

**PLAY SOCCER PROGRAM
SESSION 1 / WK 1 – LEVEL 1**

Activity / Objectives / Diagrams/ Duration
<p>Getting ready / Check List Check that you have your attendance sheet, pen and whistle. <i>Materials needed for this session:</i></p> <ul style="list-style-type: none"> - 10 cones - As many balls as possible, one for each if possible. - A box/bag with images or words of healthy and unhealthy things for our body and other plain papers. <p align="right">10 min. before the session</p>
<p>Welcoming the children: Sit all the children in a circle in a shaded and/or cool place (if possible) and you sit as part of the circle as well. Make sure that everybody can see you and you can see everybody. Ask some questions about how do they feel and have a small talk with them. Explain about today's session (contents and activities) and get ready to start. Take attendance and emphasize the importance of being punctual. You can explain the first activity with the children still sitting in the circle.</p> <p align="right">5 min.</p>
<p>PROGRAM COMPONENT: SOCIAL DEVELOPMENT - FRIENDSHIP Activity: Game – Postman Objective: To give the chance to the children to get to know each other. Ice breaker</p> <p><i>Materials needed:</i></p> <ul style="list-style-type: none"> - 4 Cones (stones-flops) <p><i>Presentation/Set up:</i> Have all the children standing in a line, one besides the other and mark another line about 20 mts. away, in front of them.</p> <div style="text-align: center;"> </div> <p><i>Instructions:</i> You will stand in front of all of them in a spot where everybody can hear you and see you. You will first be the "postman". You will start by pretending you are knocking at the door: Children: "Who's there?" Postman: "The Postman" Children: "What do you need?" Postman: "I have a letter" Children: "Who's it for?" Postman: "I have a letter for..."</p>

The postman will call different characteristics/qualities of the children, for example ..."for all the children whose names starts with the letter A" , All the children whose names start with "A" have to run to the line in front of them and come back quickly to the starting point trying to avoid being tagged by the postman. If a children is tagged he has to stay on the side until other child touches him/her allowing him/her to come back to the game.

Other examples could be "for all the children that live in Lawley", ..."for all the children that live with their siblings" ,etc.

The idea is that the postman will make statements that will allow everybody to know about each others lives.

Each Children that is caught will have to stand next to the postman and introduce him/herself to everybody before joining the kids again.

Issues that may arise and suggestions:

Try to make a comment after each time so everybody pays attention to the ones that participated in the last call. You could probably empower one of them to be the postman after few attempts.

It might happen that some children make fun of another child. Stop that right away and explain that we all need to respect each other and there is no reason to be teasing other children because we don't have to do to others what we don't like people to do to us.

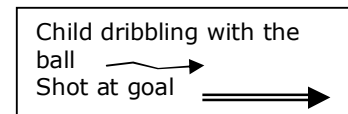
15 min.

2nd part: Learning circle: Sit with all the children in a shaded, quiet and/or cool place. Explain that the learning circle will be an important part of our activities. It will be a moment where we will learn about social and health skills that are useful for our life.

Use this learning circle to continue with the introductions after the game. Refresh for example who run when "the postman" called people with more than 3 siblings. Use that learning circle to get to know them better and specially for them to get to know you.

15 min.

Activity: Dribbling and scoring
Objective: Dribbling Diagnosis.



Materials needed:

- 10 cones
- As many balls as possible, two for each group if possible.

Presentation/Set up:

Place 2 small goals 30mts. separate one from the other.

Place two cones at the sides of each goal (corners) and two cones in the middle of that small field.

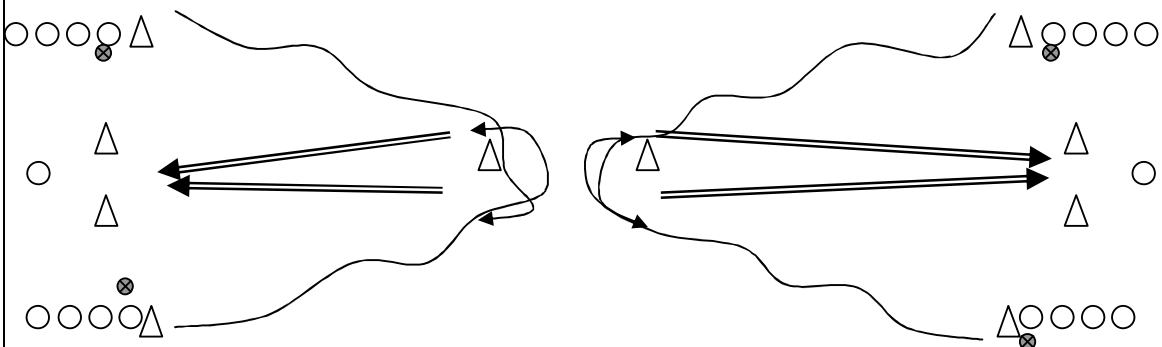
Instructions:

Divide the children in four groups and place each group in a line in each of the cone on the corners.

On you call the first child of each group will dribble the ball towards the closest of the cones placed in the middle of the field. Right after turning each child will have to attempt to score in the small goal place in line with the cone where s/he started from. After finished each child has to go back to the end of his/her line.

You probably place a child behind each of the goals that will stop and give kick the

ball back to the groups.



Issues that may arise and suggestions:

Let them count how many goals each of them scores and congratulate them regularly.

Rotate the groups from one cone to the other after few minutes. It might happen that some children have to go slow and the other children say something to him/her. Tell them to respect each others times and empower the children to do the exercise properly instead of quickly.

You can also play a game/competition checking score the highest amount of goals.

15 min.

Activity: Mini football matches.

Objective: Diagnosis.

Materials needed:

- 8 cones
- 2 balls.
- Bibs or tags to identify the teams.

Presentation/Set up:

Make two small fields and organize 4 teams, 2 for each field (you can use the same groups that in the activity before.) Make the goals big enough so they can score many goals.

Let them play freely and observe how much they know about the soccer rules and how do they behave inside the field in relation with the ball and the other children.

20 min.

PROGRAM COMPONENT: HEALTH DEVELOPMENT – INTRODUCTION TO HEALTHY BODIES

Activity: Introduction to healthy bodies

Objective: To initiate thinking about healthy things that children can do to take care of their bodies, and to promote life long wellness and athletic ability.

Materials needed:

- Soccer ball
- A box/bag with images or words of healthy and unhealthy things for our body and other plain papers.

Instructions: Have everyone sit in the learning circle, put the box 10 mts away from the circle and kick the ball to one of the children to start the game (either randomly or the person next to you). The child who has the ball has 10 seconds to run to the

box dribbling the ball and pick one healthy or unhealthy thing from the box depending on what you have asked him/her to pick. If s/he does not get it s/he will have to come back to his/her spot and sit or stand doing something that will let the others know that s/he lost once. For example touch his/her left ear with the right hand, with a finger in his/her eye, etc. If s/he gets to pick the right thing s/he will have to explain why that is un/healthy for the body once s/he comes back to the circle. After s/he finishes, s/he has to kick/pass the ball to other child. After the papers are finished the ones that never lost are the winners of the game.

Issues that may arise and suggestions:

The other children can also help their partner to explain why the thing in the paper is healthy or unhealthy.

You can ask them also to mention other things that were not in the images.

If you run out of papers you can put all the papers inside the box again to continue the game.

15 min.

Cool down and farewell: After the last activity is finished ask some questions about how they felt during the session and which activities they enjoy and which ones they didn't like so much.

Take attendance again, in case there were late arrivals, but highlight again the importance of being punctual. Give them a farewell and tell them you hope to see them next time.

5 min.

**PLAY SOCCER PROGRAM
SESSION / WEEK 2 – LEVEL 1**

Activity / Objectives / Diagrams/ Duration
<p>Getting ready / Check List Check that you have your attendance sheet, pen and whistle. <i>Materials needed for this session:</i></p> <ul style="list-style-type: none"> - 10 cones - 20 mts. rope. Or something to draw a line on the ground. - Air pump - Bibs or tags. - As many balls as possible, one for each if possible. <p style="text-align: right;">10 min. before the session</p>
<p>Welcoming the children: Sit all the children in a circle in a shaded and/or cool place (if possible) and you sit as part of the circle as well. Make sure that everybody can see you and you can see everybody. Ask some questions about how do they feel and have a small talk with them. Explain about today's session (contents and activities) and get ready to start. Take attendance and emphasize the importance of being punctual. You can explain the first activity with the children still sitting in the circle.</p> <p style="text-align: right;">5 min.</p>
<p>PROGRAM COMPONENT: SOCIAL DEVELOPMENT - FRIENDSHIP Activity: Game – Ball Tag: Objective: Get to know each other, ice breaker</p> <p><i>Materials needed:</i> 4 Cones (stones-flops)</p> <p><i>Presentation/Set up:</i> Have all the children scattered around in a 20 x 20 mts square. You will be the tag with your ball and will be running around trying to touch the legs of the children with your ball. The children that are tagged/touched by you have to go and stand in one of the cones and wait for one of the other children to come and touch him/her while calling his/her name to allow him/her to participate in the game again.</p> <p><i>Issues that may arise and suggestions:</i> You could probably empower one of them to be the tag after few attempts. Take care that the children might hit/punch their partners instead of just touching them. Make sure they call the names of the tagged children out loud since that is the main objective of this game. You can also ask them, before beginning with the game, to add a name of an animal to their given names, for example "Anthony Monkey" and use those names to play.</p> <p style="text-align: right;">10 min.</p> <p>2nd part: Learning circle: Sit with all the children in a shaded place. Use this learning circle to keep on empowering the children to know each other. You can ask who of them think that can say the names of all the other children in the group. You can also ask them to tell something about their lives if they want.</p> <p style="text-align: right;">15 min.</p>
<p>PROGRAM COMPONENT: SOCCER SKILLS & NUMERACY Activity: Game: Numbered Actions. Objective: Eye-hand and eye-foot Coordination (soccer component), memorization, attention-reaction, numeracy</p>

Materials needed:

- 4 Cones (stones-flops)
- As many balls as possible, one for each if possible.

