



WOMEN'S FOOTBALL BASIC QUALIFICATION HANDBOOK

Delivered in Partnership With & Recognised by Football Association of Zambia (FAZ)



WORKSHOP ONE: THE FUNDAMENTALS OF COACHING

Why?

- *Personal motivations: Why did you choose to become a coach? What gets you going?*
- *Why is this course important?*
- *Why is this project important?*
 - Keeps young people off the streets
 - Cultural exchange
 - Coach development
 - Promoting female sport
 - Removing stigma around women's sport
 - Sustainability – long lasting effect
 - Improving children's skills and mindset
 - Pathways for young Zambian coaches
 - Giving children and coaches a purpose within their communities

What? – Important qualities of a coach

- *People management*
- *Organisation*
- *Flexibility*
- *Leadership*
- *Communication*

Health and Safety – questions to think about

- *If a player turns up late for practice, should they be allowed to join?*
- *Should the player have to warm-up before joining the rest?*
- *Should you and your player's make sure the ground is safe before practice?*
- *Should you demonstrate a drill after you explain it?*
- *Is it a coach's responsibility to be there 15 minutes before the session?*
- *Is it the coach's responsibility to entertain the boys that are interrupting your session that is meant to be for girls?*
- *Is it your responsibility to split a fight between 2 players in a different team when their coaches are absent?*
- *If a player is inactive during a session, should you, as a coach, remove them from the activity?*
- *A drunk man wanders onto the playing surface and is distracting the players from practice. Do you speak with the man and ask him to leave?*
- *If you are by yourself as a coach and a player is injured during your training session. Do you completely stop the session?*
 - *Bleeding*
 - *Foot injury*
 - *Broken bones*
- *A new player wants to join your training session and she is the best player in the Lusaka district. But her parents are not allowing her to join. Can she join your session?*

Benefits of warmups

- *Increases body and muscle temperature – helpful for your muscles as oxygen becomes more readily available, allowing your muscles to contract and relax more easily*
- *Reduce the risk of injury – improves muscle elasticity and allows for efficient cooling*
- *Can help you mentally prepare – body and mind adequately prepared*
- *Increases your flexibility*

How – planning sessions

- *Template example*

Session information					
Date		Number of players		Equipment	
Theme					
Session objectives					
1.		Duration		Instructions	
				Coaching points	Progression
Notes:					
2.		Duration		Instructions	
				Coaching points	Progression
Notes:					
3.		Duration		Instructions	
				Coaching points	Progression
Notes:					

WORKSHOP TWO: BASIC FOOTBALL SKILLS

How To: Teach a New Skill

- Clear communication; Be concise (to ensure effective listening)
- Use demonstration (this will cater to visual learners)
- Break down the skill - focus on 1-2 key coaching points at a time
- Make sure the skill can be progressed
- Check for understanding by asking questions

General principles

- APES
 - Active
 - Purposeful
 - Enjoyable
 - Safe
- KISS
 - Keep
 - It
 - Simple and
 - Stupid
- Progression
 - Maximises players' potential to learn something from a session
 - Challenges the players
 - Enhancing skills
- Competition
 - Enhances players' enjoyment
 - Makes the session naturally more enjoyable

PLAN-DO-REVIEW model

- Plan
 - Make sure you know what you will be delivering
 - Allows the coach to be more organised
 - Can be better prepared for surprises
- Do
 - Deliver the session effectively
 - Clear communication
 - Minimise explanation, maximise playing time
- Review
 - Always review your session – how well the session went, how good was your delivery? Etc.
 - Allows the coach to improve his or her sessions over time
 - Be open-minded – don't be afraid to receive feedback from colleagues and even players

OBSERVATION TEMPLATE

WORKSHOP 2

WHAT WENT WELL?

- Are the players ACTIVE?
- Is it PURPOSEFUL?
- Are the players ENJOYING it?
- Is it SAFE?
- Do the players understand? KISS principle!
- Is there progression?

WHAT COULD BE IMPROVED?

