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# Handbook

## Football as a Health Promoting Activity (11 FOR HEALTH)

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Health



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# 1. OVERVIEW OF THE FIFA 11 FOR HEALTH PROGRAM

In 2006, FIFA acknowledged the significant role football could play in promoting physical activity (PA) and healthy habits, which could help reduce the impact of both communicable and non-communicable diseases worldwide. This recognition led to the creation of the 'Football for Health' initiative. After hosting two focus-group meetings in Zurich in 2007 with various stakeholders, FIFA's Medical Assessment and Research Centre (F-MARC) developed a football-based health education program for children in Africa called '11 for Health' (Fuller et al., 2011)<sup>1</sup>. While chronic diseases like heart disease, stroke, cancer, and diabetes are often perceived as major public health concerns only in high-income countries, the reality is quite different as 80% of deaths from chronic diseases actually occur in low-income and middle-income countries (Moeti, 2008)<sup>2</sup>. However, managing these health risks is challenging, as the specific threats evolve over time and with national development (WHO, 2009)<sup>3</sup>.

Studies have demonstrated that educational interventions can significantly improve knowledge, attitudes, and practices related to health. For instance, a systematic review and meta-analysis found that such interventions effectively enhance knowledge about preventing respiratory infections among adults and older adults (Linhares et al., 2022)<sup>4</sup>, while Nyamwaya<sup>5</sup> proposed that successful interventions are those that hinder disease transmission by fostering the right knowledge, skills, and attitudes toward health. Additionally, strong evidence supports the use of exercise as a therapeutic approach for numerous health conditions, including hypertension, diabetes, and heart disease (Pederson &

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- 1 Fuller, C. W., Junge, A., Dorasami, C., DeCelles, J., & Dvorak, J. (2011). '11 for Health', a football-based health education programme for children: a two-cohort study in Mauritius and Zimbabwe. *British journal of sports medicine*, 45(8), 612-618.
  - 2 Moeti, M. (2008). Noncommunicable diseases: an overview of Africa's new silent killers. *Afr. health monit. (Online)*, 2-5.
  - 3 World Health Organization. (2009). *Global health risks: mortality and burden of disease attributable to selected major risks*. World Health Organization.
  - 4 Linhares, F. M. P., Abreu, W. J. C., Melo, P. O. C., Mendes, R. C. M. G., Silva, T. A. D., Gusmão, T. L. A., & Guedes, T. G. (2022). Effectiveness of educational interventions in knowledge, attitude, and practice for preventing respiratory infections: a systematic review and meta-analysis. *Revista brasileira de enfermagem*, 75(4), e20210522. <https://doi.org/10.1590/0034-7167-2021-0522>
  - 5 Nyamwaya, D. (2008). Health promotion: a tool for fostering comprehensive health development agendas in the African Region. *Afr. health monit.(Online)*, 24-27.

Saltin, 2006)<sup>6</sup>. Also, a report from a United Nations Inter-Agency Task Force highlighted that engaging in sports offers substantial physical benefits, aiding individuals in maintaining long and healthy lives. Engagement in sports enhances overall well-being, increases life expectancy, and lowers the risk of various non-communicable diseases<sup>7</sup>.

The FIFA's 11 For Health program was based on a very simple yet powerful idea built on a straightforward but highly effective concept: **when football talks, everybody listens**, being the perfect platform to spread important health messages among young people regardless of their gender, ethnicity, or social circumstances. The program, leverages football's direct health benefits and its educational potential to instruct children aged 10 to 13 years on maintaining a healthy lifestyle, enhancing well-being, and promoting active living through sports. Skoradal et al., 2018 <sup>8</sup> have demonstrated that participation in the 11 For Health program can lead to improvements in health markers including body composition and physical fitness among schoolchildren.

The structure of the 11 For Health program consists of eleven sessions, each lasting 90 minutes and divided into two equal halves (45-45 minutes). The first half, known as 'Play Football', is dedicated to developing young people's football skills in a specific area at the game (e.g., passing). The second half, called 'Play Fair', educates participants on a particular topic (e.g., respect others), promoting awareness and encouraging healthy habits. By combining sport with health, such programs may instill lifelong habits that contribute to overall well-being and the prevention of various diseases. On top of the learning site of the program, its effectiveness can be assessed through a standardized health knowledge questionnaire and a well-being survey administered both before and after the program. Additionally, physical tests can be incorporated to measure improvements in physical fitness over the course of the program.

Building on the core values created by FIFA's 11 For Health, the Erasmus+ Sports-funded project **11 for Health** aims to enhance children's health profiles, physical fitness, and overall well-being through football training. The initiative includes a needs analysis, a Booklet, and a platform with football exercises tailored to children's physical performance. The program fosters collaborations among primary schools, football clubs, and sports schools while contributing

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<sup>6</sup> Pedersen, B. K., & Saltin, B. (2006). Evidence for prescribing exercise as therapy in chronic disease. *Scandinavian journal of medicine & science in sports*, 16(S1), 3-63.

<sup>7</sup> United Nations. Inter-Agency Task Force on Sport for Development, & Peace. (2003). *Sport for development and peace: towards achieving the millennium development goals*. United Nations Publications.