Presentation/Set up:

Have all the children scattered around in a 20 x 20 mts square.

You will be standing among them and you will ask them to do something, for example, " throw the ball, catch it and then sit on the ball" once they do it you will explain that, that will be Action number 1

Other actions can be:

Kick the ball up and try to catch it before it touches the ground.

Throw the ball up and head it afterwards.

Roll the ball, run, jump over the ball and stop it with the sole of the foot.

- Throw the ball up with the right hand and hit it with the knee (lap) after it bounces once in the ground.

Once you call 5 different actions you will start calling them in different order. Action 3, then action 5 and so on.

Issues that may arise and suggestions:

Show an example or ask one of the children that understood the task to show it properly. Try to pick a different child each team but be careful not to put a child in an uncomfortable position if s/he doesn't want or feel capable to do it.

Try to adapt the activities to the level of the children and give them time to accomplish the task before changing to other activity.

10 min.

PROGRAM COMPONENT: SOCCER SKILLS

Activity: Dribbling Circuit

Objective: Dribbling Diagnosis.

Materials needed:

- 10 cones
- 20 mts. rope (or something to draw a line)
- As many balls as possible, one for each if possible.

Presentation/Set up:

Place the cones in the field forming a circuit that they have to follow.

Put all the children in a line at the first cone and explain what they have to do.

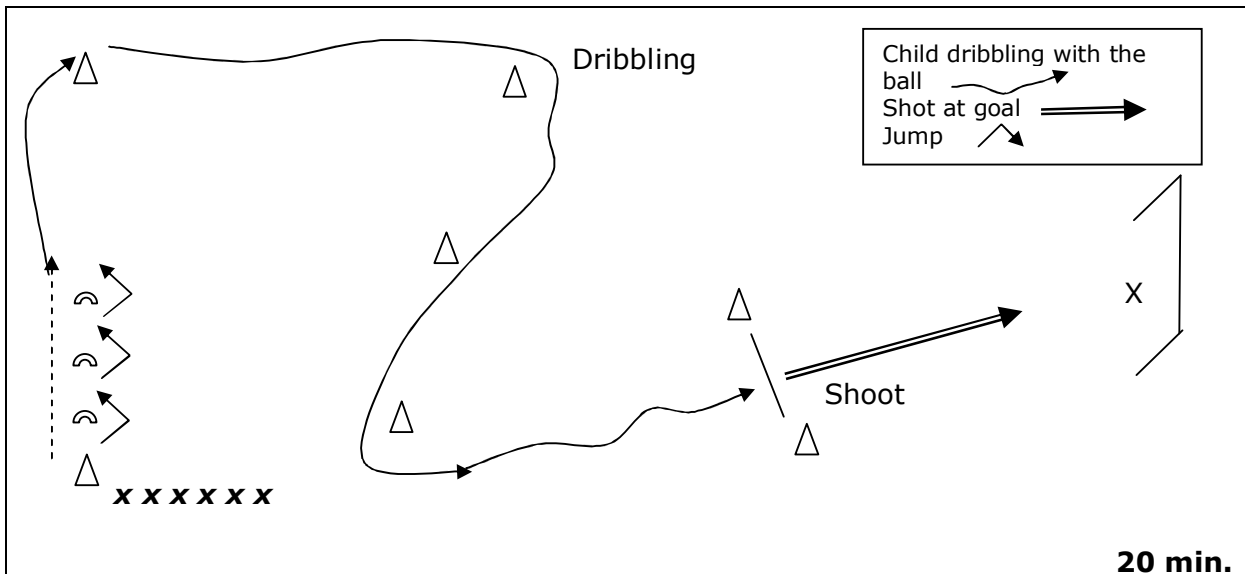
Instructions:

At the beginning they have to kick the ball on the side of the line of cones and jump over each cone and go and get the ball again to start dribbling

After that they have to follow the circuit (as shown in the diagram) and attempt to score a goal when reaching the last 2 cones. After shooting they would have to go and fetch the ball and come back to join the end of the line.

Issues that may arise and suggestions:

Try to make it as dynamic as possible. Let the second child start right after the first child finish the jumps. Stand in a spot where you can oversee everything and also give feedback to the children. Make two set ups like this one if you have enough cones.



Activity: Mini football matches.

Objective: Diagnosis.

Materials needed:

- 8 cones
- 2 balls.
- Bibs or tags to identify the teams.

Presentation/Set up:

Make two small fields and organize 4 teams, 2 for each field (you can use the same groups that in the activity before). Make the goals big enough so they can score many goals.

Let them play freely and observe how much they know about the soccer rules and how do they behave inside the field in relation with the ball and the other children.

10 min.

PROGRAM COMPONENT: HEALTH

Activity: Pump the Ball

Objective: Review the different parts of the body and healthy life habits that contribute to making a person healthy and a good soccer team player.

Demonstrate how lots of different things contribute to a healthy body

Materials needed:

- Soccer ball and soccer ball air pump.

Presentation/Set up:

Participants sit in a circle. A deflated soccer ball and the air pump are in the middle of the circle. Each participant takes a turn going to the soccer ball and stating one component of maintaining a healthy body. As the person states this he/she gives one pump of air into the still flat soccer ball. Participants go around the circle taking turns going to the center and stating the health point and inflating the ball until the ball is filled enough to be the proper size for playing a soccer game. Many different pumps by participants make the ball "healthy" and ready for play!

Issues that may arise

An individual cannot think of something to say or says something that is incorrect. Volunteers should assist the participant in remembering by giving a hint such as "food" or "stretching". This also demonstrates how when we work together we are able to get things done efficiently as a team.

15 min.

Cool down and farewell: After the last activity is finished ask some questions about how they felt during the session and which activities they enjoy and which ones they didn't like so much.

Take attendance again, in case there were late arrivals, but highlight again the importance of being punctual. Give them a farewell and tell them you hope to see them next time.

5 min.

**PLAY SOCCER PROGRAM
SESSION / WEEK 3 – LEVEL 1**

Activity / Objectives / Diagrams/ Duration

Getting ready / Check List

Check that you have your attendance sheet, pen and whistle.

Materials needed for this session:

- Cones
- As many balls as possible, one for each if possible.
- Cards with the words and points "**Boiled (5), Filtered (5), Borehole (1) & Stream Water (0).**"

10 min. before the session

Welcoming the children: Sit all the children in a circle in a shaded and/or cool place and you sit as part of the circle as well. Make sure that everybody can see you and you can see everybody. Ask some questions about how do they feel and have a small talk with them. Explain about today's session (contents and activities) and get ready to start.

Take attendance and emphasize the importance of being punctual.

You can explain the first activity with the children still sitting in the circle.

5 min.

PROGRAM COMPONENT: HEALTH DEVELOPMENT – WATER

Activity: Safe water

Objective: To identify which are the ways in which we can be sure that the water we drink is safe.

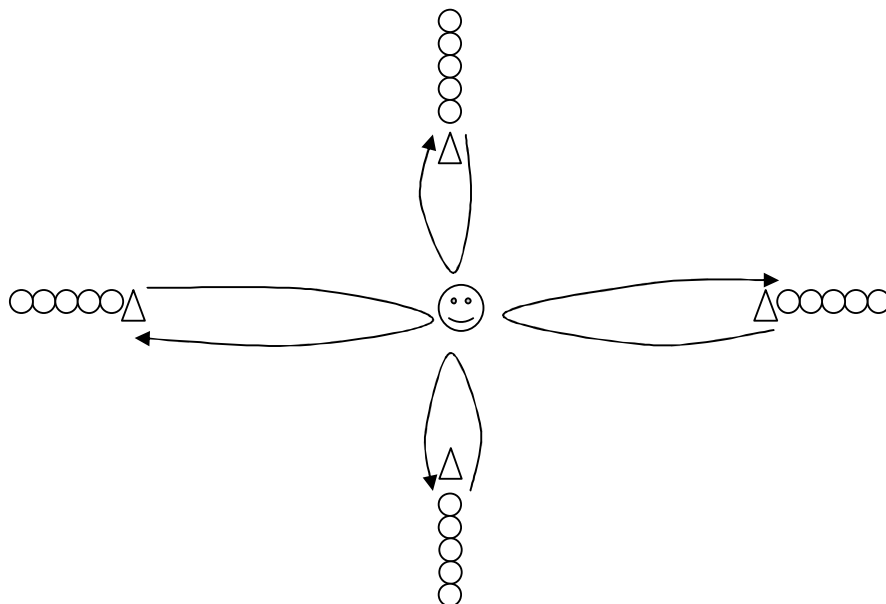
Materials needed:

- Cards with the words and points "**Boiled (5), Filtered (5), Borehole (1) & Stream Water (0).**"

Presentation/Set up:

Divide the group in 4 teams and place them as is shown in the diagram.

You will have to stand in the middle of the cross formed by the groups holding the papers.