**HOW DO YOU THINK IT WILL GO
IF YOU DELIVERED THIS TO
YOUR PLAYERS?**

**HOW WOULD YOU DELIVER IT
DIFFERENTLY TO YOUR
PLAYERS?**

ATTACKING SKILLS:

1. Receiving
2. Finishing
3. Moving with the ball
4. Turning

Receiving

- Receiving skills are the foundation for all the attacking core technical skills
- A player needs to decide how to receive the ball to beat an opponent or 'entice' them
- Receiving relies on the passer and receiver having a connection

TIPS FOR PLAYERS

Before

1. Try to make sure you can see the path of the ball and the defender
2. Try to make sure you can see the movement of your teammates
3. Try to make sure you can see the space you want to use
4. Try to move to create a good angle to receive the pass
5. Try to move into a position to play forward
6. Try to move into position at the right time

During

Try to set yourself up for what you want to do next with your first touch

Try to take the right amount of touches

Try to use a small or bigger touch at the right time

After

1. Try to make sure you can see the next move
2. Try to move to a better position
3. Try to support your teammates if they need it

RECEIVING TECHNIQUES

Wedge – the ball meeting a firm surface, for example, being wedged between the player's foot and the floor or being controlled into space away from the player

Cushion – where the ball meets a softer surface that absorbs the pace of the ball, allowing the player to keep close control

Finishing

- Less experienced players will need more touches to score
- Finishing isn't just about shooting – it includes many other techniques

TIPS FOR PLAYERS

Before

1. Try to make sure you can see the path of the ball and the defender
2. Try to make sure you can see the goal
3. Try to make sure you can see the position of the goalkeeper
4. Try to adapt your position to the flight of the ball
5. Try to get yourself into a position to strike before any defender

During

1. Try to make good contact with the ball
2. Find the gaps not covered by the goalkeeper

After

1. Try to follow up for any rebounds
2. Try to win the ball back if you don't score

FINISHING TECHNIQUES

- Laces
- Instep (arched part of the top of the foot)
- Instep curl
- Lift over goalkeeper
- Volley
- Half volley
- Side foot place
- Toe poke
- Dribble around goalkeeper
- Header
- Knee
- Chest

Moving with the ball (dribbling)

- Players can move with the ball by dribbling or running with it (in any direction)
- Dribbling is moving with the ball against an opponent
- Running with the ball is moving with the ball into and across spaces

TIPS FOR PLAYERS

Before

1. Try to make sure you can see the path of the ball and the defender
2. Try to make sure you can see the movement of your teammates
3. Try to make sure you can see the space you want to use
4. Try to move into a position to attack the defender
5. Try to prepare your body to move and protect the ball

During (dribbling)

1. Try to entice the defender with your touches
2. Try to move the ball so that the defender must change speed and direction
3. Try to use your body as a barrier while dribbling

During (running with the ball)

1. Try to use the space with your touches
2. Try to move across the space quickly
3. Try to use your body as a barrier if you need to

After

1. Try to follow up with good techniques (pass, shot, cross)

Turning

- Turning when closely marked by a defender is different to turning with lots of space – knowing when to turn is key
- Players must learn to decide how many touches to take when turning – this is a key tactical decision

TIPS FOR PLAYERS

Before

1. Try to make sure you can see the path of the ball and the defenders
2. Try to make sure you can see the movement of your teammates
3. Try to make sure you can see the space you want to use
4. Try to move to get into the best position to turn
5. Try to delay deciding which turn to use until the last minute
6. Try to make sure you check on the speed of the ball and the position of the defender

TURNING TECHNIQUES

- One-touch – receiving the ball and turning in one touch
- No-touch – receiving the ball and turning without touching it
- Stop turn – placing one foot on top of the ball to stop it and then going the opposite way
- Inside hook – reaching around the furthest part of the ball with the inside of your foot to change direction
- Outside hook – reaching around the furthest part of the ball with the outside of your foot to change direction
- Drag back – placing one foot on top of the ball and dragging it back to change direction
- Stepover – stepping around the ball with one foot and then making contact with it with either foot to change direction
- Cruyff–pretending to pass, then reaching around the furthest part of the ball with the inside of your foot to put it through your own legs

During

1. Try to use the right number of touches to turn
2. Try to choose the right type of turn
3. Try to move quickly out of the turn

After

1. Try to follow up with good techniques (pass, shot, cross)

Passing

- Passing accurately at the right speed, in the right place and at the right time is fundamental to the game
- Players pass the ball over, round or through defences
- Passing includes crosses, throw-ins and goal-kicks
- There needs to be a great connection between passer and receiver

TIPS FOR PLAYERS

Before

1. Try to make sure you can see the movements of your teammates
2. Try to correctly decide whether your teammate wants the ball to feet or space
3. Try to make sure you can see the movement of the defenders
4. Try to move into a position that helps you pass the way you want to
5. Try to orientate your body to help you pass how you want to

During

1. Try not to let the ball bobble
2. Try to time your pass with the movement of your teammate
3. Try to pass to your teammates' safe side

