



PREVENTING BULLYING IN AND THROUGH FOOTBALL

PINBALL

Activity 3 – “Building a net”

General description of the activity

The activity includes two games specifically aimed at building cohesion, respective knowledge and trust. The players will be stimulated to face a circuit consisting of short exercises in which the outcome is based on the ability to get to know each other and trust the partner in order to overcome individual deficits.

Age group: 10-14 years old

Psychological principle: Working on team cohesion	Timing: 45 minutes
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STEP 1 – Do we know each other?

TIME: 15 minutes

The activity is meant for team members to better know each other. The players will arrange themselves in a circle and carry out passes at an increasing pace (the times will be dictated by





the coach, who can decide to make the activity more or less challenging). Before moving on to the next partner, however, each player will have to share a piece of information about themselves that many teammates don't know (e.g., "I would like to be a veterinarian, and I have two golden retrievers that I love very much"). The player can then choose to pass the ball to a partner who knows less than the others, to learn something about them. The activity can also be done in 2-3 smaller circles, being careful to reshuffle the groups several times so that everyone learns something about everyone. If the players have difficulties coming up with statements about themselves, the coach can provide topics, such as:

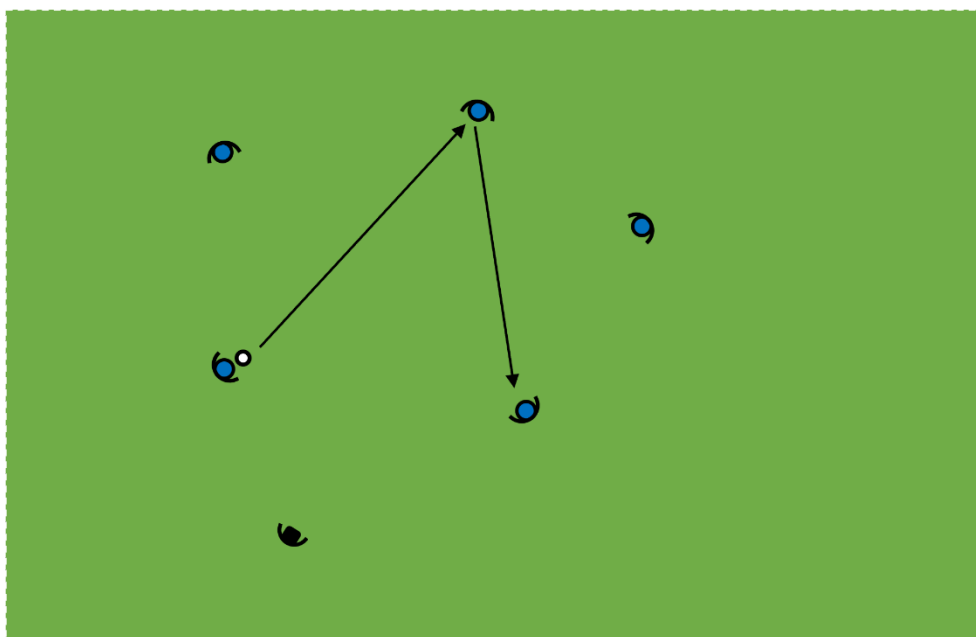
- The food you hated when you were little;
- Something about your pet or the pet you wish you had;
- Your favourite school subject and why;
- When you are not at football, what is your favourite hobby?

2

In all cases, a good tip might be to start passing the ball to the "chatty" team members, so that they can engage the others.

The activity is graphically represented below.





STEP 2 – I got you

3

TIME: 15 minutes

This second game is about building cohesion via mutual trust. The activities will all be carried out in pairs which can be drawn or chosen by the coach. Criteria to do so might be: 1) athletes that should learn how to better work together on the field; 2) athletes that don't know each other very well (if the coach knows it), or 3) simply drawing names. In all cases, pairing between best friends should be avoided because the whole point of the activity is to know better and to trust also the teammates that they know less. The coach will prepare three stations on the field where each pair will remain for 5 minutes to perform the exercises. Following the coach whistle, all couples will move on to the next station in a clockwise direction:





- **The race:** in front of each pair there is a row of coloured cones. The coach decides the colour and the blindfolded player must be guided by his partner's voice alone in reaching the object
- **Ties:** The members of the pair are tied together (wrist and ankle) and must work together to collect as many objects (e.g., cones or footballs) as possible scattered around the field
- **You complete me:** one player of the pair will be blindfolded, while the other will have to move by hopping on one leg. The second player must always keep both hands attached to the body of the first one: if even only one comes off, the couple should restart. If the second player touches the ground with both legs, the couple should restart.