Instructions:

You will stand in the middle holding the folded papers with the words. Each time you say "water", the first child from each group will have to run towards you, get one of the folded papers and come back to the group.

The fastest child to come back to his/her group will get a point for the team.

Once you run out of papers you will ask all the children to sit and you will calculate how many points each team got, by adding the point won running and the points won with the cards.

So for example if a team won 4 points running and got; 2 Filtered cards (10 points), 2 Tap cards (4 points) and 2 dirty cards (0 points), the total for that group is going to be 18 points. The team with the biggest amount of points will be the winner.

15 min.

2nd part: Learning circle:

Sit with all the children in a shaded place. Before explaining to them try to ask them why, for example, Boiled Water awarded 5 points and borehole water just 1?

Why the water we drink must be clean? What can happen if we drink contaminated water? Why boiled water is safe?

15 min.

PROGRAM COMPONENT: SOCCER SKILLS

Activity: Explain basics of the dribbling technique

Objective: Explain the correct technique.

Materials needed:

- 1 ball.

Presentation/Set up:

Sit all the children in a shaded and cool place (if possible) in a way that they can all see you and you can see all of them.

X X X X X X X
X X X X X X X X



Instructions:

The dribbling technique: *Correct dribble technique:*

- the ball has to stay close at the feet;
- the pace of running should not be too high;
- correct the ball constantly with all parts of the foot;
- the position of your head should not be too much bent forwards (only focused on the ball) but you have to constantly look up and down while you dribble – use split vision when observing your surrounding and the ball);
- keep if possible the body between ball and opponent to shield off the ball.

Most commonly made mistakes while dribbling - and how to prevent them:

- pace of running is too high – touch the ball more often or with every step you take;
- ball is too far from the feet - touch the ball more often or with every step you take and point your toes more to the ground;
- dribbling with the face to the ground or ball – keep your knees more bent and focus between ball and surrounding.

Makes sure the children learn to dribble, shoot, etc. with both feet!

10 min.

Activity: Game – One door and one goal.

Objective: Dribbling practice. Bilateral coordination. Eye foot coordination.

Materials needed:

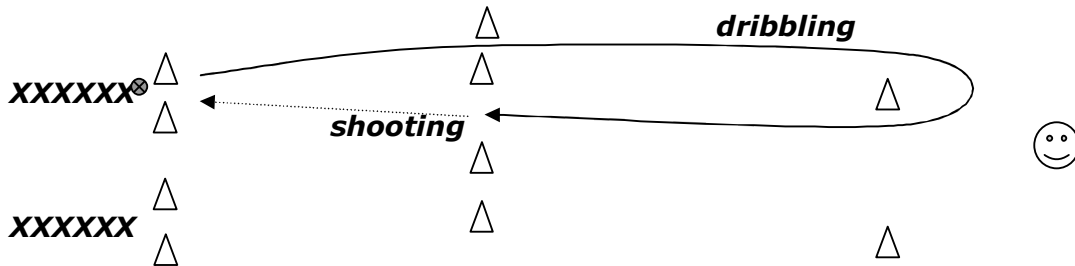
- 20 cones
- One ball for each child.

Presentation/Set up:

Divide the children in 4 groups and place them in a line behind the each of the starting cone. Place the rest of the cones as shown in the diagram.

Instructions:

On your call the first child of each group will start dribbling. S/he will have to pass between the first two cones (door), go to the next cone and turn. When s/he comes back s/he will try to score in the small goal formed by the starting cone and the cone next to it. After finished s/he has to go to the end of the line.



* Example for 2 teams/groups

Issues that may arise and Suggestions:

Pay attention to their technique and give feedback to them, but don't try to correct all the mistakes at the same time and in the first session. Empower the children to use both legs to practice the exercise. You can also ask them to count how many goals each of them score or make any modifications to make the activity more fun.

15 min.

Activity: Game - Scoring madness.

Objective: Dribbling. Respect for rules.

Materials needed:

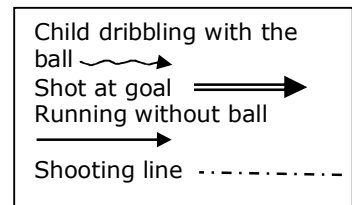
- Cones (flops or stones)
- Balls (as many as possible).

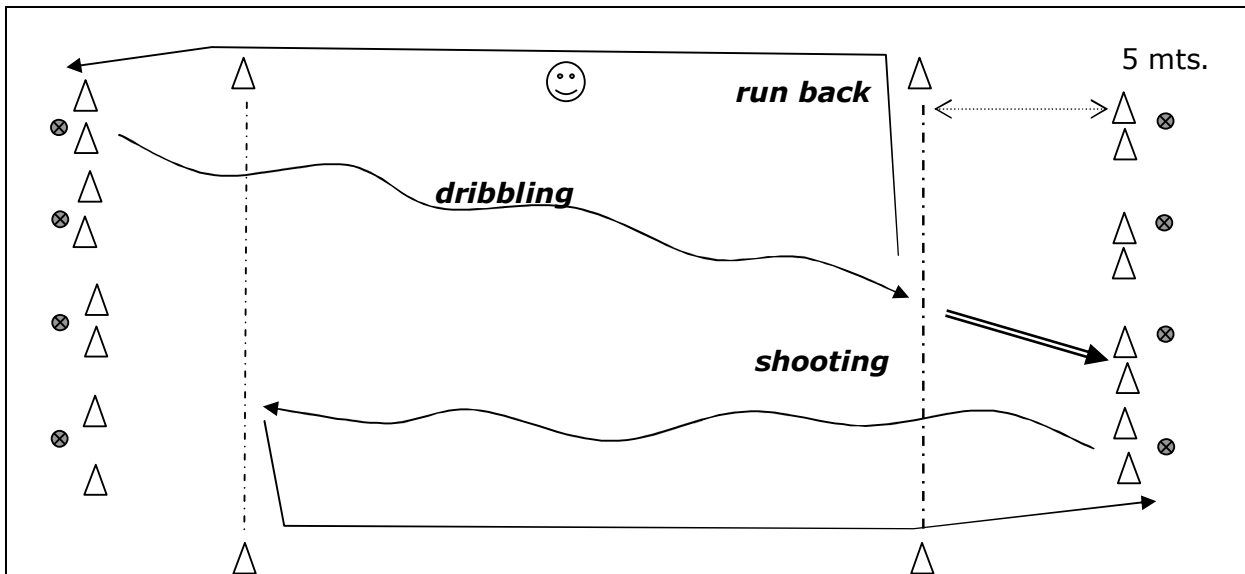
Presentation/Set up:

Divide the children in 2 groups. Place two lines of small goals separate by 30mts. Mark with 4 cones or more 2 lines, each one 5 mts. away from each line of small goals (scoring line). The groups will start the game standing behind one of the lines of small goals.

Instructions:

On your call the children that have a ball on each group will start dribbling towards the opposite line of goals. When they reach the scoring line they will have to attempt to score in one of the small goals. After that, they have to run back by the outside line without the ball and stand after their own line of goals and wait to get one of the balls that the other group kick. Once s/he gets one ball s/he has to go and try to score again. You will try to count and see which team scores 20 goals first, and give them a point.





Issues that may arise and Suggestions:

You can repeat the activity as many times as the children want changing some things to make it more fun. The children can score in any of the goals of the opposite line. The children behind the goals can not defend to avoid goals. Make sure all the children have equal opportunities. It might happen that the same children always get the ball and don't let others to play as well.

15 min.

PROGRAM COMPONENT: SOCIAL DEVELOPMENT - FRIENDSHIP

Activity: A chat about Friendship

Objective: To discuss about what a good friendship means. To identify qualities of a good friend.

Presentation/Set up: Participants sit in a circle. Empower them to talk about their friends and about the new friends they met during the last two sessions. Discuss with them the ways in which we can probably hurt a friend or we can be hurt by a friend. How to take care of a friendship.

15min.

Issues that may arise and Suggestion:

You might see/realize that there are some children that don't want to talk in front of their peers. That's fine, don't force them to do it, but pay attention on them and try to find out if they didn't talk because of shyness or because of any other reason. Find a moment where s/he could probably feel better to talk with you.

Cool down and farewell: After the last activity is finished ask some questions about how they felt during the session and which activities they enjoy and which ones they didn't like so much.

Take attendance again, in case there were late arrivals, but highlight again the importance of being punctual. Give them a farewell and tell them you hope to see them next time.

5 min.

