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TRAINING GREEN PLAY COACHES

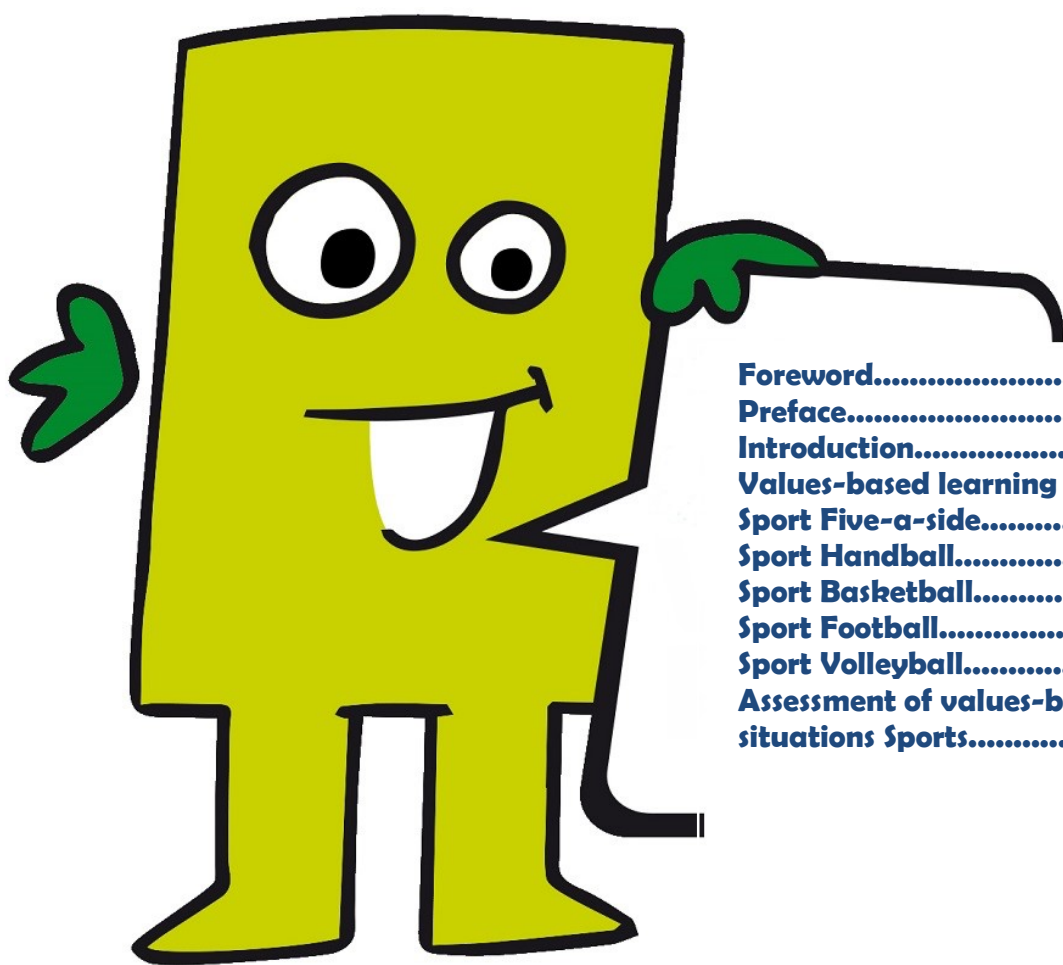
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Foreword

Nowadays, the concept of sports values seems to be on everyone's lips, as if it were something new and innovative...as if it had only been thought of yesterday.

That is definitely not the case! We often forget that these values are inherent to sport, that they were not invented today or just a few days ago, but are part of sport itself. It is precisely for this reason that everybody can enjoy sport in different ways: playing it, watching it or talking about it. One way or another, sport plays a major role in our lives. The formative role of sport is essential in the education of our boys and girls; we are all responsible for the Integral Education of our children as they will be the ones who will create the future of our society. These children must be trained and educated by their coaches and teachers. Our responsibility is to provide educators with adequate tools to enable them to instil values in their players.

In this sense, the next logical step after *JUGA VERD PLAY (GREENPLAY)* is *JUGA VERD PLAY (GREENPLAY) COACHES*. This tool has been specially designed to help those **who will always remain the most relevant figures in values-based training: our coaches**.

These inherent values found in sports are represented in all kinds of environments: social, recreational, formative, and also in elite sport. Elite sport must also be values-based. These values are acquired in the early stages of training and are developed throughout a player's career. Unfortunately, the media too often highlight certain aspects of sport which we all condemn: violent behaviour, discrimination, contempt...These images and comments that we see and hear do not reflect the true values of sport, quite the opposite!

Those of us who love sport do not want to be in the news for these incidents and it is imperative that we stamp them out. We want to be in the spotlight for our values: effort, companionship, solidarity, friendship....that is, for the values of sport.

Personally, I think that we can improve unacceptable attitudes only through education and that it has to reach everyone involved: coaches, referees, players, parents, etc.

EDUCA VERD PLAY (GREENPLAY) COACHES is a step towards achieving this goal. Good luck and let's go for it!

Xavi Pascual Fuertes

F.C. Barcelona Handball coach



Preface

A FIRM STEP TOWARDS VALUES-BASED SPORT

It is the responsibility of school sports educators to be constantly looking for new ways to improve the behaviour of our local community.

The *Juga Verd Play (GreenPlay)* project evolved into a tool to foster changes in our competition training programmes. However, it requires programmatic resources for these changes to be implemented.

Together with the Baix Llobregat Regional Sports Council, over which I have the honour of presiding, we are proud to present *Juga Verd Play (GreenPlay)* for sports coaches. This educational tool arises from the need to have a systematic values-based training programme at our disposal, one which involves goal-setting and guided learning activities (as suggested by Dr. Teresa Lleixa in the prologue of last year's *Educa Verd Play* review for primary and secondary school sports teachers).

We are taking a firm step towards values-based education in sport for children of school age. This should really not be an issue but the reality is that we need to focus on this area with conviction and determination. We even have the facts to prove it. It is crucial that governments, professionals and families get involved in order to bring about real change in the sports programmes aimed at children in their formative years.

The Catalan Sports Council recently launched the campaign 'ONE WAY OR ANOTHER, I ALWAYS WIN', demonstrating a clear commitment to a new sports programme based on values. It is a concept that was born on the back of the *Juga Verd Play (GreenPlay)* project, which the Baix Llobregat municipalities initiated in 2013-2014. We are very proud of the fact that it continues to be a reference for debate and a driving force for change in Catalonia, Spain and Europe. This is due to the recognition we received from the EU, which decided to implement the Baix Llobregat *Juga Verd Play (GreenPlay)* project as a pilot programme in Portugal, France, and Italy, with a follow-up carried out by a French think tank. This is a challenge that requires more training for the professionals involved, more support from the authorities and more commitment from the players' families.

We offer this training tool in the hope that you will take up the challenge and help us make values-based training a reality for our young players.

Salvador Valls Cuello

President Consell Esportiu del Baix Llobregat (Baix Llobregat Regional Sports Council)



Introduction

TRAINING GREEN PLAY COACHES

We are pleased to present *Educa Verd Play Tècnics (Training Green Play Coaches)*, a source of educational material for regional sports coaches to help them teach values in sport. This is the main goal and road map of *Juga Verd Play (Green Play)*. As we are all aware, sports have great potential to transmit values but it is necessary to have a clear, purposeful approach from the outset.

Until now, CEBLLOB has focused its attention solely on the competition system. This revised material, however, is aimed at the two areas where a coach can really make behavioural changes: in training and matches. The philosopher Francesc Torralba states that three premises are required to teach values: being consistent (every day, every moment), setting a good example and participating in all the daily activities.

What, then, is the coach's role? Coaches are responsible for teaching values to the students in their care and are key figures in school sports. They must lead by example and be the image of good behaviour and know-how. Moreover, they have to be demanding with their students and, above all, demanding with themselves.

It is very important that coaches (and families, too, of course) accept that the great majority of sportsmen and women they train will not make a living playing sports. Therefore, sporting achievements and learning will need to be put into perspective and balanced out. Competition is a great ally when teaching values, but if winning becomes the only goal, these values become counter values, which is the opposite of what we are aiming for. People do sport to have a good time, make friends, keep fit and fill their free time in an active way. It is worth remembering that the essence of *Juga Verd Play (Green Play)* is that the person who scores the most goals is not the one who wins, it is the person who behaves the best. Now, we all like to win but winning while flying CEBLLOB's flag implies giving priority to positive values. In the same way that coaches plan technical and tactical work, fitness training etc., teaching values requires prior preparation and must be afforded proper attention in training sessions and matches.

This document comprises a total of fifty-five activities to teach values in team sports according to the needs of different age categories (from under 7's to under 16's): twenty-five generic situations designed for any team sports, twenty-five more specific activities for sports taught at CEBLLOB (five, seven, and eleven-a-side football, basketball, handball and volleyball), and five further activities in which values can be assessed.

To begin with, a specific value is selected from situations or conflicts that usually occur during training sessions and matches. Then, a learning activity is chosen to develop this value. We haven't created any new activities except those which any coach can plan and easily incorporate other variables and directions (technical / tactical exercises, mini-games, modified situations, exercises with handicaps, etc.). It is necessary to take a break to analyse the activity and propose points for further debate.



Didactic strategies to teach values in sport:

The most important thing to remember when we are teaching values is that there has to be a back-and-forth following each situation, activity or orientation. Feedback should be immediate. We create a situation, pause the activity and then give the students points to think about. These points should be conveyed in questions which all the participants should answer as a group. It is a short but precise reflection. The activity is resumed and stopped again if necessary, repeating as many times as required.

Examples of strategies:

a) Cooperative strategies that guarantee maximum participation:

- The success of the activity is everybody's responsibility (everyone touches the ball, everyone has to score, etc.)
- Introduce a rule that forces players to cooperate
- Set miscellaneous and varied interactions between teammates and opponents
- Create cooperative exercises: a specific number of repetitions must be achieved by all participants
- Apply handicaps to even up the teams

b) Create conflicts:

- The coach or the players themselves act as game "dynamizers" (referees) and make mistakes on purpose to work on self-control.
- Make the teams uneven so that one team clearly wins, creating typical match conflicts.
- Give secret instructions to one of the two teams in a group activity.
- Over-celebrate goals in a disrespectful manner to provoke the other team.
- Reward mistakes and forego praise.
- Mark a player (with a badge or similar) so that they stand out from the rest.

c) Introduce moles: they are your allies in teaching values

- Instruct a player to miss on purpose when it was clear that he/she could have scored easily.
- Instruct a player to be excessively selfish.
- Instruct the whole team to behave roughly when the referee is not watching.
- Instruct the whole team to play in an excessively fair manner.
- Instruct a player to play-act.
- Instruct a player to angrily protest the decisions made by the game "dynamizer" (referee).



d) Strategies to separate the game from the result:

- After a competitive activity, use chance to determine which team is the winner (throw a dice, throw darts at a dartboard, etc.).
- Set rules that reduce the chances of winning
- Play to draw: each team starts the game with a specific number of points. When a team scores, they add a point to their score and remove a point from the other team until they are even.
- Scoring changes: goals are worth double or triple, keep the same (previously agreed) score on the scoreboard etc.

e) Simulate competitive situations to create conflicts:

- Players who want to be leaders of their team but are not.
- Teammates intentionally snub one of the players in their team.
- Lose because of ... (punish)
- Win thanks to ... (reward)
- Switch players to another team during a game

f) Reproduce a *Green Play* scenario:

Match situations are analysed and teams are given points by observers. The task is to reproduce the scenario of a team that wins a game on points but ends up losing because their behaviour did not meet the activity criteria.

g) Incorporate specific values from other, more established sports:

- Acknowledge a foul (basketball).
- Clap your hands after a point whether winning or losing the point (volleyball).
- Form a tunnel to congratulate the losing team (rugby).
- Use the handball 'time-out' as an educational tool. Two minutes off the pitch, the player has to think about their actions and then get back into the game. Meanwhile, their teammates are playing with one less player.
- Suggest an activity adapted to any of these sports to experience first-hand how the players feel (try using different handicaps). Play with a player who has a different skill level ...
- Bow when stepping on and off the mat (judo). Take the blame for your opponent's falls and control them.
- In sports such as artistic or rhythmic gymnastics, beating a personal best is key. The effort to jump further, lift one's leg higher or roll faster can be simulated in a team sport. We can also analyse situations from rhythmic gymnastics in which game-changing mistakes are made (compare dropping the ribbon stick to missing a penalty or free kick)



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Values-based learning situations TEAM SPORTS

Sport: Team sport

LEARNING SITUATION 1

Category: Under 7's / 8's

Age: 6 - 8 years old

Value: Getting to know yourself

Definition: Help the player form a general idea of himself / herself

Learning objective: Identify the level of motivation and the degree of satisfaction towards the activity



Activity: I'm feeling...

One of the aspects to be taken into account in the early learning stages is that the players should enjoy the sport they are doing. For this reason, it is essential to provide a space where boys and girls can express how they feel. These moments will help the coaches to focus their attention on their students, listen to them and attend to their needs.

The activity consists of creating a *mood meter* (an emotional thermometer) in which the players can show their degree of satisfaction towards the activity they are doing. To do so, each pupil is given a personalised wooden peg. During the warm-up meeting before training commences, each player places their peg on the *mood meter*.

I'm really looking forward to training and playing matches.	I'm not looking forward to training or playing matches.
I'm really enjoying training and playing matches.	I'm not enjoying training or playing matches.
I've really enjoyed training or playing matches.	I haven't enjoyed training or playing matches.

This activity may also be carried out at the end of a training session, before and after each match, and especially during training when the group reflects upon their feelings.

Over time, our *mood meter* can be modified and refined by adding the specific word for the emotions that the students are experiencing: joy, happiness, anxiety, fear, sadness, anger etc.



2. Reflection and discussion

This activity enables reflection and discussion on different levels:

By gauging each player's state of mind, we can prevent or foresee negative situations that might occur during training or a match. For instance, when the activity ends we can talk to the player who placed his/her peg on "I don't feel like training today", focusing on the reasons why they feel that way. Thus, we will respond more adequately to the boy or girl and help them to adjust their state of mind based on the following: if they've arrived feeling angry, or if they're afraid or anxious because of something that might happen in training or during a match, or if they are sad because of something that happened earlier, etc.

If we use this activity at the end of a training session or match, we can get useful feedback such as whether the player has enjoyed what we have worked on or if there has been an uncomfortable situation. In this way, we will be able to visualise conflicts which would otherwise remain hidden during the session.

The *mood meter* can also help us visualise the emotional state of the team. For instance, pre-match nerves or anxiety experienced by the team can be dealt with by making the players understand that it is not an individual feeling but something that everybody experiences to prepare them before the start of an important event. The *mood meter* can also be used after a training session that hasn't gone very well either due to lack of attention or because of a conflict, helping the players to understand that they are the ones who are not getting the most out of their training.

Another interesting aspect of the *mood meter* is knowing that we can adjust our activities and training according to what our students enjoy most and how they are feeling on the day. If a lot of players don't feel like training on a given day, we can start with an activity that we know they like.

This strategy is a good way of identifying repetitive attitudes, both positive and negative. For instance, it is important that the students are aware that they started and finished their training session in a positive mood.

Over time, we can make the team manage the *mood meter* on their own and help each other deal with the different emotions they experience throughout the season.



3. Key points to consider when implementing the activity

- The mood meter has to be adapted to the students and should be as visual as possible for younger players. For example, we can use emoticons and/or other materials such as stickers to show how a player is feeling.
- During the preliminary sessions, students should be allowed some time to assimilate and understand how the activity functions.
- It is important to understand how the players are feeling and support them in a non-judgemental way so that they can manage their emotions and avoid negative behaviour. This will encourage them to value the activity and apply themselves in future sessions.
- Active listening and patience are necessary. We must try to avoid giving advice and getting nervous because a student's behaviour is not improving as quickly as we would like.
- It is essential to adapt tasks and activities to make them as enjoyable as possible. A player who is having fun learns more easily, develops greater self-confidence, fosters a better working environment and has a more positive relationship with his or her peers.

Sport: Team sport

LEARNING SITUATION 2

Category: Under 7's / 8's

Age: 6 - 8 years old

Value: I also play an important role in my child's development

Definition: Make families participate in their children's training and development

Learning objective: Prevent children from becoming frustrated by outside comments



Activity: The most important thing is to have a good time!

During our formative years, we experience an excess of external pressure which often originates from family members or the media. Seeing as we cannot influence the media, we will try with parents. Very often, they are not aware of the kind of vocabulary they use. The goal of this activity is to teach them how to ask their children about their training.

The first thing to do would be to have a talk with the dads and mums in which the main objectives of the year will be explained. For this age range, we will always speak about general objectives such as:

- Improving their motor skills
- Personal development in values such as respect and effort
- Creating a sport habit

The second thing to do will be to hand out a form to the families where they will find advice as to which questions to ask and which to avoid.



Example:

RECOMMENDED QUESTIONS	QUESTIONS WHICH SHOULDN'T BE ASKED
Did you have a good time? That's the most important thing!	Did you win?
Did you all play well?	Did <i>you</i> play well?
Did you make an effort?	Were you the best?
What have you learned today?	How many goals, points, etc. did you score?
Did you help one of your teammates improve something?	Did you lose again?

As coaches, we can work on this aspect by always asking at the end of a match or training session whether the students have enjoyed themselves. We can also ask about what they feel they have learned from the activity.

2. Reflection and discussion

This exercise is a bit complicated given that society always puts emphasis on us being the best at everything. "Did you win?", "Did you do well?", "Were you the best" are questions that are always part of our unconscious mind and vocabulary, or we can even find parents who demand that their 6-8-year-old children be the best players in the world.

You will most likely find parents who will not work on this aspect with their sons and daughters. However, if you succeed in making half of them change the vocabulary they use with their children, you will see that the latter will be happier and less under pressure.

Over time you will see that it will be the children themselves who will start making statements such as "We lost but we had a great time" or "We all played very well".

3. Key points to consider when implementing the activity

It would be good to have the first meeting after 3 to 4 weeks of training, after observing the parents' behaviour in regards to sports training. This way we will be able to focus the questions and the initial meeting on our needs as a team.



- Do not set any objectives at the beginning, 2 or 3 at most.
- Improve motor skills
- Create a sport habit
- Enjoy the activity

Be prepared to explain to the parents why it is important to work on this aspect.

- It improves self-esteem
- It helps to minimise errors
- It encourages effort
- It encourages determination
- It helps players to realise that competing is not everything
- It helps to prevent the fear of disappointing one's parents
- It helps players to enjoy the activity without external pressure...

You may think that this is a pointless task but it doesn't take much effort and it will give you good results.



Sport: Team sport

LEARNING SITUATION 3

Category: Under 7's / 8's

Age: 6 – 8 years old

Value: Looking after equipment

Definition: Putting things in the correct place

Learning objective: Picking up equipment at the end of a training session



1. Activity: **Everything in its place!**

Players in this age group are usually very motivated to help the coach tidy up at the end of a training session. However, the will to collaborate can sometimes generate conflicts between the players themselves: “I am carrying this ball”, “You carried it already the other day...”, “You always carry it”. It seems clear that the desire to help needs to be positively reinforced so that it becomes a future habit. It is not rare to see coaches arguing with older players about picking up the training equipment at the end of the session. In short, encouraging good habits from an early age can have a positive effect in the future.




The activity we present is called “Everything in its place!”. The team is divided in pairs or groups of three. Each week one of the groups will be responsible for picking up the equipment at the end of the training session. In this way, each member of the team will, at one point or another, carry out this task. Those 2 or 3 players will be in charge of taking the containers to where the equipment is stored (the bag or trolley for balls, the agility disks or cones stands) and of putting them in the correct place.

The rest of the team also participate in tidying up. At the end of the session, they are in charge of taking any kit they have been using (balls, training vests, cones...) to the players responsible. At this point, it would be a good idea to check if there are any balls missing. Finally, the chosen players must take the equipment to where it is stored.

2. Reflection and discussion

Once all the training equipment has been put away, players have a “team cheer” in the post-training huddle. After the final training session of the week, the players determine whether they carried out the activity satisfactorily. The coach then assesses their performance, as well as the degree of collaboration by the rest of the team.

A chart with the names of the children in charge and a final assessment with emoticons may also be an option. For example:

NAME	DAYS	ASSESSMENT
Andrea - Juan	10/10 – 17/10	
Martina - Antonio	14/10 – 24/10	
Laura - Pol	24/10 – 31/10	
Paula - Youseff	1/11 – 7/11	
Maria - David	7/11 – 14/11	

3. Key points to consider when implementing the activity

At the beginning of the season, it is important to agree on how the equipment should be handed in to the students in charge. For example:

- Balls must be placed in a bag/trolley and must be handed to the student in charge. Throwing them from a distance is no good as someone might get hurt.
- Training vests are to be folded four times before handing them in or carried by the straps to hang them up.
- Small cones are to be placed on their stand to transport them.
- Big cones are to be piled on top of one another.

To show the students that he/she also takes care of the training equipment, the coach leads by example and helps the players on ‘collection duty’ to put everything away correctly.



Sport: Team sport

LEARNING SITUATION 4

Category: Under 7's / 8's

Age: 6 - 8 years old

Value: Cohesion

Definition: Close ties between people or things.

Learning objective: Establish rules to welcome new children to the team.



1. Activity: "Welcome!"

In this activity, all the players in the team participate in creating a set of written rules for welcoming new players.

The children are asked to imagine a hypothetical situation of having to move house and join a new team. They will then have to think about the factors that would help them settle into a different environment and get to know their new teammates.

In this activity, the children use their own ideas to welcome a new member of the team and make them feel at home in the group.

A space for individual reflection should be set aside for the children to write down their own suggestions and then another space in which small groups of 2 to 3 players can discuss their ideas and reach an agreement. Later, the definitive ideas are decided amongst the whole group and compared to the suggestions made by the coaching team.

2. Reflection and discussion

As we are all aware, sport is a great way to meet people and become part of a team. The arrival of a new player in the team can stimulate new ideas and can even lead us to grow as a team by incorporating these new concepts through reflection.

We will first focus on putting ourselves in the new team member's shoes by having the players imagine that they are moving house so that each of them can experience the situation. We will thus give wings to the group's creativity.



- How would you feel if you had just arrived to a new team in a new town?
- How would you like to be welcomed?
- Which important things about the team would you like the others to explain to you?
- Language could be a difficulty, what would you do to overcome it?

The questions mentioned above could serve as a starting point to the discussion and for the children to use their creativity and imagination.

Once time for individual and group reflection is up, a meeting is held with players taking turns to speak and write down ideas on a mini whiteboard, a piece of paper...whatever we have at hand that might be useful.

When all the children's ideas have been collected, we need to sort them into categories and give them a format. We can vote to determine the most important points and separate the ones that may be easily completed from those which might be more difficult. We may also find that some are not doable...who knows?

The coaches' thoughts can also be added into the mix and can serve as a contrast to the children's ideas before reaching a consensus.

After the group has shared and discussed their ideas, we must then draw up a document outlining the players' responsibilities when a new player joins the team?

3. Key points to consider when implementing the activity

First of all, we will need to make a personal reflection based on the factors that can make us do better as a team with regards to group cohesion and the players' responsibilities when welcoming a new teammate.