The aim will be to reach a marked goal via a simple trail.

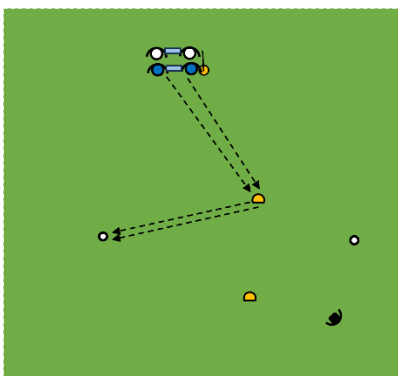
The activity is graphically represented below.

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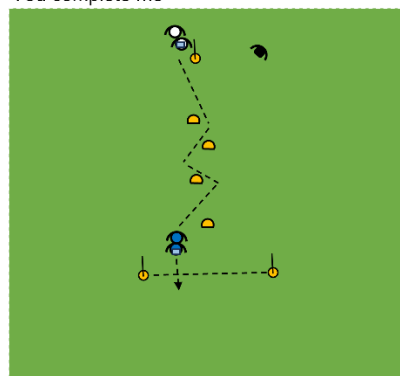
The race



Ties



You complete me





STEP 3 – Discussion

TIME: 15 minutes

At the end of the activity, there will be a discussion mediated by the coach. To encourage the discussion, the coach will ask the players a series of questions, such as:

- Did you learn something new about your teammates?
- How did you feel during the second activity? Was it easy to work together? Where did you find difficulties?
- What were these exercises aimed at in your opinion?

Again, the coach can comment on the discussion with reference to the Convention on the Rights of the Child, art 31 (rest, play, culture, arts), e.g. “The Convention on the Rights of the Child states that every child has the right to have a meaningful leisure time, that also includes the right to participate in sports no matter what ambitions you may have or your former experience. Isn’t it important to help each other out to guarantee this right?”.

If the players bring the discussion more in-depth, you can support them with the following consideration:

- Life is a bit like a football game: we do our best when we trust one another and work together towards a common goal. The goal of these exercises was for you to know each other better, so you can learn that you can count on your teammates, in and outside the football field.





TAKE-HOME TASK

For the next week, try to learn something new about a classmate or a friend you don't know very well, and tell them something about yourself: that's the first step towards a new friendship!

COACH TO COACH: SOME PRACTICAL SUGGESTIONS

Here are some practical suggestions from coaches who already implemented the activities within their teams.

- 1. Trust, especially in newly formed teams, is not an easy topic. In the games, it is important that the “braves” start. If none feels confident in doing so, the coach could act as an example.**
- 2. You don't necessarily need to use blindfolds if you don't have them. You can cover the players' eyes by using bibs, hats, or even a cloth. To tie the players together, you can just tie their shoelaces to one another's.**
- 3. Print and use the prepared questions to enhance the discussion (or have them ready on your mobile phone): it is easier to delve into the topics if you have some guidance.**

Age group: 15-18 years old

Working on team cohesion	60 minutes
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The activity is the same as described above. However, in STEP 1 a more challenging activity than simple passes should be proposed to engage the players (e.g., after the pass, showing some dribble tricks). Suggested topics are:

- What do you want to do after high school and why?
- A famous person that inspires you and why;
- Your favourite movie ever and why;



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- When you are not at football, what is your favourite hobby?

Moreover, the final discussion will be more in-depth. Questions can be:

- In the first activity, did you learn anything new about your teammates? How important is it, in your opinion, to get to know each other in a team? Why?
- In the second activity, how did you find working in pairs? What were the biggest difficulties? Why do you think we did this exercise?
- In your opinion, how important are cohesion and trust in a team?
- Do you feel you are totally united as a team? On what aspects could you improve and how?