**PLAY SOCCER PROGRAM
SESSION / WEEK 4 – LEVEL 1**

Activity / Objectives / Diagrams/ Duration
<p>Getting ready / Check List Check that you have your attendance sheet, pen and whistle. <i>Materials needed for this session:</i></p> <ul style="list-style-type: none"> - Cones - 20 mts. rope. - Sheet of paper - As many balls as possible, one for each if possible. - Balloons <p style="text-align: right;">10 min. before the session</p>
<p>Welcoming the children: Sit all the children in a circle in a shaded and/or cool place and you sit as part of the circle as well. Make sure that everybody can see you and you can see everybody. Ask some questions about how do they feel and have a small talk with them. Explain about today's session (contents and activities) and get ready to start. Take attendance and emphasize the importance of being punctual. You can explain the first activity with the children still sitting in the circle.</p> <p style="text-align: right;">5 min.</p>
<p>PROGRAM COMPONENT: SOCIAL DEVELOPMENT – FRIENDSHIP Activity: Game – Getting together. Objective: Ice breaker – Dribbling, periphery view, Numeracy, Friendship. (Social Component)</p> <p><i>Materials needed:</i></p> <ul style="list-style-type: none"> - 4 Cones (stones-flops) - As many balls as possible, one for each if possible. - Sheet of paper. <p><i>Presentation/Set up:</i> Have all the children dribbling inside a 20mts square. (If there are not enough balls for all the children having them play this game without balls).</p> <p><i>Instructions:</i> All the children will be dribbling trying to avoid touching the other children's ball. You will suddenly call a number and they will have to get together and put as many balls as you called/asked together. For example if you call number 3, three children will have to get together and put their balls together in the ground and sit. The first 2 teams in getting together will get one point. You will also ask one of the members of those 2 groups to tell you the names of the children that are sit with him/her. If s/he knows all the names those children get an extra point. Since the teams will always be different you can make small marks in the hands of the winner children each time they get a point. The first child to get 10 points is the winner of the game. If you don't have enough balls you can leave the ball in the corners or around the field and when you call a number they have to get together but around one of the balls.</p> <p><i>Issues that may arise and Suggestions:</i> Empower the children to get together with different children each time. You also limit that with a new rule if necessary. Make sure that no child feels discriminated as well.</p>

2nd part: Learning circle: Sit with all the children in a shaded place. Discuss and review about what a good friendship means. Discuss also about the things that we need to do to meet new friends (be open, not discriminate, be sincere, to avoid pre conceptions etc.) You can also use a sheet of paper to write down the five important things that a friend must have and the 5 things we should do to be good friends.

10 min.

PROGRAM COMPONENT: SOCCER SKILLS

Activity: Review the basics of the dribbling technique

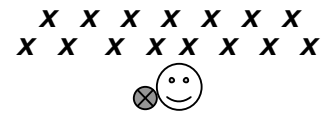
Objective: Review the correct dribbling technique.

Materials needed:

- 1 ball.

Presentation/Set up:

Sit all the children in a shaded and cool place (if possible) in a way that they can all see you and you can see all of them.



Instructions: The dribbling technique:

Correct dribble technique:

- *the ball has to stay close at the feet;*
- *the pace of running should not be too high;*
- *correct the ball constantly with all parts of the foot;*
- *the position of your head should not be too much bent forwards (only focused on the ball) but you have to constantly look up and down while you dribble – use split vision when observing your surrounding and the ball);*
- *keep if possible the body between ball and opponent to shield off the ball.*

Most commonly made mistakes while dribbling - and how to prevent them:
 pace of running is too high – touch the ball more often or with every step you take;
 ball is too far from the feet - touch the ball more often or with every step you take and point your toes more to the ground;
 dribbling with the face to the ground or ball – keep your knees more bent and focus between ball and surrounding.

10 min.

Activity: Y Circuit.

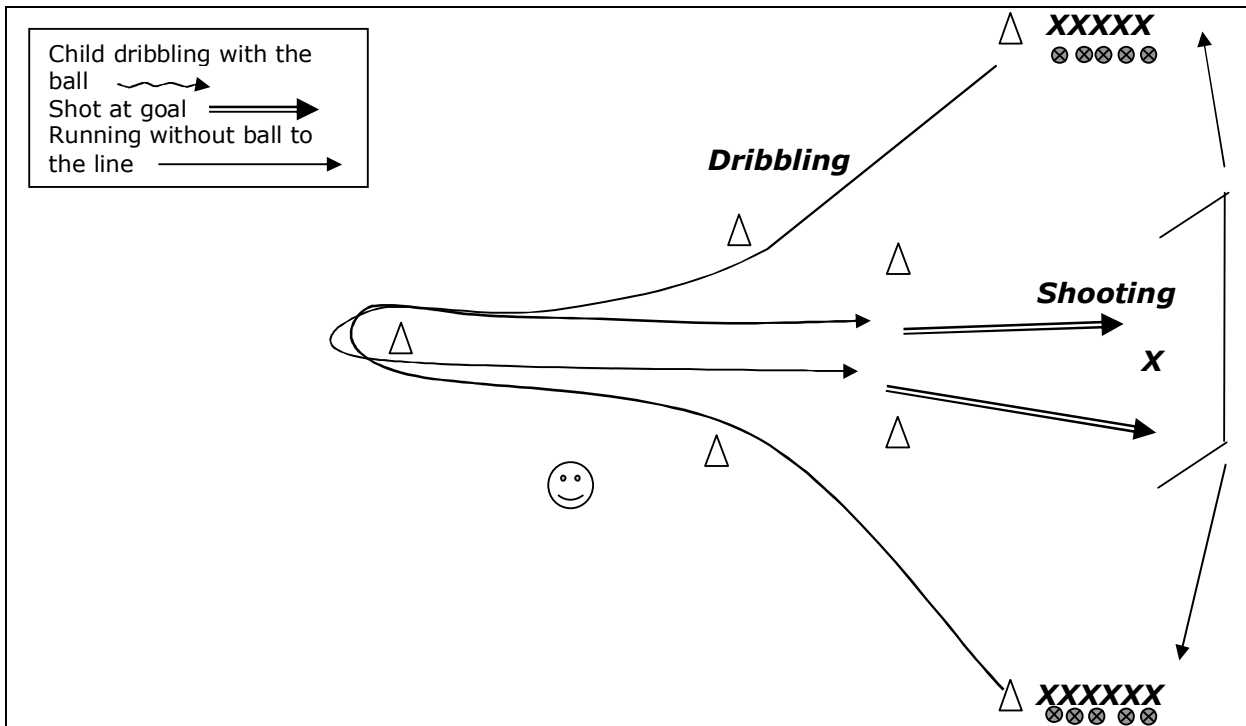
Objective: Dribbling practice. Bilateral coordination. Periphery view

Materials needed: 20 cones; One ball for each child.

Presentation/Set up: Divide the children in two groups and place the cones as in the diagram. Put one group in each of the cones on the side of the goal.

Instructions:

The children will have to start dribbling around the first cone and when getting to the furthest cone and turn around towards the goal where they will have to attempt to score. After the goal attempt they will have to fetch the ball and go to the opposite line to the one where they started from.



Issues that may arise and Suggestions:

Empower the children to do the exercise using both legs. Pay attention to their technique and give feedback to them, but don't try to correct all the mistakes at the same time. You can also ask them to count how many goals each of them score or make any modifications to make the activity more fun. Let the second child on the line leave right after the first one reached the first cone.

20 min.

Activity: Mini football matches.

Objective: Practice football skills on match situation. Respect for the rules.

Materials needed:

- 8 cones
- 2 balls.
- Bibs or tags to identify the teams.

Presentation/Set up:

Make two small fields and organize 4 teams, 2 for each field (you can use the same groups that in the activity before). Make the goals big enough so they can score many goals.

Let them play freely and observe how much they know about the soccer rules and how do they behave inside the field in relation with the ball and the other children.

10 min.

PROGRAM COMPONENT: HEALTH DEVELOPMENT – WATER

Activity: Aqua chat

Objective: To identify and clarify which are the most important habits for a soccer player.

Instructions:

Sit in a learning circle and discuss with the children about good habits of taking care of the water. Why water is important? Who knows how much water we have in our

bodies? Could we live without water? What do we use water for? What is Dehydration? Explain that It's the loss of water in the body. It is one of the most dangerous threats to athletes during physical activities such as soccer. By the time your body tells you that you are thirsty your body is already lacking the amount of water it needs to function at it's best. This is why it is important to drink plenty of water before your body tells you it is thirsty. Water should always be available during soccer games and practices. Young athletes should drink water before, during and after playing soccer. What can we do to avoid illness that we can contract through water? Wrap up all the info before you finish the chat.

15 min.

Cool down and farewell: After the last activity is finished ask some questions about how they felt during the session and which activities they enjoy and which ones they didn't like so much.

Take attendance again, in case there were late arrivals, but highlight again the importance of being punctual. Give them a farewell and tell them you hope to see them next time.

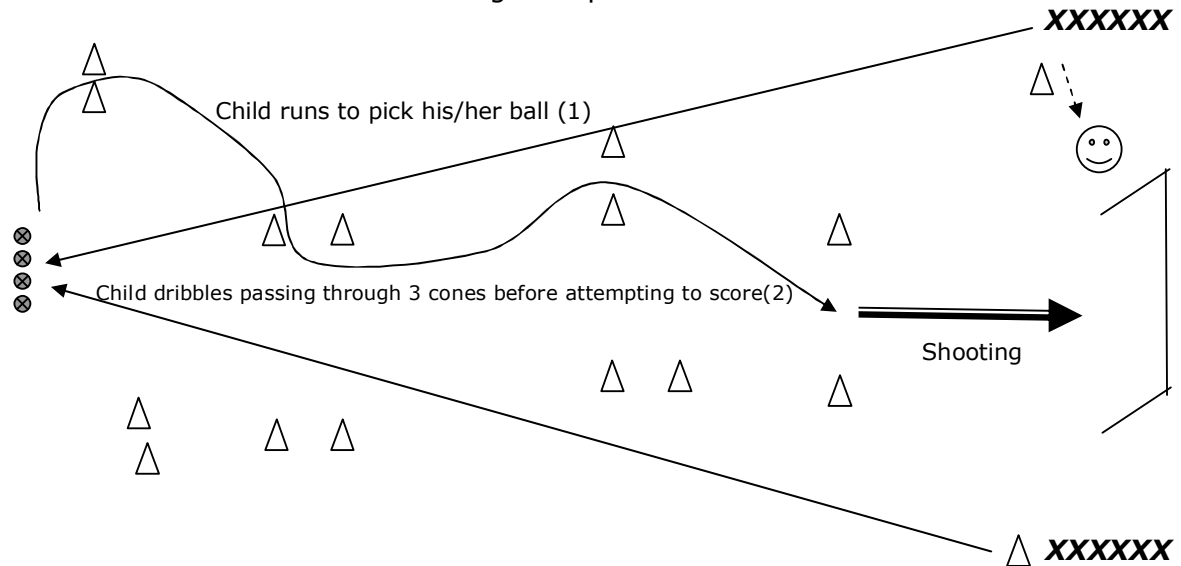
5 min.