After

1. Try to move into a good position to either get the ball back or support your teammate

PASSING TECHNIQUES

- Inside of the foot
- Outside of the foot
- Instep (arched part of the top of the foot)
- Lift
- Backheel
- Curl
- Drive
- Chip
- Loft
- Volley
- Half volley

DEFENDING PRINCIPLES: 1. Intercepting 2. Pressing

Intercepting

- Practising intercepting helps players with their scanning, positioning, timing, deception and movement skills
- When performed well, intercepting can give you possession, enabling you to attack

TIPS FOR PLAYERS

Before

1. Try to judge whether an interception is possible
2. Try to make sure you can see the path of the ball and relevant attackers
3. Try to make sure you can see the space you want to use when you win the ball

During

4. Try to be prepared to use different surfaces to make first contact
5. Try to 'leave attackers behind' with your first touch

After

1. Try to follow up the interception with good techniques (pass, dribble, shot, cross)

CONSIDERATIONS

Can players:

- connect and communicate with others
- hide or disguise their intentions
- be in a position to get into the right place at the right time
- be prepared to change their mind at any time?

Pressing

- Pressing is putting direct pressure on the player with the ball so that they can't play forward easily
- The nearest player to the ball is the first person to press

TIPS FOR PLAYERS

Before

1. Try to make sure you can see the path of the ball, opponents and your teammates
2. Try to make sure you can see the space the opponents want to use
3. Try to make sure you can see where you are in relation to the goal
4. Try to get into a position to protect the goal or dangerous spaces
5. Try to get into a position to hurry the player on the ball
6. Try to get into a position to make it hard for the opponent to play forward

During

1. Try to quickly close down the space to disrupt and hurry the opponent
2. Try to move quickly and then slow down so you're not too close to the opponent
3. Try to use your body to not be beaten (force play backwards or sideways)

After

4. Try to be ready to adapt your position
5. Try to stay calm and use good techniques if you win the ball
6. Try to now support a teammate who's pressing

WORKSHOP THREE: FOUR CORNER MODEL

Overview of the Four-Corner Model:

- The **Four-Corner Model** suggests that player development needs to be looked at from a **Technical, Physical, Psychological and Social** point of view, focusing on the child as a **WHOLE** and not just their football ability.
- The model can be applied to all players, regardless of their **AGE** or **ABILITY**.
- It provides a 'lens' that coaches can use to observe, reflect and make decisions on how to best support players.
- The skill of a coach is to provide slightly different, yet appropriate support to best meet the needs of the players they coach.

When planning your sessions – can you implement the four-corner model?

<p>TECHNICAL:</p> <p>Many of our target audience includes young girls who have never played football before. This highlights the importance of teaching them the basic technical skills such as passing, dribbling and receiving.</p>	<p>PHYSICAL:</p> <p>To teach young women about the importance of developing co-ordination and flexibility which will allow them to improve their skill development. With a focus on the specific aspects that will allow them to perform various skills successfully, rather than the physical fitness or body build of a player.</p>
<p>PSYCHOLOGICAL:</p> <p>The importance of good mental skills. Allowing players to be able to self-motivate when faced with setbacks and show resilience when challenges arise. Coaches should encourage and praise players to promote a strong work ethic and positive learning environment.</p>	<p>SOCIAL:</p> <p>The importance of encouraging women engaged in sport and the promotion of specific hub-site values including positive attitudes and environments, respect towards coaches and players and a determination that allows them to succeed. These values are encouraged for both players and coaches.</p>

Corner 1 – TECHNICAL:

- Definition – “The performance of an action, the players ability to perform a skill”
- It is essential to break down the basic skills we teach within football such as passing, dribbling and receiving, as our target audience for SIA Women’s Football is young girls who may have never played football before.
- This can also reinforce the learning for many of the older girls, to allow them to practice for skill development.
- **MODEL PERFORMERS** can also be utilised within sessions. This refers to the players who are demonstrating the skills correctly, where they show an example of how to perform the skill to the others. This can be more relatable for the players, and also can uplift the participant who is performing well.