<sup>8</sup> Skoradal MB, Purkhús E, Steinholt H, et al. "FIFA 11 for Health" for Europe in the Faroe Islands: Effects on health markers and physical fitness in 10- to 12-year-old schoolchildren. *Scand J Med Sci Sports*. 2018;28 Suppl 1:8-17. doi:10.1111/sms.13209

to broader EU public health goals. Addressing concerns such as childhood obesity and sedentary lifestyles, the project promotes non-formal education through football, empowering children with health awareness and encouraging positive lifestyle changes. Through training sessions, grassroots outreach, and educational campaigns, the initiative seeks to create a lasting impact by sharing best practices and strengthening cross-border cooperation.



## 2. 11 FOR HEALTH PROGRAM'S CRUCIALITY FOR CHILDREN'S HEALTH

Underdeveloped fitness status, increasing child obesity rates, and the multiplication of anxiety-related issues are just a few of the worrisome trends among the children. Recognising the role of PA in health, the World Health Organization established for the first time the Physical Activity Recommendations in [2010](#) and upgraded it in [2021](#), including also the focus on avoiding sedentary behaviour. These recommendations support that children and adolescents should do at least 60 minutes of moderate-to-vigorous PA daily and mostly aerobic PA across the week, while limiting the amount of time spent being sedentary, especially recreational screen time. WHO highlights that engaging in regular PA benefits the heart, body, and mind. It helps prevent and manage conditions like heart disease, type 2 diabetes, and cancer, which are responsible for nearly 75 % of global deaths. Additionally, staying active can ease symptoms of anxiety and depression while improving cognitive function, learning, and overall well-being.

Moreover, the [White Paper on Sport \(2007\)](#) highlights the crucial role of PA in improving public health. As a result, various policies and initiatives have been implemented across Europe, including the European Guidelines on Physical Activity (2008) and the Council Recommendations of 26 November 2012 on promoting health-enhancing PA. These reports emphasize the importance of PA for children, advocating for increased opportunities for active lifestyles in schools, communities, and sports programs. Sport is recognized not only as a means of engaging in PA but also as a positive environment that fosters healthy behaviours from early age, promoting both physical and mental well-being. Meanwhile, it was published the WHO's Global Action Plan for Physical Activity 2018-2030, engaging all the countries in promoting more and better physical activity and considering sport as an essential tool such as the role of sport clubs.

Building on these principles, the *11 for Health* project aims to promote sport and PA as powerful tools for improving health and encouraging a healthy lifestyle through football. The importance of PA for children is well-documented, with



strong evidence supporting its role in motor development<sup>9</sup>, physical fitness, and overall well-being<sup>10</sup>. Today, these factors are widely recognized as essential for both health and childhood development, reinforcing the need for initiatives that integrate sports into daily life.

The “Physical literacy” conceptual approach<sup>11</sup>, besides looking at the individual as a whole, shows us that young children’s PA and motor skill proficiency may be an important predictor of later-life physically active behaviour. In this scope, developing and offering physical exercise and sports practices that simultaneously educate, motivate, change, and foster positive values is relevant. A study investigating the correlation between sports club activities, well-being, and physical health parameters in boys, found that boys participating in club-based sports had markedly higher levels of well-being and better physical health profiles than boys not involved in such activities. On top of that, it was observed that footballers had superior aerobic fitness and body composition compared with other boys doing other sports, suggesting that football benefits the most boys aged 10-12 years (Larsen et al., 2021)<sup>12</sup>. According to [Statista](#), football has remained the most preferred school sport among boys for over a decade since 2012. Additionally, a 2024 report by [Women in Sport](#) highlights that while a 22 % gender gap still exists in team sports, more girls are increasingly participating in football each year. This growing inclusivity makes football an ideal sport to integrate into school and training programs, combining PA with behavioral and educational lessons to promote holistic development. 11 for Health project’s foundation lies in Long Term Athlete Development (LTAD)<sup>13</sup>, which encompasses various phases emphasizing enjoyment, diverse skill development, and overall physical competency, including sports education. This robust foundation fosters future athletic prowess and cultivates active citizenship. The 11 for Health program holds promise as one of these initiatives, providing children with a vibrant, engaging, and dynamic setting where they can simultaneously enjoy themselves, acquire new motor skills, and develop knowledge and health habits.

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9 Dapp, L. C., Gashaj, V., & Roebbers, C. M. (2021). Physical activity and motor skills in children: A differentiated approach. *Psychology of Sport and Exercise*, 54, 101916.

10 Poitras, V. J., Gray, C. E., Borghese, M. M., Carson, V., Chaput, J. P., Janssen, I., ... & Tremblay, M. S. (2016). Systematic review of the relationships between objectively measured physical activity and health indicators in school-aged children and youth. *Applied physiology, nutrition, and metabolism*, 41(6), S197-S239.

11 Whitehead, M. (2010). *Physical Literacy: Throughout the life course*: London: Routledge.

12 Larsen, M. N., Madsen, M., Cyril, R., Madsen, E. E., Lind, R. R., Ryom, K., ... & Krstrup, P. (2021). Well-being, physical fitness and health profile of 10–12 years old boys in relation to leisure-time sports club activities: A cross-sectional study. *BMJ open*, 11(11), e050194.