In addition to the positive aspects that come with accepting and applying the children's own ideas, the finished document can serve as the first step towards compiling a set of internal rules created and agreed upon by the team.

It is necessary to let children express their creativity and imagination so we can understand their point of view. In order to do so, we should not direct their thinking or give them indications that lock their thinking into a "very good" or a "not like that", which would greatly limit them to the point where our own concept will be the only one prevailing. It is important not to share our ideas, concepts or thoughts until the final reflection stage. Be ready to listen and to be surprised!

It is important to be respectful of the children's ideas when collecting data. If a suggestion is unsuitable or difficult to carry out, we must let the group come to its own conclusions through discussion. Furthermore, the players must decide for themselves and accept these rules as their own. As coaches, our job is to guide them; not hold them back.



We need to be open to our children's ideas and let ourselves be surprised. Their point of view may give us information that we might not consider important but which is, however, very important to them.

As coaches, our ideas will also be part of the discussion with the whole group. Here are some ideas which can help to bring the group together:

- Have we got a team anthem?
- Have we got any cheers or songs to motivate the team?
- Does our badge or our team colours signify anything?

These questions and others may or may not come up during the group session but they deserve consideration. What's more, they can help to bring the team together before the arrival of a new player.

Sport: Team sport

LEARNING SITUATION 5

Category: Under 7's / 8's

Age: 6 – 8 years old

Value: Cooperation / companionship

Definition: Trusting your teammate and their actions.

Learning objective: Trust that our teammate will be responsible and will carry out the task assigned to them.



1. Activity: "Can you look after this for me, please?"

We cut an A4 sheet into 8 pieces. The players' names are written on each piece (business card size). Then, each player is given a piece of paper with their name on it.

The players are told to work in pairs and exchange their pieces of paper.

We explain in detail the importance of trusting someone with a very valuable object (saying that the piece of paper could represent a smartphone or house keys). This trust depends on the person who is looking after the item. At the end of the session, the player must return the item to its owner.

At the beginning of the training session the players have to leave the piece of paper in a safe place (in their pocket or somewhere in the sport facilities). At the end of the session the piece of paper is handed back to its owner.

Now that each player has a partner, we tell them that they have to be each other's "guardian angel". We then assign tasks for them to complete during the training session:

- Encourage their teammate when they have made a mistake.
- Congratulate their teammate when they have done well.
- Remind their teammate that they have to pay attention when they are not concentrating.



2. Reflection and discussion

This phase will take place at the end of the training session, immediately after the players have returned their pieces of paper to their owners. The discussion must be focused on the importance of looking after something.

Once we have checked that all the cards have been given back to their owners, we will focus on the players' responsibilities to the team:

- Being on time for training sessions and matches.
- Looking after their kit and the team's.
- Carrying out assigned tasks such as staying in a specific position on the pitch/court.

- 3. Key points to consider when implementing the activity

We should not single out a player if they lose their piece of paper during training. If this occurs, we could use it to implement strategies that might help them to be more responsible towards the task assigned.

Pairs can be made based on the relationships already existing between the players (e.g. by creating a sociogram of relationships in the group).

Sport: Team sport

LEARNING SITUATION 6

Category: Under 9's / 10's

Age: 8 - 10 years old

Value: Motivation

Definition: A process that supports and directs the activity of the organisation and the players' behaviour.

Learning objective: Players learn to encourage and motivate each other.



1. Activity: **And what about you, do you encourage your team?**

The activity involves putting the students into pairs and setting them a technical challenge (specific number of throws, volleyball sets, ball control, etc.). The activity is carried out several times while always observing the result: scores can be given for time taken or for the number of successful repetitions.

A different rule is added after each task:

- There is no additional rule for the first 'run'.
- The second time, the teammate does whatever he/she can to discourage the person doing the exercise.
- The third time, the teammate does all he/she can to encourage and motivate the person doing the exercise.
- The fourth time, the whole group is asked to discourage the person doing the exercise.
- Finally, the fifth time, the whole group encourages the person doing the exercise.

2. Reflection and discussion

The group is asked to reflect on the moment they felt the most comfortable while doing the exercise: Was it when nobody said anything? When others were discouraging them? When others were encouraging them? We could also take this opportunity to ask the players when they got the best results in each exercise.



From there, we can ask them how they would like their teammates to behave during matches and in which situations they think encouragement (from others) is even more necessary:

- At the beginning of the match because we are nervous?
- After scoring a point?
- After a missed chance?
- When the other team scores a point?
- At half-time, after a period or at the end of a set?
- During a time-out?
- When a player is injured?

Another interesting idea would be to ask the players how they would like to be treated by the opposing team. Would they like to be discouraged by their opponents so that they become less motivated and make more mistakes? We could therefore agree to avoid using this strategy in matches and even encourage the opposing team at specific moments instead:

- At the beginning of the match.
- When an opponent has hurt himself/herself.
- At the end of the match.

3. Key points to consider when implementing the activity

We can suggest that the players think of specific ways to motivate the team during matches:

- A dance, haka or routine for the beginning or the end of a match.
- A shout of encouragement for the team before or after the match.
- Specific chants for the players who are on the bench so that they can encourage their team in different situations.
- At half-time or during a time-out, players on the bench could give their teammates a high-five.

We must take into account that if the players start to develop encouragement based on fair play, it will, without any doubt, be an example to families. We can also ask families to support their children in the work they are doing in this sense

Finally, we can encourage the use of team mascots, banners or specific messages to reinforce the children's attitude during matches.

Sport: Team sport

LEARNING SITUATION 7

Category: Under 9's / 10's

Age: 8 - 10 years old

Value: Hygiene habits

Definition: The importance of learning good hygiene habits from a young age and to raise awareness of coexistence in team sports.

Learning objective: Bring your training gear and a change of clothes.



1. Activity: Good habits

The aim of this activity is to teach players hygiene habits from a young age. They will learn that in team sports they are not an individual but part of a group, where coexisting with others is important.

The activity starts at the end of the training session when the players are going to the locker room.

At the start of the season the children are informed of the rules and told how they must behave inside and outside the locker room. Each school or club will need to adapt their regulations according to their own requirements (if there are changing rooms with showers or if the children have to share a changing room with another team, etc.).

Rules that we could set (here each coach can set the rules they want):

- You cannot wear street clothes for training.
- Once the session is over, we all go to the locker room and the coach speaks a little about how the training went (it is important to do so as you can take advantage of this moment to work on other values, but especially because your players will all have to be together in the locker room).
- No playing in the locker rooms. You have 15 minutes to shower and change.
- Everybody has to shower and change.



Once the rules are set, we will need either a poster board or a register (but if visual, better for children) where, after they have showered, they stick a sticker or tick the box if they have achieved the goals. At the end of the month or term the players get a reward. For instance, this could be a diploma, a game that they choose at the end of the training session or no picking up material for a week...

OCTOBER																								
PLAYER	The player brought his/her sports gear to training								The player has got changed or had a shower								Good behaviour in the locker room							
	4/10/16	6/10/16	11/10/16	13/10/16	18/10/16	20/10/16	25/10/16	27/10/16	4/10/16	6/10/16	11/10/16	13/10/16	18/10/16	20/10/16	25/10/16	27/10/16	4/10/16	6/10/16	11/10/16	13/10/16	18/10/16	20/10/16	25/10/16	27/10/16
Marta																								
Arnau																								
Sonia																								

2. Key points to consider when implementing the activity

Before setting the rules that we want to achieve regarding hygiene habits, we need to have a general vision of the reality surrounding us.

If the changing rooms do not have showers, the players cannot shower. We can, however, make them change their T-shirt and bring a sweatshirt for after the training session.

The players can't wear the same clothes if they do not have a team kit. However, we can teach them what kind of clothing and, especially, footwear is appropriate for the activity.

We must never punish a child by forbidding them to do the activity because he/she has not followed the rules regarding the kit nor tell a child off for not bringing the correct clothes or footwear. They will not get the sticker, that's all. We cannot know what every family's financial situation is.

Another important thing we often forget is to lead by example. If the children are wearing their kit for the activity, we must do so as well. We should never forget that we are their reference.

Sport: Team sport

LEARNING SITUATION 8

Category: Under 9's / 10's

Age: 8 - 10 years old

Value: Accepting defeat

Definition: Being able to accept defeat and not get frustrated after losing.

Learning objective: Put up with changes to the score in match situations



1. Activity: "Could someone tell me what the score is?"¹

We make small teams (note: if the team is made of 24 players, we can make teams of 3, so there are 8 teams of 3 children divided in 4 pitches/courts).

The activity involves organising matches of the sport being practiced. During these matches, the scores constantly change and players swap teams. This activity basically aims at having a team and/or player change the score so a winner is decided according to the new, randomly-assigned score.

This activity will be carried out using a traditional dice to determine different changes in the game (adding points to the score, removing points from the score...)

The different actions applied simultaneously to all the matches may be as follows:

- Each time a team adds a point, they have to throw the dice. The value of the point will be the value shown on the dice (for instance, if they throw a four, four points will be added for the team).

¹ Source: Curto et al. (2009). *Experiencias con éxito de aprendizaje cooperativo en Educación Física*. INDE.



- When a team scores, the dice is thrown. If an even number is thrown, one point is added for the team who has scored. If it is an odd number, a point is subtracted from the other team's score.
- When a team scores a point, two dice are thrown. Each dice corresponds to a team. Each team adds up the number of points corresponding to the number showing on their dice.
- The player who wins the point has to change teams and swap with the person closest to them.
- At the coach's signal, the teams rotate to the right. Now, two new teams play against each other while keeping the previous teams' scores.
- When the coach gives the signal, the two teams that are on the same pitch/court swap results.

These are some examples of the different variations that may be used.

2. Reflection and discussion

Reflection and discussion should be carried out once the training session is over. The coach will start by indicating that the result of the different matches was not important. The main objective was for everyone to adjust to the new scores. The coach may guide this reflection with the following questions:

- Who can tell me if they won their match?
- Can you remember the different results of the different matches?
- What did you feel about the constant changes in the scoreboards?
- Did you have a good time trying to get the best result even though the score kept changing?

It is also important to highlight any negative attitudes that might have arisen during the session. For instance, when a player had to change from a favourable score on the scoreboard to a not so favourable one on the other scoreboards.

The discussion will therefore focus on what matters most: the final result or making an effort to improve?



3. Key points to consider when implementing the activity

During the activity, it is very important to motivate the players so they do not get frustrated when having to swap a victory for a defeat.

We need to encourage them and explain why we are doing this activity: they need to minimise the importance of the final result and enjoy the game with the rest of their teammates.

If at one point a player gets angry at the constant changes in the score or team swaps, we can explain to him/her individually that is very important to learn to participate and to enjoy the game, independently of what the final result may be.



Sport: Team sport

LEARNING SITUATION 9

Category: Under 9's / 10's

Age: 8 - 10 years old

Value: Assertiveness

Definition: That which states and affirms.

Learning objective: Achieve positive dynamics through constructive dialogue



1. Activity: "What's the matter with him/her?"

The children are divided into groups and told to take up positions in a defined playing area. The game must have a scoring area and each team is given a ball to start the activity.

In this case, we will use a mole in each group who will make a mistake every time he/she touches the ball, forcing the team to try and win the point again.

If, when "messing up", the mole gets a negative response from the team such as insults, complaints, disrespectful comments or players making faces, he/she will carry on in the same way.

If, on the contrary, the mole receives a positive reaction in the manner of advice, encouragement, pats on the back or effort to make his/her task easier, the dynamic will immediately change and he/she will do their best for their team to score in a normal way.

The mole's activity should be intermittent, so that his/her actions be erratic throughout the game.

Whenever there is an opportunity to stop the activity and comment on certain behaviours we have witnessed, we will stop the game, speak with the children and make the relevant reflection.

2. Reflection and discussion

In any activity, there are teammates who have difficulties carrying it out adequately. The way we relate to them or react to their mistakes can affect their trust, self-esteem and attitude.



In this activity, we will focus on assertiveness i.e. on how we interact with one another, either verbally or physically, and on the advantages or disadvantages we might come across according to the way we communicate.

We may find different negative reactions to our moles' mistakes:

- Complaints
- Shouts
- Rude words
- Insults
- Sighs

When the players react in this way, our undercover moles will immediately make more mistakes. Each time this occurs, we can stop the activity and point out that they are not helping their teammate; on the contrary, they are upsetting him/her.

In contrast, our moles will play to the best of their ability if the players start to show positive attitudes towards those mistakes:

- Advice
- Encouragement
- Positive words
- Effort to make things easier for our teammate to do well.

These situations can be used to our advantage by showing the players how their efforts helped their teammate to stay positive and achieve their goals. Reflection can also be made on how they helped to achieve the team's objectives as well.

A motivated and trusting teammate, who is integrated and feels he/she is important to the group and towards whom we show a positive attitude, will always have an additional emotional component leading him/her to improve and become a more important player for the team.

The way we communicate with people and express our opinions has a direct impact on their success. This success, at the end of the day, will be ours and our team's.

3. Key points to consider when implementing the activity

First, moles will be prepared without the other group members knowing, and will be told which actions we need them to perform. We can set rounds of discussion with a player of each group while we are warming up, or prepare them individually while we are organising the game.

We must pay special attention to the players' responses to the moles' mistakes and reinforce those which we will later highlight, especially when positive communication leads to a favourable action afterwards. We must also pay close attention and call for a 'reflection break' when we find that the players' responses to the moles' actions are very assertive or not assertive at all.

Sport: Team sport

LEARNING SITUATION 10

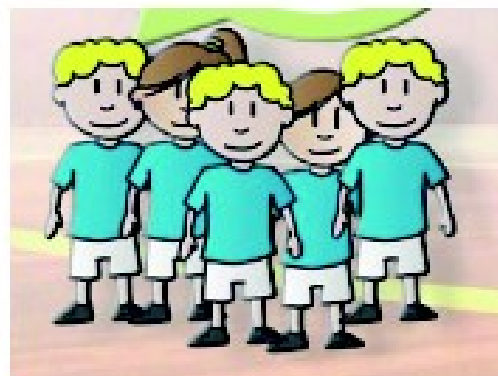
Category: Under 9's / 10's

Age: 8 - 10 years old

Value: Effort in defence

Definition: Using one's physical or mental strength to overcome resistance and difficulties.

Learning objective: Encourage effort when defending



1. Activity: **Those on the bench... go defend!**

At this particular age, the players are usually very motivated by the attacking phases in the game. Getting close to the goal or the basket, having the opportunity to score a goal or simply having the ball make the players give their best and fight as much as they can. Likewise, the spectators increase their support when a point or a goal is scored or when the opportunity to do so comes up. Unfortunately, defensive actions are not supported as much.

The defensive phase of the game offers many opportunities to display a player's efforts: following their opponent during a defensive phase in basketball, running across the whole field or court to defend after losing the ball in football or handball, throwing oneself to the floor to prevent a ball from touching the ground in a volleyball match or running after a player to try and stop them in a hockey match.

The aim of this activity will therefore be to motivate players to make an effort in defensive tasks, and to publicly acknowledge these actions. At the beginning of each half, the coach chooses a player from the bench to watch the match and pay close attention to the defensive actions. When the player sees one, he/she stands up and congratulates the player, saying their name. If those on the bench see a teammate stand up and acknowledge a player's effort, they will of course also congratulate the player by clapping, shouting encouragement, singing... Should the game allow, the player can also thank his companions' encouragement with some gesture they share, making a fist while looking at them, running past the bench to give them a high five...

In this way, the players on the pitch/court will make more effort defending and the players on the bench will follow the game more closely and become more aware of the importance of defensive actions.



2. Reflection and discussion

When the coach carries out the match assessment (at the end of the match or at the beginning of the first training session of the week), it is important to ask the players if they were congratulated during the match for their effort in defence. If the answer is yes, then the players who were sitting on the bench watching for defensive actions will be congratulated. If the answer is no, the players who were sitting on the bench will be asked if they congratulated any of their teammates during the match. At one point or another some praise will have been given, however it might not have been loud enough or the players' concentration prevented them from being aware of it.

Following the coach's guidelines, it is important to motivate the players on the pitch/court who are making an effort to defend as well as the players on the bench observing and congratulating. Some motivational questions could be as follows:

- "Do you like being congratulated?"
- "Does your teammates' encouragement motivate you to keep trying your best?"
- "Do you prefer being congratulated by one teammate or by the whole bench?"
- "If we lose the ball, is it worth chasing it down? Will the players behind you stop the counter-attack?"
- "If it is worth running... do we all do it? Always?"
- "Is it worth making an effort next time if the play ended with a goal, basket or point against us?"
- "Do you know for sure that the next game will end like the last one?"
- "Can we improve if we don't make an effort?"

3. Key points to consider when implementing the activity

It is important to separate defensive effort from the result of the play. The play might end in a goal, point or basket, but even so, the player who has made an effort in defence should receive positive feedback. If not, the next time he/she might think that it is not worth making the effort, given that the activity is favourable to attacking play. The effort made in defence will be praised in the same way whether it ends successfully (i.e. getting the ball back, stopping the counterattack without committing a foul...) or not. In short, the value of the effort made by the player is independent from the final result.

Likewise, we can set the following objective: the team has to increase their encouragement and praise for defensive actions during a specified period (a month, a term, a stage in the season). If a player is injured, he/she can be in charge of observing the effort being made by his/her teammates, counting how many times it happens during a match and observing whether there is an increase throughout the season.

Sport: Team sport

LEARNING SITUATION 11

Category: Under 11's / 12's

Age: 10-12 years old

Value: Cooperation

Definition: Group action with a common goal.

Learning objective: Overcome group challenges with your team



1. Activity: **The collaboration challenge of this fortnight is...**

This activity consists in finding cooperative challenges that are motivating and involve the whole team. In each session, the coach will allow some time for the team to achieve the goal that has been set.

The challenges can be of different nature:

- For instance, at the beginning of the season we can set challenges related to the work dynamic during training sessions or competitions: all the players must bring the necessary equipment to perform the activity and the relevant hygiene kit.
- Of course, we can also suggest cooperative challenges that have to do with the technical and tactical learning we have been working on during training: a specific number of consecutive baskets, a specific number of volleyball sets, total number of headers made by the whole team, a number of consecutive passes without missing (alternating the player's dominant and non-dominant hand), etc.
- We can also set challenges to improve other aspects such as motivation before starting a match. Working together, players have to create a team motivation routine for the warm-up before competitions.



2. Reflexion and discussion

Cooperative challenges can offer multiple possibilities of reflection with the group.

Allowing the players to work freely, even if it's only for a few minutes, can provide an interesting view of the team's social state. We can thus observe who takes the lead of the situation, who organises the activity, who does not participate, whose ideas and opinions are being supported, whose are not taken into account, etc. At the end of the activity we can gather the group and ask questions to help us have a better picture and speak about what's happened. Some examples among others could be: has everyone participated in meeting the challenge? Has everyone had a good time? Has everyone felt they were being listened to? Has everyone given their best to achieve the objectives?

Another interesting aspect to assess is the degree of organisation in the group when performing the activity. We can find ourselves with a very impulsive group that begins the task without thinking about the best way to approach it, or on the contrary, with a group that plans the task before carrying it out. We can approach this by asking questions such as: how did you organise yourselves when deciding how to carry out the challenge? Who made the decisions? Why? How long did it take you to think about how to address the challenge? Do you think that if you had organised yourselves differently you would have obtained a better result?

On the other hand, another aspect might come up; the group may generate high and low resilience dynamics. We can understand resilience as the degree of persistence that a group shows in relation to a challenge, i.e. its capacity in making an effort and overcoming different difficulties inherent to the challenge. An example could be for instance when the children want to obtain immediate results and, therefore, immediately feel that the challenge is impossible and want to quit. This point could be an interesting one to cover during reflection period, namely the difficulty of achieving short-term goals and the effort required to overcome challenges. Likewise, we can use this reflection to help them approach challenges from different perspectives, for instance, gauge them according to their degree of difficulty.

Finally, the children's different levels (physical, technical, tactical, social and expression wise, etc.) should be taken into account when working on achieving goals. Being a team can therefore lead to a reflection on the duality between the overcoming of a challenge and the fact that everyone has to participate. We might want to speak with the children about the need to be a team, make them understand their weak points, but also show them their strengths and highlight each individual as an essential building block of the team.



3. Key points to consider when implementing the activity

- Give the children space to carry out the challenge and try not to intervene.
Promote the experience based on success and failure
- Suggest challenges of different levels to enrich reflections. Giving them easy challenges to build up their confidence is as important as giving them, at some point, a difficult challenge so they can work on their resilience.
- Create different kinds of challenges (physical, technical, expressive, social, habits, etc.) where different pupils can stand out for their own abilities. In this way, we can work on the concept of diversity and inclusion within the group.
- Give them the opportunity to create their own challenges.
- At the beginning, we can guide the different challenges: time limits, roles played in the group, etc., and little by little let the group work more independently.
- Set external or internal difficulties to the challenge. For instance, use a mole to make it more difficult to complete the challenge.

Sport: Team sport

LEARNING SITUATION 12

Category: Under 12's

Age: 11-12 years old

Value: Teamwork

Definition: Group of people organised towards a specific goal.

Learning objective: Value being part of a team.



1. Activity: "Come join us!"

The activity is carried out in an enclosed area of the pitch/court. Play begins with 3 players and a ball. One player is in defence and wears a different coloured training vest to the other two players in attack.

The other team members (with a pile of training vests nearby) position themselves around the playing area and wait for their turn.

The game will start when the two attacking players start passing the ball to each other while the defender tries to intercept it. Each time the defender is successful, a player from outside joins in. When the player (or players) wearing training vests touch or intercept the ball, one of the outside players will put a training vest on and join the game as a defender.

The activity ends when all the outside players have joined in and are inside the playing area and the team have achieved a pre-agreed number of passes or a pre-agreed number of interceptions.

The order in which players enter the playing area can be based on a previously established order or a queue. If we want the activity to be more participative and find out why our players might choose one player over another, we can tell the players to high-five a teammate of their choice into the playing area once they have successfully received or intercepted the ball.



2. Reflection and discussion

Reflecting on this activity is aided by the fact that all the players take part and work together to reach a common goal.

Within the group or the team, help and support provided by the whole is greater than the sum of the individuals. We are therefore creating a dynamic of action in which an individual success results in another player joining the game, making the common goal easier, i.e. increasing the number of players will make it easier to reach the objective.

At the beginning of the session we can ask the group to reflect upon the idea that together we are stronger.

Once the practice has started the reflection can be made on the fact that together we are stronger. More is more or more is better. The differential or improvement criteria is to gain new players on our side, which will help us to achieve our goals sooner.

If we choose the option in which the players have to high-five their teammates (similar to the famous palm-to-palm tag in American wrestling), it can lead to further reflection regarding the person they want in: do we look for immediacy and have the closest player join in or do we look for specific players who are more suited to the task? Or, do we choose the players we get on better with?

These insights could make our group analysis and discussion even more interesting. When we say all of us, is it really *all* of us? Or some are more than others? Is the team all of us? The main idea here is to make them understand that we can all help and collaborate in the achievement of the activities. There are no first class and second class members in the team. The team is TEAM in capital letters.

3. Key points to consider when implementing the activity

Depending on what we want to achieve in this activity, we can vary the size of the playing area, increase the number of attacking or defending players at the beginning or change the rules once the game has started (e.g. deciding who makes the first pass). Focus can be made either on passing or intercepting according to the tactical requirements of the sport we are playing.