Basic and Advanced Coaching Points for Passing, Dribbling, and Receiving.		
	Basic:	Advanced:
PASSING	Use the inside of your foot	Weight of the pass
	Place your non-kicking foot next to the ball, pointing in the direction they want the ball to go	Timing of the pass
	Follow through the pass	Body position and balance (slightly bent knee and body over the ball for a low pass / lean back for aerial pass)
	Look up at your target before making a pass	Direction/Accuracy of pass
DRIBBLING	Make gentle contact with the ball	Practice with the inside and outside of the foot and with rolling the foot over the ball
	Keep the ball close to your feet	Shift body weight to throw the defender off balance
	Use the leading edge of the foot to dribble galloping	Head up to see where you are going, glancing down to check where the ball is if necessary
	Use both feet	First touch when receiving to knock the ball into space and start running
	Use your body to protect the ball	
RECEIVING	Ankle locked, toe up, raise foot to provide more surface area for the ball to hit (for hard passes)	Stand with your body sideways, shoulder facing defender and dominant foot facing the oncoming ball
	Position inside of the foot to the incoming ball (for soft passes)	Do not stand with your back to the defender (risk of being knocked off balance)
	If the ball is coming soft then push the ball forward, if it is coming hard then cushion the ball	Bend knees to lower centre of gravity

Corner 2 – PHYSICAL:

- Definition – “The practical skills involved in football”
- There is a need to focus on **co-ordination** and **flexibility** which are essential as they are essential as they are the base for where many football skills are developed.
- A reason for this is that many participants only use their dominant foot whilst performing many of the drills or games, resulting in a lack of development of skill.
- Developing co-ordination is required of skills such as **agility, dribbling, accurate passing, heading the ball** and countless others.
- As a football player, you are required to use every part of your body to be able to perform well, which requires a great level of co-ordination.

Examples of Activities involving the physical corner:

Activity 1 – RONDO: Players position themselves within a circle around 2-4 central players (this can be adapted based on session numbers). Outside players will attempt to retain possession whereas the inside players are trying to gain possession. If the central players gain possession, they swap with the player who made the intercepted pass.

*Progression – Number each player and the coach shouts a number, and those players must swap circles and try to gain possession before the other team.

Activity 2 – BODY PART DRILL: Either in a circle or multiple lines, the coach will feed the ball to the players using their hands and shout a command on which body part to use (Volley, Left Foot, Right Foot, Left Knee, Right Knee, Head). They must successfully pass the ball back to the coach through performing the action. (This drill could be adapted depending on the ability of the players by shouting easier or more difficult commands).

Corner 3 – SOCIAL:

- Definition – “What creates a supportive and positive environment”
- It is important for those involved within women’s football to feel **encouraged, happy** and **safe** playing.
- Within society, there is much pressure for young girls as often boys will dominate sport, leading to a lack of engagement and encouragement from young girls.
- For football in Zambia, it is important for us to empower young girls who are involved within our hub-sites.

Examples of Activities involving the social corner:

Activity 1 – COMMUNICATION GAME: Set up a conditioned game (5v5 or larger depending on session numbers). For the first part of the game, no communication is allowed whatsoever. Secondly, players can only use 3 command words that are “ball”, “pass” and “shoot”. Finally, the last part allows free communication.

Corner 4 – PSYCHOLOGICAL:

- Definition – “The mental skills that help players improve their performance”
- During our sessions, it is beneficial to incorporate life skills into sessions.
- This can help to teach young people the importance of different skills beyond just football, that will help them within everyday life.
- It is important to protect one another in society. Influence others. It is everyone’s role to be a good influence on friends and to persuade them to make better life choices off the pitch.

Examples of Activities involving the psychological corner:

Activity 1 – PROTECT THE BALL: Balance a ball on a cone. Assign two players to form a defensive ring two metres from the cone. The remaining players form an attacking ring 10 meters from the cone. The attackers must shoot footballs at the cone to dislodge the football. The defenders must try to defend the ball. (Coaching Points – Attacking: Shooting, timing, accuracy / Defending: Interception, communication, agility).

WORKSHOP FOUR: ATTACKING AND DEFENDING PRINCIPLES

Overview of the attacking and defending principles:

- The five principles of attacking and defending are a fundamental basis for a football coach to focus their teams' broader objectives and strategies.
- Every practice and match depend on the successful execution of the principles, so they are vital for success.
- On the ground, many of the drills within the sessions can become repetitive as they are solely focused on passing, dribbling, and receiving.
- By incorporating attacking and defending principles, the sessions we provide to girls can be more fun, creative, and enjoyable.
- Today, our focus is on understanding the principles further and how we can apply them to coaching.

ATTACKING PRINCIPLES:

- The attacking principles provide a framework of how you will play in possession, allowing for strategies and tactics to be built around these.
 - The 5 attacking principles are dispersal, penetration, movement, support, and creativity.
1. **Dispersal:** How the team creates space by providing width and depth through making use of the whole pitch.
 2. **Penetration:** Passing through the opposition line.
 3. **Movement:** How the players move off the ball to create space for their teammates or for themselves.
 4. **Support:** Linked to movement but specifically focuses on how you will support the player on the ball.
 5. **Creativity:** The innovation of individuals to create opportunities for themselves or their teammates.