**PLAY SOCCER PROGRAM
SESSION / WEEK 5 – LEVEL 1**

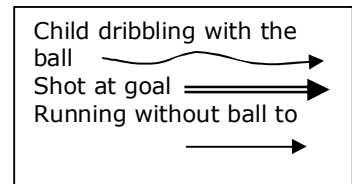
Activity / Objectives / Diagrams/ Duration
<p>Getting ready / Check List Check that you have your attendance sheet, pen and whistle. <i>Materials needed for this session:</i></p> <ul style="list-style-type: none"> - Cones - As many balls as possible, one for each if possible. - Bag or box with pieces of string, rope, paper stripes, etc. <p style="text-align: right;">10 min. before the session</p>
<p>Welcoming the children: Sit all the children in a circle in a shaded and/or cool place and you sit as part of the circle as well. Make sure that everybody can see you and you can see everybody. Ask some questions about how do they feel and have a small talk with them. Explain about today's session (contents and activities) and get ready to start. Take attendance and emphasize the importance of being punctual. You can explain the first activity with the children still sitting in the circle.</p> <p style="text-align: right;">5 min.</p>
<p>PROGRAM COMPONENT: SOCIAL COMPONENT – RESPECT FOR THE RULES Activity: Rules for life. Objective: To understand the importance and necessity of rules in society</p> <p><i>Materials needed:</i></p> <ul style="list-style-type: none"> - 2 balls. <p><i>Presentation/Set up:</i> Participants sit in a circle with you.</p> <p><i>Instructions:</i> Volunteer briefly introduces the topic of "rules" keeping the discussion at an appropriate age-level. Discussion can begin with questions such as: <i>Why do we need rules? What would happen if we didn't have rules? What should we do when a rule is broken?</i> Volunteer can select a couple of soccer rules from this handbook and use them as a basis for the discussion. All responses are rewarded with praise and a throw or dribble of a ball towards a player who gives an answer to a question.</p> <p style="text-align: right;">15 min.</p>
<p>Activity: Game – 3 Doors and score Objective: Dribbling practice.</p> <p><i>Materials needed:</i></p> <ul style="list-style-type: none"> - 20 cones - One ball for each child. <p><i>Presentation/Set up:</i> Divide the children in two groups and place the cones as in the diagram creating "doors" all scattered around the field and two cones forming a "shooting line". Put one group in each of the cones on the side of the goal. You should stand 30 mts in front of the goals with the balls.</p>

Instructions:

On your call the first child from each group will start running to fetch one of the balls. As soon as they get their ball they will have to start dribbling passing through 3 "doors" before going to score shooting from the "shooting Line". The First Child to score will get 2 points for the team, the second one 1 point, if the shot goes out, no points are awarded. The first team to get 20 points will be the winner.



You can include one or more goal keepers or change things from the set up/rules to make it easier or more difficult. You can also swap the positions of the teams after a while.



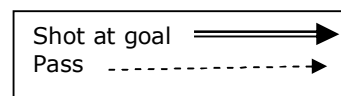
15 min.

Activity: 4 goals match.

Objective: Diagnosis.

Materials needed:

- 16 cones
- 2 balls.
- Bibs or tags to identify the teams.

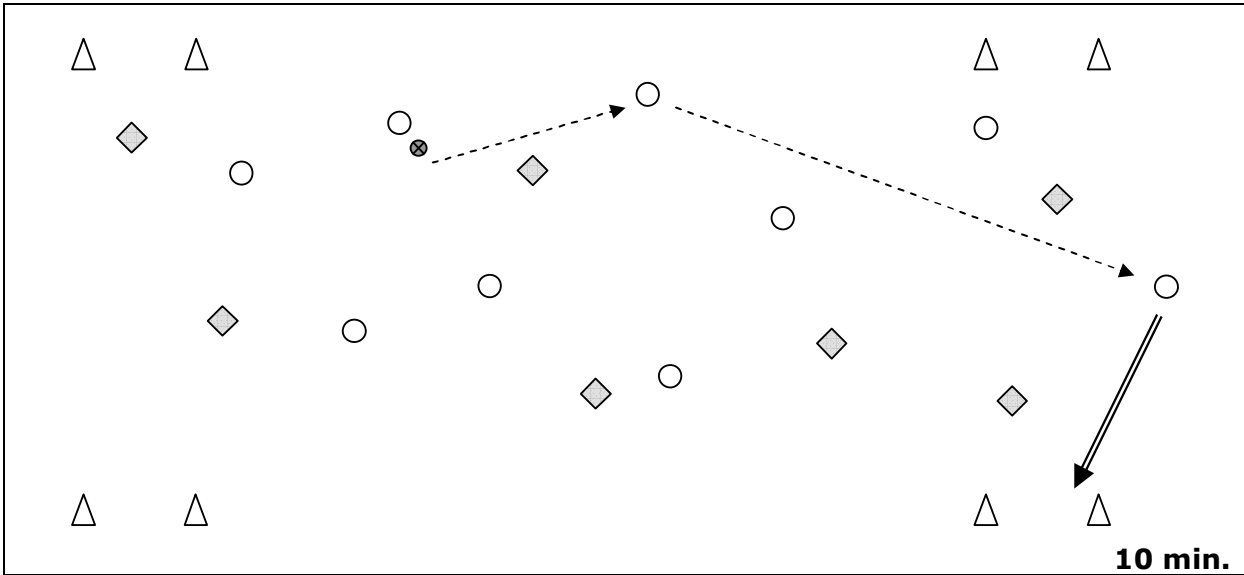


Presentation/Set up:

Make 2 small fields and organize 4 teams, 2 for each field (you can use the same groups that in the activity before). Each field will have 2 goals on each side but without goalkeepers.

It is basically a normal soccer match but each time has to defend and can score in 2 goals instead of in just one.

Let them play freely and always explain and review some of the rules as they play.



PROGRAM COMPONENT: HEALTH – HEALTHY BODIES FOR SOCCER PLAYERS

Activity: Stretching session

Objective: To stretch, cool down and discuss about healthy habits for a Soccer player. (Health Component).

While stretching the back, the front, the bottom, inside and outside the legs, discuss about why it's important to stretch? When do professional players do that? Why? Which are the most important muscles to be stretch?

20 min.

Cool down and farewell: After the last activity is finished ask some questions about how they felt during the session and which activities they enjoy and which ones they didn't like so much.

Take attendance again, in case there were late arrivals, but highlight again the importance of being punctual. Give them a farewell and tell them you hope to see them next time.

5 min.

**PLAY SOCCER PROGRAM
SESSION / WEEK 6 – LEVEL 1**

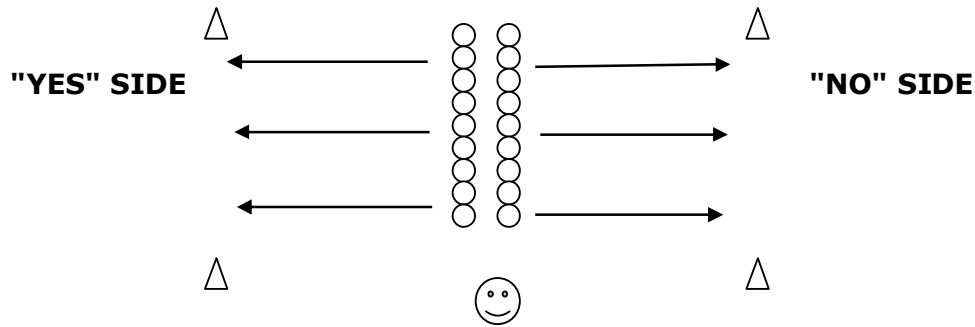
Activity / Objectives / Diagrams/ Duration
<p>Getting ready / Check List Check that you have your attendance sheet, pen and whistle. <i>Materials needed for this session:</i></p> <ul style="list-style-type: none"> - 20 cones - As many balls as possible, one for each if possible. - Bibs or tags to identify the teams - 4 Pieces of rope/string - Piece of paper - Marker <p style="text-align: right;">10 min. before the session</p>
<p>Welcoming the children: Sit all the children in a circle in a shaded and/or cool place and sit as part of the circle as well. Make sure that everybody can see you and you can see everybody. Ask some questions about how do they feel and have a small talk with them. Explain about today's session (contents and activities) and get ready to start. Take attendance and emphasize the importance of being punctual. You can explain the first activity with the children still sitting in the circle.</p> <p style="text-align: right;">5 min.</p>
<p>PROGRAM COMPONENT: HEALTH - HEALTHY BODIES FOR SOCCER PLAYERS Activity: Game - Healthy body for Soccer Players - Yes or No race. Objective: Review what was talked last week and give them basic info about "Healthy habits for a Soccer Player".</p> <p><i>Presentation/Set up:</i> Have all the children sitting in two lines in the middle of the 20 mts. square. Tell them that you will ask questions and they will have to answer by running to the "YES" or "NO" side to answer.</p> <p><i>Instructions:</i> You will start by asking one of the questions of the list below, For example you will say: "Smoking is very healthy" and the children will have to run either to YES or NO. Have a quick discussion after each time you play and explain a bit about the topic you just mentioned or have some of them explaining to their peers the right answer.</p> <p>Some or the questions/sentences you can use are.</p> <ul style="list-style-type: none"> ▪ Smoking is good for a Soccer Player.(NO) ▪ Drinks with alcohol are good for a Soccer Player.(NO) ▪ Fruits have to be part of the diet of a Soccer Player. (YES) ▪ Boiled food is healthier than fried food for a Soccer Player. (YES) ▪ Fish have a lot of good proteins for the body of a Soccer Player. (YES) ▪ Soccer players just have to stretch before the game. (NO) ▪ A big meal with meat and fried food half hour before the match is very good for a Soccer Player. (NO) ▪ Take medication without asking the doctor ii ok for a Soccer Player. (NO) ▪ Pasta is the best food to eat 4 or 5 hours before a football match. (YES) ▪ Sleep and have a good rest is good for soccer players. (YES) ▪ Bananas are necessary in the Football player Diet. (YES)