If the players bring the discussion more in-depth, you can support them with the following consideration:

- Life is a bit like a football game: we do our best when we trust one another and work together towards a common goal. The goal of these exercises was for you to know each other better, so you can learn that you can count on your teammates, in and outside the football field.

REQUIRED MATERIALS	
10-14 years old	15-18 years old
Footballs	Footballs
Cones of different colours	Cones of different colours
Ropes to tie ankles and wrists together	Ropes to tie ankles and wrists together



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Blindfolds	Blindfolds
Material to design a simple trail	Material to design a simple trail

Activity 4 – “We go together”

General description of the activity

The players are randomly divided into two teams and will undergo two short activities with a shared “cooperation and cohesion” denominator. The debriefing will aim to activate a discussion on how team collaboration is essential for achieving goals and a cohesive team gets the best results.

Age group: 10-14 years old

Psychological principle: Working on team cohesion	Timing: 45 minutes
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STEP 1 – Cooperation is key to succeed

TIME: 20 minutes

The coach prepares two adjacent identical trails: each trail will include a slalom, an obstacle to surpass and a goal to be scored. During the explanation, the coach will be able to show how the trail should be completed with the help of an athlete. The game will consist of 3 rounds of 5 minutes, for all the members of each team to finish the trail. The game will end when all members of a team have completed the tasks, thus the fastest team will be the winner. The coach will keep the count of the winner of each round. The team that scores at least 2 points

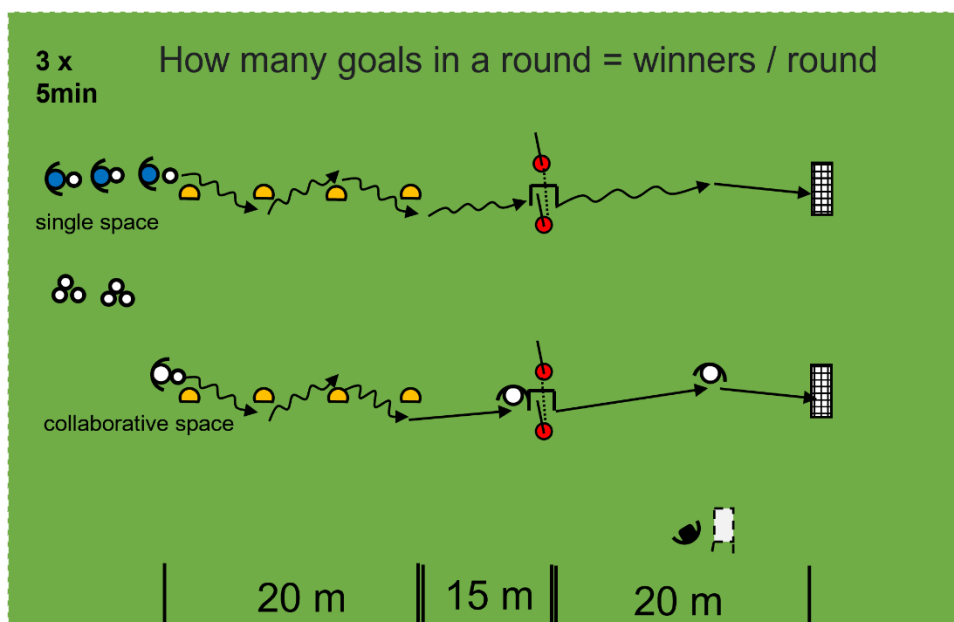




will be the winner. Team 1 will work in a “cooperative mode”, while team 2 on an “individualistic mode”.

- **Cooperative Mode.** Three players at a time will complete all activities by entering the field at the same time – they’ll be able to pass each other the ball once they have completed their part of the trail: in this sense, one will perform the slalom, the second will overcome the obstacle and the third will score the goal. Then, the players will rotate. The same game scheme is applied until all team members have carried out the activity.
- **Individualistic Mode.** One player at a time enters the field and completes all the activities individually, only at that point, the second teammate will enter the trail. The same game scheme is applied until all team members have carried out the activity.