If we opt for the players to join in according to an order previously agreed, we need to make sure there is a different order each time to give different opportunities and roles to all the team members. In this way, we ensure that they all see themselves (and make themselves seen) as capable, important, necessary, and ultimately, part of the team in achieving objectives.



Sport: Team sport

LEARNING SITUATION 13

Category: Under 11's/12's

Age: 10-12 years old

Value: Respect

Definition: Action of considering something we have to take into account.

Learning objective: Celebrate goals, baskets and points in a respectful manner



1. Activity: "Respectful celebrations"

This activity aims to reflect on the type of celebrations taking place during the game. Our successes should be celebrated in a sporting manner that does not provoke the other team.

The activity involves playing shorter matches to get a greater number of goals, baskets or points during the game.

To motivate the players, we tell them that they are playing for a very important title and that the result is crucial to attaining that goal. We can therefore express our joy freely, imagining that we are being filmed by international TV channels. The scenario could be as follows:

- *We are at the end of a very important and decisive match. Imagine that we are playing a championship final, or that it is the last match of the season and will decide the league winner.*

The coach will choose a team of moles. This team will be in charge of celebrating in a very provocative way so as to annoy their rivals. They will be told that during two matches at least, they will have to celebrate in this manner. In the QR code you will find examples of celebrations intended to provoke the opponent.





Once the activity has been put into context, we start the mini-matches. A maximum number of matches are played and only one pitch or court is filmed. We will explain that it is to analyse the players' technical and tactical skills. In the next training session, these images will be used to show the team's celebrations so that the players can assess whether they were sporting or not.

2. Reflection and discussion

Once the activity finished we will gather all the players to start a guided debate to make them concentrate on different types of celebrations.

- How did you feel when you managed to score goals/baskets/points for your team?
- How did you feel when the opponent celebrated their victories?
- Which celebrations made you feel the most uncomfortable?
- How did you react to these celebrations?

During the discussion the players must be guided and led to the conclusion that it is adequate to celebrate as long as it is done respectfully to the opponent. In this sense, the conclusion we want to reach is the following:

1. Celebrations must be respectful to the opponent.
2. In the case of the opponent celebrating in a disrespectful manner, we must not pay attention to them. It is a situation we want to avoid.

3. Key points to consider when implementing the activity

The video that will have been made during the matches can be used to:

- Show using examples which celebrations took place during the game: which of them showed respect to the opponent and which of them did not.
- Edit a collection of the celebrations to be shown during the next training.

In the case that the team did not celebrate goals/baskets/points during the game, we can suggest that they celebrate by:

- Gathering round and congratulating the player who made the last play of the match.
- Gathering round and congratulating the player who made the assist for the goal, basket or point.
- All the players gathering round and congratulating each other.

Sport: Team sport

LEARNING SITUATION 14

Category: Under 11's/12's

Age: 10-12 years old

Value: Attention

Definition: Action of focusing your thoughts on something, of applying understanding to it.

Learning objective: Avoid wasting time when the coach is giving information



1. Activity: Pay attention!

To get the players to quieten down and pay attention as quickly as possible, we suggest you try the following game for the whole team. First, the coach decides how much time there should be between the end of the activity (signalled by a whistle or a gesture, etc.) and the moment the whole team has to be silent and paying attention. Players are told beforehand how much time will be given (5'', 10'', 30''...). When the coach gives the signal to end an activity, the players will have to leave the ball on the ground, place their foot on it as quickly as possible, hold up their hand and shout "Attention!". The first player to do so gets 3 points, the second, 2 points and the third, 1 point. If one of the team members is not in position within the time allotted, he/she loses 1 point.

In this way points will be added up during the training session. If the coach deems it appropriate, the winner can receive some kind of award, such as choosing the warm-up game in the next session, choosing a training session exercise, playing in the starting line-up in the next match, being given more minutes to play in a match, etc.

Likewise, the team may also be rewarded if all the players finish training without losing a point. This indicates that all of them reacted within the stipulated time limit and therefore, made the most of the session.

Other variations of the game may also be:

- The first one(s) to say "Attention" can chase after those who haven't said it yet and tease them (take the ball away from them, pat them on the head...) to make them be quiet and pay attention as soon as possible.
- Each player must find a partner and say "Attention" when the two of them have stopped playing with the ball and are looking at the coach.



- A small area of the pitch/court will be the “discussion zone”, a place where the whole team has to be when the coach wants to tell them something. At the coach’s signal, the whole team has to get to the specified area within the pre-established timeframe, keep quiet and pay attention.

2. Reflection and discussion

When training with players in this age group, it is important not to waste time when an activity is stopped, whether it is to start a new exercise, include new rules or modify the task being carried out. When the coach stops the activity, some players will continue to shoot baskets, pass the ball around or bounce it on the ground...these actions are all well and good during training but they do not help to maintain a positive dynamic in the session.

It would be a good idea to reflect on the group dynamic at the end of the session. If the players did a good job, the coach can ask the following questions to positively reinforce their performance:

- Do you think we worked harder in this session?
- Do you think we made better use of our time?
- Did you enjoy yourselves more?
- Did you notice if the breaks were shorter today?
- ...

Likewise the coach can make the team look at the issue from his/her perspective by explaining that it is preferable to give technical-tactical instructions to their players to make the team improve, rather than scolding them for lack of discipline. A good group dynamic can be achieved at any time; both when we play and when we listen.

3. Key points to consider when implementing the activity

The players’ involvement in the game’s rules is important. If they get involved in establishing the rules, they will feel more committed to them than if they are imposed by the coaches.

We can, for instance, have the team itself choose the timeframe. They can also agree on some of the awards to be given to the players who win the game, or to the whole team if everyone completes the activity in the allotted time. If the coach chooses the option of a sanction, the team could choose what that involves.

Sport: Team sport

LEARNING SITUATION 15

Category: Under 11's/12's

Age: 10-12 years old

Value: Accepting that we are all equals

Definition: Accepting that we all need to have the same opportunities despite our differences.

Learning objective: Respect your teammates' development and progress



1. Activity: "Why can't I play?"

This activity can come in handy if we have a situation where one of our players is not taking part because the team are not passing the ball to him/her.

We set up a 5 or 10-minute match and have one player from each team wear a training vest. Choose two of the most participative players for this activity.

Then, without the player knowing, the coach tells the rest of the team not to pass the ball to him/her.

After the first match, we will do the same but this time all the balls will be passed to the player wearing the gym vest.

2. Reflection and discussion

At the end of this activity, we ask the player how it felt to be ignored by the rest of the team.

We can ask the player questions such as:

- How did you feel?
- Are you helping a teammate if you don't let them participate?
- Do you think that you can improve if the rest of the players don't help you?
- (To the whole team) Do you think it is necessary to help the players who have more difficulty learning? How would you do it?
- Do you think you bring something to the team?



In the final question, the player wearing the gym vest will likely reply that he/she brings nothing to the team. It is important that the coach or the game “dynamizer” (referee) show the players that it isn’t so. This can be done by praising the player for defensive play or for intercepting a pass. It is important that the rest of the teammates see that everyone can bring something to the team.

We can then ask the player how he/she felt when all the balls were being passed to him/her and whether this was a good thing.

If player answers ‘yes’, which is very likely when they are still little, make them realise that other players in better positions to score will not be able to if all the passes have to go through only one player. This reflection will make them realise that sometimes it is not that good to hog the ball.

If there is a player who does not participate for different reasons, you could ask the following question: is there anyone in the team who feels this way?

If a player says that he/she does, we can ask him/her how they feel and then to the rest of the teammates what they could do to help him/her.

3. Key points to consider when implementing the activity

If you deem it necessary, you can write on a piece of paper the sensations the players have described and the solutions we can give them. Then you could make signs and hang them around on the pitch/court to remind them of what we want to avoid:

NEGATIVE ASPECTS:

IGNORED	USELESS	CLUMSY
INVISIBLE	NOT VERY USEFUL	DEMOTIVATED

SOLUTIONS:

PASS THE BALL	HELP OTHER PLAYERS IN DEFENCE	DON'T HOG THE BALL
PLAY AS A TEAM	WORK HARD IN TRAINING SESSIONS SO THAT MY TEAMMATES IMPROVE	ENCOURAGE OUR TEAMMATES WHEN THEY HAVE DONE WELL

Doing this exercise only once will not give any results because it is easy to forget things. Developing the players’ awareness and making them realise that everyone has a part to play in the team is a task that can take months, if not years. We will need to remind pupils from time to time through different activities where one of the players is excluded (he/she can’t throw or shoot the ball, can’t play in defence or cross the half-way line, etc.).

It is worth remembering that posters are a very useful visual aid for teaching children.

Sport: Team sport

LEARNING SITUATION 16

Category: Under 13's/14's

Age: 12-14 years old

Value: Self-control

Definition: The ability to control one's behaviour

Learning objective: Put up with your opponent's taunts



1. Activity: **Don't give in to provocation**

This tactics training activity involves a 3v3 competition format. Without the other players knowing, we tell one of the teams to try to provoke their opponents without disrespecting them. They can criticise their actions, set small traps, chat with the player in defence to make them lose their concentration, etc.

At the end of the first 3v3 match, we swap teams so that another group may play against the team instructed to provoke the others. The competition ends when all the teams have played against one another and have therefore competed against the "mole" team.

2. Reflection and discussion

At the end of the competition we will discuss several aspects of the activity with the children.

First, we will ask them if they had a good time and participated in a positive way in all the matches they played. Of course, many players will mention their feeling uncomfortable when playing against the "provoking" team. It will enable us to highlight the importance of trying to participate in a positive way without having this kind of behaviour in competitions.

It is also interesting to ask them which kind of negative sensations and emotions the provocations triggered in them (discomfort, tension, headache, lack of concentration, etc.). To acknowledge these emotions will be key to try and figure out how aggressive or violent behaviour might be avoided.



On the other hand, it is important for each person in the group to pay attention to their degree of tolerance in the situation and examine how it made them behave. This will allow us to identify the most impulsive members in the group and help them deal with conflicts in match situations.

We can work on techniques to cope with different kinds of confrontation, such as:

- Leave the match and sit on the bench
- Switch the player defending against us
- Work in pairs to help us identify tense moments or discomfort during the match

An interesting aspect to follow up on would be to see which of the teams were influenced by the 'provoking' team's behaviour and copied it in their subsequent matches. This can help us highlight the importance of not responding to provocation with more provocation to avoid getting into a spiral that is harmful for everyone.

3. Key points to consider when implementing the activity

- When organising the teams, it is important to find suitable players to act as moles.
- Make sure the situation does not get out of control:
 - o Control the duration of matches to prevent provocative situations from lasting too long.
 - o Intervene and stop a match when we see that the situation may become aggressive or violent. This might be the ideal time to reinforce the message and make the players think about their actions.
- In future training sessions, we could work on dealing with provocation using other situations (technical, tactical, matches, etc.). For instance, a player could be a mole in their own team.

Sport: Team sport

LEARNING SITUATION 17

Category: Under 14's

Age: 12-14 years old

Value: Empathy

Definition: The ability to understand external emotions and feelings through an identification process with the object, group or individual we interact with.

Learning objective: Value (positively) the abilities of everyone in the team.



1. Activity: "Do you know that I can...?"

To carry out this activity we must first distribute a number of technical and/or tactical challenges (specific to our sport) around the training area. These challenges should vary in type and format. Once these have been distributed, we then explain them to the players.

At the beginning of the activity each player will receive two random cards that will have a number/value from 1 to the number of players in the team. Once the cards/values have been handed out, the activity will consist in trying to obtain and keep the cards of the highest value through challenges. We will work in pairs and will show each other one of the cards. The player who has the card with the lower value will choose the challenge they will have to complete to get a higher-value card.

The player who has successfully completed the challenge with the highest score will have the opportunity to keep their own card or exchange it with their partner's card, if it has a higher value.

If the game ends in a tie, we can make a rule beforehand to make sure that the game ends with only one winner; players could have an extra challenge or a special 'tiebreaker' area could be set aside. If not, both players keep their own card/value when a challenge ends in a draw.

2. Reflection and discussion

This multifarious challenge activity aims to show off each player's skills and abilities through a card game with an element of fun. In sport, the action usually boils down to a single moment in time, such as the winning point or final whistle. In reality, there are many components needed to shape your team and lead them to success. It is also important for the whole team to be aware that no one can individually do anything without the rest of the team. Before starting the activity, we can open a discussion with the following questions:



- What are your strong points?
- Do you think you are the team leader?
- What do you do best?
- In match situations, can you create opportunities without your teammates' help?
- How can your teammates help on the pitch/court?

Once the activity has started and a few challenges have been completed, we can take a break to check which cards/values the players now have and compare them to those they had at the beginning. At this juncture, we might find some interesting results. For instance, players with fewer skills in some areas get higher cards/values because they can choose which challenge they want to do and make the best of their strengths or abilities to beat their opponents.

The discussion might generate situations that we can use to promote the players whose skills are not that creative or productive but who are generators, creators or even 'destroyers' because of their defence skills. In any case, allow enough time for the activity to run its course so that the players can get a good idea of their own skills and those of their teammates. Give all the players a chance to see how their teammates complete a challenge they are good at and let them see how difficult it is to beat them.

For the end-of-session chat, we could talk about the importance of small contributions that players make which are often ignored. However, in the coach's eyes, these are often viewed in a positive light. We all know what a team needs to work well and the value of a player who gives you their best.

As an additional task, we can ask the players to write down something positive about their partner's performance in the activity, an attribute or skill that they noticed, etc. The difference between a good player and a great player is that a great player is an 'all-rounder'. This activity can also help to motivate players who have a specific skill to discover and develop other abilities they were not aware of.

3. Key points to consider when implementing the activity

Pay close attention to how you organise the activity. It is important to have a variety of challenges that all the players are comfortable with. Carry out a deconstruction of the sport at a technical and tactical level so as to have a wide range of challenges.

Completing the challenge should not be the only aspect we assess here. We should not only assess whether the players have completed the challenges successfully but also note when they can do them without necessarily having a high technical skill level.

Pairs should not be permanent. Once the players have completed a challenge, they should look for another partner and a different challenge.

It is important to note that the player holding the lowest card/value must be the one to choose the activity/challenge. However, if there is big difference in the players' skill level or if we want to create a new scenario, we can use a game of chance to decide the next challenge.

Sport: Team sport

LEARNING SITUATION 18

Category: Under 13's/14's

Age: 12-14 years old

Value: Effort to improve

Definition: Enjoy competing and grow as a team

Learning objective: Work on the team's weak points when playing against a weaker opponent



1. Activity: **There are always new things to learn!**

When playing competitions in this age category, we may have to play against teams weaker than ours. In the period of adolescent growth spurts, there are significant physiological differences between boys and girls of the same age. It is important that the team set challenges for themselves in all their matches.

To carry out this activity we need to analyse the teams' strengths and weaknesses.

Once the team's weak points have been identified we can do specific activities in the training session to work on them, indicating when the exercise has been done well. Note that we should not praise the team's strong points at this juncture.

On match day, we write down the team's objectives on a poster or piece of paper and indicate the reward if these objectives are met.

TODAY'S OBJECTIVES	YES	NO
Shake hands with all the members of the opposite team		
Don't challenge any of the referee's decisions		
Dominate the rebound in attack		
Don't receive more than 40 points		
The team grabs a total of 30 rebounds in defence		
REWARDS: If you complete 4 out of the 5 objectives, I will bring you all a snack next match; we will end the next session with a 10-minute game; we will play the game that you like so much (different rewards can be indicated here).		



To determine whether the objective has been reached, you can ask the team delegate or an injured player on the bench to keep a tally of the points.

At the end of the match, we check the tally to see if the objectives have been reached or not.

If the objectives haven't been reached, we can sanction the players or give them exercises in the next training to help them improve a particular aspect of their game.

2. Reflection and discussion

It is very difficult to make children at this age understand that they have to respect their rival, work hard and maintain a strong sense of team spirit. It is easier to let yourself fall into your opponent's rhythm, play a bad match and come away without learning anything, even though your team ends up winning.

It is important to play down the team's victories and reward good work whether they win or lose.

As coaches, it is important to pay close attention to the team's performance during the match and note down instances when the players did well or when they made mistakes. We can then share this information in our post-match discussions.

3. Key points to consider when implementing the activity

We should always make one objective easily attainable so that we can reward good performance at the end of the activity. It is essential that the players have clear, well-defined objectives.

When observing matches, it is a good idea to have pen and paper at hand to take notes on the team's performance. If not, very often we will not remember.

Sport: Team sport

LEARNING SITUATION 19

Category: Under 13's/14's

Age: 12-14 years old

Value: Critical ability

Definition: Ability to evaluate the standards set by society regarding sport

Learning objective: Analyse which sports and sportspeople have the strongest media presence.



1. Activity: "I'm only interested in the result of two teams"

This activity involves 3v3 mini-matches (small groups with 3 members in each, and groups of 4 if we want to do something different). Matches last 5 minutes so that the teams can play as many matches as possible without playing the same team twice.

Before starting the matches, the names of the teams are written on a white board so that we can fill in their match results. We must then choose two special teams. These two teams, irrespective of their members, should take their name from the top football league (Barcelona and Madrid, for example). The following strategies could be used to decide on the teams:

- If one of the players is wearing an official team kit, use that to name the first team.
- Choose a name at random from the previously-mentioned teams.

In the final phase of the training session and once all the matches are over, the coach will make a performance assessment. The discussion will be intentionally and exclusively focused on two teams, Barcelona and Madrid, even if these two teams did not win the most matches. We will ask questions about these two teams only. For example:

- How many matches did Barcelona win?
- Which player scored the best goal?
- Was there any controversial play?
- Barcelona/Madrid, do you think you played well as a team?

During the discussion, some players will most likely try to interrupt and will probably show their annoyance at being ignored by the coach.

2. Reflection and discussion

Here the real reflection, criticism and discussion can begin. We show the players different front covers from sports magazines which exemplify the power of football in the media (especially the influence of the two aforementioned teams), and how news of these teams overshadows other sports news. It is worth pointing out that these teams take precedence even during the football preseason when other important sports championships are being held.

Front pages of
("Marca" and
Monday 27th July,
2015 Tour de France.



two



sports magazines
("Mundo Deportivo"),
2015, the day after the

The following questions may help us in the debate:

- Why does the sports press only focus on two football teams?
- Why does football news always make the headlines even when other important sports championships are being held?
- Do you read the sports section? Do you think it reflects the reality of sport today?

As a follow-up exercise, encourage the players to make an empirical assessment of their media debate.

3. Key points to consider when implementing the activity

Points to be taken into account when debating:

- In order to foster the players' critical capacity, the coach should not monopolise the debate. Our role is to encourage discussion among the team.
- Players should avoid negative or aggressive comments.

Questions that might help to generate the debate:

- How many sports news programmes do you know that don't start with football news?
- Among these programmes, how many start with Barcelona or Madrid?
- Have you ever seen a front page with news about a sportswoman or a women's team?
- Let's try something: watch the sports news on television and calculate the time dedicated to football and the time allotted to other sports.

Sport: Team sport

LEARNING SITUATION 20

Category: Under 13's/14's

Age: 12-14 years old

Value: Resilience

Definition: Capacity of an ecosystem to recover its stability when affected by disruption or interference.



Learning objective: Overcome the adversities of the game with a positive attitude.

1. Activity: **An added difficulty**

In this activity we will focus on competitive situations in team sports, adding a disadvantage for ONE of the two teams. Here are some examples of handicaps that we can add:

- One of the teams plays with one less player.
- Points are worth double for one of the teams.
- Only certain players in the team can score.
- Some areas of the pitch are out of bounds to attackers or defenders.
- Limit the maximum number of team plays (e.g. in volleyball, players are allowed only two touches per team. In football, players can only touch the ball three times. In basketball, players have a maximum of three bounces per play...)
- After regaining possession, players must attack within a set time: you have to throw a basket or shoot at goal in under 10 seconds.
- You can only score from one area of the field (inside the three second area in basketball or from outside the box in football...)

It is a good idea to inform the players of the match duration (5 or 10 minutes) at the beginning of the game so that the team playing at a disadvantage can mentally prepare themselves. The first time the activity is carried out, no instructions will be given; notes can be taken on any behaviour that might be worth mentioning in the subsequent analysis. This behaviour might be:

- Complaints to the coach before starting: “Why?”, “Why us, why not them?”, “It’s not fair!” ...
- The ‘inferior’ team shows a lack of care or even overexertion in defence at specific times during the game.
- One of the teams asking for more time to get organised before starting the game.
- Arguments between the members of the ‘inferior’ team.
- Disrespectful attitudes from the ‘superior’ team or making fun of the ‘inferior’ team.
- A marked contrast in the ‘inferior’ team’s level of commitment: some players give their utmost while others stop making an effort.
- Excessive celebrations when the ‘superior’ team scores.
- Constant effort throughout the game from one of the members of the ‘inferior’ team.

At the end of the activity, a preliminary discussion is initiated following the guidelines in the ‘Reflection and discussion’ section of the notes. Once finished, we can give the ‘inferior’ team some time to make the appropriate team and strategic decisions to improve their performance.

Finally, when the team is ready, we repeat the activity and assess what has taken place. After the assessment, the teams swap roles: the team that had the disadvantage will now have the advantage.

2. Reflection and discussion

After the first game situation has finished, we gather the team and ask them WHAT happened. First, we ask the team that had the advantage, then ask the other team. The players from the ‘superior’ team will probably comment on the difference in the result, about how easy it was to score...and the players in the ‘inferior’ team will mention the unfairness of the situation, or comment on a player who got angry or did not make enough effort. The players may not mention how they felt or comment on their level of effort and involvement. More often than not, the players will comment on the general situation rather than personal issues. The coach will therefore have to ask the players about specific aspects of the activity. For example:

- (to the player who gave his/her best) Peter, did you make as much effort as you could have? (assessment). I want to congratulate you for working so hard.
- (to the player who has encouraged one of his/her teammates) Sarah, did you encourage your team? (assessment) I want to congratulate you on how you encouraged your teammate when he/she had given up.
- (to the player who got angry) Ben, were you okay with this game? Or didn’t you enjoy it? (assessment) Why? Did you get angry with the rules, with one of your teammates, or an opponent...?
- ...



Once the players' comments have been analysed, the coach can review the kinds of behaviour which usually stand out (especially positive behaviour), as well as those which can be improved.

It might also be interesting to reflect upon the fact that whichever game situation the team participates in, unexpected events might occur all the same: a player might be sent off, a valuable player may get injured, the referee could make a controversial decision, etc. The objective of the activity is to assess the team's response capacity when confronted to this kind of situation. We need them to work with a positive attitude despite setbacks. Above all, they are expected not to give up but experience the situation as a challenge that needs to be overcome in a specific timeframe. The team may start scoring goals/baskets/points easily, but maintaining a positive attitude during the activity is essential in order to keep the number of points or goals scored to a minimum.

Before we decide to repeat the activity, the team's reaction to the following questions should be observed: are you all sure you want to continue? Do any of you think it's not worth the effort?