13 Balyi, I., Way, R., & Higgs, C. (2013). *Long-Term Athlete Development*. Champaign – Illinois: Human Kinetics.

Moreover, sports, PA, and overall well-being create a valuable environment for youth development, offering social benefits and helping to address broader societal challenges. When PA is intentionally structured, it can drive positive change in children's lives, fostering both personal growth and community well-being. Research highlights two key aspects of sports participation, one focuses on the development of social and life skills in individual children, while the other examines how sports help address broader social and mental health issues (Eime et al., 2013)<sup>14</sup>. Participation in organized youth sports, such as football, has been identified as a protective factor against mental health difficulties (Doré et al., 2016)<sup>15</sup>. Mental health is broadly defined as a state of well-being in which individuals recognize their strength, manage everyday stress, work productively, and contribute to their communities<sup>16</sup>. Sports like football provide children with rich opportunities to build friendship, develop social bonds, and feel a sense of belonging (Graupensperger et al., 2021)<sup>17</sup>. These elements are essential for emotional resilience and self-confidence. Furthermore, team sports offer valuable life lessons, teaching children inclusiveness, diversity, respect, teamwork, and discipline. By learning while playing, children not only improve their physical and mental well-being but also develop essential values that shape their character and future interactions in society.

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14 Eime, R. M., Young, J. A., Harvey, J. T., Charity, M. J., & Payne, W. R. (2013). A systematic review of the psychological and social benefits of participation in sport for children and adolescents: informing development of a conceptual model of health through sport. *International journal of behavioral nutrition and physical activity*, 10, 1-21.

15 Doré, I., O'Loughlin, J. L., Beauchamp, G., Martineau, M., & Fournier, L. (2016). Volume and social context of physical activity in association with mental health, anxiety and depression among youth. *Preventive medicine*, 91, 344-350.

16 WHO. Mental health: Strengthening our response. 2018. Available from: <https://www.who.int/news-room/fact-sheets/detail/mental-healthstrengthening-our-response>.

17 Graupensperger, S., Sutcliffe, J., & Vella, S. A. (2021). Prospective associations between sport participation and indices of mental health across adolescence. *Journal of Youth and Adolescence*, 50(7), 1450-1463.



### 3. COACHES' ROLE

Although football provides children and young people with valuable opportunities to build friendships, develop social bonds, and enhance their PA and sporting skills, it is essential to have a knowledgeable coach who prioritises both their professional and personal growth while promoting inclusivity, respect, and unity among players, regardless of their gender, religion, or background. Moreover, sports coaching can be viewed as a social process, as coaches and athletes engage in continuous interaction within a specific coaching environment that involves a complex range of objectives, expectations, and outcomes. The results achieved by the athletes, whether performance-related or developmental, are influenced by the coach's priorities, strategies, the atmosphere they foster, and their overall coaching effectiveness.

According to the International Olympic Committee's (IOC) ['Qualities of a Great Sports Coach'](#) a good coach should be positive, enthusiastic, supportive, trusting, focused, goal-oriented, knowledgeable, observant, respectful, patient and a clear communicator, while possessing the below pivotal coaching skills:

- **Understands the Sport & Leads by Example:** Possesses in-depth knowledge of the sport, including skills, tactics, and strategy, and ensures structured training.
- **Eager to Learn & Visionary:** Continuously seeks new training techniques, research, and ideas to improve coaching methods.
- **Shares Knowledge & Educates Others:** Confidently shares expertise, encourages learning from different perspectives, and helps athletes understand training objectives.
- **Highly Energised & Motivational:** Inspires athletes with positivity, enthusiasm, and engaging training sessions focused on performance rather than just outcomes.
- **Values Athlete Relationships:** Recognises individual differences, adapts communication styles, and understands each athlete's emotional and physical needs.
- **Effective Communicator & Teacher:** Sets clear goals, provides constructive feedback, and ensures messages are easily understood.
- **Good Listener** – Welcomes athlete input, encourages open communication, and adjusts training based on feedback.

- **Disciplined with Strong Integrity:** Establishes and upholds rules consistently, fostering trust and a respectful environment.
- **Leads by Example:** Demonstrates the attitudes and behaviours expected of athletes, including respect, positivity, and hard work.
- **Passionate & Committed:** Dedicated to both the sport and athlete development, constantly thinking ahead to optimise performance under pressure.

With these skills, a coach can effectively train their athletes to excel in sport while also shaping them into well-rounded individuals. However, Lacroix et al. (2008)<sup>18</sup> conducted semi-structured interviews with youth coaches who acknowledged that participation in sports could foster young athletes' positive development. Nonetheless, the researchers also observed that these coaches struggled to identify specific strategies or real-life examples that effectively promoted youth development in accordance with established coaching literature. Additionally, Jowett (2017)<sup>19</sup> demonstrated that coaches' interpersonal knowledge and their relationships with athletes play a crucial role in effective coaching.