The game is graphically represented below.



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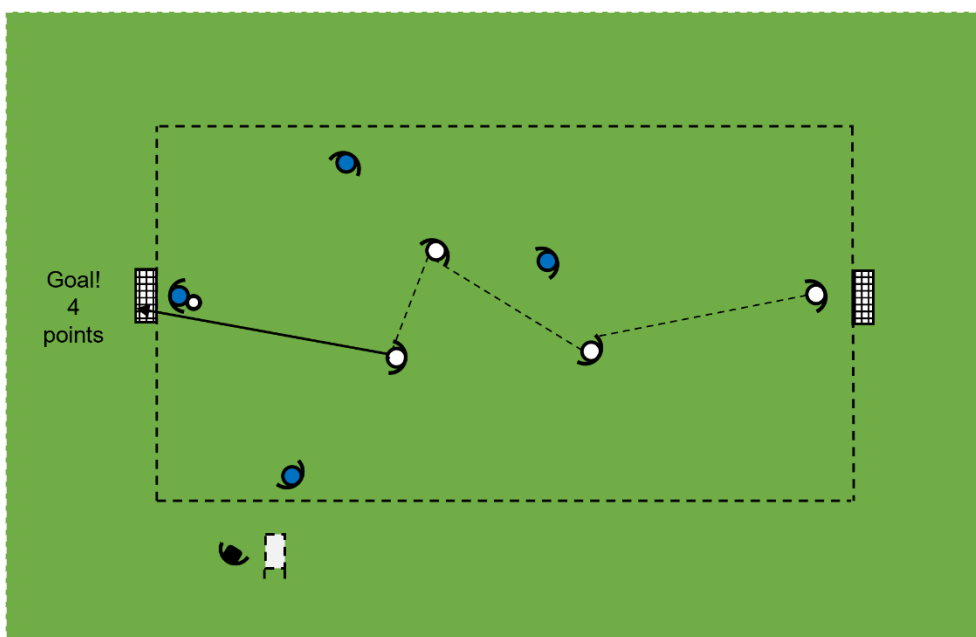
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STEP 2 – Share when it counts

TIME: 10 minutes

The teams are involved in a 10-minute football game, with one simple additional rule: the score of each goal depends on the number of different players of the same team that have “touched” the ball before scoring. Therefore, if 4 different players have touched the ball before shooting, then that goal will bring 4 points to the team rather than one. Not only: points will be doubled if everyone in the team have touched the ball. A board can be used by the coach to record points, if deemed useful. The activity is graphically represented below.



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STEP 3 – Discussion

TIME: 10 minutes

At the end of the activity, there will be a discussion mediated by the coach. To encourage the discussion, the coach will ask the players a series of questions, such as:

- How did it go? Did you enjoy the activities?
- In Game 1, how did you feel playing in the individual mode? And in the cooperative one? Did you find any differences?
- In Game 2, what was different from usual while playing? Why do you think you played this way?
- Try and find a word to label the activities (it should be something along the lines of “collaboration”, “togetherness”, and so on).

11

TAKE-HOME TASK

For the next week, take at least one chance to help someone out: it might be your mom with the groceries, or a classmate with homework. Try the power of collaboration!

COACH TO COACH: SOME PRACTICAL SUGGESTIONS

Here is a suggestion from coaches who already implemented the activities within their teams.

- **It could be useful if you briefly chat with the players during the exercises and prompt them with the questions while playing the games. You can then set aside the final 10 minutes for discussions after the exercises.**



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Age group: 15-18 years old

Working on team cohesion	60 minutes
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The activity is the same as described above. However, the trail should be more challenging according to the more developed football skills of older participants. Moreover, each of the three parts of the training will last 20 minutes. The final discussion will be more in-depth, based on the superior dialectic competencies of adolescents. Questions can be:

- How did it go?
- In Game 1, how did you feel playing in the individual mode? and in the cooperative one? Did you find any differences? Why is that, in your opinion?
- How about Game 2? How did you organize yourselves? Are you satisfied with how you carried out the activity? What is the key message here?
- Why do you think we did these activities? What do they have in common? What is your take-home message? Try and find a word to label this training (it should be something along the lines of “collaboration”, “togetherness”, and so on).
- Do you think that this value of cohesion is important in everyday life as well? Why is that?

