeat it in the future?

Make the connection between this team talk and other issues you have dealt with during the year, such as preventing violence, leadership and accepting others.

### **Subjects for team processing**

- Improper behavior by team members during the tournament
- Commendable behavior by team members during the tournament
- A violent incident within the team or with another team
- Team win (what helped us win that game?)
- Team loss (how do we deal with it?)
- Handling authority (the coach, the referee, the supervisor)
- Leadership (the captain, other players)

### **Preparing to a game in a stadium**

**Dear coach,**

Going to watch a soccer match is an opportunity to view various processes that are included on the program: team processes that are internal and external ones through what happens on the pitch during the game. This encounter will enable you to upgrade the experience into "guided" watch, under your supervision, and creates a learning process for your team members.

Construct the session according to your team's characteristics. Choose whether to allow all the initiates to participate in guided watch, or just assigning specific instructions to some of them.

Discuss with your team:

- Compare team A's spirit to team B's
- Do the players rely on each other?
- How does their cooperation come into play?
- If they win- do they all win together?
- If they lose- did they all lose together?
- Did you see disrespectful behavior by the teams' players?

### **Information on the drive**

- Provide your team with the schedule
- Team conduct when arriving at the stadium: getting off the bus, receiving passes
- Paying attention to the coach's instructions
- Moving in the stadium during the game and setting a rally point if someone gets lost
- Leaving the stadium and gathering after the game is over

### **Watching a game- conclusion session**

**Dear coach,**



The goal of this session is to process the experience of watching a professional match and linking it with the educational and professional processes of your team. Focus the conversation according to the team characteristics.

### **Open talk**

- How was the experience?
- Was the value of team spirit evident? In which team?
- Did it appear as if the players were relying on each other?
- Was the level of cooperation high?
- How did the winning team's players behave?
- How did the losing team's players behave?
- Was there any disrespectful or violent behavior among the teams' players?
- Was there any disrespectful or violent behavior among the teams' fans?
- What can we embrace from the game?

### **Referring to the visit**

- Reinforcing positive behavior of your team during the trip
- Focusing on what requires improvement
- Reinforcing specific initiatives