Examples of activities involving attacking principles:

Activity 1 - 1v1 SPEED AND REACTION GAME: split group into 2 teams, each starting on the side-line next to the coach. On the coaches' command, the players will sprint through the gate on the opposite side of the field. The coach will then throw the ball into the centre where now each player can try to attack either goal.

DEFENDING PRINCIPLES:

- The defending principles can be used to provide a framework of how to defend as a team.
 - The 5 defending principles are delay, compactness, depth, balance, and control.
1. **Delay:** The decision of the team, unit, or individual of when to press and when to drop (cover).
 2. **Compactness:** movement or positioning of players in an area to limit the distance between players.
 3. **Depth:** The reduction of space behind each unit, team, or individual player that is pressing the ball.
 4. **Balance:** The extension of the defensive support around the primary player that is pressuring the ball.
 5. **Control:** The decision of the team of when and where to press and when to drop.

Examples of activities involving defending principles:

Activity 1 – OUTNUMBERED: Split group into 2 teams; attacking and defending. Attackers have 6 players and defenders have 4. There are 2 balls in play. Attackers score by dribbling through the gates, defenders score by winning the ball and dribbling over the line.

Activity 2 - 2v2 ATTACKING AND DEFENDING DRILL: attackers decide to dribble, pass, or shoot / defenders decide to close down and deny space. Split the team into 2 groups, attacking group starts without a ball and defenders start with one. Defender makes a pass to an attacker. Following this, the attackers will work together to try and score. After a successful goal or if the ball goes out of play, the next 2 players from each team go.

WORKSHOP FIVE - APPLICATION OF SKILLS

Aims of this handbook:

- Objectives and outcomes
 - Understanding and identifying the 6 capabilities of a skilful player
 - Understanding the 3r's and how to apply them in a real-world scenario
 - Understanding STEP and how to apply that to your drills
 - Ability to evaluate your sessions with constructive feedback

6 capabilities of skilful players

Being skilful is more than just performing a mazy dribble or a great pass, or tackle. Being skilful involves a variety of 'capabilities' that work together to help players solve the game problems. The capabilities are at work before a player gets the ball, while they're on it and after they release it, whether attacking or defending.

Search for solutions to game problems

Know how the game works

Investigate how to improve their skills (curiosity)

Learn quickly how to get the upper hand

Find out the most efficient ways to use their strengths

Understand their capabilities and the capabilities of others

Love learning about and playing the game

Practise, practise, practise

Players learn to be skilful through repetition, trial and error and copying.

Practise is about repeating techniques, skills, moves and tactics in fun, motivating, challenging, realistic and relevant activities.

The more realistic and relevant the practices are, the greater the chance of transferring the skills into a match. When players see how their skills fit within the game, they can plan individual tactics more effectively.

Remember, a player can't be truly skilful if they struggle with the ball and can't move their body effectively, so mastering the ball and their body is crucial.

Consider the following aspects when coaching:

Scanning - 'Searching' for useful information

How often do they scan? Does the player scan regularly? Checking your shoulder is a vital skill for all players but especially midfielders. This allows the player to look for danger, but also look to see where their teammates are. This will be looking at the various areas of the pitch, as well as their teams' positional lines.

Positioning - Where players move from and to, and when

Each player should have a good positional sense to where they are on the pitch. This should be their main position and where they will play the game. For instance, a winger (number 11 or 7) will have to know how close they are to the side lines. The better the player understands their position the more available they will be able to make themselves for their teammates, as well as being able to understand and shut out danger defensively. Body orientation and language is very important as this will allow their teammates to know if the player can receive the ball. It is also important so that they can be ready to move quickly or change direction quickly.

Technique - How players execute the core skills

This is more related to the actual technique that the player may use to execute skills such as passing, controlling, and shooting. They must use the correct part of the foot to pass for example. The player must be consistent with their technique, for example if they try to use the outside of their foot to pass, is it accurate and usable in a game setting?

Deception - Hiding and disguising intentions and actions

How do they hide and disguise their intentions and actions to trick opponents? This is similar to the body position, in that if the player can position their body to make their opponents think they are going to do one thing but actually do another. For example, if the player opens their body up to make the opponent think they are going to go in one direction but quickly change the direction of the ball.

Timing - Choosing the right moment to act

The player must choose when it is best time to act. For example, when moving close to a player to receive the ball, if they do it too early then they might congest the space. Or they may enter the space too late and get tackled easily. More importantly, how does the player sense the right moment to act. Learning the cues of a football game will help an understanding of when to move and when to perform tasks such as passing and controlling. An example of this would be when to know if it is the right moment to control or to pass quickly instead.