3. Key points to consider when implementing the activity

- At the beginning of the activity, the coach should not give any indications of what is expected of the team with regards to their attitude. In this way, the players will show their natural reactions in the face of adversity and the coach will be able to observe their behaviour first-hand.
- The situation can be repeated on a periodic basis during the season, using different advantage/disadvantage situations to see the players' reactions.
- If recording equipment is available, the players' behaviour can be filmed for later analysis. Taking advantage of a rainy day, the video could be shown to the players so that they see how they reacted in the activity.
- Once the team is familiar with these kinds of situations, we can combine two kinds of handicaps. Here are a few examples:
 - o Team A will play with one or two players less, but each point will count as double.
 - o Team A will play with a technical handicap and Team B with a space limitation.
 - o Team A can only score from a specific area, while Team B cannot touch the ball in certain areas of the pitch/court (centre circle, lateral areas...).

Sport: Team sport

LEARNING SITUATION 21

Category: Under 15's / 16's

Age: 14-16 years old

Value: Self-criticism

Definition: Accepting your mistakes

Learning objective: To be self-critical as a condition for individual improvement.



1. Activity: Analyse in order to improve

The aim of this activity is to make the participants see the importance of self-criticism to correct their mistakes and improve. Very often, the players think they are doing everything correctly because they have no idea of their objectives or what they are supposed to be learning in each session.

At the beginning of the training session, the coach explains the objectives of the session. At the end, we have a discussion about whether the objectives have been achieved or not.

Each coach will choose the relevant exercises to work on this objective or on a technical skill. The only thing we need to do here is to explain very clearly at the beginning of the session what the objective is and what we are trying to accomplish with this task. At the end of the session, we have a two-minute discussion about whether we have reached the objective or not.

2. Reflection and discussion

This exercise may seem very simple or obvious. As coaches, how many times have we had a training session without telling the players what we really wanted to achieve. How many times did we end the session feeling angry because it seemed as if the team did not understand any of our instructions?

By having these short discussions and focusing on what we want in each exercise, we obtain several things:



- Players focus on their own effort to correctly perform the task at hand.
- They are aware of their weak and strong points.
- The objectives should be few but very specific.
- Stop a player from getting past them.
- Keep possession for x seconds.
- Fast attacks...

It is interesting to set a challenging objective to encourage motivation and self-improvement. One of the goals could even be impossible to achieve to see whether the players are aware of their own shortcomings (or whether they think that they do everything perfectly).

If the objectives are very complicated we could set weekly or monthly objectives (e.g. during defence week, we cannot let the other team score more than x points or goals in a match). One of the most important things here is to always have a positive approach to self-criticism by using sentences such as:

- We'll keep working on it.
- The most important thing is that you made an effort.
- If you put work into it you'll definitely get there.
- Never give up!
- Next time you'll do more and better...

3. Key points to consider when implementing the activity

For this activity to work, the team's weaknesses must be analysed beforehand. This will help us identify the areas we want to improve.

It is also interesting to set individual objectives. These objectives should be things that we want a player to change such as:

- Don't bounce the ball so much. Three bounces maximum to get to the halfway line.
- When defending, don't get beaten by your opponent.
- Be the first to get back in defence.
- Shoot baskets or take shots at goal...

Every time we perform this task, an analysis of the team must be carried out beforehand otherwise objectives will not be adequately set.

To avoid wasting time in the discussion, it would be useful to set 3 standard questions and always use them.

- What was the objective we had to reach?
- Who do you think achieved them? Do you agree?
- What can we do to improve? Where do you think we failed?



Sport: Team sport

LEARNING SITUATION 22

Category: Under 15's / 16's

Age: 14-16 years old

Value: Trust

Definition: Confidence of someone who can count on another's character, capacity, good will and discretion.

Learning objective: Inspire trust in others



1. Activity: "Don't tell anyone"

This trust-building activity employs new technologies available to everyone, especially young people. We will ask the team captain for help, explain the activity and what we want to achieve, making him/her our accomplice.

Using the team captain as a mole, we will ask him/her to send a private message to each player before the training session, telling them that because he/she trusts them, he/she wants to tell them a secret which they can't share with anyone else until they speak in person after training. The secret is that he/she received a call from their biggest rival asking him/her to go and play with them, and that he/she has accepted the offer.

The training session or activity will go ahead as planned and, at the end of the session, the captain starts the debate.

2. Reflection and discussion

Once the activity is finished, we begin the discussion phase of the exercise. It is likely that we will encounter different proposals and situations that occurred before and during the session and these will have to be addressed with the team captain's help. Depending on what has occurred, we will have to start the debate one way or another:

- Have the players kept the secret?
- Has one of the players broken their word and shared the news with the others? With the coach? Have they spread the news on social media sites?



Whatever the answers, they will provide a great opportunity to talk about trust, and according to the situation, about the use and influence of social media.

Trust is a value in which personal actions have a positive or negative impact on others and can influence a person's future opinion of us. If the team has kept the secret, we can say that it is a strong, united group in which the members trust one another. This knowledge, combined with the post-activity discussion, can serve to strengthen the team's ties.

If, on the contrary, the news has been shared or used by someone, we can discuss the situation and find out why one of the teammates shared a secret he/she had been trusted with:

- Did you use the information to criticise your teammate in front of the others?
- Did you share it in the changing room in a negative way?
- Did you try to get the others to help you reverse the situation and make your teammate stay in the group?

The different ways in which the news was spread can also lead to new discussion and debate that will help the group to become more mature.

3. Key points to consider when implementing the activity

The captain's (or chosen player's) collaboration is an essential part of this activity. For this reason, we should choose a player who represents the team, a leader who has enough sway in the team so that his/her decision to entrust a secret with the other members is not taken lightly.

We will also have to talk to the chosen player and prepare him/her for the activity. For example, we can help them write the text message and discuss the possible situations and reactions that might occur before and during the training session.

It is important to be aware of the different options we may encounter in this activity and decide how we can use the discussion points in a positive way. We must remember that our main objective is to provide learning situations that encourage the team to think about the importance of trust and help them mature as a group. Moreover, the activity can lead to further discussion about social media and about how sharing a piece of information can have immediate or future effects and repercussions.

Sport: Team sport

LEARNING SITUATION 23

Category: Under 15's / 16's

Age: 14-16 years old

Value: Setting goals

Definition: Set a goal you want to achieve.

Learning objective: Use match evaluations to assess competition objectives.



1. Activity: How did we play today?

Our approach to matches and competitions should be determined by setting individual and group objectives to work on during training sessions. Therefore, the evaluations and opinions that are given before, during and after competitions should positively reinforce the gradual achievement of these objectives.

When we talk about objectives, we can refer to a wide range of aspects associated with learning a sport: individual technical objectives, individual and/or team tactical objectives, strategic objectives, etc.; working on and developing values such as respect, cooperation, motivation, etc.; or implementation of certain habits that may indirectly help a player enjoy competition more: sleep enough hours, arrive on time, warm up adequately...

2. Reflection and discussion

When planning the discussion and debate with our players about the objectives we want to work towards in a match or a competition, we will, as coaches, have to ask ourselves the following questions:

1. Do my players know what today's competition objectives are?

To find out, we can use various strategies and tools. We could, for instance, make a table and/or wall chart outlining the key points that the players should pay attention to during the match. In the last session before a match, we can explain the chart in the group chat or share it with the players in the team's WhatsApp group (if we have one).



This will help our players to compete without worrying about results, helping them to be more relaxed and less under pressure. It is also important for these objectives to not only be group-related but also, whenever possible, personalised according to the players' typology.

2. During the match, did I positively reinforce the team's performance and reach the set objectives?

It is important to try and make an effort that is both qualitative and quantitative to reach the objectives that we have set. It is therefore important to focus first on our way of transmitting information in regards to both the main aspects that need to be corrected and the positive actions that are consistent with our work. We can also use virtual data collection tools or spreadsheets we have made to collect data on the aspects that can provide a quantitative and objective view of the goals that were set: number of good passes made, shots at goal, complaints made about unfair play, complimenting a teammates' attempts, etc. This information can be collected by the assistant coach or an injured player and will be extremely valuable when giving instructions to the children during timeouts and half-time.

3. Did I evaluate my objectives at the end of the match?

Looking back on our set objectives can help us make assessments that are not emotionally based or conditioned by the match result. It is essential to always look for a positive approach, praise good performance and set the unmet objectives as a challenge for the next training session. This will help us dissociate from a random result or the referee's performance and focus on the sum of the objectives we have worked on and achieved. Remember that we can also use technology to share quotes or videos from famous sportspeople to reinforce our post-match message. Lastly, we can ask different members of the team to highlight a positive aspect of the competition objectives (individual or team-related) we have worked on.

3. Key points to consider when implementing the activity

- It is important to always send out a positive, realistic and objective message.
- It is important to combine qualitative and quantitative assessments that reinforce this message.
- We need to understand that the example we set will be one that the boys and girls will copy. Our body language, tone of voice and the way we express ourselves must therefore be consistent with what we are conveying.
- We can gradually involve them in the process of setting objectives and performing assessments.
- Lastly, it would be interesting to map the players' objectives and show them how they have developed and improved over time.

Sport: Team sport

LEARNING SITUATION 24

Category: Under 15's / 16's

Age: 14-16 years old

Value: Sportsmanship

Definition: A set of ethical requirements based on accepting and respecting the rules of a game, behaving correctly towards your opponent, promoting equal opportunity and maintaining a dignified attitude in victory and defeat.

Learning objective: Understand the scoring system of the "Green Play" competition.



1. Activity: Green Play Training

This activity is adapted from the Baix Llobregat Sport Council's *Juga Verd Play* programme.

The group is put into teams of 4-5 players, the activity is explained and the follow-up form is handed out. Then the first matches are played. This activity can be completed over the course of several training sessions.

The following indications should be taken into account:

- We always need 1 or 2 people as substitutes. They will swap every two minutes.
- The role of "dynamizer" (referee) and the coach can be played by a person who, for one reason or another, cannot do physical activity.
- When two teams are playing a match and there is only one person playing the role of coach, another player or substitute from the other team must assume that role as well.
- We can simulate the role of the spectators by eliminating some of the matches. The players who are not taking part can now support one of the teams.

You will find the sheet for each team below:



GREEN PLAY TRAINING

Have you heard about a new programme for School Sports, the Baix Llobregat Sport Council's *Juga Verd Play*? The winner in this activity is not just the team that scores the most points or goals. In fact, the winner is determined by a number of different factors which total 10 points. The team that gets the most points is the winner.

Remember: the end doesn't justify the means! It is not a case of 'anything goes' to get more points!

The scoring system is explained below:

Name of the team:

Coach: This is someone in the team who, for one reason or another, cannot play on the day. If nobody is injured, there will be no coach and the coach's evaluation will not be taken into account. If one team has a coach, the other team will decide who will perform this role.

		SCORING
Scoreboard: 3 points for a win, 2 points for a draw, and 1 point for a loss.		+ 3 points
Total green cards	Good conduct will allow the team to obtain the maximum number of points.	
	Everyone plays and participates in the match.	+ 1 point
	Green card – positive actions that reinforce good behaviour are rewarded: <ul style="list-style-type: none"> • help an opponent in a difficult situation • repeatedly encourage our teammates • other exceptional situations in which good conduct is noted 	+ 1 point
Coach: (injured player)	Opposing coach: each coach assesses the rival coach based on his/her support to his/her players and if he/she respectfully accepts the referee's decisions.	+ 1 point
	Players in the opposing team: each coach assesses the opposing team based on whether they greet their opponents at the beginning of the game and say goodbye to them at the end.	+ 1 point
Audience (waiting teams and/or injured players): gives the opposing team points based on whether they greet their opponents at the beginning of the game and say goodbye to them at the end.		+ 1 point
Game "dynamizer" (referee)	The "dynamizer" (referee) evaluates players and coaches	
	Players: 1 point is awarded to each team if both of them greet the other at the beginning of the match and say goodbye at the end.	+ 1 point
	Coaches: 1 point is awarded to each team if both coaches have behaved well (encouraging the players, commenting on how they can improve, showing concern if an opponent has been injured...).	+ 1 point
TOTAL:		+ 10 points



Players:

NAME OF THE TEAM		NAME OF THE TEAM	
Match result			Match result
<u>Scoreboard:</u> (win: 3p; draw: 2p; loss: 1p)	.		<u>Scoreboard:</u> (win: 3p; draw: 2p; loss: 1p)
Total green cards: everybody plays (1p)			Total green cards: everybody plays (1p)
Green Card (1p)			Green Card (1p)
<u>Coach:</u> Opposing team coach (1p)			<u>Coach:</u> Opposing team coach (1p)
Opposing team players (1p)			Opposing team players (1p)
<u>Spectators:</u> (1p)			<u>Spectators:</u> (1p)
"Dynamizer" (Referee): Players (1p)			"Dynamizer" (Referee): Players (1p)
Coaches (1p)			Coaches (1p)
FINAL RESULT			FINAL RESULT

A summary of how to fill in the chart:

NAME OF THE TEAM		NAME OF THE TEAM	
Match result	Write the score here	Write the score here	Match result
<u>Scoreboard:</u> (win: 3p; draw: 2p; loss: 1p)	Points	Points	<u>Scoreboard:</u> (win: 3p; draw: 2p; loss: 1p)
Total green cards: everybody plays (1p)	Points	Points	Total green cards: everybody plays (1p)
Green Card (1p)	Points	Points	Green Card (1p)
<u>Coach:</u> Opposing team coach (1p)	Points	Points	<u>Coach:</u> Opposing team coach (1p)
Opposing team players (1p)	Points	Points	Opposing team players (1p)
<u>Spectators:</u> (1p)	Points	Points	<u>Spectators:</u> (1p)
"Dynamizer" (Referee): Players (1p)	Points	Points	"Dynamizer" (Referee): Players (1p)
Coaches (1p)	Points	Points	Coaches (1p)
FINAL RESULT	Total points	Total points	FINAL RESULT



2. Reflection and discussion

At the end of the training session(s), each team is asked for their score.

A debate is initiated and the players are asked whether following the Green Play scoring system influenced their way of playing.

Questions we can use to start the discussion:

- Before starting the activity, did you greet the other players before and after each match?
- Did you perform actions intentionally to get a green card, or did you perform them unconsciously?
- Did the fact that the final result was not the only determining factor used to decide the winner, make you change the way you played?

3. Key points to consider when implementing the activity

This activity must be introduced gradually into the training sessions. In this way, the players will understand it more thoroughly.

The players will have to practise using this scoring system since it is the only way to get points in the activity. The coach can comment on the type of action which can count as a green card (help a player of the opposing team to get back up, congratulate someone involved in the match...).

Remember to bring the material for the activity: pencils and photocopies of the assessment sheets.

Sport: Team sport

LEARNING SITUATION 25

Category: Under 15's / 16's

Age: 14-16 years old

Value: Commitment

Definition: Specific obligation resulting from a promise, a word given, etc.

Learning objective: Involve the players in the team's fitness training.



1. Activity: We are personal trainers

Often times, the part of the training that generates less interest from the players is to work on their physical condition. It is therefore important to increase our team's motivation and implication in this kind of task. We will, to that end, let the players themselves organise this part of the training and become...PERSONAL TRAINERS!!!

For this activity, the coach must prepare some mini-worksheets (half A4 size):

DATE:	
COACH'S INDICATIONS:	
MATERIAL	
TIME	ACTIVITIES

The coach will have to think about the general guidelines for this part of the training. For instance, work on aerobic resistance for 20 minutes, or work on muscular strength (alternating 30s of work and 15s of pause), focus on proprioception of the ankles to prevent injuries, improve speed in rhythm changes...



The team can be divided into small groups of 2-3 people. In the part of the training session dedicated to fitness training, one of the groups will be responsible for planning a series of activities to reach the objectives set by the coach.

The coach gives each group a worksheet and the activity objectives with enough time for them to prepare it and hand it back. The coach should also supervise the players in case any amendments need to be made.

When the coach has finished reviewing the exercises, they can be carried out in the next training session.

2. Reflection and discussion

After fitness training the group gets together and assesses the activity.

- What did you like best about the session planned by your teammates?
- How could it be improved for the next session (music, water at breaks...)?
- Did you enjoy the exercises more than in previous sessions?
- Which do you prefer, individual or group activities?
- Do you prefer doing your fitness sessions with games and mini competitions or without?
- ...

Based on this assessment, the next groups will have more information to plan the next sessions.

3. Key points to consider when implementing the activity

- It is important that the group perceive the coach's autonomy and trust in delegating a part of the training as a positive thing and not as a negative thing such as having homework to do for school.
- When the coach delegates part of the training session it is important that the group see this as something positive, like doing homework for school.
- This activity can be a good exercise on rainy days when we can't use the pitch. The groups can meet and design exercises for the activity with their coach's constant supervision.



- The coach can prepare references, documents or folders organised into topics to provide a framework for preparing these activities. This could be a selection of strength-training exercises for each muscle group, exercises to improve proprioception or a collection of games to work on aerobic resistance. This material can be given to the group that has to prepare the session but it should be made clear that is to be used as support material only. The group is therefore free to choose the activities they want as long as they follow the indications given by the coach at the beginning of the session.
- This activity is best carried out mid-season. In this way, the group will already have a range of exercises and experience acquired in the first part of the season. Likewise, if one member of the group goes to the gym, they can also take advantage of the exercises they do there to include them in team's training routine.
- The exercises can be the same for the whole group or not! Circuits can be tailored according to the stage in the season, to a player's specific requirements, the position they play in or their fitness level, etc. Each group may therefore undertake different activities for different stages in the season.



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Values-based learning situations TEAM SPORTS:

Five-a-side Handball Basketball Football Volleyball



Sport: Five-a-side football

LEARNING SITUATION 26

Category: Under 7's / 8's

Age: 6 - 8 years old

Value: Following the rules

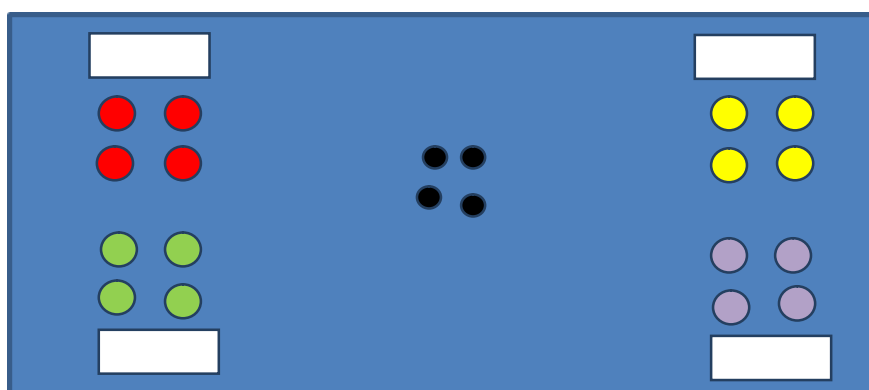
Definition: Attention and adherence to the rules of the game.

Learning objective: Follow the agreed regulations in a competitive activity.



1. Activity: Respect!

This activity can be undertaken using any game, mini-game or match. As an example, we propose dividing the group into four teams with the same number of players in each. Each team defends a goal and attacks the other three teams. Before starting the activity, the rules of the game are explained. The activity lasts five minutes and is repeated three times. Four balls are used in the activity. The winning team of each round will be the one that scores the highest number of goals.



During the activity, the coach sticks red stickers on the faces of the players who don't follow the set rules. We may introduce new rules in each round. As we go on, we can also ask the players to observe the activity and stick stickers. This activity is a good way to involve injured players in the training session.

Other variations may be included such as sticking green stickers when the rules are followed and blue stickers when rules are deliberately broken.



2. Reflection and discussion

At the end of each round it is important that the group reflect on which rules were broken and the reason why, enabling us to see how:

- Some rules were broken because the players did not know them or lacked the skill to follow them.
- Some rules were broken due to a lack of attention and concentration.
- Some rules were deliberately broken to gain an advantage or win the match.

We can use this discussion as a starting point to guide the players and tell them which rules were broken the most. We will also be able to identify and reinforce the work on specific abilities that are needed to overcome the unfulfillment of these rules. Repeating the activity will also improve the players' attention skills, an important aspect of the early stages of sports training.

Finally, we may also reflect on the reasons why some rules were deliberately broken: wanting to win at any cost, trying to match the traps that we might feel other teams are using, etc.

Changing the rules of the game will help the players value the regulations as a whole. Goals are added and subtracted according to the number of green, red and blue stickers obtained by each team, thus influencing the final result. Here are some examples:

FOR EVERY BLUE STICKER	MY TEAM LOSES ONE GOAL
IF I HAVE RED STICKERS	MY TEAM LOSES ONE GOAL
IF I DO NOT GET ANY RED OR BLUE STICKERS, I GET A GREEN STICKER	THE TEAM WINS ONE GOAL
IF THE WHOLE TEAM HAS A GREEN STICKER AT THE END	THE FINAL SCORE IS MULTIPLIED BY TWO

3. Key points to consider when implementing the activity

- Do not introduce too many rules at once. It is better to start with simple rules the players can understand and then gradually introduce new ones.
- To foster the players' critical capacity, the coach should not monopolise the discussion.
- Tell the players that they should not make any aggressive or negative remarks.
- Do not punish the players for breaking the rules. Good results take time.

Sport: Five-a-side football

LEARNING SITUATION 27

Category: Under 9's / 10's

Age: 8 - 10 years old

Value: Companionship

Definition: Find someone else with the same tastes and preferences as you.

Learning objective: Interact with players from other clubs we are competing against.



1. Activity: Shall we swap?

In order to start the competition season in the best possible conditions, most teams take advantage of preseason matches to work on the players' knowledge of the rules, their fitness level and technical/tactical ability. Without a doubt, this helps them build up enough self-confidence and courage to face the first match of the season in a positive state of mind.

To take advantage of this, we can focus our preseason matches on a fundamental part of the team's training: learning values.

The activity involves organising a preseason match with another team in which the players are randomly put into different teams. Each player, boy and girl, will compete in a team composed of players from the two clubs participating in the event. The coach of each team will alternate in leading the teams made on the day.

2. Reflection and discussion

The activity's first discussion point could focus on whether the players could change their way of understanding competition in terms of confrontation and stop seeing the other team solely as their rivals.

To prepare for this activity, we can ask the players what their objectives are when they play matches. More than likely, their answers will be "winning", "learning", "having fun", "scoring goals", "belonging to a team", etc. At this point, we can suggest that another objective could also be getting to know other boys and girls that share the same passion i.e. SPORT. From there we can suggest working on this aspect by playing a test match with a team from their area.



Another approach could be to make them understand that training based on values is also the way that other teams work. Playing with your rivals on the same team or being guided by two coaches and receiving the same instructions based on cooperation, tolerance, respect and sportsmanship will reinforce this message and enable the players to better empathise with the other members of the teams they will compete against throughout the season.

3. Key points to consider when implementing the activity

The two coaches will have to plan the match beforehand and take the following aspects into account:

- Have a discussion with the children beforehand to explain the competition objectives. It is important, if possible, to also involve the families in this process.
- Do part of the pre-match warm-up together so the two teams can get to know one another. We can use warm-up games and activities to encourage interaction, communication...
- Work on the same type of instructions throughout the competition, taking into account that they should be focused on promoting values: follow the rules, stop the game if someone gets injured, encourage each other all the time, make sure everyone takes part, hold each other's hands before starting, congratulate one another at the end of the game. These instructions can be explained to the players in a group chat before the match and then highlighted throughout the game. At the end of the match, they can be re-evaluated in the final group discussion.
- After the match, we can have a third half for the teams. For instance, a healthy meal with all the children to let them speak about what they have experienced.
- To the families, we can recommend them to sit together in the stands and encourage all the children.
- We can also include different strategies to encourage the players to talk to one another during the event. One of them could be to bring a notebook and interview a player from another club. The interviewer could ask questions like:
 - What's your name? Why do you like playing five-a-side football? Who is your favourite player? How long have you been playing?