REQUIRED MATERIALS	
10-14 years old	15-18 years old
Footballs	Footballs





Bibs to divide the teams	Bibs to divide the teams
Cones for the slalom	Cones for the slalom
Obstacle	Obstacle
Goals	Goals
Whistle	Whistle
Marker	Marker

Activity 5 – “This is who we are...”

General description of the activity

The players will be encouraged in describing themselves by selecting images and telling why they enjoy football and being on the team. This will have the goal of underlying the importance of the team for the members and highlighting shared values.

13

Age group: 10-14 years old

Working on team identity	60 minutes
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STEP 1 – Who are you?

TIME: 30 minutes

A circuit with three different and age-appropriate exercises will be developed by the coach (5 minutes per each exercise). At the end of each exercise, the players will be able to choose an image from those made available in a box placed in front of the circuit space. The question the

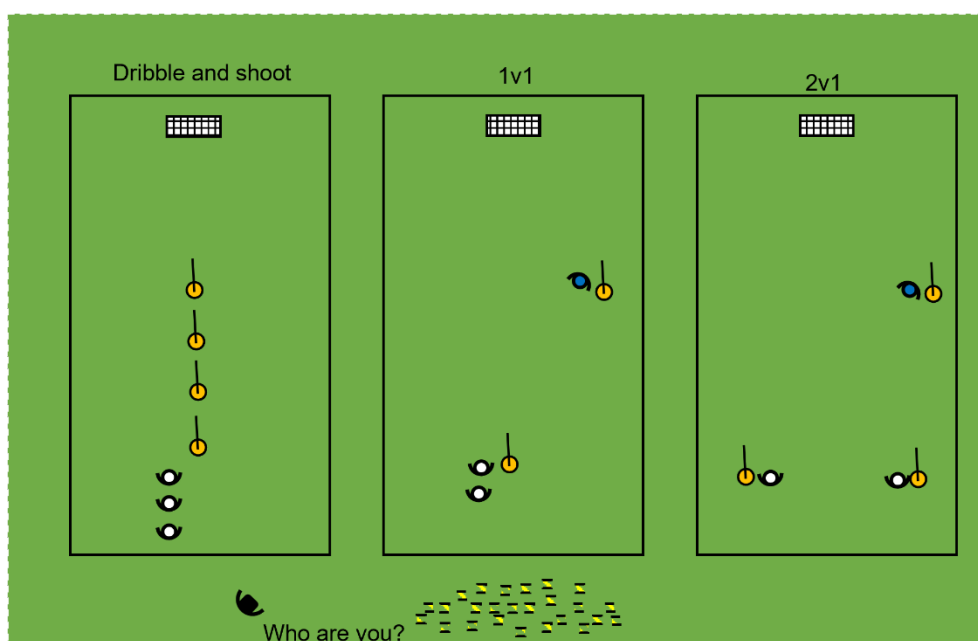




players will be asked to answer is, “Who are you? Imagine introducing yourself to someone who has never seen you. Choose three images that you think best describe who you are”.

The images will be divided into four categories (individual football - group football - other individual - other group) (see Annex 5.1 – age 10-14). When the circuit is over, each player will have a minute to show their pictures (if they want to) and explain why they chose them as the most meaningful. Some minutes will be used to underline that most players probably chose the football-related pics, as a demonstration of how important this sport is in their lives.

A graphical representation of a possible circuit is presented below.