Movement - How players use their bodies effectively

A good example of movement and body position is how to shield the ball. How can the player shield the ball from their opponents using their body? This goes further into other basic skills such as heading, using their chest, using their knees to control and pass the ball. When changing direction quickly, does the player use their body to get down low to the ground creating a low centre of gravity to maintain balance. These aspects of movement are important to improve their performance.

3 R's

The 3 R's are hugely important for the development and creation of a session. They allow the player to improve but also enjoy the session. One thing to consider for the 3 R's is that with the increase of one R there will be a decrease in another.

For instance, if you do a pass and follow drill, there is a high level of repetition however the level of realism will be reduced.

Relevance – how is it relevant towards players

Relevance is the level in which the activity or drill is relevant to what you are wanting to achieve. A pass and follow drill IS relevant if your objective is passing, however, if your objective is shooting it is NOT relevant.

Realism – is it realistic to a game

Realism is the level of how real a session is in comparison to a real game scenario. Pass and follow drills are not realistic, but defence vs attack drills are. Although realism is great for match-based scenarios, the level of repetition tends to be low.

Repetition – repetition of learning objective

Repetition is the continued repetition of a single drill. When you increase the level of repetition, you reduce the level of realism so when developing a session plan, this must be accounted for.

STEP:

Space –

What size of area do you have? Do you need to move anything to make the space bigger?

What type of surface do you have? Can you adjust the session with consideration of the surface?

What do you have to mark out a playing area? You can use other things than cones.

What distances suit the game? Can you vary the distances of the pitch?

What shape works best for you? It does not have to be a circle or a rectangle.

How can you use the space to vary the difficulty?

Task/ Timing

What are the rules for the format of football that you are playing? No offsides etc...

What is the best movement for the activity? Jumping hopping, skipping? One side of the body?

Try to find a movement which makes the activity hard, it should be a challenge but not impossible

What ways can you move the ball? Bouncing, juggling, carrying, or pushing the ball?

How long will you play? Find the right balance between work and rest.

What targets can you set? Awarding yourself for tasks you have completed.

Equipment

What can you use instead of football equipment? Chimpombwas or other types of balls.

What can you aim at? Other types of targets, balls on cones, rocks, clothing.

What can become obstacles? Bottles and rocks on the pitch.

People/ Position

The number of people involved has a huge bearing on the games that you play.

Consider ability levels when splitting into groups.

Review

A practical, honest, and helpful assessment must be made after every session, this is not only for the development of your skills as a coach, but it will directly improve the level of enjoyment for the children. It is important that when you are reviewing your session, you must be honest with yourself so that you can improve and develop.

Practical feedback

- Intended outcomes
 - How well were the learning outcomes achieved?
- Player engagement
 - How engaged were the players throughout the session?
- Coach Behaviour
 - How did the coach's behaviour impact on the players?
- Practices

Did the practice type allow the intended outcomes to be achieved? If so, how? If not, why?

- What were the three key strengths?
- What two things could the coach do differently next time?

WORKSHOP SIX: CONDUCTING OUTREACH

Sport In Action – Who are we?

At Sport in Action, we utilise sport as a tool to empower the lives of young people, specifically girls and women. Sport has the potential to attract children and young people in a way that no other means of communication can. The more children involved in sport within the communities, the more children who have access to life changing interventions. We look to take advantage of the power of sport as a mobilising tool to reach underprivileged groups such as orphans and vulnerable children (OVCs), girls and women, children with disabilities, and street children in both rural and urban areas.

Sport In Action – What do we do?

The programmes delivered by Sport in Action are designed to increase motivation and enhance self-development and self-reliance through social, cultural, and economic empowerment. All of the areas of delivery are underpinned with education on HIV and AIDS, child rights, alcohol and substance abuse. The life skills learned through the workshops aim to empower young people in Zambia to use sport and recreation as an outreach tool for communication, prevention, peer education on HIV and AIDS and the promotion of healthy lifestyles.

The eight strategic areas of focus for Sport in Action are: Empowerment and Development of Women and Girls; Sustainable and integrated sport programming (Hub-Sites); Training, development and upskilling of leaders; youth empowerment; Girls in Action; inclusive sport for all, sport for life enhancement; facility innovation and development; traditional games.

What is a hub-site?

A hub site is a central venue within the community, offering sport specific training and competition. Located, owned, and run within the community they serve, the sites are focused on the creation of pathways, the empowerment and development of young individuals within the community, and have an underlying focus on sustainability.

What are the 4 pillars of a hub site?