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<sup>18</sup> Lacroix, C., Camiré, M., & Trudel, P. (2008). High school coaches' characteristics and their perspectives on the purpose of school sport participation. *International Journal of Coaching Science*, 2(2), 23–42.

<sup>19</sup> Jowett, S. (2017). Coaching effectiveness: The coach–athlete relationship at its heart. *Current Opinion in Psychology*, 16, 154–158.



## 4. 11 FOR HEALTH PROGRAM, IMPLEMENTATION & TESTING

### 4.1 OVERVIEW OF THE PROGRAM

**Table 1.** Overview of FIFA 11 for Health program.

Week No.	'Play Football' Activity	'Play Fair' Health Topic	Issues Addressed in Session
1	Warming up	Play football	Prepare for exercise and sport
2	Passing	Respect others	Respect and help others, and avoid bullying
3	Goalkeeping	Eat a balanced diet	Eat a full range of food types
4	Dribbling	Avoid drugs, alcohol, and cigarettes	Avoid developing unhealthy addictions
5	Shielding	Be active	Walk, cycle, use the stairs in daily life
6	Controlling	Control your weight	Control the quantity of food eaten
7	Defending	Wash your hands	Develop good hygiene practices
8	Building fitness	Keep fit	Undertake sufficient vigorous exercise
9	Trapping	Drink water	Drink water and skimmed milk
10	Shooting	Think positively	Make friends and have a positive body image
11	Teamwork	Fair play	Review all health issues discussed in sessions 1–10

### 4.2 IMPLEMENTATION AND TESTING THE PROGRAM

The programme will run over 11 weeks, during which the children spend 2 x 45 minutes each week, with pair-based drills, football exercises and small-sided games presented in Table 1. Each week, a new football-related theme will be linked to a specific health message as described previously. Initial and final testing will allow assessing the progress for the observed parameters of physical and psychological/mental health (possible obesity rates and motoric capabilities; anxiety levels, motivation, sense of belonging and levels of positive self-esteem) after the **11 for Health** programme implementation.

**Physical testing:** Anthropometry and body composition, height, sitting height, waist-hip circumference, body weight, lean mass, fat percentage.

**Resting measurements:** Blood pressure in the supine position, Resting Heart Rate (lowest value from BP measurements).

**Fitness testing:** Yo-Yo Intermittent Recovery Level 1 Children's test, the standing long jump, handgrip strength, Stork postural balance test, 20-m sprint test, Arrowhead Agility Test.

**Questionnaires:** The KIDSSCREEN questionnaire, 27 question version, covering physical, mental, social, and school well-being. The 37-question Health Knowledge Questionnaire, covering health knowledge on physical activity, nutrition, unhealthy habits and well-being. Short questionnaire on leisure-time sports club activity, popularity of football and 11 for Health. With the statistical analysis, we can provide an answer on statistically significant correlations between physical and healthy diets and mental and social well-being.

## 5. GUIDELINES FOR COACHES

### 5.1 RULES AND STEPS COACHES SHOULD FOLLOW TO ADOPT THE 11 FOR HEALTH PROGRAM

The below guidelines are designed to help coaches effectively plan, organize, and deliver 11 for Health sessions, ensuring a positive and engaging learning experience for all participants.

#### Before the Session

##### At Home:

- Review and familiarise yourself with each activity ahead of the next session, ensuring you understand the key health messages and the specific requirements of the games.
- Read through the session's Information Sheet and seek out additional information relevant to the local context to enhance engagement and understanding.
- Plan how to adapt activities if needed, considering factors such as the number of participants, available space, and potential challenges.

##### At the Session Venue:

- Arrive at least 10–15 minutes before the session begins to allow ample time for preparation.
- Set up the activity area, arranging essential equipment such as cones, balls, and activity cards.
- Adjust the size of the playing area if space is limited while maintaining the intended structure of the activities.
- If co-coaching, collaborate with your fellow coach to define roles and responsibilities, ensuring smooth delivery of each part of the session.
- Conduct a quick safety check to ensure the playing surface and equipment are in good condition.

## **During the Session**

### **Introduction:**

- Clearly introduce the session by stating the name of the activity.
- Explain the rules and objectives of the activity simply and engagingly.
- Demonstrate how to play the game, using clear and concise instructions.
- Encourage questions from the children and ensure that all queries are answered before starting the activity.

### **Play:**

- Follow each step outlined in the Manual while delivering the activity.
- Be flexible (if needed), repeat instructions or provide additional guidance to enhance understanding.
- Offer praise, encouragement, and constructive feedback throughout to keep children motivated and engaged.
- Monitor the children's participation and ensure inclusivity by adapting the game where necessary to involve everyone.

### **After Play:**

- Engage the children in a discussion by asking questions that connect the football activity to real-life experiences and the key health messages of the session.
- Reinforce the key health messages outlined in the Manual, ensuring all participants grasp their importance.
- Facilitate a Praise Circle, allowing children to acknowledge and appreciate each other's efforts while adding your own positive feedback.
- Provide a brief recap of the session and clearly communicate expectations for the next one, including the date, time, and key assignments such as "Play Football" and "Play Fair."