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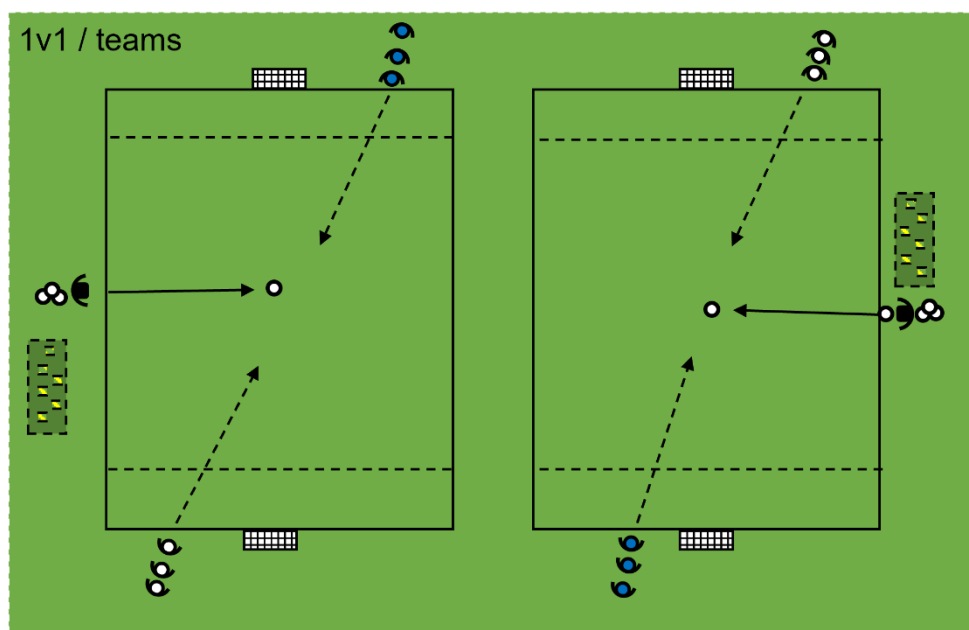


STEP 2 – Who are we?

TIME: 20 minutes

In the second game, players will be asked to think about their team and what being part of it means to them. Two teams will be created and two small playing fields, suitable for the age group, will be created to reduce waiting time. Both team A and team B will be divided into the two fields playing the same game. Player A will start from one side of the field and player B from the opposite one. They will challenge each other in a 1vs1 competition. The winner (i.e., the first to score a goal against the opponent) will have the chance to select from a box full of labels (see Annex 5.2) the one that, in their opinion, better answers to the question: “What does being a member of this team mean to you?” (see below).

15



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STEP 3 – Discussion

TIME: 20 minutes

In the end, all labels will be put together. They will all be read out loud by the coach and the most frequent labels will be highlighted with the help of cardboard, if deemed useful. A 15-minute discussion will be led by the coach to underline how important the team and being part of the Club is for each player, starting from labels such as “Pride”, “Friendship”, and so on. Some prompt questions can be used, such as:

- Who wants to explain which label(s) you choose and why?
- What does being a part of this team mean for you? Is it important to you?

You can encourage and summarize the conversation with some reflections, such as:

- A team is a lot like a family: we care about each other and we join our efforts towards a common goal: this is why we (me included!) consider so important to be part of this team, and we derive this feelings of pride and friendship from it. Members of families and teams stick together and help one another, even when the times are hard.

16

TAKE-HOME TASK

For the next week, try to give back to your team. You can do it in different ways: by helping out your coach in putting away the materials after training, helping a teammate learn a new skill, volunteering to help organize younger kids' games etc. It's up to you!

COACH TO COACH: SOME PRACTICAL SUGGESTIONS

Here is a suggestion from coaches who already implemented the activities within their teams.

- The images are necessary for a good result in this activity. Prior to the activity implementation, set time aside for printing and cutting the images made available in the template, or crafting your own images.



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Age group: 15-18 years old

Working on team identity	45 minutes
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The activity is similar to that described above. Of course, in activity 1 (see Annex 5.1 – age 15-18), the circuit should be adapted to the football skills of older players. Moreover, during activity 2, rather than selecting from labels, athletes will be asked to write on post-its what it means to them to be part of their club. During the discussion phase, the post-its will then be read and pasted on the cardboard, grouping them by the main theme. Prompt questions for the discussion can be:

- Who wants to share what they wrote and why?
- What does being a part of this team mean for you?
- Would you say that being a member of this team is an important part of who you are?
Are you proud of it?
- Is the opinion of your teammates relevant to you? Do you trust them? Do you admire them? Do you think you share the same values?