Sport: Five-a-side football

LEARNING SITUATION 28

Category: Under 11's / 12's

Age: 10-12 years old

Value: Respect

Definition: Special regard for a person or thing.

Learning objective: Promote respect and sportsmanship in match situations.



1. Activity: Juga Verds

The main goal of this activity is to create habits enabling the players to generate automatisms related to respect and fair play in sport. We can take advantage of any competitive exercise during the training session to develop this: mini-games, a match, etc.

Before starting the activity, each team will be given green cards with the description of different types of behaviour relating to respect and sportsmanship. For example:





Both teams participate in the activity, taking into account the strategies displayed on the green card. At the end, the two teams get together and decide which cards the opposing team has completed. Once done, the cards will be exchanged while explaining and defending the reasons why a card has been awarded or why it hasn't.

2. Reflection and discussion

It is important to guide our players at the beginning of the discussion and to ask them to have two attitudes: honesty when evaluating the other team and active listening when being evaluated. To this end, we will give them some rules which everybody will have to respect when undertaking this task.

1. All the players have to work together to assess the other team. The team will have to defend their position using arguments and reach an agreement.
2. The team that is being evaluated will not, at any time, interrupt the arguments of the team that is evaluating them.
3. Once the evaluation is over, each team gets together to try and find an aspect to improve.

Keep in mind that it is very likely that we will have to help the children identify the types of behaviours and attitudes associated with each habit that we want to work on. For example, we could ask the following question when discussing the habit of congratulating the opposing team at the end of the match: should we give the players a card if they were reluctant to congratulate us? Questions like these will initiate fresh discussion and help the players reach an agreement on which actions merit a card. For instance, it could be an opponent shaking hands with us, looking us in the eye or mentioning a positive aspect of the game.

Another question that may be asked during this reflection process is if we must penalise the whole group by not awarding them the green card when only a few members did not behave correctly. It can be interesting to deal with this aspect, explaining that the image that each player gives has direct impact on the team as a whole. When a player shows disrespect during a match, his/her behaviour influences and has an impact on the whole team.

We must therefore identify what the most beneficial and the most detrimental attitudes of each player are so that we can work on them.

Finally, it is important to explain to the children that this activity is aimed at teaching habits to help them play in a more respectful and sporting way when they compete with other teams. We can also point out that achieving these habits requires time and effort; they should therefore not expect to get all the green cards from the very beginning.



3. Key points to consider when implementing the activity

- Gradually introduce the cards. Start with those which are easily observable such as shaking hands with the opposing team. Further down the road, different cards can be worked on at once in the same activity. Once the group has assimilated a habit, the cards can be removed.
- At first, we can have players of each team as observers. These players can play the part of the referee, coach or audience while observing and evaluating the attitudes that we are working on. This gives us different possibilities for analysis:
 - o Evaluating the opposing team
 - o Evaluating their own team
 - o Add their own personal evaluation to that of their teammates
 - o Observing the evaluation of both teams and then giving an outside opinion as to whether the evaluation was realistic.
- Over time, we can make the children create the green cards themselves. These can be linked with specific aspects they want to improve during the weekly competition.
- It is a good idea to regularly change the type of activities we do with the cards so as to increase the variety of situations we can work on. We can also make it a competition and count up the green cards the players win each session.

Sport: Five-a-side football

LEARNING SITUATION 29

Category: Under 13's / 14's

Age: 12-14 years old

Value: Empathy

Definition: Ability to understand external emotions and feelings through a process of identification with an object, group or individual we interact with.

Learning objective: Put yourself in the shoes of someone who is suffering some kind of "discrimination".



1. Activity: Put yourself in their shoes!

The aim of this activity is for the pupils to put themselves in a teammate's shoes. This teammate, for one reason or another (playing ability, social skills, etc.), may suffer some kind of discrimination during the training sessions or in competitions.

To begin, we have to set up a match situation between two teams. One player on each team must wear a red training vest. These players will have to follow a specific rule that will make it more difficult for them to participate in the match.

- Option 1: the player with the training vest cannot go beyond the halfway line and can only play in defence
- Option 2: the player with the training vest is not allowed to score goals.
- Option 3: nobody can pass the ball to the player with the training vest.

Each player, at one point or another, will have to wear the training vest until everyone has worn it so they can experience what it feels like to try and participate in the game with a rule that makes it difficult.

A second activity to complement the first one could be to organise matches in which the players must hold hands in pairs. During the game, one of them plays the part of the player and the other plays the part of the helper, who is not allowed to touch the ball. We will swap roles from time to time so that they can get used to sharing the player's part, taking it when needed and leaving it to the other when required by the game.



2. Reflection and discussion

The post-match discussion will be focused on two objectives.

First, we ask the players how they felt while wearing the training vest. We can ask whether they enjoyed the game during that time, if they felt they were an important part of the team, if it lessened their desire to play, if it affected their self-confidence, etc. After doing so, we can ask them if they think that it is important to try and prevent any of their teammates from experiencing a similar situation.

The second objective is to ask them if they have any specific proposals that could encourage camaraderie within the group and prevent situations similar to the ones they experienced in the activity. For instance, encourage cooperation, work for the success of the team as a whole, and avoid creating static playing positions within the team according to our peers' weak points.

3. Key points to consider when implementing the activity

- Introduce the constraints gradually.
- Try and avoid having players who feel that they are being accused of the behaviours we want to focus on, or having others who might be victims of these situations. It might be more appropriate to carry out this activity in the initial training sessions before this type of behaviour has begun to appear, i.e. it can be used as a preventive tool, not a palliative measure. It is also important to share out the constraints fairly and guide the players so they can express their own views.
- If some players do not want to participate in the group's reflection process, do not force them, but try and create alternative strategies: make them reflect in pairs on the topics chosen beforehand, ask them to do it individually at home and write it down on a piece of paper to bring to the next training session, etc.

Sport: Five-a-side football

LEARNING SITUATION 30

Category: Under 15's / 16's

Age: 14-16 years old

Value: Critical thinking

Definition: Ability to reflect on established models.

Learning objective: Agree on a game style of your own.



1. Activity: Shall we choose our game style?

The objective of this activity is to encourage discussion on how our choice of game style may positively or negatively determine the team spirit that we want to develop throughout the season.

During the training session, we will work on a match situation in which the game format will be changed every 10 minutes.

- In the first part, we ask the boys and girls to play as individualistically as possible: hogging the ball and trying to score the highest number of goals possible on their own.
- In the second part, we ask them to play in the most cooperative way possible: passing the ball to their teammates as much as possible, sharing the game and the opportunity to score goals, making everyone play in all the different positions, etc.
- In the third part, we ask them to play focusing as much as possible on the result: making no changes, keeping to fixed positions, following strict tactical discipline, not taking risks in any situations, prioritising defence over attack.
- In the fourth part, we ask them to play just to enjoy themselves without focusing on the result or following any tactical discipline, taking as many risks as they want, swapping positions, etc.
- In the last part, we ask them all to reach an agreement as to how they would like the game to be, taking into account the four aspects they previously worked on: cooperation, individuality, pleasure and results.



2. Reflection and discussion

The reflexion will be focused on two essential ideas:

The first idea revolves around experiencing different aspects related to the team's approach to the sport. Experiencing the game in first person - taking individuality, cooperation, results and enjoyment to the max - can help them see the need to agree on an equitable formula that ensures a balance.

So, we can ask the players what benefits and limitations can be observed in each game style and evaluate the positive and negative aspects of each one. Making every effort to cooperate might affect the result but it can help the players feel as if they are part of the team. Focusing only on the final score enables us to achieve greater success but does not give us much chance to have fun and express ourselves in a personal and creative way during the game. During the discussion, it is normal for each player to feel more or less identified with a particular way of taking part in the game. Therefore, it is important to highlight this diversity so that the team can meet each other halfway and come to an agreement.

The second idea involves empowering the players so they can choose the best game model. This part must stem from a reflexion and discussion process, letting the team agree on how, when and to which degree the team will have to be cooperative, individualistic, pleasure-oriented or result-oriented. As a matter of fact, this could be a good starting point to focus on important team issues such as how game time is allotted, rotation of players' positions, defensive positioning, how much they work together, how much individual play is allowed, etc.

This process may of course be determined by the players' competition spirit. A team that values results more than anything else will tend to display a more individualistic way of playing than a team that wants to have fun and cooperate. Lastly, reflecting on the different game styles will enable our players to identify which styles are being used by the opposing team. It is essential to reinforce the ideas that have been agreed on and that the style of game chosen is the one that will enable each player to achieve their objectives in the best possible way and create a great relationship and cohesion within the team.

3. Key points to consider when implementing the activity

- It is best to do this activity at the beginning of the season when competition has not started yet. It may be particularly appropriate for newly-formed teams or teams that have had many new arrivals.
- Boys and girls should be given freedom to experience the different situations and to reach an agreement on the best game formula. However, it is important that they reflect on what they have experienced and justify their decisions. During this phase, the coach acts as a guide.
- A list can be made to sum up the team's spirit with regards to game style and player participation.
- Preseason matches can be used to further reflect on these aspects and set a definitive game model.

Sport: Handball

LEARNING SITUATION 31

Category: Under 7's / 8's

Age: 6 - 8 years old

Value: Diversity

Definition: Socialising with teammates who have different abilities.

Learning objective: To acknowledge your teammates and participate with them.



1. Activity: Acknowledge each other!

In beginner's handball, we generally find it difficult to have a game where children don't always go after the ball, where the bounce does not hold the most importance for those with more mature motor skills. We may also encounter situations that are sometimes as disconcerting as they are funny when we observe how the children act when playing a game, they are just starting to learn.

This activity involves a match situation with a modified scoring system. Goals are not the only aspect to be taken into account but also the way they are scored, the way the game unfolds, or other criteria that will have been explained to the group beforehand.

Some examples of these rules can be the following:

Rule	Score	Justification
3 different players have touched the ball.	1 point	Encourage your teammates to get involved in the game.
The ball does not fall on the floor.	1 point	Encourage passing and receiving the ball.
All the players move towards a sideline just before the goalkeeper takes a goal kick.	1 point	Encourage the players to find space on the court.
The team scores a goal without bouncing the ball or the team only bounced the ball once.	2 points / 1 point	Encourage passing and minimise excessive bouncing of the ball.



2. Reflection and discussion

It is important to begin teaching the basic elements and values of a sport in the early learning stages. Even though handball and mini-handball are the same sport, there are many differences between the two of them. This is the reason why we must focus on the basic components of handball without dismissing all the positive aspects that can be developed in mini-handball.

From the very beginning, we must highlight the importance of bouncing the ball as little as possible in order to create play, involve other teammates, minimise hogging and give other players an opportunity to develop their skills. A game involving passes generates multiple learning opportunities and develops great transferences in handball.

3. Key points to consider when implementing the activity

The rules and activities must be designed in such a way as to encourage the children to adopt these kinds of behaviours. These, in turn, will improve their game considerably.

This design must be both detailed and honest:

- It has to be detailed so that we can establish what tasks must be completed, the activity's contents, and the skills and tactics to be improved.
- It has to be honest due to the fact that its goal is to develop behavioural habits which will help the children to become not only good sportsmen and sportswomen but also better handball players, both now and in the future.

It is important to address WHAT we should teach and HOW. This exercise helps us to do both, as well as helping us to determine HOW we should win. This is an extremely important aspect of a player's development. If we design exercises that help to explore this concept of HOW to win, the children will become not just great sportsmen and women, but intelligent, dynamic and down-to earth handball players.

Sport: Handball

LEARNING SITUATION 32

Category: Under 9's / 10's

Age: 8 - 10 years old

Value: Companionship

Definition: Harmony and solidarity among teammates

Learning objective: Value sporting behaviour.



1. Activity: Handball Trivial Pursuit

For this activity, we propose a Handball Trivial Pursuit comprising the values of our team and sports club.

Before we begin, different values must be assigned to the various objectives in the game so that each player can win the coloured wedges to complete their piece. We can use the colours originally used in Trivial Pursuit or choose others using the club's colours or the town / city's coat of arms.



We then introduce the values corresponding to coloured "cheese" pieces which, in this case, are coloured bracelets or hairbands which the players put around their wrist or arm when they achieve an objective:

- Yellow: for encouraging your teammates.
- Green: for respecting your opponents.
- Blue: for following the rules.
- Pink: for playing with everybody in a collaborative way.
- Brown: for congratulating your opponents at the end of the match.
- Orange: for respecting the referee's decisions.



Once the game is over, the player who has all the coloured wedges gets a point for their team. The team with the highest number of points wins the activity.

2. Reflection and discussion

This activity encourages values-based play. In the end, the game's final score is overshadowed by individual performances. Placing value on this kind of behaviour will inspire the players to put it into practice on court, as well as instil habits that will make them true *Green Play* sportspeople.

At the start of the game, it is essential to explain which actions win points. After the game has finished and the final results have been analysed, we can have a group chat to discuss the different colours that the players won. This will enable them to determine which areas they have to improve to win more points.

We can also discuss the relation between positive feelings and enjoying the game. Did the players feel different following this game mode compared to the way they felt in other activities? Are some of the players happier with this format than with the standard rules? Have they all acquired the necessary tools in order to develop the game?

3. Key points to consider when implementing the activity

Before we set the activity in motion, we will need to compile a list of values (the six values listed earlier or others) and a means to award points to the players who achieve their objectives. We have used hairbands in this instance, but there are other viable alternatives. Hairbands have the added bonus of being very visual, easy to put on and relatively cheap.

This activity must comprise all the behaviours and values that we want to achieve. It can be put into practice as a game, a set play or a match.

We must observe the players' behaviour carefully so that they can be awarded the corresponding colour the moment they show the right attitude. We may ask members of the coaching team or other team members (who, for one reason or another, are not taking part) to help us in the observation process.



Sport: Handball

LEARNING SITUATION 33

Category: Under 11's / 12's

Age: 10-12 years old

Value: Enjoying yourself

Definition: Possessing something that offers benefits or advantages.

Learning objective: Separate success from the concept of being the winner.



1. Activity: "The world upside down"

This activity can be one among many warm-up activities inherent to the sport, in which there are dozens of games involving the pursuers and the pursued. The main goal here is to dissociate the idea of success from that of winning.

In any of the warm-up situations chosen, the players are given the following instructions: for a certain period of time (whose beginning and end will be signalled by a visual or aural indication), we will enter an upside-down world. All the game rules and guidelines will, for a short while, undergo a 180-degree change. The pursuers will become the pursued and the proposed limits and guidelines will be turned on their head for a certain amount of time.

2. Reflection and discussion

More often than not, players may cause conflicts because they follow a "simultaneous personal scoreboard" of winners/losers according to the rules of the game. For example, when playing "it", the winner could be the player who has not been touched once.

We might even encounter situations in which players do not follow the rules, causing conflicts and disruptions during the game. In some cases, players can get annoyed when their teammates do not accept that their roles have changed.

One of the main advantages of this activity is that the players' roles change independently of their actions on the court. In this case, an external agent (the coach) automatically makes all the changes and decides when the players must swap roles and swap back again.



To take advantage of this, we must make sure that the proposed warm-up exercises follow the rules of the sport we are playing. Once we observe situations similar to the ones mentioned above, we can stop the game and gather the players round to explain the new rule.

Once the new guideline has been introduced, we should stop the game to discuss the automatic role changes and their effect on the players' attitudes. The role swap will offer an advantage in the normal game mode but in the 'world upside down' format, players will be at a complete disadvantage. Here we can highlight what is really important: we must always enjoy the moment, try our best and not think about insignificant personal victories which only exist when we take competing to the extreme. As we all know, extremes are never beneficial.

For our final thought, we can link how our misunderstanding of competitiveness can affect the general objectives of the game: having fun, ignoring isolated incidents and valuing the aspects that are truly important (effort, satisfaction...)

3. Key points to consider when implementing the activity

It is important to evaluate whether we are using a suitable game mode to introduce the task and if it will allow us to make coherent changes to the rules. At the same time, it should help the players on a technical and tactical level.

Parameters that will be changed in the "world upside down" must be carefully chosen and designed. The coach must also have a firm grasp of the standard rules of the game and turn them upside down so that the players can understand what the criteria and rules are at all times.

All the aspects inherent to the game need to be analysed. We can even classify the guidelines and decide if we want to add them all at once or gradually add them: playing area, limits to the rules, teammates-rivals, skill limitations.

It is important to decide whether we want to introduce this activity right from the beginning or use it as an exercise to counter undesired behaviour. It can also be used to reinforce our learning objectives and highlight the contrast between the values we are aiming for and those which haven't been assimilated. If we choose the second option, the coach should pay very close attention to the players when the 'world upside down' format is put into play. After observing and dealing with possible conflicts, a timeout and group chat will be necessary at the end of the activity or training session.

Sport: Handball

LEARNING SITUATION 34

Category: Under 13's / 14's

Age: 12-14 years old

Value: Solidarity

Definition: An entire community of interests and responsibilities.

Learning objective: Help your teammates with the most difficult tasks.



1. Activity: You scratch my back and I'll scratch yours.

Handball is, like many others, a cyclical sport. The four stages of this sport are constantly repeated: defence, counterattack, attack and retreat.

This activity, which helps to strengthen collaboration within the group, focuses on different tactics that can give the team time to recover after an attack or move.

In any of the mini game activities (2v2, 3v3, 2v1, 4v3), instructions are given to the attackers for them to retreat as soon as the attacking phase is over and they no longer have the ball:

- If a goal is not scored, the player immediately starts to fall back in order to give his/her teammate time to get back into a defensive position.

2. Reflection and discussion

In team sports, our teammates' actions can minimise possible dangers and imbalances when we succeed and fail in our attempts.

Before starting this activity, we can have a short group discussion on the meaning of team spirit and how the sum of individual efforts leads to a collective achievement that enables the group to reach its goals. Due to the fact that children's thought processes are usually more individually-oriented, they may have some difficulty in understanding certain aspects of the task at first. However, it is important to work on this area so that the value of working together and making a team effort is reinforced for all the members of the group. In this sense, it is easier to blame a teammate who has made a mistake, rather than assume the responsibility as a group.



Once the task has started, we may find that the players forget to play together. We can try to minimise this by controlling how the tasks can be successfully completed or by setting up a rule that dictates when a player can change roles, depending on how many tasks the team has completed correctly. A good understanding of what competitiveness is may intensify the task. We will most likely have to speak about it together with all the players.

It is a good idea to have short timeouts for discussion. For example, when the players in defence swap teams, we can use this opportunity to discuss the benefits of team effort when working with another player or the group.

Opinions, viewpoints and data collection from an observer may help the group to succeed in developing the value of team effort. For instance, a goalkeeper might be able to offer a very accurate view of which counterattacks occur when the team falls back together and which ones occur when the team does not make the effort to work together and 'blames' a player who cannot get back in time.

3. Key points to consider when implementing the activity

This is an effective activity due to the fact that we are asking the players to support their teammates when a mistake is made. It may not be their fault but we want them to assume it as a group.

The initial discussion to introduce the concept of support is extremely important. We must also pay close attention to the players' initial reactions to see whether they are supportive as a group. As we mentioned earlier, establishing basic role-reversal guidelines according to whether the players are supportive to one another or not, may prove to be a very important tool to help them achieve the desired level of support.

We should also take basic training requirements into account. This could include use of the whole court and, if this is not available, use markers to show the players where they should fall back to or delegate some of the members of the team to be 'receivers' in positions we deem appropriate.

It is also important to have an effective player rotation and give the team adequate rest breaks. This task is intensive by definition and we do not want this intensity to decrease. It does not have to last for very long either; we can use it as an extra exercise and add it to the main tasks we have planned for different training sessions.

Sport: Handball

LEARNING SITUATION 35

Category: Under 15's / 16's

Age: 14-16 years old

Value: Concentration

Definition: To pay attention.

Learning objective: Pay attention to instructions and task dynamics



1. Activity: **Stop what you're doing!**

For this age group, we usually organise weekly activities to practice strategy: playing group defensive/attacking games in controlled situations and positions or working on techniques to find weak spots or opportunities. In some nomenclatures, it is also called systems or systematics.

If we are covering similar material during a training session, we can take advantage of this and test the children's general concentration and attention to explanations, instructions and the final thoughts. In this activity, we ask each player to create a schematic drawing or graph and write an explanation of the systems, set plays or strategies practised during the session.

Once we have had a look at the players' drawings (maybe during timeout or break), we tell the team that they are going to have a short training match with two teams to put their ideas into practice.

Firstly, we must form the teams. In one team, we put the players who had a better understanding of their graph and explanation. In the other team, we put the rest of the players.

In a second mini game, we divide the players into two teams but none of them will be in their usual position or in a position where they play their best.

We then observe the different matches and make a note of the actions that the players successfully completed. These results will be used later for the group chat.



2. Reflection and discussion

At this stage, the team members may already have several years of experience behind them and this is usually a time when systems and strategy (such as positioning and system transformations) come to the fore.

In this activity, we will force the players out of their usual position (their comfort zone). Here, players do not usually need to make extra effort to concentrate or pay attention and can get by on the bare minimum.

Once the mini games are over and the results have been collected, we can compare them with what was observed. This will tell us how many times the players successfully achieved team play.

In the first mini game the discussion was focused on the needs, intentions and necessary actions to correctly develop the set plays in each position. We also have to assess the results, graphs and explanations provided by each player, as well as any situations that might help us to help to detect a lack of attention or concentration when the task was being explained or during pre-match practice.

In this case, the reflection will be focused on the placement itself to assess the following: Which team won the match? Which players complied with the instructions set for their specific position in the system or set play? Does the success of an action have to do with knowing what must be done? Is there a relation between these variables?

Whether the answers to these questions are positive or negative, we can always reflect on the need to improve our attention and concentration.

Likewise, when the second game is over we can hold another discussion, this time keeping in mind previous and new aspects: Do the players who have a better knowledge of the graphs and explanations get better results in the activity even if they are in another position? Do they also know what to do in other specific positions?

If it is the case we can have an impact by getting to know the game or the system from a wider perspective and not just from the comfort of our usual position.

My help in another position might be needed by my team at any time and I have to be ready to do my best for the group.

If I want to be better I need to get out of my comfort zone; I need to fully concentrate and pay attention.



3. Key points to consider when implementing the activity

This activity requires a bit of preparation beforehand with regards to the explanation and set plays which have to be put into practice based on the team's graphs and mini games. It is therefore a good idea to plan practice sessions on the same day or on previous days.

It is also important to have everything ready for the graphs and interpretations i.e. paper, pencils and rubber.

We should make sure that the players have enough time and space to carry out the written task. It is also important that they produce their own work and not let themselves be influenced by their teammates, otherwise it will be difficult to compare their explanations with the set play on the pitch. If preferred, the task can be carried out in groups.

It is important to use all the available data, the comparisons we find between different actions and any direct observational data. What we want to underline in this activity is the importance for them to maintain their concentration when playing in a specific position and the need to leave their comfort zone and help the team when required.