## **After the Session**

- Reflect on the session by identifying strengths and areas for improvement to enhance future sessions.
- If working with another coach, discuss feedback and share insights on what worked well and what could be refined.
- Take note of any challenges encountered, such as participant engagement levels or logistical issues, and plan strategies to address them in upcoming sessions.
- Ensure that all equipment is collected, stored properly, and ready for the next session.

## 5.2 GENERAL STRUCTURE OF THE 11 FOR HEALTH PROGRAM

As noted above, the 11 for Health program consists of two main components: 'Play Football' and 'Play Fair' followed with an issue addressed in each session related to healthy behaviours (Table 1). Each session is structured to develop both football skills and knowledge of key health topics, fostering positive behaviours and teamwork among children.

### 5.2.1 'Play Football'

#### 1. 'Play Football' Review (3-5 min)

- Introduce the children to the concept of '11 for Health's' 'Play Football' and hold a brief Q&A session to ensure they understand the project's aims and the scope of their football practice.

OR

- Begin the session with a quick review of the previous 'Play Football' lesson. Ask the children a few questions to refresh their understanding of key football skills and concepts covered in the last session. This helps reinforce learning and prepares them for the new activities.

#### 2. Praise Partners (2-4 min)

Where appropriate, pair up children into Praise Partners, ideally as mixed-gender pairs. These partnerships should ideally change each session to encourage interaction between different players. However, if time constraints make switching impractical, the same pairs may be maintained throughout the program. Praise Partners provide support and encouragement to each other throughout the session.

#### 3. Warm-Up (up to 10 min)

The warm-up session should include a series of dynamic exercises designed to prepare the children physically and mentally for football activities, while preventing sports injuries (Ding et al., 2022)<sup>20</sup>. These exercises must enhance flexibility, coordination, and readiness.

<sup>20</sup> Ding, L., Luo, J., Smith, D. M., Mackey, M., Fu, H., Davis, M., & Hu, Y. (2022). Effectiveness of warm-up intervention programs to prevent sports injuries among children and adolescents: A systematic review and meta-analysis. *International Journal of Environmental Research and Public Health*, 19(10), 6336.



#### **4. Football Skill Development (up to 15 min)**

Each session introduces a new football skill aimed at improving the children's technical abilities. Coaches demonstrate the skill and guide the children as they practice it through football-based activities. Many of these skills are linked symbolically to the programme's health messages. For instance:

- A **pass** represents respect and help others, and avoid bullying (Week 2).
- A **dribble** symbolises avoid developing unhealthy addictions (Week 4).

##### **1. Team Challenge Drills (up to 10 min)**

Children engage in team-based challenge drills designed to enhance their football skills in a fun and competitive setting. These drills may include:

- Relay races
- Passing accuracy challenges
- Dribbling obstacles courses
- Small sided games

Coaches should organise teams to ensure Praise Partners work together and maintain a balanced level of ability. If one team excels significantly over the other, modifications such as adjusting time limits, introducing new rules, or redistributing players can be made to keep the activity fair and engaging.

##### **2. Assignment (3 min)**

At the end of this section, children receive a football-related assignment encouraging them to continue practicing the skills they learned in the session. This helps reinforce learning outside of training sessions. Such assignments can be:

- Passing Practice: Pair up with a team player and complete at least 50 passes using both feet, focusing on accuracy and communication
- Ball control tasks: Juggle the ball using only feet, trying to reach at least 10 consecutive touches without letting it drop.

##### **3. Half-Time Wrap-Up (up to 3 min)**

The first part of the session concludes with a summary, where coaches highlight key takeaways from 'Play Football' and prepare children for the next part of the session.

## 5.2.2

**‘Play Fair’****1. ‘Play Fair’ Review (3-5 min)**

- Introduce the children to the concept of ‘11 for Health’s ‘Play Fair’ and hold a brief Q&A session to ensure they understand the project’s aims and the scope of their football practice.

OR

- Let the children reflect on and report their experiences from the previous ‘Play Fair’ assignment. This allows them to share how they applied the lesson’s key values in real-life situations, reinforcing the importance of ethical behaviour on and off the court.

**2. Health Issue & Introduction to the ‘Keylo’ (up to 5 min)**

Coaches introduce the session’s health topic and present an important fact related to it. A new ‘Keylo’ (key learning objective) is introduced, serving as a simple, memorable statement to help children retain the health message.

For example, according to Table, Week 1, the ‘Play Fair’ health topic would be Play football, and the issue addressed in that session would be ‘Prepare for exercise and sports’.

**3. Activ(ity) Warm-Up (up to 15 min)**

This part of the session typically involves a football-based activity designed to teach the health topic engagingly and interactively. These activities encourage children to adopt positive health behaviors while reinforcing teamwork and problem-solving skills (McKenzie & Lounsbery, 2013)<sup>21</sup>.

**4. Discussion (up to 15 min)**

Following the warm-up activity, coaches facilitate a discussion where children reflect on their experiences. By asking open-ended questions, coaches encourage them to connect the health topic to real-life scenarios and share relevant personal examples.

**5. Summary of key health messages (3 min)**

The coach clearly recaps the key health messages covered in the session. This ensures children leave with a solid understanding of the lesson’s core concept.