17

You can encourage and summarize the conversation with some reflections, such as:

- A team is a lot like a family: we care about each other and we join our efforts towards a common goal: this is why we (me included!) consider so important to be part of this team, and we derive this feelings of pride and friendship from it. Members of families and teams stick together and help one another, even when the times are hard.





REQUIRED MATERIALS	
10-14 years old	15-18 years old
Footballs	Footballs
Appropriate material for the circuit	Appropriate material for the circuit
Bibs to divide the teams	Bibs to divide the teams
Goals	Goals
Whistle	Whistle
Annex 5.1	Annex 5.1
Annex 5.2	Annex 5.2
4 boxes to put the images/labels	3 boxes to put the images
Cardboard	Post-its
Marker	3 or 4 pens/markers for the players
	Cardboard
	Marker





Appendix

Activity 5 “This is who we are...” materials

Annex 5.1



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Annex 5.110-14



Annex 5.110-14

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Annex 5.110-14



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Annex 5.115-10

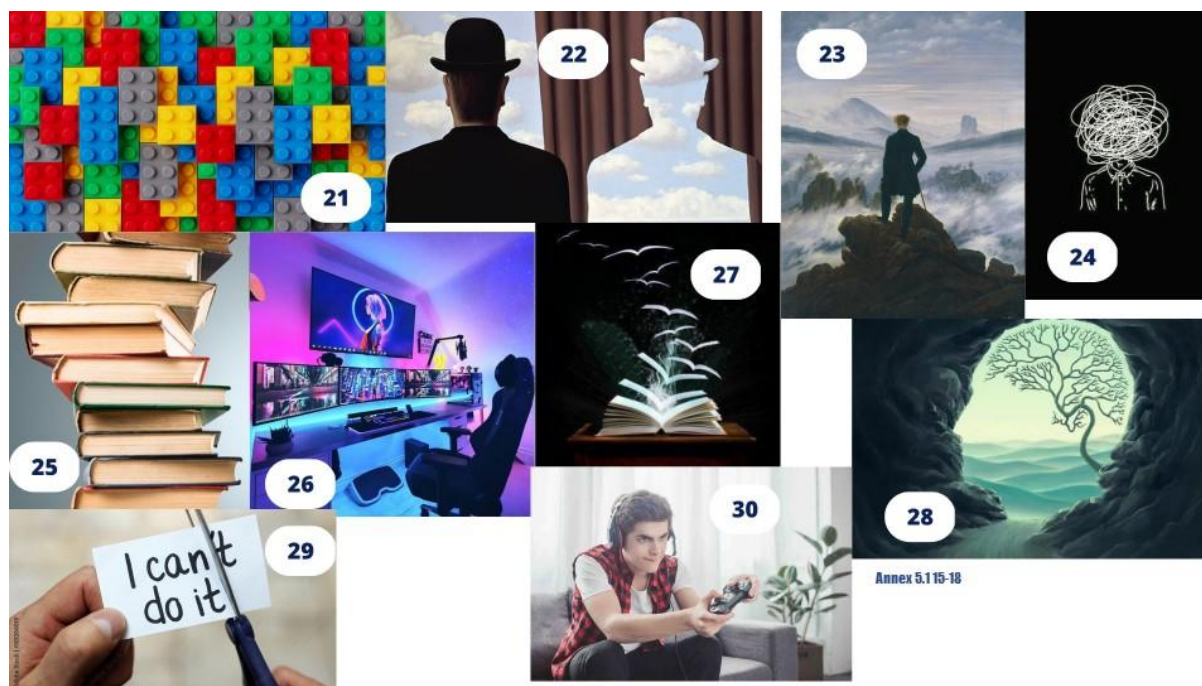


Annex 5.115-18



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Annex 5.115-18



Annex 5.115-18





Annex 5.2

	UNION
	FAMILY
	FRIENDSHIP
	TRUST
	SUPPORT
	PRIDE
	VALUES
	WIN TOGETHER
	LEARN
	FUN
	PASSION
	FUTURE



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