They may find that they have skills they never knew about or that their teammates have skills that they would never have imagined. Shall we give it a go?

Sport: Basketball

LEARNING SITUATION 36

Category: Under 7's / 8's

Age: 6 - 8 years old

Value: Motivation and companionship

Definition: Guidelines to motivate and develop the team.

Learning objective: Encourage teammates during the training session.



1. Activity: Good work is rewarded

Most children at this age can be quite scatterbrained and it is often difficult to make them pay attention in the training sessions. In this activity we will set the children some rules that they will have to follow from day one.

These rules will improve their concentration, get them motivated on their own and save time in the training sessions.

Here are some examples of possible actions:

- Everybody gives each other high fives and says hello when they arrive at training.
- Whenever the coach shouts or blows their whistle, we have to go to the centre of the court clapping and running.
- When the coach is explaining something, players who have a ball need to keep it between their feet and not bounce it.
- If a teammate scores a point, we give them a high five (especially if it is a free throw, however it might be more difficult during a match).

If a team member does not follow the rules, the whole team will be sanctioned.

This sanction can be:

- Everyone has to jump in the air five times
- Go back to where they came from and come back clapping
- Sit down and get up three times
- Do a push-up



2. Reflection and discussion

Rules of this kind make the children pay attention and learn them as a game.

Clapping in the training session helps us in two ways: the children motivate themselves and it helps us see if there's a child who is not enjoying him/herself, since they are probably not clapping.

It might take a while for the children to learn these rules at first, but later on they will end up following them without even realising.

We will see a marked improvement in the general running of the training sessions.

3. Key points to consider when implementing the activity

We should take note if it is always the same person who is not following the rules. Take care not to sanction the whole team because of this child because the other players could end up giving him/her the cold shoulder.

Over time, we can stop being strict and sanctioning the players, i.e. it is important to apply a sanction if one child doesn't follow the rules at the beginning. As the season draws on, however, it doesn't matter if one or two children don't.

The idea is for the players to get into the habit of following the rules for the first few months and then it should become second nature to them.

Sport: Basketball

LEARNING SITUATION 37

Category: Under 9's / 10's

Age: 8 - 10 years old

Value: Team identity



Definition: Set the basis for how I want my team to be.

Learning objective: Follow the rules imposed by the team.

1. Activity: Dream Team

This activity is very valuable to work on different values at once such as punctuality, companionship, following the rules, and learning how to listen and encourage our peers. First, we write the rules we want our team to follow on a board or poster. The players carry out the proposed activities and are given two minutes at the end of each activity to make a check mark or stick stickers on the poster for each successfully-completed task. At the end of the session the stickers or check marks are added up; if the team obtains a certain number of points, they will get a reward in the next training session.

HAVING A GOOD TRAINING SESSION DEPENDS ON YOU!

TEAM	JAMES	SOPHIA	KATE	CRISTINA	BEN	MARK	HANNAH	DANIEL	TOM	ALEX	CHLOE
PUNCTUALITY											
LISTENING											
ENCOURAGING											
FOLLOWING THE RULES											
COMPANIONSHIP											



2. Reflection and discussion

The aim of this exercise is the following: each time the children check the poster they will unconsciously read the instructions we want them to follow. Each coach can decide which rules or values they want to be displayed on it.

At this age, the instructions we post on the board must be easy to understand and self-contained as possible.

The first day we put the poster up, we will have to spend at least ten minutes to explain each rule and the action it is linked with. Punctuality: being ready at the start of the training session (so we can do the roll-call). Listening: each time the coach stops an exercise you must pay attention and stop playing. Respect the rules: no travels or double dribbles (at this age, these two actions are the most important ones). Encourage: clap or pat a teammate. Companionship: help a teammate when he/she falls over or help them to understand an exercise.

3. Key points to consider when implementing the activity

We can't set many rules because the children would be paying more attention to following the rules than training. You can start with three or four rules and add a new one each month. If we set many, we might come across another issue; they will waste a lot of time reading each time they go to the poster board. After a while, the children will know the rules by heart and will do it quickly, but at the beginning it might take them a bit longer. If we make them stick stickers it is more visual but slower. The best way is to leave some pens on the side and have them make a check mark. The check marks can't be big as there may be more than one in each box.

The poster will enable us to reflect on the things we need to improve and those we have done well.

At the end of the season you will see how your team have assimilated most of the values you have set.

If you don't want to make a poster for every training day, you can use a large piece of cardboard, laminate it and stick four or six sheets with the chart printed on them. In this way, you will only have to replace the sheets.

When you make the chart, remember that the boxes must be large enough for several check marks to fit in, as the same situations may occur several times during the training session.

Sport: Basketball

LEARNING SITUATION 38

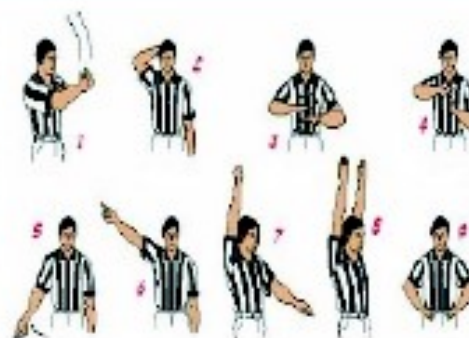
Category: Under 11's / 12's

Age: 10-12 years old

Value: Accepting the rules

Definition: Acknowledging the regulations and the referee.

Learning objective: Following the rules of basketball.



1. Activity: Do you need a referee to follow the rules?

When children at this age play matches, they often fight because one of the players is cheating or another does not accept a foul.

In addition to practising a sport, it is necessary for the players to know the rules and respect them without the need to have a person telling them what to do. These exercises, among others, will help them become aware of what they do with their body and to accept the rules.

The exercise involves a 3v3 or 2v2 mini game in which the following rule applies: whenever a player breaks a rule, they have to put their hand up and acknowledge it.

If a player does not acknowledge breaking a rule, two sanctions can be applied:

- One point is awarded to the opposing team which will allow the player to carry on playing.
- The player is sent off for thirty seconds to show them that if they don't respect the rules, they won't be able to play. During that time, the other team will have numerical superiority.



2. Reflection and discussion

At the beginning of the match, we need to remember the main rules: what are travels, double dribbles and personal fouls.

In this activity, we may find that the children do not accept what they have done. Here, we can have a member of the opposing team to act as mediator. Their role as an external agent is not to referee but to intervene and give their opinion in a conflict. If the mediator needs to intervene, one point will be deducted from the two teams.

At the end of the exercise, we can ask the following questions:

- How did it feel not having a referee?
- Do you think the referee plays an important part in the sport?
- Do you think it is necessary to show disrespect to the referee?
- Does the referee help matches to run smoothly?

3. Key points to consider when implementing the activity

This activity helps us work on respecting the referee and the game rules.

The rules must be clear so the children can easily put them into practice.

- We can't walk while holding the ball (travelling).
- We can't bounce, catch and bounce the ball again (double dribble).
- We can't hit, push, or occupy the other player's space (fouls).

If we wanted to work on other behavioural aspects such as anger management or feelings of unfairness, we could have a mole in one of the teams who does not accept any of the rules and constantly breaks them. As a result, his/her own teammates will reproach him/her for his/her actions once they see their score going down. This situation can help to raise the children's awareness of the need to respect the rules.

If we play the first match without a mole and then another match with a mole, we can ask them to tell us what the differences were and which match they preferred.

Most of them, if not all, will coincide on the second match, and subsequently will learn to be aware of the need to respect the figure of the referee.

Sport: Basketball

LEARNING SITUATION 39

Category: Under 13's / 14's

Age: 12-14 years old

Value: Acknowledgment

Definition: Acknowledging when your teammates have done their job well.

Learning objective: To value the good work done by your teammates for the good of the team.



1. Activity: Today for you and tomorrow for me

Here we have two different exercises to work on the value of acknowledging our teammates' performance.

One consists of a 2v2 or 3v3 mini game in which the same team will play attacker. Whether they score points or not, the same team will be attacking and will be the one to decide to swap roles when they consider their opponents' defence has been good.

When the teams swap places, the attackers have to give a reason why they decided to swap or say which action they thought was good enough for them to decide to swap. In this way, we will avoid pointless changes or changes that are made because the defenders have been playing for too long.

The exercise in other activity is more physical than technical. The players get into groups of three and do a three-player weave, a basic basketball exercise which all junior players know how to do.

Usually we get three or four teams. Each team has a specific task:

- Team 1: three-player weave on the court as quickly as possible
- Team 2: run around the court
- Team 3: do sit-ups outside the court
- Team 4: walk

If we have another team we will have to create another rule to follow (rest, pass the ball, etc.).

The team that is doing the three-player weave is the one deciding, so they will be doing the



exercise until one of the member can't carry on any longer and puts their hand up.

The rest of the teams will then automatically take over, i.e. team 2 start doing weaves, team 3 start running, team 4 starts doing sit-ups and team 1 starts walking.

The exercises can last 10 minutes, not much longer as they can be quite tiring.

2. Reflection and discussion

At the end of the exercise we can ask the players how they felt and whether they think their teammates made as much effort as they could have. We could also ask them whether they thought the decisions to swap teams were fair.

3. Key points to consider when implementing the activity

In the first exercise, we may have groups that don't acknowledge the importance of the defence. Before starting, we can define what a good defence means to us.

- Get to the attackers' shots
- Make decent assists
- Grab all the defensive rebounds
- 24-second possession

Even if the players still do not value the work that the defence does, we can set an automatic change if the defending team makes three steals. In theory, it would be ideal if the attacking team acknowledged good play by the defence after the first or second ball has been intercepted.

Other instructions can be given during the exercise. For example, the attacking team can only shoot three-pointers and the defenders must always mark the player before they shoot. Before we begin the second activity, we should explain what a high-intensity exercise involves and what it means to maintain one's stamina for as long as possible.

We could even try to calculate the amount of time that each group has held on and reward the group that holds on for the longest. However, this may undermine the efforts made by the other team. That being said, it might prove useful the first time we do the exercise. For a more strategic approach, the teams can be made up of a less competitive player with another who is more competitive. In this way, one will motivate the other.

Sport: Basketball

LEARNING SITUATION 40

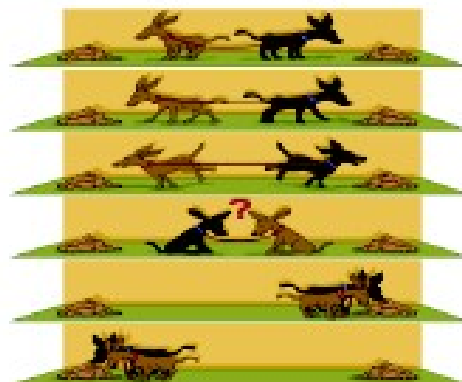
Category: Under 13's / 14's

Age: 12-14 years old

Value: Play your part in the team

Definition: Accepting the responsibility of each role within the team.

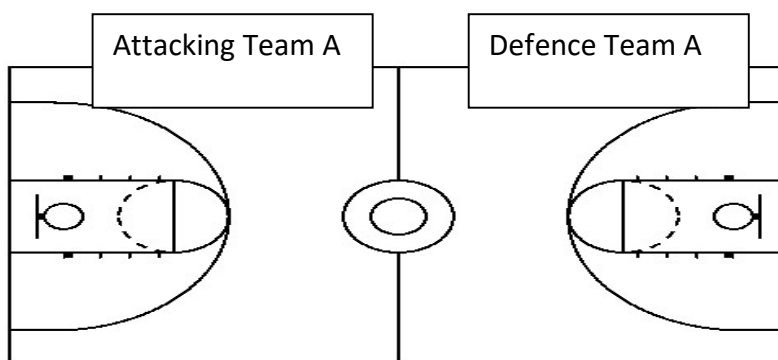
Learning objective: Understand that everybody brings something to the team, not only those who score points.



Activity: 'Canadian match'

This exercise involves playing a match in which everyone in the team has pre-assigned tasks; if they don't do them, their teammates can't do theirs.

The players are divided into two teams (A and B) and the two teams are divided once again into two: two attacking teams, Team A (AA) and Team B (BA), and two defence teams (AD and BD). The court is divided into two at the halfway line and the attacking team (AA) is placed on one side and the defence team (BD) on the other. On the other half of the court, we do the opposite and have the defence team (AD) and the attacking team (BA).



The players will be playing with three balls. The teams in defence are in charge of passing balls to their attacking team for them to score. Teams can't go past the halfway line. We will apply



the rules of basketball and the matches will last five minutes.

Two matches are played so we can swap roles. At the end of the two matches, points that have been scored will be added up to determine who the winner is. Once we have the result, the players can reflect on the reasons why they won or lost.

After the discussion, it might be interesting to play a third match in which the children choose whether they want to be in attack or defence, preferably in a position which benefits the team the most.

2. Reflection and discussion

This is an effective activity because the players can draw many things from it:

- Realise that they need each other.
- Find out what their weaknesses and strengths are.
- How important it is to talk and communicate (in order to pass the ball from one half of the court to the other, they need to be constantly calling to their teammates. In defence, they need to communicate with one another as they can often be outnumbered).

Normally everyone wants to play in an attacking position. Once they have done this exercise, they will realise that without a good defence, the ball won't get to them and they won't be able to attack. It will make them realise that defending is just as important as attacking. All the players can feel important in the team because each and every one of them are essential parts of it.

3. Key points to consider when implementing the activity

If we find ourselves with uneven teams, one player can be a referee or we can even play with uneven teams i.e. 4 attackers and 3 defenders.

This activity will help us work on different values:

- Acknowledge a player's performance.
- Respect our teammates' performance.
- Take on a role.
- Communicate with our teammates.

Another strategy here can be to make uneven defensive and offensive teams from the same team to see if they can balance them out in the third match. More often than not you will see that the children are aware of what they do well and receive acknowledgement from their teammates.

It is very important that they follow the rules. If they don't, we can sanction them by awarding



two points to the opposing team.

Sport: Football

LEARNING SITUATION 41

Category: Under 7's / 8's

Age: 6 - 8 years old

Value: Sportsmanship

Definition: A group of ethical demands based on acknowledging and respecting the rules, getting on well with one's opponent and maintaining equal opportunities and a dignified attitude both in victory and defeat.

Learning objective: Identify actual situations during games in which it is necessary to act sportingly.



1. Activity: "Kick it out!"

This activity is carried out in a match during the training session. The main instruction given to both teams is that there must be a winner at the end of the match. Through this message, we aim at increasing competitiveness.

One of the two goalkeepers or both of them (this is up to the coach), will be our mole. Without any other player knowing, we give him/her the following instructions:

"As soon as one player in the opposing team has a clear opportunity to score a goal, you must pretend you're not feeling well. For instance, your leg hurts or you faint, falling onto the ground and raising your hand to ask for help."

We need to specify that it must take place when the attacker is taking the ball towards the goal without any defender opposing him/her, never when they are about to shoot.

Two situations might take place after this action:

- a) The attacker stops the game and kicks the ball into touch, either on his/her own initiative or because the other players have told him/her that the goal keeper seemed to be unwell and he/she agrees to stop the game.
- b) The attacker ignores the situation, keeps playing and takes advantage of it.

In the first case, it is very important to have a green card prepared to show it immediately and explain its significance. We need to remember that it is a characteristic of *Green Play* and that the players will need to become familiar with it.

2. Reflection and discussion

Whatever happens, the game must be interrupted when the action ends and the players should gather round to discuss what happened. It may even be the first time that many of them hear about the concept of fair play.

It is interesting to show real examples and to give different contexts in which we can come across these kinds of situations. Videos can be shown using a handheld device.



Fair play 1



Fair play 2

3. Key points to consider when implementing the activity

At this age, the children might not know what to do in these kinds of situations. The coach shouldn't therefore get angry or show their disapproval with the player who kept on playing and took advantage of the situation.

In this sense, the coach has the privilege of being able to teach his/her players one of the great cornerstones of fair play, respect for your opponent i.e. kicking the ball into touch when an opponent requires medical attention.

Sport: Football

LEARNING SITUATION 42

Category: Under 9's / 10's

Age: 8 -10 years old

Value: Sportsmanship

Definition: A group of ethical demands based on acknowledging and respecting the rules, getting on well with one's opponent and maintaining equal opportunities and a dignified attitude both in victory and defeat.

Learning objective: Respect the opponent in victory and/or defeat.



1. Activity: "What is more difficult, knowing how to win or knowing how to lose?"

This activity is aimed at situations in which the team's victory celebrations are too excessive and the players show a lack of respect to their opponent, or when the team are unable to accept defeat.

The activity can be carried out in a training session match. Before starting the match, we ask the children to imagine that they are playing in the Champions League final and tell them that it is of the greatest importance that they win, that victory is essential. In this way, their celebrations will be uninhibited and individual.

Two minutes before the end of the match, we remind them of the importance of the game and of the impact on the media. To encourage the players' desire for victory and compound the frustration of the losing team, we can say:

- The team that wins the final of the Champions League will be on all the front pages.
- The winning team will get a lot of rewards: money, cars, the Cup...
- The losing team will be scorned by their fans.

What will the winning team's celebration be like? How will the losing team react? We will see after the final whistle is blown.



2. Reflection and discussion

The discussion, as mentioned above, stems from over-the-top celebrations or from an unsporting response to a defeat. We can begin with a simple question:

“What is more difficult, knowing how to win or knowing how to lose?”

This question can serve as a starting point for open discussion. However, it may be necessary to steer the debate so that the players can benefit from learning the values imparted. The following conclusions may be reached in the discussion:

We have always been taught that the most important thing is to know how to lose. But what happens if we don't know how to win? What would happen if a player who does know how to lose is approached by an opponent who makes fun of him/her? Do you think that if a person knows how to win, they might be able to help someone who doesn't know how to lose? Imagine a player who is angry about his/her team losing and is approached by an opponent who respectfully congratulates him/her on their effort. Don't you think it will help him/her to better deal with losing?

3. Key points to consider when implementing the activity

Get the group together in a semicircle or circle where everybody is facing each other.

The discussion cannot be started if there is a tense atmosphere. It needs to be calm and relaxed.

Likewise, we will need to emphasise the fact that winning and losing is present in sport, football and life in general. Sometimes we win and sometimes we lose. We can reflect on the fact that very often, in all areas of life, we win few times and we lose many times (when we buy a packet of stickers and they all are the same, when we leave the house in a rush and realise that we have left our homework at home...).

Sport: Football

LEARNING SITUATION 43

Category: Under 11's / 12's

Age: 10 -12 years old

Value: Respect

Definition: Action of considering something we have to take into account.



Learning objective: Respect the referee's decisions.

1. Activity: "You won't improve without respect"

If we notice that the players are constantly questioning the game dynamizer's (referee) decisions or are being antagonistic, we can work on this by modifying the rules during the training sessions.

During training session matches (or mini matches), whenever a player disapproves of the game dynamizer's (referee) decisions, we will sanction the team as soon as the game is stopped for a foul. Here are some examples of situations that may take place:

- Challenge the game dynamizer's decisions verbally or in a non-assertive way.
- React ironically to the dynamizer's decision (clap, give them a thumb up...).

Sanctions:

- One of the teams will be given the advantage by placing the ball closer to their opponent's goal. If a foul has been made in favour of Team A and one of the players in Team B challenges the dynamizer's decision, the ball will be placed 10 metres closer to the goal and not where the foul was made. If the new placement of the ball is within the area, Team A will take a penalty.
- The game dynamizer will give a warning to the player who has protested. If they get a second one, they will be excluded from the game for two minutes and their team will play with one person less.



2. Reflexion and discussion

We need to reflect on the fact that once the game dynamizer (referee) has made their decision, it cannot be changed. The players need to position themselves quickly, respecting his/her decisions. The questions to guide the discussion could be as follows:

- Try and remember a decision that a first division referee changed their mind about.
- Do you think a referee can hold something against a specific team? Why?
- In your daily life, what would happen if you decided to give a friend something of yours and a few minutes later, you changed your mind and asked for it back to give it to someone else?

3. Key points to consider when implementing the activity

A player shouldn't be sanctioned if they ask the game dynamizer, in a respectful and educated manner, to explain their decisions. It might be possible that the player does not understand what happened. In this case, the corresponding explanations should be given in an instructional way.

We mustn't allow a player to show their disapproval of a referee's decisions. This kind of behaviour must be corrected so it is not detrimental to the team (as the player's anger will have a negative impact on the team's performance).

Sport: Football

LEARNING SITUATION 44

Category: Under 13's / 14's

Age: 12 -14 years old

Value: Respect

Definition: Action of considering something we have to take into account.

Learning objective: Respect the game dynamizer's (referee) decisions.



1. Activity: "You are the referee"

This activity is carried out during actual play, i.e. during the match in the training session. One of the team players is the game dynamizer (referee). To choose which player is to perform this role, the coach proceeds as follows:

- The coach may choose to put moles in both teams. The moles can contribute to generating the dynamics we're looking for in this activity: provoke the opposing players so that they challenge the game dynamizer's decisions. When this happens, the roles are swapped. The player who challenged the decisions will become the game dynamizer.
- If a player has repeatedly challenged the game dynamizer and questioned their decisions during weekend matches, this player will have to referee the match in the next training session.

2. Reflection and discussion

The discussion is divided into two parts: a reflection on provocations and the search for corresponding solutions. This process can be carried out at two different junctures: at the end of the match in which the player challenged or questioned the game dynamizer, or at the end of the training session.

1. Reflecting on provocations:

- At the end of the match, the player who challenged the game dynamizer will be asked to think about respect.

We could ask him/her the following questions:

- "How would you feel if you were the game dynamizer and a player had done to you what you did to them?"



- “In the case that the game dynamizer had made a mistake like you said, doesn’t he/she have the right to make a mistake? Isn’t he/she a human being like you and me, someone who can make mistakes?”
- b) The following questions can be asked at the end of the training session:
 - “Do you think it is easy to manage every single thing that takes place on the pitch?”
 - “Was it easy being the game dynamizer?”
 - “Why do you think that a player from the opposing team is trying to provoke you?”
 - “What are the possible consequences when you let your opponents’ provocations get to you?”



Example of a player who provokes his/her rivals and the impact this has on the game.

2. Reflection on provocations:

- a) How could the game dynamizer’s task be made easier? Taking this question as a starting point, the players will try and find strategies to answer it. If they can’t find any, we can help them with the following questions:
 - When the game dynamizer makes a decision you disagree with, what can you do? Complain or withdraw and be defensive?
 - When a player has done something we don’t agree with or we think that they are provoking us (similar to the QR code video), how are we supposed to react? Do we have to recriminate the player for his/her actions or learn from how he/she plays to prevent it from happening again?

3. Key points to consider when implementing the activity

We should note that the player does not have to be the game dynamizer for the whole match. The duration may vary according to what the coach deems necessary; in any case, it can’t last the whole match.

On the other hand, the role of game dynamizer should not exclusively be reserved for the player who challenged the game dynamizer. The role can be given randomly throughout the season so that everyone experiences firsthand what it feels like to be dynamizer and what their responsibilities are.

Sport: Football

LEARNING SITUATION 45

Category: Under 15's / 16's

Age: 14 -16 years old

Value: Accepting defeat.

Definition: Be able to accept defeat and not get frustrated by losing.



Learning objective: Accept defeat sportingly.

1. Activity: **Great teams suffer great defeats, too.**

This activity is developed over a series of training matches.