<sup>21</sup> McKenzie, T. L., & Lounsbery, M. A. (2013). Physical education teacher effectiveness in a public health context. *Research quarterly for exercise and sport*, 84(4), 419-430.

**‘Play Fair’ Assignment (2 min)**

To further reinforce learning, children receive an assignment related to the health topic. This task encourages them to apply what they have learned beyond the session. Such assignments can be:

- Active lifestyle task related to ‘Play Football’ health topic: Encourage children to be active outside the session by completing at least 30 minutes of PA (e.g., playing football) and reporting back on how they felt afterward.
- Kindness Pledge related to ‘Respect Others’ health topic: Perform one act of kindness each day before the next session, such as helping a friend, sharing with a sibling, or saying something encouraging to a teammate.

Encourage children to reflect on their assignments in the next session by sharing their experiences and discussing how these actions contributed to their well-being.

**Praise Circle and Wrap-Up (up to 5 min)**

The session concludes with a Praise Circle, where children acknowledge and appreciate their Praise Partners for their positive actions and attitudes during the session. Coaches also offer encouraging feedback to reinforce good behavior.

## 6. WARMING UP FOR 11+

11 for Health's program warm-up session incorporated five key exercises, divided into 5 levels from FIFA's F-MARC 11+ for Kids manual (Figure 1). These exercises has been shown to be effective in reducing injuries in children's football. Research on the 11+ Kids program indicates significant reductions in overall, severe, and lower extremity injuries when performed consistently (Rössler et al., 2018)<sup>22</sup>. The introduction of these exercises needs to be first introduced in Session 1, familiarising children with the importance of proper preparation before engaging in PA. To maximize injury prevention benefits, the program should be completed at least once per week, though performing it twice per week is even more effective<sup>21</sup>. A well-structured warm-up not only prepares the body for movement but also reinforces the value of injury prevention in sports.

The below warm-up exercises should be clearly demonstrated by the coach during at least the first sessions, ensuring proper technique and posture. Key aspects to focus on include maintaining correct leg alignment, keeping the knee positioned over the toe, and ensuring soft landings to minimize injury risk. Coaches must also emphasize body control engaging core muscles, and proper foot positioning. According to the FIFA 11+ for Kids manual, precise execution of these exercises is essential, as they help improve coordination, balance, strength, and injury prevention when performed consistently.

### 1. 'Alertness' Running Game

**Level 1:** Players run forward and, upon hearing the coach's stop command, halt and balance on one leg for three seconds.

**Level 2:** Similar to Level 1, but players must watch the coach for the stop command rather than just listen.

**Level 3:** Players hold a ball in both hands and listen for the stop command before stopping and balancing.

**Level 4:** With a ball in hand, players watch the coach to determine when to stop and balance.

<sup>22</sup> Rössler, R., Junge, A., Bizzini, M., Verhagen, E., Chomiak, J., Aus der Fütten, K., ... & Faude, O. (2018). A multinational cluster randomised controlled trial to assess the efficacy of '11+ Kids': a warm-up programme to prevent injuries in children's football. *Sports medicine*, 48, 1493-1504.

**Level 5:** Players dribble the ball while running, then listen for the stop command to stop and maintain balance.

## **2. Skating Jumps**

**Level 1:** Players learn how to land safely by jumping forward, usually on goal line, on one leg and holding their balance for three seconds.

**Level 2:** The exercise is performed with the ball held in both hands during the jump and landing.

**Level 3:** Players jump and then balance while holding the ball in one hand only.

**Level 4:** On landing, players stretch with the ball held overhead and gently drop it to the ground before regaining balance.

**Level 5:** Players perform dynamic jumps that involve stretching the free leg behind and extending both arms, keeping the body aligned with the ball.

## **3. Single-Leg Stance**

**Level 1:** Two players stand on one leg, opposite of each other, and take turns throwing a ball to each other, focusing on balance.

**Level 2:** After throwing, the player moves the ball around their free (raised) leg to add a coordination challenge.

**Level 3:** In a passing game, players pass the ball along the ground using their instep while maintaining one-leg balance.

**Level 4:** Players throw the ball to a partner and then pass it back without allowing the ball to touch the ground, using a volleyed technique.

**Level 5:** Players test their partner's balance by engaging in a controlled contact game where a slight push can disrupt the opponent's balance.



#### 4. Press-Ups

**Level 1:** In a “tunnel” formation, one player stands while the others, in a press-up position, form a tunnel through which a ball is rolled; the roller then joins the tunnel.

**Level 2:** Players support themselves on their forearms with a ball placed under their shins, maintaining a straight body line.

**Level 3:** From the press-up position, players lift one hand and roll the ball around the stationary hand in a controlled figure-eight motion.

**Level 4:** The ball is rolled from one hand to a foot and then passed to the opposite hand, requiring coordinated movement between limbs.

**Level 5:** Players perform the exercise with both hands on the ball, moving slowly backwards with small, deliberate steps while maintaining stability.

#### 5. Single-Leg Jumps

**Level 1:** Players, standing on one leg on the goal line, jump forward on one leg as far as possible, then land safely and balance for three seconds before returning.