Issues that may arise and Suggestions:

These are just some ideas that you can use as a guideline but you can run the game as you wish and add or modify these sentences.

You can also empower some of them to say one or more sentences for the rest of the children to play.

Tell them to be careful and not bump into each other when they start running.



It's particularly important for this activity that you stand in a place where everybody can listen to you and see you.

If you give the chance to one of them to explain the right answer, make sure s/he is also in a place where everybody can see him/her.

You can also make two teams and play the game as a competition, the first to get to the right answer can get a point and they can also get an extra point if they give you good explanations of why they decided that was the right answer.

2nd part - Learning circle:

Objective: To wrap up all the topics that were mentioned or discussed during the last 2 sessions about "Healthy Bodies for Soccer players" (Health Component).

Presentation/Set up: Have all the children sat in a circle in a shaded place and you sit as part of that circle, please don't stand or sit in the middle of the circle!!!!

Instructions: Try to have an interactive chat with the children, ask them questions and giving them time to answer and to discuss between them all what was talked and played during the last 2 sessions.

15 min.

Activity: Scoring range competition.

Objective: Dribbling practice. Periphery Vision, kick accurately, coordination

Materials needed:

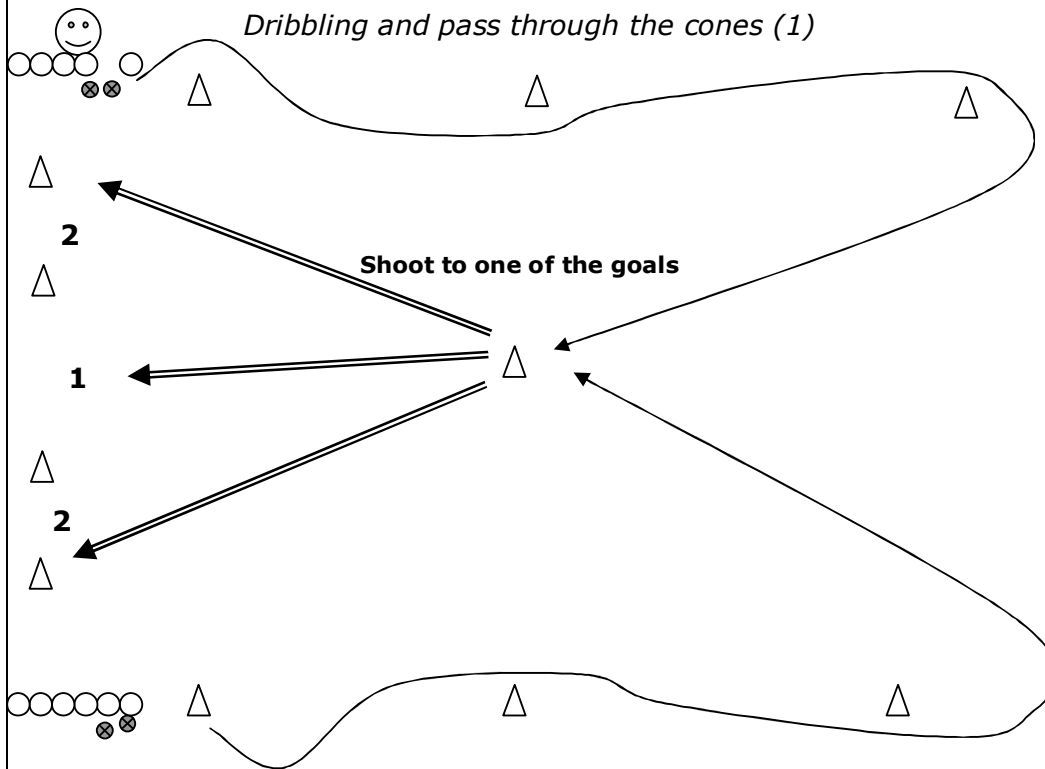
- Cones
- 4 balls
- 4 Pieces of rope/string

Presentation/Set up:

Place the cones as in the diagram and place the children in line in two teams, one in each side of the Cones.

Instructions:

On your call the first child from each team will start dribbling as shown in the diagram. When they get to the kicking cone they will have to decide whether to shoot at the big goal and get one point or to the smaller ones (on the sides) and score 2. after shooting they need to go fetch the ball and join the back of their lines. The team that scores 20 points first is the winner.



After a while you can swap the positions of the team and even include goalkeepers if this is too easy.

15 min.

Activity: Mini football matches.

Objective: Diagnosis. Introduction of basics notions inside the field

Materials needed:

- 16 cones
- 2 balls.
- Bibs or tags to identify the teams.

Presentation/Set up:

Make 4 small fields and organize 8 teams, 2 for each field (you can use the same groups that in the activity before.) Make the goals big enough so they can score many goals.

Let them play freely and try to explain some basic rules as they play.

10 min.

PROGRAM COMPONENT: SOCIAL DEVELOPMENT – RESPECT FOR THE RULES

Activity: Driven by rules

Objective: To realize that the only way we can play/live with each is by respecting the same rules.

Materials needed:

- 8 cones
- Images of traffic signs (i.e. Red light, Green light, turn left, don't turn right, one way, Stop, etc.)
- Yellow card.

Presentation/Set up:

Make a 20 x 20 mts. square and have all the children scattered inside it.

Instructions:

You will start with all the children running around the square but pretending they are driving a car. (if you have enough cones, you can give one to each to use as a steering wheel or they can use balls).

Each time you show a sign the children should automatically do what the sign says.

If a child fails to do that, or makes a mistake you will show him/her a yellow card.

By the end of the activity the children that got no yellow cards will be the winners.

***This game should be adapted regarding the age of the children. You can add competitions or more exciting rules for older children.**

2nd part: *Learning circle:*

Sit with all the children in a shaded/cool place. Use this learning circle to discuss again about rules in the society. Using the driving rules as an example ask them what might happen if the drivers would not respect the same rules? Who will give them a yellow Card? Can it be dangerous not to respect rules? Why?

Going back to soccer, when can you get a yellow card in soccer? And a red? How can we avoid getting cards while playing for our team?

15 min.

Cool down and farewell: After the last activity is finished ask some questions about how they felt during the session and which activities they enjoy and which ones they didn't like so much.

Take attendance again, in case there were late arrivals, but highlight again the importance of being punctual. Give them a farewell and tell them you hope to see them next time.

5 min.

**PLAY SOCCER PROGRAM
SESSION / WEEK 7 – LEVEL 1**

Activity / Objectives / Diagrams/ Duration
<p>Getting ready / Check List Check that you have your attendance sheet, pen and whistle. <i>Materials needed for this session:</i></p> <ul style="list-style-type: none"> ▪ 20 cones ▪ As many balls as possible, one for each if possible. ▪ 2 hulla hoops ▪ Bibs or tags to identify the teams. ▪ Images of different types of food ▪ Food pyramid <p align="right">10 min. before the session</p>
<p>Welcoming the children: Sit all the children in a circle in a shaded and/or cool place and you sit as part of the circle as well. Make sure that everybody can see you and you can see everybody. Ask some questions about how do they feel and have a small talk with them. Explain about today's session (contents and activities) and get ready to start. Take attendance and emphasize the importance of being punctual. You can explain the first activity with the children still sitting in the circle.</p> <p align="right">5 min.</p>
<p>PROGRAM COMPONENT: SOCIAL DEVELOPMENT – TEAM WORK Activity: Team work game Objective: Ice breaker, to discuss about team spirit and capabilities.</p> <p><i>Materials needed:</i></p> <ul style="list-style-type: none"> - Cones - 2 balls. <p><i>Presentation/Set up:</i> Divide the children in two groups in place each of them in line in one of the starting cones. Place a small goal in front of each starting cone as shown in the diagram. Give one ball to last child in each of the lines.</p> <div style="text-align: center;"> <p>The diagram illustrates the setup for the team work game. It shows two parallel lines of children, each starting with a cone (marked with an X) and ending with a goal (triangle). Arrows indicate the ball's path from the last child to the goal and back to the first child. A smiley face is on the right.</p> </div> <p>Ball passes under the legs</p> <div style="text-align: center;"> <p>The diagram shows the ball passing under the legs of the children in the line. A smiley face is on the right.</p> </div> <p><i>Instructions:</i> On your call the last child in the line will put the ball on the ground and all the team members will have to start pushing it until it gets to the First child on the line. This first child will put the ball next to the starting cone and kick trying to score in the small goal. After shooting s/he will have to run, fetch the ball and come back as quick as possible to the end of his/her line to do the same.</p>

The first team to score 10 goals will be the winner of the game.