The activity aims at getting a clear defeat for one team. In order to get this result, one of the two teams is given the following instructions:

- *We are at the final of a decisive match. Imagine that we are playing the final of a championship or that it is the last match of the season and will decide which team will win the league. We are at halftime and the result so far is 3-0 in favour of Team A. Will we be able to win? To do so, Team B has put Team A under pressure. But be careful! You know that putting the other team under pressure for a long period of time may end up with the opposing team scoring a goal with a counter attack.*

Once they have been given their instructions, both teams know the fictional importance of the match and know what a victory would mean.

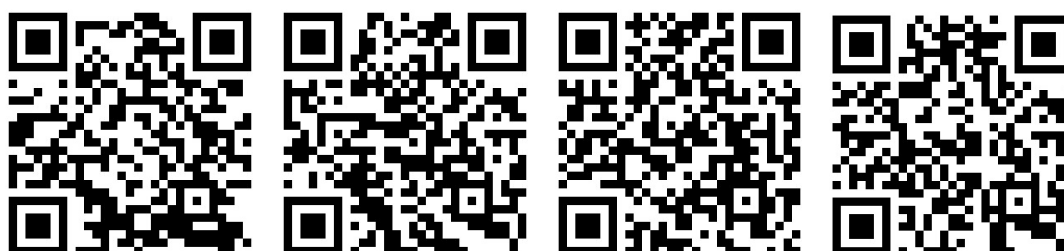
Over the course of the match, we will regularly remind them of the remaining time and the importance of winning.

At the end of the match, one team will have won the championship and the other will have lost.

2. Reflection and discussion

Once the activity is over, we can have a discussion about losing in football and sport in general. We tell them that all teams have experienced defeat at one point or another (some more painful than others, sportingly speaking) and that they have picked themselves up and worked on resilience in order to learn from their mistakes.

We can show them videos of some famous teams' biggest defeats:



The following questions may be asked to lead the discussion:

- How many times have you thought you'd accomplished something and, at the last minute, it didn't happen?
- How many times have you studied a lot for an exam, and in the end, it didn't go the way you expected?
- Do you remember a football match which, at halftime, we thought we'd won and, in the end, we drew or lost?
- Do you remember a first division match in which the team overcame their disadvantage and scored in the last five minutes?

If the team have been winning matches one after the other, this discussion may be very useful for them to realise that one can lose at any time and in the most unexpected way.

Likewise, it will also help them not to underestimate any of their rivals.

3. Key points to consider when implementing the activity

To stir up emotions and instil the need to win, we can simulate a Champions League qualifying round match (first and second leg).

Handheld devices that are used for scanning QR codes reading must be handled carefully.

Sport: Volleyball

LEARNING SITUATION 46

Category: Under 7's / 8's

Age: 6 - 8 years old

Value: Socialising

Definition: Action of displaying or developing social values.

Learning objective: Work with all the members of the team



1. Activity: Swap partners

In beginners' volleyball, the training dynamics are often based on working in pairs or small groups. At this particular age, the children usually tend to work with the same teammates. This can establish contrasting relationships within the group. It is therefore important to make them understand, right from the beginning, that in a team sport we need to work with and enjoy working with all the team members.

In this activity, players have to SWAP PARTNERS OR SWAP GROUP whenever the activity changes during the training session, making sure that they work with a different partner or group each time. For example, the group can be divided into pairs. In the first exercise, the players have to keep a balloon or a beach ball in the air using their hands and not let it fall on the ground. We can tell them that whenever they beat their record, they can celebrate together. This activity can last two to three minutes and once the time is up, they swap partners. Then they can do the exercise again and see how many times they can do it with a new partner. We can also change the conditions: for example, they have to touch the balloon or ball in turns, they have to go from one side of the court to another touching the ball without letting it fall on the ground, etc. After two or three minutes, they can swap partners again but not with someone they have already worked with. The activity can be repeated with a new partner, or the task changed again: for instance, they need to keep the balloon or ball in the air only touching it with their forearms, etc.




2. Reflection and discussion

Once the activity has finished, the team gathers round to assess how they felt working with different partners. The discussion can focus on the fact that working with a lot of people is something positive, fun and stimulating. In this way, they can get to know a lot of people and share experiences with everyone...and it makes them better as a team! Here are some questions that can help stimulate the session:

- Did you have a good time working with everybody?
- Did you work together to overcome a challenge? Did we achieve our goals?
- Did you celebrate our achievements with all our partners?
- What did you learn about your teammates?

A table can be made to monitor the interactions within the group. The coach writes the child's name at the top of the table and the teammates they have worked with underneath. The children assess the degree of satisfaction in working with each peer using stickers and emoticons. For example:

NAME: CHRIS SMITH

Today I worked with...	And we felt ...		
			
PETER	X		
MARIA		X	
JOEL		X	
SARAH	X		
....			

3. Key points to consider when implementing the activity

- We can ask them to perform an action to foster sportsmanship each time they swap partners. For example, they could shake hands before starting the activity or say something like "I had fun playing with you" at the end.
- To encourage the participants to get to know each other, we can also make them tell each other something they like at the beginning of the activity: their favourite dish, their favourite game, a film, what they want to do when they grow up...
- A team cheer at the beginning or the end of the training session can also help foster the group spirit and togetherness.

Sport: Volleyball

LEARNING SITUATION 47

Category: Under 9's / 10's

Age: 8 - 10 years old

Value: Self-awareness

Definition: Self-awareness and awareness of one's own actions.

Learning objective: Adapt the rules to the game and skill level.



1. Activity: **Following the rules of volleyball you participate more in the game**

In football, basketball or handball, it is relatively easy for the coaches to organise matches in the first training session. In volleyball however, the difficulties inherent to techniques and regulations require a great many exercises before being able to play a match in which teamwork, respect of the rules, sportsmanship and the simple enjoyment of the game (something very important at this age) can all be present. What we propose is to adapt the rules and technical demands so that the children can play a match and feel they are actually "playing", without having to constantly pick the ball up from the ground.

For the first few days, the coach explains the different possible adaptations that will be adopted during the training sessions. They can be as follows:

- Number of players: we propose mini games from 2v2 up to 4v4. In this way, we will be already working on cooperation between team members and the players will participate more.
- Playing area: we propose setting up smaller playing areas to favour continuity of play. For instance, 2v2 situations can be played in areas of 3 to 4 square metres.
- The net: initially we can manage without a net and tell the children to keep the ball above their heads and hit it upwards to the other side of the court. Further down the line, we can introduce the net at different heights, always favouring continuity of play.
- The ball: we can use a standard volleyball ball but a beach ball provides greater continuity of play. If at all possible, it is a good idea to play somewhere without any wind as the ball will travel slower and the points will last longer.
- Number of touches: given that we want to increase continuity of play, we do not have to set a minimum or maximum number of touches per team or a set consecutive number of touches per player at the beginning. If the objective is to keep the ball in



play and hit it to the other side of the court, there is no problem if a team touches the ball four or five times, or if a player touches it two or three times in a row. Further down the line, we can start to limit the number of times a player can touch the ball: for instance, a player can two consecutive times, but the team is only allowed a maximum of three touches.

- Contact of the ball with the ground: one or two bounces on the ground are allowed for each team's turn. We can also choose when the ball may bounce: any time, only when it comes from the other side, only when players are passing it to one another, etc.
- Technical actions: total freedom may be given as to how the ball is controlled, including in the serve. At the beginning, we even can allow the players to hold the ball, as in, for instance, the first reception. Further down the line, our technical directions can be determined by the level the team has reached. For instance, they could stand closer to the net and take the serve using their fingers (similar to an overhand pass) or they have to 'bump' the ball with their forearms for the first shot...
- Collaboration between team members: we can give them complete freedom and allow them to return the ball to the other side with only one touch, or apply rules to ensure the participation of all the members in the team. For example, the ball has to be touched by two (or three...) members of the team before being hit over the net...

Later on, we can let the players reach an agreement on the rules which will ensure the maximum continuity of play and to enable them to play matches with a certain continuity.

2. Reflection and discussion

The coach's role will be to analyse which mini game situations have enough continuity of play and which don't. When the points do not last long, we will need to gather the players round and analyse which rules have been agreed on. After, they continue the activity with new rules to make the game last longer. The situation will be repeated until the set rules allow them to complete the objectives.

When the activity has finished, we can reflect on the rules that have been set:

Did the points last longer with the new rules?

- Did you enjoy playing matches even if we didn't follow the official volleyball regulations?
- Did you enjoy choosing the rules?
- Did you like the fact that the rules were different for each side? Does anyone think it is wrong?
- Have our rules become gradually similar to official volleyball regulations? What does that mean? Do you think it means that we have learnt something?

When the points last a sufficient amount of time, we will need to focus on values in competitive situations.



3. Key points to consider when implementing the activity

- It is important that the participants initially choose only one or two options. For example, the kind of ball and if it can bounce or not. The rest of the variables will be set by the coach in order to ensure the best conditions for the game.
- Later on, and as the players' self-knowledge improves and their technical level develops, we can let them choose more variables. For instance, the number of touches, bounces and the degree of collaboration required.
- The important thing is that the rules are set to ensure maximum continuity of play.
- It would be a good idea to set an initial reference for the players. For example, a rule which allows them to hit the ball over the net four times.
- If there is continuity of play, the coach should focus the objectives of the activity on values associated with competition scenarios: encourage your teammate, respect the rules, avoid arguments with teammates and opponents, be respectful in victory and positive in defeat, etc.
- During a training session, we may find that the rules change in different scenarios (2v2 or 3v3, etc.)
- Whenever we observe a game scenario that does not have the desired continuity, the coach should find out which rules have been agreed on and then encourage the players to make changes that will increase the duration of the points.

Sport: Volleyball

LEARNING SITUATION 48

Category: Under 11's / 12's

Age: 10-12 years old

Value: Flexibility

Definition: Ability to quickly give in or adapt to another's will or changing circumstances, etc.

Learning objective: Showing yourself to be cooperative and competitive in the same play.



1. Activity: "Coopetition"

At this particular age, the players often perceive reality in a dichotomous way: it is either black or white. They live this perception in daily life (you are my friend or you aren't, I like this food or I don't, etc.) and even in sports: those who are part of my team are my friends, those we play against are our enemies. This activity aims at breaking away from this limited view and making us realise that we can collaborate and compete with everyone, and that it does not imply being enemies but rather the opposite.

The idea is to carry out activities where collaboration and competition will be assessed in the same game. Here are some different options we can implement:

1.- We can set up 2v2 or 3v3 mini game situations and tell the players that they have to get the ball over the net three times. At the beginning of the point, they have to collaborate to complete this challenge. Once the ball has gone three times over the net, they can continue the point and try to win.

With regard to scoring, collaboration is rewarded by counting the number of times that both teams are able to get the ball three times over the net. Competitiveness is also rewarded, as teams can only score a point if the ball has passed three times over the net. Another possibility would be to give one point to the teams whenever they pass the ball three times to each other and then give another point to the team that eventually wins.

2.- We can combine cooperation and competition based on tactics: if the team manages to carry out three touches in the same play, they can try and get the ball over the net and win a point (with a smash, hit the ball towards an undefended area or use a flat-angled cut shot...). If the team does not get three touches and then hits the ball over the net with only one or two, they should do so in the spirit of collaboration. In order to keep the game moving, they could hit the ball high in the air so it is easy to return or send it directly to a defender.



3.- We can also combine cooperation and competition situations based on technical aspects of the game: if the ball is hit to the other side of the court with an overhand or forearm shot, it should be done collaboratively. If the ball is hit to the other side with a smash, the team can try to win the point.

4.- We can also combine different situations depending on where the shot is taken from: cooperation takes place if the ball is sent from a position closer to the net while competition takes place if it is sent from further away...or the other way round.

2. Reflection and discussion

We can reflect on the activity with the team once it is over:

- Which situation do you prefer, competition or collaboration?
- Which situations motivate you the most when training?
- Was it difficult to quickly swap roles in the same game? Did you carry on working together when you were able to compete? When you had to work together at the beginning of the point, did you want to keep competing?
- Do you realise that the best volleyball players are those who are able to combine both roles, i.e. work with their teammates and compete against the other team?

3. Key points to consider when implementing the activity

- To encourage collaboration during the initial phases of the point, we recommend that the players serve in such a way as to make it easy to return, therefore guaranteeing continuity of play. We can even put the ball into play with an overhand shot from a position close to the net.



Sport: Volleyball

LEARNING SITUATION 49

Category: Under 13's / 14's

Age: 12-14 years old

Value: Respect

Definition: Action of considering something we have to take into account.

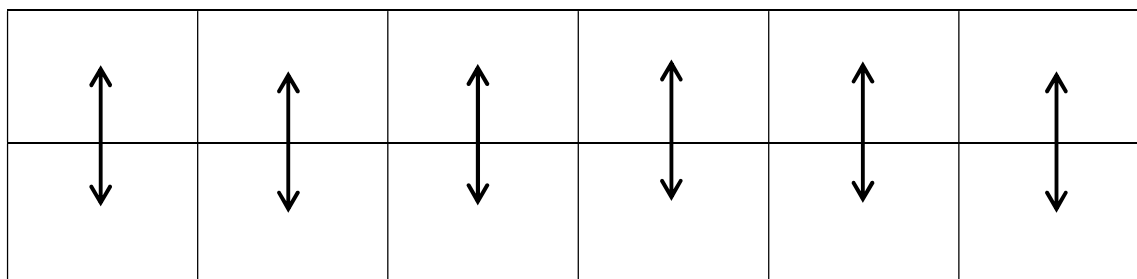
Learning objective: Compete in mini games with the Green Play scoring system.



1. Activity: "What about you? Do you play fair?"

Given that at the *Consell Esportiu del Baix Llobregat* (Baix Llobregat Regional Sports Council – CEBLLOB) competitions are carried out in the *Green Play* format, it is important that the activities we do in training sessions have an adapted scoring system. It is also important to teach values and familiarise the players with a scoring system designed to foster fair play and respectful behaviour both with teammates and opponents. The novel aspect of this activity is that assessment is done individually and carried out on different training days even if the players are absent or injured for some of the sessions.

To achieve this, we propose a 2v2 up-and-down competition system. The activity is organised on 6x4m² playing areas.



COURT 1	COURT 2	COURT 3	COURT 4	COURT 5	COURT 6
---------	---------	---------	---------	---------	---------

Matches have a set duration (5, 8, 10 minutes...). When the time is up, one of the two teams will have scored more points than the other. If the teams draw, they can play a tie-breaker. Once we have a winner on each court, each player fills out their assessment sheet following the *Green Play* criteria detailed below.

To carry out this activity, the coach can organise mini games in a league format or an 'up and down' format for all the pairs. With the assessment over, the pair that has won will 'move up' a court and the pair that has lost will 'move down' a court. That is to say, if pair A has played with B on court 3 and pair A has won the match, they will play the next match on court 2 and pair B will play on court 4. The only pairs that do not change courts are the winning pair on court 1 and the losing pair on court 6.

Here is an example of a round:

Isabelle	Jane	Carla	Julia	Chloe	Annabel
Joanna 15	Clara 8	Sarah 18	Charlotte 17	Claudia 13	Hannah 10
Eve	Martha	Gemma	Olivia	Lily	Ava
Sophia 12	Katie 14	Paula 4	Sandra 12	Anna 12	Rosa 16

COURT 1	COURT 2	COURT 3	COURT 4	COURT 5	COURT 6
---------	---------	---------	---------	---------	---------

The subsequent rotation will be as follows:

Isabelle	Eve	Jane	Gemma	Ava	Annabel
Joanna	Sophia	Clara	Paula	Rosa	Hannah
Martha	Carla	Julia	Chloe	Olivia	Lily
Katie	Sarah	Charlotte	Claudia	Sandra	Anna

At the end of each match, each player has to fill in the follow-up assessment sheet. They fill in one part of the assessment sheet and then ask a player from another pair to fill in their part.

The aspects to be assessed by the player are the following:

- The result: up to 3 points max.
- Saying hello and goodbye before and after the match: up to 2 points max.
- Encouraging your partner: up to 1 point max.
- Accepting when you have broken a rule (touching the net, a block out...): up to 1 point max.



The aspects to be assessed by the player from another pair are the following:

- Discussing a play: up to 1 point max.
- The level of individual effort in the match: up to 2 points max.

An example of the table could be as follows:

PLAYER'S NAME:

Date:

My partner is:

We are playing with:

	TO BE FILLED IN BY THE PLAYER									TO BE FILLED IN BY THE PARTNER OF ANOTHER PAIR				
	RESULT		GREETINGS		ENCOURAGES PARTNER			ACCEPTS FOULS		DISCUSSES PLAYS		LEVEL OF EFFORT		
	WON	LOST	Initial	Final	Always	Sometimes	Never	Yes	No	Yes	No	High	Average	Low
SCORE	3 p.	1 p.	1 p.	1 p.	1 p.	0,5 p.	1 p.	1 p.	0 p.	1 p.	0 p.	2 p.	1 p.	0 p.

TOTAL MATCH POINTS:

We are playing with:

	TO BE FILLED IN BY THE PLAYER									TO BE FILLED IN BY THE PARTNER OF ANOTHER PAIR				
	RESULT		GREETINGS		ENCOURAGES PARTNER			ACCEPTS FOULS		DISCUSSES PLAYS		LEVEL OF EFFORT		
	WON	LOST	Initial	Final	Always	Sometimes	Never	Yes	No	Yes	No	High	Average	Low
SCORE	3 p.	1 p.	1 p.	1 p.	1 p.	0,5 p.	1 p.	1 p.	0 p.	1 p.	0 p.	2 p.	1 p.	0 p.

TOTAL MATCH POINTS:



2. Reflexion and discussion

At the end of the match, we will need to reflect on how the game scenario went:

- Does this scoring system encourage sporting behaviour?
- Do you play better when a teammate encourages you?
- Did you like it when a player accepted that they had committed a foul? Did you acknowledge it?
- If you had a discussion, was it agreeable?
- If there was no discussion, do you feel that we made the most of the time we had? Did you play and learn a lot?
- How did you react when you won and when you lost? Did you act respectfully regardless of the result?
- What would have happened if the scoring had only been based on the match result: do you think there would have been more discussion or less? Do you think you would have made as much effort if the halftime score had been different (i.e. if the team were losing or winning by a few goals)?

3. Key points to consider when implementing the activity

- Each coach will set technical and tactical play according to what they deem more important. Some examples of this might be: allowing the players freedom to play how they like, obliging both players to hit the ball before hitting it over the net or making a forearm shot mandatory when receiving the ball.
- Each coach may make variations in the scoring or assessment of the different aspects according to their team's needs. For instance, in a mixed team the coach can decide to assess values related to the interaction between boys and girls, shooting the ball, etc.
- We can use this competition format over the course of a few training sessions until all the pairs have played against each other or until all the players have played with every member of the team.

Sport: Volleyball

LEARNING SITUATION 50

Category: Under 15's / 16's

Age: 14-16 years old

Value: Empathy

Definition: The ability to understand external emotions and feelings through an identification process with the object, group or individual we interact with.

Learning objective: Experience the difficulties of refereeing a match.



1. Activity: Shall we make it difficult?

In a training session we ask the players to play in a 5v5 format. Two of the players have to be referees: one of them sits on the referee's chair and the other one stands next to the net. Before we start the match, the coach meets with each team and asks some of the members to make the referees' task difficult by taking the rules to the limit. For example:

- Ask the setters to keep possession of the ball for longer than usual.
- Ask the players to slightly touch the net when blocking.
- When the ball is going in by a fraction, tell the players to let the ball fall to the ground and then indicate through gestures that it was out.
- Ask the team captain to repeatedly go to the referee's chair to demand that the other team be sanctioned.
- Ask one of the teams to all shout at once during a point to complain about a foul committed by the other team or say that *they* have in fact won the point (e.g. a block out, say that the other team touched the net or crossed the centre line, etc.).
- Ask one of the players to complain that the score is wrong.
- Ask two players from opposing teams to pretend that they are having an argument.
- ...

The coach can note down any difficult situations which the referees have had to deal with. This could be because they did not whistle a foul, or they had an argument with the teams, or because they made a bad decision, etc. These actions will later be brought up during the group discussion.

We will repeat the task following the group discussion, making sure this time that the players collaborate with the referee. After, the players can discuss their experience.



2. Reflection and discussion

At the end, we can ask the two referees how they felt:

- Did you have your doubts in some of the situations or were you sure of all your decisions?
- Were the players' protests justified? Were you comfortable while they were protesting?
- Did you enjoy being a referee?
- After a team had protested, were you tempted to whistle against that team in dubious situations?
- Which were the most uncomfortable situations: the ones related to regulations or the players' protests?

We can ask them to blow their whistle during the group discussion (they will most likely give it a good blast) and ask them why they didn't blow it as loud during the match when they saw some clear cases of players breaking the rules.

We can ask the referees if any of the players taunted them with, "put your glasses on, you can't referee for toffee, you haven't got a clue, you're rubbish, etc.", and ask them why they didn't answer them back with something like, "well, you can't even get two serves in, your returns always end up in the stands, you jump lower than an ant, etc.".

We can reflect on the fact that if the referee doesn't criticise the players' performance and is respectful to them, why do players criticise the referee's performance and not accept their mistakes.

Another aspect we may reflect upon is the difficulty for referees to make split-second decisions for dubious play: it is difficult to blow a whistle with force and conviction when you're not sure about a particular situation.

Once we have finished the discussion, the match is repeated. This time, the players have to collaborate with the referees.

After the second match, we can ask the referees what happened, how they felt and if they noticed any difference between the two matches.

Likewise we can ask the players how they feel when they protest:

- Does it feel right when you challenge the referee?
- Is it possible to reason with the referee in a respectful manner?
- When we play without challenging the referee, can it help us to focus more on the game and do better as a team?
- What do we achieve by challenging the referee? What do we lose?



3. Key points to consider when implementing the activity

- It is important that both teams compete to a high standard so that the referee's experience is as real as possible. To motivate the players, the coach could offer a reward for the winning team.
- It is also important that all the players perform the referee's role at one point or another during the season.
- As the season progresses, the coach can note down the different conflicts that occur and use them for later analysis in the training sessions. The following aspects can be evaluated:
 - Did the players' protests change the referee's decision?
 - What occurred directly after the players challenged the referee?
 - Was the protesting player's performance affected in any way after challenging the referee?
 - Was the player able to control their emotions following a conflict during play?



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Assessment of values- based learning situations **SPORTS:**

Under 7's /8's

Under 9's /10's

Under 11's /12's

Under 13's /14's

Under 15's /16's

ASSESSMENT SITUATION 1

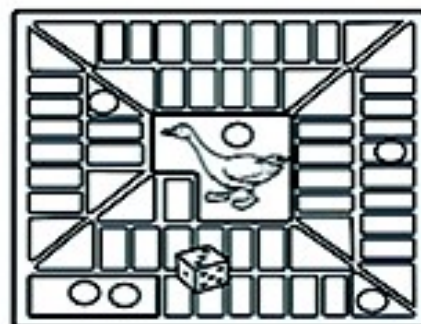
Category: Under 7's / 8's

Age: 6 - 8 years old

Value: How aware am I?

Definition: Use games to analyse my reactions and accept how others see me.