**Level 2:** The coach directs players to jump either forward or backwards, adding directional control to the jump.

**Level 3:** Players execute sideways jumps, following the coach’s cues to change direction while maintaining balance.

**Level 4:** The coach indicates the precise direction (forward, backward, left, or right) for each jump, ensuring controlled movement.

**Level 5:** While holding a ball in both hands, players jump in the coach’s indicated direction, integrating dribbling with balance and coordination.

#### 6. Spiderman

**Level 1:** In a “spider” position, players support themselves on hands and feet with hip-width apart, the back pointing towards the ground, lifting one leg to touch and roll a ball gently forward and backward.

**Level 2:** Building on Level 1, players move backwards with extended hands and then step forward until fully stretched, emphasizing controlled movement.

**Level 3:** Players adopt a “crab” position and move forward on all fours toward the coach, focusing on core stability.

**Level 4:** The movement is combined with dribbling; players advance while controlling a ball in the same crab-like posture.

**Level 5:** Players perform “ball bearing” by placing their feet on the ball, rolling it underneath, and moving forward slowly with precision.

## **7. Sideways Roll**

**Level 1:** Players begin in a squatting position, placing both hands on the ground to lower their heads and roll diagonally over the arm, shoulder, and back to stand up.

**Level 2:** The same roll is executed from a standing position, requiring greater balance.

**Level 3:** Players increase the speed and dynamism of the roll from a standing position while still maintaining control.

**Level 4:** The roll is initiated from a slow walk, adding a forward movement element to the exercise.

**Level 5:** The exercise is performed from a faster forward movement (such as quick walking or light jogging), challenging the players to maintain proper technique under increased speed.



Figure 1. Demonstration of the warm-up exercises from the F-MARC 11+ for Kids manual.



## 7. WEEK 1

### 7.1 TARGETS AND OBJECTIVES OF THE WEEK

- 'Play Football' activity: Warming up
- 'Play Fair' health topic: Play football
- Issues addressed in session: Prepare for exercise and sport

The focus of the 1st Week of the program is to prepare children for PA and sports by emphasising the importance of warming up. During the 'Play Football' segment, children will practice in a structured warm-up session and play small-sided games, while the 'Play Fair' component will engage them in 'Keylo' discussions noting the benefits of football as a PA and related activities. The key objectives for the week are to educate children on the significance of warming up before PA, demonstrate effective warm-up routines to be performed before playing football, and highlight football as an enjoyable and beneficial form of exercise that promotes overall health and well-being.







### 7.2 PREPARATION AND COACHING RECOMMENDATIONS:

- As this is the inaugural session, thorough preparation is crucial to ensure the children have an enjoyable experience, fostering their desire to return for subsequent sessions.
- If feasible, arrange the activity area prior to the session's commencement to maximize active time.
- Consistently offer positive reinforcement and praise to the children throughout the session.
- It's imperative that children learn to perform warm-up exercises correctly in this initial session, as these routines will be a staple in future sessions. Coaches should familiarize themselves with these exercises beforehand.
- Emphasize the importance of physical activity in promoting a healthy lifestyle to captivate the children's interest in the program.

# 7.3 MATERIALS REQUIRED FOR THE WEEK:

- 1. **11 For Health’s Booklet:** Provides structured guidance and valuable information for the sessions
- 2. **Whistle:** Signals instructions and activity transitions
- 3. **Stopwatch/Timer:** Tracks time for drills and exercises
- 4. **Football:** Used for skill practice and games
- 5. **Cones:** Marks training areas and drills
- 6. **Bibs:** Differentiates teams during activities

Table 2. Checklist of essential materials for the training

1	2	3	4	5	6
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# 7.4 DETAILED TRAINING PROGRAM

## 7.4.1 ‘Play Football’ activity: Warming up



Figure 2. Schematic illustration of Training Session 1.

### 1. Introduction to the Concept of '11 for Health's' 'Play Football' (3-5 min)

- Explain that '11 for Health' program is an Erasmus+ Sports funded program where its intervention lasts 11 weeks where children will develop football skills and learn about leading a healthy lifestyle.
- Each session consists of two 45-minute halves, played on different days, similar to a football match. The first half is 'Play Football', which focuses on football skills, and the second half is 'Play Fair', which focuses on health education.
- Highlight that in 'Play Football', they will learn one new football skill each week to help them improve as football players.

### 2. Assign Praise Partners (2-4 min)

- Divide children into pairs, ideally **boy/girl pairings**.
- Explain that each child will observe their Praise Partner and provide encouragement and constructive feedback.
- Praise Partners would be beneficial to switch throughout the program to foster teamwork and inclusivity.

### 3. Warm-Up (10 min)

- Introduce the **FIFA 11+ warm-up exercises**, which are scientifically proven to reduce injury risk by 40%.
- Demonstrate and guide children through **five warm-up exercises** from the program (refer to Booklet pages 21).
- Emphasise **correct posture, leg alignment, knee-over-toe positioning, and soft landings** to prevent injuries.
- Ensure children understand the warm-up's role in improving **flexibility, coordination, and muscle activation**.