Issues that may arise and Suggestions:

You can/should adapt the distance to the goal regarding to the age and capability of the children.

Learning circle:

Have all the children sit in a circle in a comfortable place and you sit as part of that circle. Use this moment to talk about Team spirit and capabilities.

Try to have an interactive chat with the children, asking them questions and giving them time to answer and to discuss between them. The idea is that the children can realize with this game that everybody is important for a team. In this activity we can see that it's important to score but it is also very important to run to fetch the ball as fast as possible and to pass the ball fast and smoothly. Also words of encouragement to the teammates can be key to win the game.

They have to understand that everybody is important, and they all need each other to win and to be a better team.

20 min.

PROGRAM COMPONENT: SOCCER SKILLS

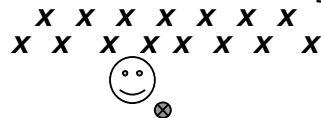
Activity: Explain the cut inside technique

Objective: Introduce basic dribbling techniques.

Instructions: The cut inside foot technique is used when you are dribbling and suddenly you are blocked by an opponent but you want to keep possession of the ball. The cut inside foot technique means that you cut the ball with your playing leg in front of the standing leg; the toes of the playing leg are like being curled around the ball.

Correct cut inside foot technique:

- place the standing leg closely behind the ball and bend the standing leg deeply (= called the braking step);
- bring the playing leg with a little swirl to the outside in front of the ball;
- touch the ball in such a fluent way that the dribbling movement can be continued in opposite direction;
- tilt the upper body over to the back after the braking step.



5 min.

Activity: Cut inside exercise

Objective: Cut inside practice

Materials needed:

- 12 cones
- One/two ball/s per group.

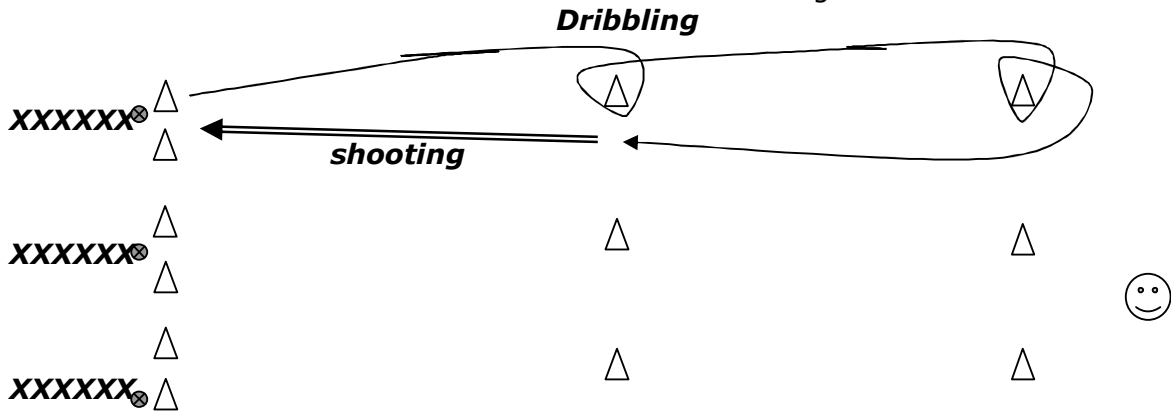
Presentation/Set up:

Divide the children in 3 groups and place them in a line behind the each of the starting cone.

Instructions:

On your call the first child of each group will start dribbling. S/he will go around the

two cones practicing the Cut inside dribbling technique. After s/he finishes in the last cone, s/he will have to come back and try to score in the small goal formed by the starting cone and cone next to it. The shot have to be taken from the first cone in the line. After finished s/he has to go to the end of the line. The second child on the line will do the same after fetching the ball the first child shot.



Issues that may arise and Suggestions:

Pay attention to their technique and give feedback to them, but don't try to correct all the mistakes at once. Empower the children to use both legs to practice the exercise. You can also ask them to count how many goals each of them scored and make variations to make the activity more fun. You can play a small competition between the groups as well.

15 min.

PROGRAM COMPONENT: SOCCER SKILL (Opportunity for Numeracy)

Activity: Hepta-goal

Objective: Dribbling – change directions- Memorization.

Materials needed:

- 6 cones
- 2 balls.
- Bibs or tags to identify the teams.

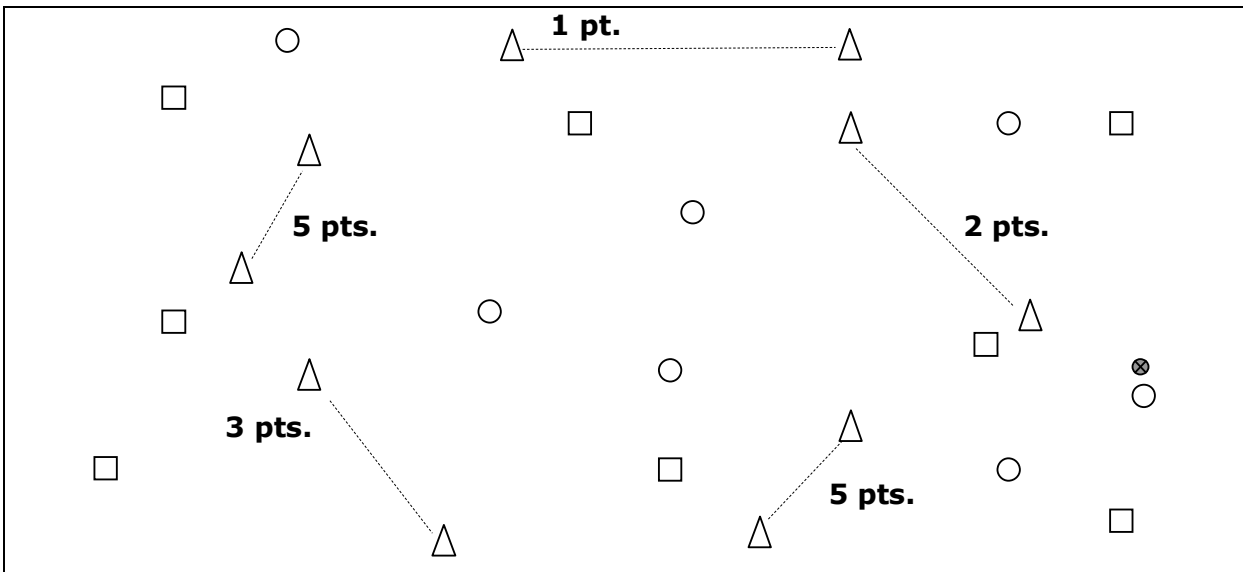
Presentation/Set up:

Make 6 smalls goals (different sizes) forming a heptagon in the field as it is showed in the diagram. Divide the group in 2 teams.

Instructions:

The children will be playing a regular football match but instead of scoring in a goal they will have to score in one of the small goals forming the hepta-goal. Each small goal of the hepta-goal awards different amount of points and the children should remember how many points each goal gives. The biggest the goal is the lowest points it awards. Goals can be scored in any direction, "open goals"
The team that scores the highest amount of points will be the winner of the game.

10 min.



PROGRAM COMPONENT: HEALTH - NUTRITION

Activity: Nutrition chat

Objective: To promote healthy eating habits by identifying a variety of foods from different food groups

Material: Sample of local foods or pictures with images from the four food groups, a poster of a "Food Pyramid".

Activity: You have to bring a bunch of images of different types of food. These may include:

1. Grain products (e.g. cereals, flour, rice, bread)
2. Vegetables and fruits and/or canned juices
3. Meat alternatives (e.g. beans, peanuts, dry fish)
4. Milk products if available or substitutes (e.g. soya, cheese)
5. Some sweets and oil

Players sit in a learning circle and the volunteer sitting where everybody can see him/her with the pictures of the various goods spread out on a clean surface (mat, table cloth etc.), points to the poster of a food pyramid held-up by two of the children, and educate the players about the four food groups. The players are asked to take turns to come in the center of the circle and select from the foods the four types of foods that form a balanced meal. The activity must be carried out with fun and jokes. For instance, if a player chooses mostly fruits and sweets, a volunteer with a kind smile may say something like: "eating like that, Sam will have weak leg bones connected to scrawny knees!"

Issues that may arise and Suggestions:

This activity can incorporate other concepts, such as water, teeth, hygiene and sanitation. For example, washing hands before handling food, peeling or washing fruit before eating it and so on.

Cool down and farewell: After the last activity is finished ask some questions about how they felt during the session and which activities they enjoy and which ones they didn't like so much. Take attendance again, in case there were late arrivals, but highlight again the importance of being punctual. Give them a farewell and tell them you hope to see them next time.

5 min.