Participation – How many children are we engaging? Do they fit within the demographic we are trying to reach? How do we engage more young girls through outreach?

Structure – how well structured is our schedule (training times, competition days)? Do we have a coaching rota within our hub-site? How often do we meet to discuss updates/challenges within our hub-site?

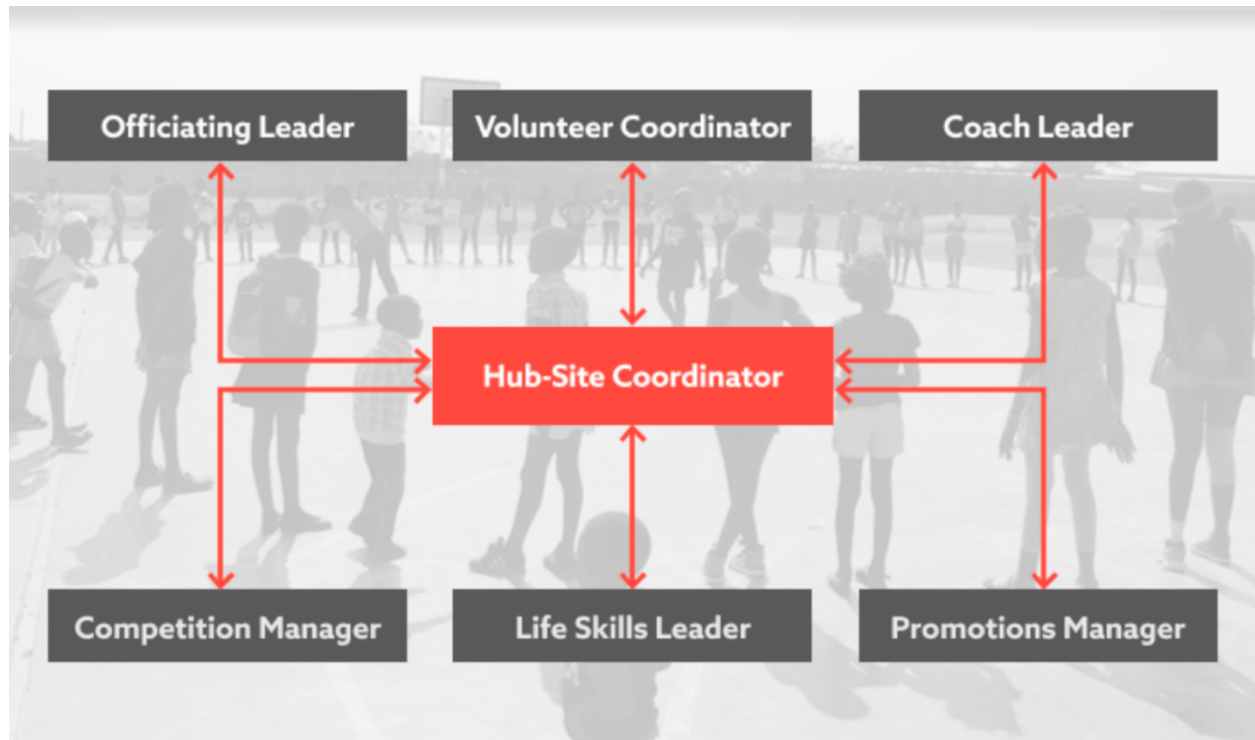
Leadership – how many leadership positions are filled within the hub site leadership committee? Do we need to engage more leaders?

Competition – is competition happening within our hub-site? Is our Competitions Manager facilitating competition? Can we engage participants to take part in officiating/umpiring?

What are the leadership roles within the hub-site?

The leadership team as a team aids the hub-site coordinator with the running of the hub and the progress of the hub. Including the making of decisions.

Those who do not have a leadership role, are still valuable and are integral to the hub-site.



Coach leader – the coach leader should ensure the continual development of other hub-site leaders as coaches.

Responsibilities:

- Provide coaching knowledge and support to other leaders and coaches at the hub-site
- Plan and run occasional coaching workshops for other leaders to attend
- Identifying promising young individuals who can be mentored into young coaches themselves by the coach leader

Officiating Leader – should ensure the continual development of other hub-site leaders as officials of the respected sport.