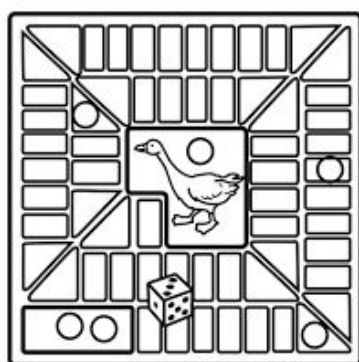
Learning objective: Be aware of my reactions during the game.



1. Activity: Let's play the Game of the Goose!

This activity takes the format of a huge board game in which each activity is a square on the Game of the Goose. Participants will move forward in the game by accumulating points to try to be the first ones to reach the last square. The game is played simultaneously in groups who compete with each other but follow their own dynamic, without taking the other groups' games into account.

We use an actual board which can be adapted to our sport. The activities are designed according to the squares the players land on.



All kinds of tasks can be included in the design of these activities:

- Technical tasks: throws, shots...
- 1v1 challenges: activities in which we have to beat an opponent.
- Technical challenges: challenges requiring a special skill in a specific technical activity or an activity with added difficulty (eyes shut, lack of balance, use a ball with a different size, shape or weight...).



- Knowledge of the rules: general and technical questions about the rules of the sport we play.
- History of our sport: well-known players, important clubs, championships, legends...

We also need to take the special squares into account where the participants have to go backwards, wait turns, carry out special tasks to be able to leave the square or throw a specific number on the dice to keep on playing e.g. jail square and such...

2. Assessment

Once the activity is over, the team carries out a two-fold assessment; a self-assessment and a co-assessment (by the other group members).

When the assessments have finished, we will use the results showing in the tables to carry out an analysis and discussion with the team members, which may be initiated with the following questions:

- Does my assessment coincide with the others'?
- Did I make a sound co-assessment of my peers?
- Do any of the co-assessment results surprise me?
- Am I aware of how others see me?

According to the answers given to the discussion questions, we can highlight general situations that need working on or specific situations that the whole group have clearly identified.

EXAMPLE OF SELF-ASSESSMENT

For each situation, draw a face that you think is relevant to the way you have played the Game of the Goose today.



Situation	Drawing
I follow the rules of the game	
I help my teammates with the activities	
When I land on a 'miss a turn' or 'start from the beginning' square	
When my teammates win points, and overtake me on the board	



EXAMPLE OF CO-ASSESSMENT

For each situation, draw a face that you think is relevant to the way your teammates have played the Game of the Goose today.



Situation	NAME	NAME	NAME
He/She follows the rules of the game			
He/She helps his/her teammates with the activities			
When he/she lands on a 'miss a turn' or 'start at the beginning' square			
When his/her teammates win points, and overtake him/her on the board			



ASSESSMENT SITUATION 2

Category: Under 9's / 10's

Age: 8 -10 years old

Value: Health (looking after yourself)

Definition: The condition of being sound in body, mind, or spirit.

Learning objective: Evaluate your healthy habits on competition day



1. Activity: The more I look after myself, the better I compete

One of the most noteworthy values we can work on through the practice of physical activity is taking care of our bodies. Even if this value is inherent to performing physical activities, it needs to be developed while taking into account the habits that are associated with it. These habits are normally carried out at home when we are not training or competing.

The activity involves assessing the habits that contribute to making the children's physical activity as healthy and pleasurable as possible. At the end of the match or competition, we will ask the children to assess the following habits: the number of hours they slept the night before, their breakfast, commuting habits, punctuality, personal hygiene, hydration and having something to eat after the match. An example of the tools we can use to carry out this assessment could take the form of the following table:

PLAYER				
HABITS	MATCH 1	MATCH 2	MATCH 3	MATCH N
I slept 9 hours last night.				
I had breakfast before I left home.				
My breakfast was...				
I had a healthy breakfast.				
I walked or cycled to the match.				
I arrived on time.				
I brought a bottle of water to drink during the match.				
I had a shower after the match.				
I brought the toiletries I needed for showering.				
I brought fruit or dried fruit to eat at the end of the match.				
SIGNED BY THE FATHER OR MOTHER				

At the end of the competition, stick a green sticker in the box corresponding to the habit.



2. Reflection and discussion

Reflection on this activity could be carried out at different times.

Before the first session, we can organise a meeting with the parents and the players to explain how doing sport is a great opportunity to incorporate and/or consolidate positive habits in the children's lives. In this way, we can introduce the concept of invisible training. Invisible training comprises all the habits that they develop at home which will allow them to compete at optimal levels as well as enjoy their training sessions and matches. We can also tell them that acquiring bad habits is one of the main reasons why players drop out at later stages and it is therefore essential to work on them from a very young age.

We can use the assessment sheet to reinforce messages during competitions, detect situations of risk in players and have personalised meetings with families which will help us to get to know their situation better. At the end of the activity, we can assess the work we have done on these habits and how they have contributed to the smooth running of the team with regard to the different aspects that were proposed: have a good time, be healthier, acquire important values in life, etc.

Finally, we have compiled a set of recommendations below on each habit that can be given to families and children:

- **Sleep** helps improve the child's recovery after training and prepare their musculature for competition. Moreover, a person who sleeps enough hours can achieve a higher level of attention and concentration. We can also explain that lack of sleep causes a state of irritability in children that might lead to disrespectful and aggressive behaviour during the match. Therefore at this stage (8-10 years old), players need to sleep a minimum of 10 hours per night.
- **Breakfast** is an essential meal providing them with the energy necessary to face the physical burden of a match. It is important to have this meal well before the match starts and not have an excess of added sugar. Cereals with added sugar, pastries, fruit juices, etc. should be avoided. Sugar will make the children more hyperactive, reduce their attention span and make them more excitable. Besides, sugar is not the best fuel for muscles, affecting their performance and making them more prone to injury. A breakfast including fruit or dried fruit, wholemeal bread with cold meats, and sugar-free dairy products is recommended.
- **Active commuting and punctuality.** Waking up early and walking to practice whenever possible are habits we recommend to players and their families. Many boys and girls get anxious about arriving at practice and seeing their teammates already warming up or getting changed in the locker room. Besides, children should not arrive at practice half-asleep because they do not have a proper breakfast and travel routine. Walking to the training session serves as a good warm-up and will allow the child to chat with family members about how playing makes him/her feel.



- **Cleanliness** and sport go hand in hand. It helps players calm down and relax their muscles and their mind. It also helps get rid of sweat, dirt and bad smells and create a better personal image for oneself and those around you. The children must be told to always bring their toiletry bag: soap, flip flops and towel, as well as a change of clothes.
- Finally, it is important to **keep hydrated** during the game and **replace lost nutrients** at the end. We can ask the children to get used to bringing their own bottle of water and to choose a piece of fruit or dried fruit to eat after the competition. In this section we can discuss how they should not drink sugary, isotonic or energy drinks. These drinks do not offer any benefits whatsoever and, on the contrary, can have a harmful impact on children's health. We can also recommend that the children should not be rewarded with unhealthy foods such as crisps, sweets or pastries.

3. Key points to consider when implementing the activity

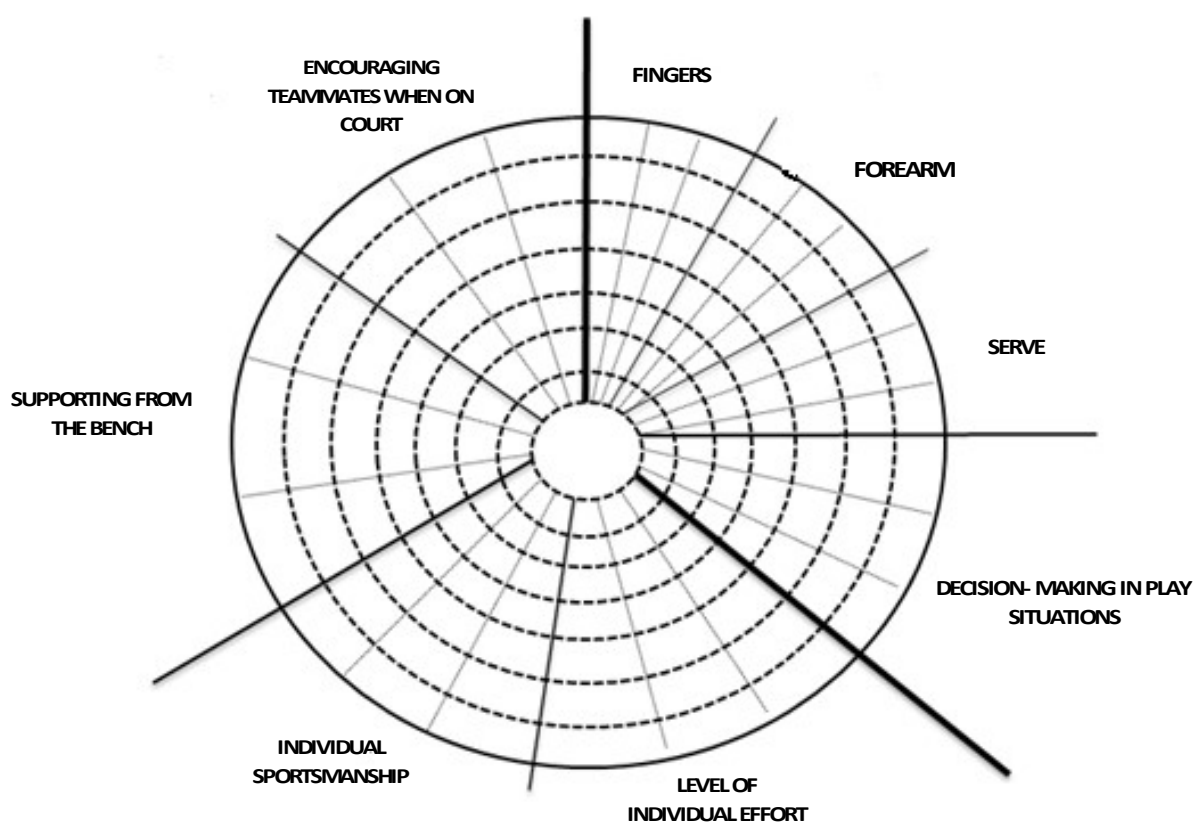
- First it is important to create bonds with families and make them understand the need for everyone to work together. Remember that *"It takes a whole village to raise a child"* (African proverb).
- If personalised meetings with each family are possible, they should always have a positive approach and try to get to really know their situations, reinforce the aspects we're working on and identify and agree on the areas that need improvement.
- We are free to choose our evaluation method, which can be adapted to each family's situation. One possibility, among others, could be for the children to have a notebook with the assessment sheets included.
- To foster family involvement and guarantee that the children's assessments are correct, we can ask the families to revise, discuss and sign the sheets at home.
- These assessments could also be useful when writing players' reports to send to the family.
- Other components may be added and worked on as the children get older. These components, apart from reinforcing good habits, will allow us to gauge the children's level of autonomy. For instance: "I pack my own wash bag with everything I need".
- If the club or school get involved, we could organise a Healthy Habits Day for children and families to learn together. On that day we can invite a sportsperson who can give us examples of the importance of taking care of oneself both in life and competition.
- Another option could be to have breakfast with the whole team on a regular basis. We could ask each family to bring fruit or dried fruit and share it at the end of the match.
- Finally we can design a logo or mascot using the team's colours and coat-of-arms. Among other aspects, the design could convey the idea that we are a team that takes care of itself and has healthy habits.



Each zone has various subgroups:

- The technical zone is divided into three main technical actions: overhead pass, forearm pass (bump) and serve. If the coach wishes, they can add the block or the spike.
- The tactical zone will have a sole category linked to decision-making in the game.
- The individual values zone refers to actions depending on the player's behaviour during the match, without interacting with the rest of their teammates. This zone has two sections: one is about the degree of individual effort in the game and the other deals with sportsmanship regarding the rules and the referee.
- The group values zone deals with the different aspects of a player's behaviour towards their teammates. It has two sections: one will deal with the players' behaviour when they are on the bench (encourage teammates on court, pay attention to the match...) and the other will deal with the interaction with their teammates when they are playing (encourage each other after each point especially after faults, generate positive dynamics...).

Each of the sections of the target will have small areas that are to be coloured in as the objectives are reached. The design of the target could be as follows:





At the end of each match, each player will be asked to fill in his learning target. To fill it in, we will need to define several criteria so that they know which areas they will have to colour in after the match. Each coach can set their own criteria according to individual and collective objectives or to their team's level of play.

- Technical zone: for each action (overhead pass, bump or serve), the player will need to assess whether their performance has been better, average or worse than usual. If it was better, they can colour in two spaces. If it was average, one space. If they had a bad day, they can leave the target as it is.
- Tactical zone: decision-making in game situations will be assessed. For instance, if the player chose the correct areas to attack on the opposing side, if they were able to determine which balls were their responsibility and which were their teammates' or if they chose the correct service area...In this case, we can fill in two spaces, one space or none depending on the objectives completed in each match.
- Individual values zone:
 - o Effort: two, one or no spaces will be coloured in according to the level of effort. Here, we will base our assessment on defensive play which prevents the ball from hitting the ground.
 - o Individual sportsmanship: above all, accepting the rules and respecting the referee's decisions will be taken into account here. Two areas can be coloured in if the decisions are accepted respectfully and politely, if the game is stopped due to an injury, or if the players acknowledge their fouls (touching the net, time-wasting, etc.). We colour one space in if an unsporting situation has taken place. If the player's attitude has not been sporting in several situations, none will be coloured in.
- Group values zone:
 - o Support from the bench: two spaces will be coloured in if the player followed the match attentively, if they encouraged their teammates on the court (especially after a foul) or if they gave water to their teammates during timeouts. If none of the objectives have been completed, only one space is coloured in. If there is no reaction from the players on the bench, the target is left blank.
 - o Encouraging our teammates while on the court: the capacity to encourage our teammates while on the court will be assessed here. The player's attitude is taken into account when a point is scored, but especially when a point is lost after a teammate makes a blatant mistake.



2. Reflection and discussion

The coach can periodically check the targets to see if the players' assessments coincide with his/her personal assessments. It would be a good idea to set aside some time (after a match, before or after practice) to talk to the players individually about how their target is developing. If the player's assessment coincides with the coach's, we should congratulate the player on their self-awareness and set them new objectives to improve the areas that the target has identified. However, in the case that the assessments do not coincide, we will have to find the root cause of these differences and discuss how best to develop the target's objectives.

3. Key points to consider when implementing the activity

- The target may be coloured in at different times: at the end of a match, before starting the first training session of the following week, at the weekend, etc. The most important thing is to always fill it in WHEN THE SITUATION OCCURS in order to prevent a different emotional situation from influencing the assessment. The assessment is bound to be different whether it is carried out immediately or at a later time after the player has "cooled off".
- Another option is to fill in the spaces of the target with different colours according to a player's performance. Every day, one space in each zone will be coloured in green if the performance is very satisfactory, orange if it is average, and red if it is unsatisfactory. In this way, when we look at the colours of the target we will be able to clearly see where the objectives were successfully met, i.e. where green is predominant. For an average performance, orange or a mix of colours will be predominant. Where the performance needs improving, red will be predominant.
- The coach has to decide whether they want to keep the targets and hand them out when doing assessments or let the players keep them at home and bring them to the training sessions to conduct a follow-up.

ASSESSMENT SITUATION 4

Category: Under 13's / 14's

Age: 12-14 years old

Value: Self-control

Definition: Pupil's ability to control their temper.

Learning objective: Exercise self-control towards the result and the situations you came across during the game.



1. Activity: "I have everything under control"

Didactic material (annex) and three cards from a Spanish deck are handed out to each player at the beginning of the training session. Using this didactic material, the players carry out a co-assessment. At the end of each match the opponent assesses their rival's behaviour, focusing on self-control. At the end of the training session, the players individually carry out a self-assessment and a written reflection on the strategies they use for self-control in their daily activities.

Players play mini games lasting for four minutes. Once the match is over, players change sides and opponents and at this point, cards may be exchanged with the rival. The winner of the game can exchange their card (one card only per match) with their opponent. The loser has to accept the card that is being offered.

The final objective is to get the highest number of points by adding up the face value of the cards².

The use of cards in this activity increases competitiveness and has an impact on the players' behaviour. Hostile situations may develop, forcing players to exercise self-control and find solutions while still showing empathy and respect towards their opponent.

NOTE: once the training session is over, we can have a group discussion about the different strategies the players will use at the beginning of the following session.

² Card hands may be adapted to the activity. For instance, have cards of the same suit, colour or number, get a straight...



2. Assessment

Assessments are carried out through co-assessment and self-assessment. Didactic material (see Annex) is required.

Co-assessment: The rival assesses their opponent. Each match has a maximum score of 5 points. The average score for each match must be calculated:

- Average score of 5 points: 10 points
- Average score higher than 4 points: 7.5 points
- Average score higher than 3 points: 5 points
- Average score higher than or equal to 2 points: 2.5 points
- Average score lower than 2 points: 0 points

Self-assessment: this section comprises seven yes/no questions and two open questions linked to self-control and the strategies that can be used to manage it. All the questions are worth 1 point except for the last question (discuss other people's strategies³), which is worth 2 points.

ANNEX

Player's name and surname:

You must give your assessment sheet to your opponent at the start of each match. Your partner will give you their sheet. What do you have to do?

- Write your name at the top.
- At the end of the match, you have to assess your teammate on the aspects described (write a check mark for 'yes' and a cross for 'no').
- Once you have filled in your partner's assessment sheet, add up the number of check marks and write down the result at the bottom.
- Lastly, you will need to hand the assessment sheet back and play a new match with another person.

	Opponent's name	Opponent's name	Opponent's name	Opponent's name	Opponent's name	Opponent's name
He/she accepted the final score.						
He/she accepted the referee's decisions.						
He/she took care of equipment: they did not kick it across the floor on purpose or hit it on the ground...						
He/she agreed to swap cards at the end of the game.						
TOTAL NUMBER OF CHECK MARKS						

³ We can also discuss strategies used by other people (siblings, cousins, friends...)



Self-assessment: independently of your teammates' assessment, answer the following questions:

QUESTIONS

- | | | |
|---|-----|----|
| • Did you participate in the activity? | Yes | No |
| • Did you accept the final score? | Yes | No |
| • Did you accept the decisions made by the referee? | Yes | No |
| • Did you use the material correctly? | Yes | No |
| • Did you agree to swap the cards at the end of the game? | Yes | No |
| • Generally speaking, did you show self-control? | Yes | No |

REFLECTIVE ESSAY TOPICS

Write about a situation in your daily life that makes you feel very nervous and when you find it difficult to control your nervousness or actions:

Describe what you do (strategies) to control your temper in the situations you have described.

Do you think that some of the strategies you use in your daily life to control your temper could be applied to the training sessions and/or matches? Which ones?

ASSESSMENT SITUATION 5

Category: Under 15's / 16's

Age: 14-16 years old

Value: Teamwork

Definition: Ability to communicate, work together and give your all

Learning objective: Collaborate with others as a common challenge

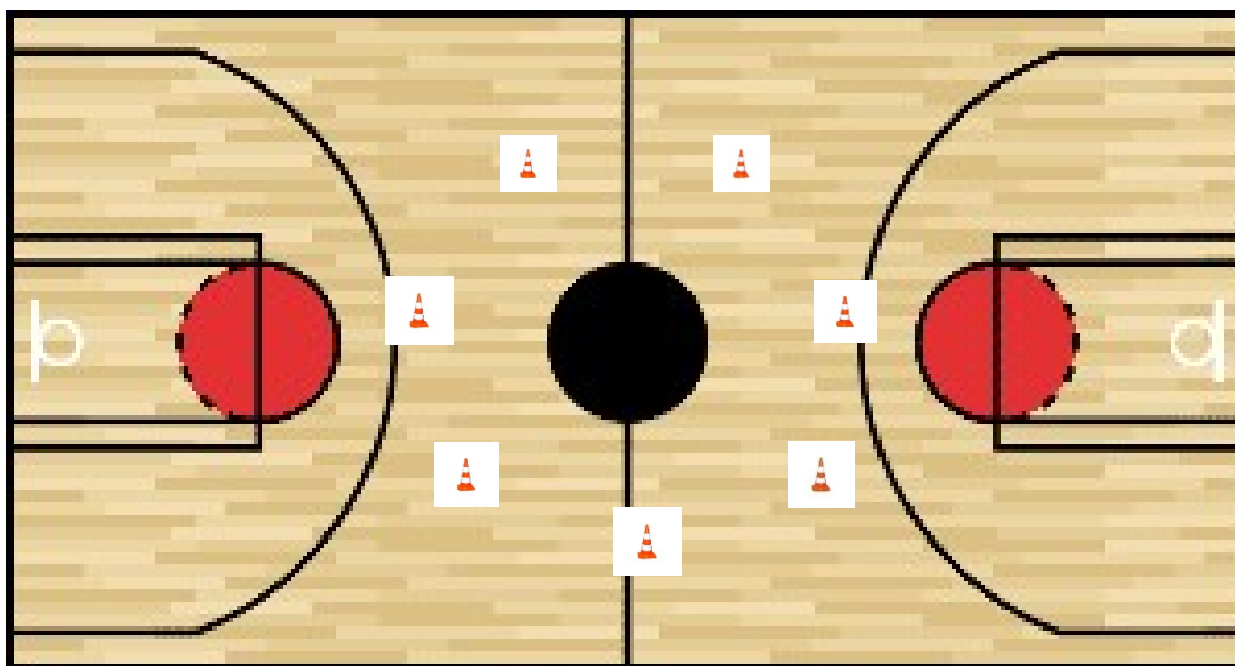


1. Activity: "You go, I can't make it"

This activity consists in forming a circle with as many cones as there are players. The cones need to be at a certain distance (2 metres) from the players so they have to spread out to get to them. The further away, the more difficult the task.

One of the players is placed outside the circle and must try to get to a cone. The rest of the players will have to communicate with one another to move and position themselves by the cone their teammate is trying to get to.

If their teammate manages to get to the cone, the player who should have got there to defend has to leave the court. The other players have to do five sit-ups.





2. Important aspects

This activity can be carried out without a ball the first time we do it. In this way, the players can work on their communication and positioning.

The second time, all the players are given a ball and must move around bouncing the ball on the floor. They are not allowed to stop bouncing to avoid double dribbling.

A third option would be to add a different ball: the team member who has this ball is not allowed to move away from the cone where they are standing. To move, they have to pass the ball to another player. This exercise enables us to work on bouncing, passing and communication.

It is a very dynamic exercise that helps children to communicate with one another.

3. Assessment

The assessment may either be a self-assessment or an assessment carried out by the coach. In both cases, it will be done with an assessment sheet that can be prepared prior to training. Both types of assessments may be carried out at the same time.

The assessment may either be a self-assessment or an assessment carried out by the coach. In both cases, it will be done with an assessment sheet that can be prepared prior to training. Both types of assessments may be carried out at the same time.

The coach's assessment sheet: technical aspects can also be added to this sheet. We will need to answer Yes or No.

Player's number:	4	6	8	9	10	11	12	13	14
Was he/she participative?									
Was he/she communicative with the others?									
Does he/she try to help his/her teammates?									
Does he/she have good control of the ball?									
Did he/she make an effort?									

**Player's assessment sheet:**

Player's name:	YES	NO	AVG
Was I active and participative?			
Did I communicate with my teammates during the whole exercise?			
Did I help my team?			
Did I always get to the cone I was assigned?			
How many times did I have to stop?			