**PLAY SOCCER PROGRAM
SESSION / WEEK 8 – LEVEL 1**

Activity / Objectives / Diagrams/ Duration										
<p>Getting ready / Check List Check that you have your attendance sheet, pen and whistle. <i>Materials needed for this session:</i></p> <ul style="list-style-type: none"> - 20 cones - As many balls as possible, one for each if possible. - 2 tennis balls. - 1 bag with 30 folded papers with names of different foods and drinks. - 2 boxes, trash cans or anything that can be used as a "basket" - A notepad and a marker <p style="text-align: right;">10 min. before the session</p>										
<p>Welcoming the children: Sit all the children in a circle in a shaded and/or cool place and you sit as part of the circle as well. Make sure that everybody can see you and you can see everybody. Ask some questions about how do they feel and have a small talk with them. Explain about today's session (contents and activities) and get ready to start. Take attendance and emphasize the importance of being punctual. You can explain the first activity with the children still sitting in the circle.</p> <p style="text-align: right;">5 min.</p>										
<p>PROGRAM COMPONENT: HEALTH - NUTRITION (Opportunity for Numeracy skills) Activity: Game - Nutrition Race Objective: Review the information about Nutrition that was taught on the last session through a game and a chat. (Health Component)</p> <p><i>Materials needed:</i></p> <ul style="list-style-type: none"> - 4 cones. - 2 tennis balls. - 1 bag with 30 folded papers with names of different foods and drinks. Papers will also have points <p><i>Presentation/Set up:</i> Divide the group in two teams and place each team on a line behind each of the starting cones. Give a tennis ball to the first player in each team.</p> <p><i>Instructions:</i> on your call the first child from each group will start dribbling the tennis ball as if it would be a football. Once s/he reaches the next cone s/he will go to the bag that you will be holding and get one paper without watching what s/he is picking. S/he will get the paper and come back to the end of the line to allow the next child to do the same. The players should keep the papers folded until the game is finished. The first team to get 15 papers gets the first 5 points.</p> <p>Once this first part of the game is finished you will see how many points each team got. Each food will give them different amount of points. The points chart can be something like this:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Hamburger / 1 point</td> <td style="width: 50%;">- Grains / 10 points</td> </tr> <tr> <td>Meat / 3 points</td> <td>- Apple / 6 points</td> </tr> <tr> <td>Cereal / 10 points</td> <td>- Beer / - 2 points</td> </tr> <tr> <td>Orange juice / 6 points</td> <td>- Bananas / 6 points</td> </tr> <tr> <td>Bread / 10 points</td> <td>- Fish / 3 points</td> </tr> </table>	Hamburger / 1 point	- Grains / 10 points	Meat / 3 points	- Apple / 6 points	Cereal / 10 points	- Beer / - 2 points	Orange juice / 6 points	- Bananas / 6 points	Bread / 10 points	- Fish / 3 points
Hamburger / 1 point	- Grains / 10 points									
Meat / 3 points	- Apple / 6 points									
Cereal / 10 points	- Beer / - 2 points									
Orange juice / 6 points	- Bananas / 6 points									
Bread / 10 points	- Fish / 3 points									

Milk / 6 points
Tomatoes / 5 points

You will ask the children to unfold the paper and you will help them calculate how many points each team got. The team that got more points is the winner.

Learning circle:

Players sit in a learning circle and the volunteer sitting where everybody can see him/her. Discuss with them what have they learnt about food and nutrition during the last 2 sessions.

Issues that may arise and Suggestions:

This activity can incorporate other concepts, such as water, teeth, hygiene and sanitation. For example, washing hands before handling food, peeling or washing fruit before eating it and so on.

25 min.

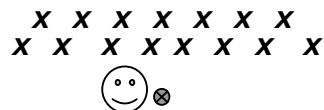
Activity: Review the cut inside technique

Objective: Review basic dribbling techniques.

Instructions: The cut inside foot technique is used when you are dribbling and suddenly you are blocked by an opponent but you want to keep possession of the ball. The cut inside foot technique means that you cut the ball with your playing leg in front of the standing leg; the toes of the playing leg are like being curled around the ball.

Correct cut inside foot technique:

- place the standing leg closely behind the ball and bend the standing leg deeply (= called the braking step);
- bring the playing leg with a little swirl to the outside in front of the ball;
- touch the ball in such a fluent way that the dribbling movement can be continued in opposite direction;
- tilt the upper body over to the back after the braking step.



5 min.

PROGRAM COMPONENT: SOCCER SKILLS (opportunity for Literacy and Numeracy)

Activity: Game - Cut, cut and throw.

Objective: Cut inside practice.

Materials needed:

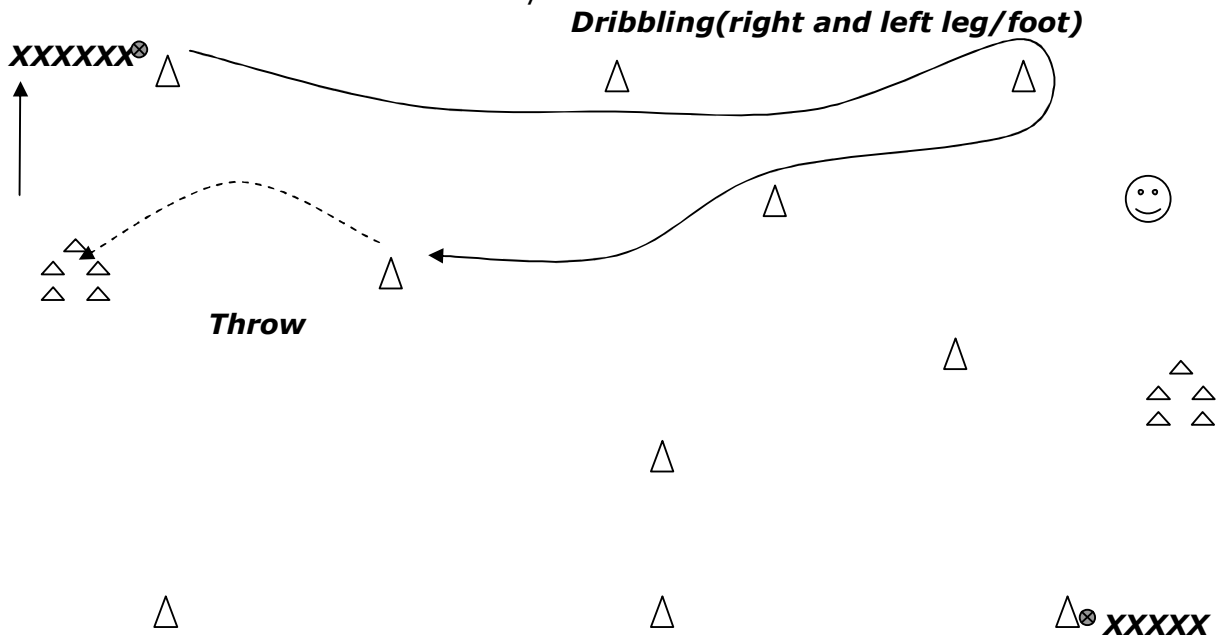
- 16 cones
- One ball for each child.

Presentation/Set up:

Divide the children in 2 groups and place them in a line behind each of the starting cones. Set the rest of the cones as it is shown in the diagram.

Instructions: On you call the first child of each group will start dribbling passing between the cones using the cut inside technique. When s/he reaches the last cone

s/he will grab the ball and will attempt to get a point by putting the ball inside the box. Let the children throw the ball as they want.



Pay attention to their technique and give feedback to them. Empower the children to use both legs to practice the exercise. You can also ask them to count how many points each of them score or make any modifications to make the activity more fun. You can play a small competition between the groups as well.

15 min.

Activity: Mini football matches.

Objective: Practice football skills on match situation. Respect for the rules.

Materials needed:

- 8 cones
- 2 balls.
- Bibs or tags to identify the teams.

Presentation/Set up:

Make 4 small fields and organize 8 teams, 2 for each field (you can use the same groups that in the activity before.) Make the goals big enough so they can score many goals.

Let them play freely and try to explain some basic rules as they play.

10 min.

PROGRAM COMPONENT: SOCIAL DEVELOPMENT - TEAMWORK

Activity: Teamwork chat

Objective: Introducing players to simple steps of developing a team strategy and working together to achieve a common goal.

Material needed: A notepad, marker and soccer balls.

Instructions: Players sit in a learning circle and the volunteer sitting where everybody can see him/her. Volunteer explains to the players the purpose of the activity by encouraging them to come up with suggestion on what they as a team should agree to do in order to have a strong and successful team. A volunteer can share some of the

activities and skills that need to be carried out, for instance, through practices and games. Volunteer explains that an agreement is a guiding tool which members of a team can refer to as they perform their roles and responsibilities.

A volunteer can begin by giving an example of what can be included in the agreement: being on time for practices and games (**punctuality**), paying attention to instructions (**attentiveness**), taking part in all team activities (**participation**) etc. The team contract does not have to be lengthy, as it is a tool to guide the team, and will be revised from time to time as changes occur and new ideas emerge. A volunteer should attempt to include all players' suggestions in the written agreement. The team agreement becomes a reference point for the team, and if possible, each player must have a personal copy of the agreement. Soccer balls can be kicked, toasted in the air to celebrate the team agreement.

Issues and Suggestions: This may be a difficult activity for children who are not yet able to read and write. Let an adult/parent, teammate or volunteer coach assist those players who need help.

5 min.

Cool down and farewell: After the last activity is finished ask some questions about how they felt during the session and which activities they enjoy and which ones they didn't like so much.

Take attendance again, in case there were late arrivals, but highlight again the importance of being punctual. Give them a farewell and tell them you hope to see them next time.

5 min.