Responsibilities:

- to provide knowledge and support to other leaders and coaches at the hub-site around the topic of officiating
- plan and run occasional officiating workshops for other leaders to attend within the hub-site
- identifying promising young individuals who can be mentored into young officials themselves by the officiating leader

Competition Manager – should lead the hub site coordinator in creating a league or frequent tournament structure for hub-site teams

Responsibilities:

- work closely with the hub-site coordinator to organize the logistics of competitions (e.g., competition fixtures, duration of league/tournament, competition rules etc.)
- provide relevant people with a copy of schedules and fixtures
- keep the league table updated week by week, ensuring that scores and results are kept

Volunteer coordinator – should recruit and organize volunteers or leaders where needed for relevant events at the hub-site

Responsibilities:

- work closely with the leadership committee and assist with any events where necessary
- identify and mentor young individuals who show a real passion for their sport and community
- support the leadership committee by identifying volunteers to assist at league games, tournaments, coaching workshops etc.

Promotions manager – you will promote the hub-site across the community and extended (sports) community

Responsibilities:

- encourage more people to join the hub-site and promote the hub-site widely
- invite external leaders to events and involve them in the hub-sites where possible
- work with SIA to invite groups, important individuals, and anyone else from the community to watch hub-site activities
- introduce the use of 'contact groups' at your hub-sites where communication around activities can happen

Life skills leader – ensure the continual development of the other leaders at the hub-site in their ability to deliver on life skills issues and girls in action topics.

Responsibilities:

- understand the distinction between life skills and girls and action topics
- identify female ambassadors who can be oriented on the delivery of girls in action sessions. This individual MUST BE FEMALE due to the sensitivity of topics delivered
- carry out administration tasks for both life skills and girls in action delivery. This includes reporting the following: registration forms, submitting monthly report templates and data base entry
- Ensure girls in action ambassadors are oriented to plan and deliver life skills topics from the girls in action handbook to those involved in the girls in action sessions at the hub-sites
- Liaise with health centers and other relevant potential partners to create links where they can assist with delivery of health issue education at the hub-sites

What is our participant demographic?

Our emphasized demographic is young girls and women (U15 participants) of any skill level. However, we encourage all female participants and leaders to engage within the hub-sites.

Why are women and girls (U15) our demographic?

- Girls under the age of 16 are most vulnerable and also show as the most likely to drop out of formal education for various social and personal reasons
- Girls are marginalised in sport and there is a heavy focus on boys sport. During outreach, you can also highlight that this makes it a great way for coaches to also really stand out of the focus on female sport
- Due to formal education drop out, girls need to access other forms of education and development where possible and sport is a great way to do this with studies showing those involved in sport are more employable than those who are not

What is our leader demographic?

We want leaders who are passionate about the community, and the people within it. We want those willing to learn and engage with the needs of the community.

Why is this our leader demographic?

Community is a key within a hub-site, therefore the driving forces must be community driven. The leaders should be an extension of their community. A leader who is passionate about their community is a better choice than a good coach because you can teach a leader skills, but can not teach them passion for their cause.

Our outreach should focus on these demographics for participants and leaders within their respective hub site

To identify these groups within our outreach, we should first identify wider target groups...

- Schools
- Orphanages
- Church groups
- Medical/health centers
- Youth groups
- Unassisted children engaging in play within the community OR a friendship group with a willing adult leader, maybe a parent?

Session schedule should be in line with the wider target group schedule in order to increase participation and have participants and leaders be able to meet their other responsibilities (i.e, if school starts at 11 hours, schedule the sessions for 9 hours).

Outreach should be relevant to YOUR OWN HUB-SITES NEEDS.

Does your hub-site need more participants, more leaders, more coaches, etc?

Conduct outreach in areas where you can find RESOURCES FOR THE HUB-SITES NEEDS.

Communication during outreach

- Potential participants should know of the benefits, fun aspects of sport, and potential for growth during outreach
- Potential leaders should know of the benefits they're giving to participants, the aims of the program, and what their involvement means for their community. It is important for the potential leaders to be incentivized without money to get involved.
- A typed letter (where possible) to any group you are asking to participate in the hub activities looks professional and credible. However, a conversation and verbal agreement with the group/group leader in question is enough.
- Remember, it is important to conduct outreach with respect, a friendly face and open body language, showing your passion and commitment to the program and the community. As well as being prepared for any questions that may be asked with relevant information and resources.
- As a minimum you should aim to engage three groups in the hub program.
- The more participants the better.
- Always ask the group leaders to bring as many as are interested,
- More participants = more impact
- More leaders = more sustainability and more community buy in

APPLICATION OF KNOWLEDGE TO YOUR HUB-SITE

It is important to utilise this information to develop other leaders and participants within your hub-site.

Can you deliver 'mini' workshops within your hub-site using this content?

Can you incorporate the drills within your session planning?

When conducting outreach to recruit more young girls and female leaders – can you use Workshop 6?