### 4. Football Skill Development (15 min)

- Introduce a fundamental warm-up-related football skill (**e.g., dynamic dribbling, controlled passing, or quick footwork drills**).
- Demonstrate the skill and allow children to practise in pairs or small groups.
- Explain how **proper technique and repetition** will help them improve over time and prepare their bodies for game situations.
- Relate the skill to real-life football scenarios and discuss how it connects to **injury prevention and performance**.

### 5. Team Challenge Drills (10 min)

- Engage children in **small-sided warm-up-based team drills** to reinforce their football skills.
- Example drills:
  - **Dynamic Cone Dribbling** – Players weave through cones at increasing speeds to improve control and agility.
  - **Passing & Movement Relay** – Teams complete a passing sequence while jogging, ensuring fluid movement and awareness.
  - **Quick Reactions Game** – Players respond to coach's commands to sprint, change direction, or control the ball efficiently.
- Modify the rules if needed to ensure balanced teams and encourage fair play.

### 6. Assignment Regarding Effective Warm-Up (2 min)

- Explain that each 'Play Football' session will include a takeaway assignment.
- This week's assignment: **Practise the five warm-up exercises daily** until the next session.
- Encourage children to note how their **balance, flexibility, and movement** improve over time.

### 7. Half-Time Wrap-Up (2-3 min)

- Complete the session attendance record.
- Summarise key takeaways and reinforce the importance of warming up properly.

## 7.4.2 'Play Fair' health topic: Play football



Figure 3. Schematic illustration of Training Session 2.



### 1. Introduction to the Concept of '11 for Health's' 'Play Fair' (3-5 min)

- Explain that the **second half of each session** focuses on health-related messages and ways to stay active.

Highlight how warming up before football can help improve performance, prevent injuries, and promote overall well-being.

### 2. Keylo About Preparation for Exercise and Sport (5 min)

- Introduce the **'Keylo'**, a fun and engaging way to celebrate learning and reinforce key points.
- Demonstrate and practise the Kilo cheer:
  - Clap-clap, clap-clap-clap – "Play Soccer!"
  - Clap-clap, clap-clap-clap – "Play Fair!"
  - Clap-clap, clap-clap-clap – "FIFA!"

### 3. Activ(ity) Warm-Up: Focusing on Warm-Up Exercises (15 min)

- Divide children into groups of four for a warm-up exercise focused on preparing for football.
- Play a 3v1 football game where one player is the defender, and the other three work together to complete five consecutive passes before switching roles.
- Focus on movement, teamwork, and communication, ensuring that the children understand the importance of warming up to get their muscles ready for the football session.
- Encourage players to move actively, offering support and options for teammates to practice the passing game.

### 4. Discussion: Reinforcing the Importance of Exercise (15 min)

- Ask thought-provoking questions:
  - **Why is warming up important for football?** (*Prepares muscles, reduces injury risk, etc*)
  - **How do you feel after playing football?** (*Out of breath, tired, energised, etc*)
  - **Why is regular exercise beneficial?** (*Improves health, strengthens the heart, boosts mood and focus, etc*)
- Encourage children to relate the discussion to their daily activities.

### **5. Summary of Key Health Messages (3 min)**

- Warming up is essential to prepare muscles for physical activity, helping to prevent injuries and improve performance (McGowan et al., 2015)<sup>23</sup>.
- Playing football, especially in small-sided games like 3v3 or 4v4, allows for more ball touches and helps increase heart rate, boosting overall fitness (Statt, 2015<sup>24</sup>; Younesi, 2015<sup>25</sup>).
- According to WHO's guidelines of [PA and sedentary behaviors](#) '*Children and adolescents should do at least an average of 60 minutes per day of moderate-to vigorous-intensity, mostly aerobic, physical activity, across the week*'.

### **6. 'Play Fair' Assignment (2 min)**

- Each week, children receive a 'Play Fair' homework assignment.
- This week's task: **Engage in an activity that raises your heart rate (e.g., football, running) for 30 minutes** and **practise warming up beforehand**.
- Encourage children to keep track of their activity and reflect on how they feel after warming up and playing.

### **7. Praise Circle and Wrap-Up (4 min)**

- Have Praise Partners **share positive feedback** on each other's effort and attitude.
- Reinforce the importance of **team spirit, encouragement, and sportsmanship**.
- End with a final Keylo cheer and thank the children for participating.

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23 McGowan, C. J., Pyne, D. B., Thompson, K. G., & Rattray, B. (2015). Warm-up strategies for sport and exercise: mechanisms and applications. *Sports medicine*, 45, 1523-1546.

24 Statt, E. H. (2015). *Small sided games: Physical activity, heart rate, and skill outcomes in club-level, adolescent girls soccer* (Doctoral dissertation, University of Minnesota).

25 Younesi, S. (2022). *Application of small-sided games in professional soccer: understanding the usefulness of small-sided games for training and monitoring* (Doctoral dissertation, Universidade de Coimbra (Portugal)).

### 7.4.3 Timetable for Week's 1 Session

1st Half: Warm-up	
Activity	Duration
Introduction to the concept of '11 for Health's' 'Play Football'	3-5 min
Assign praise partners	2-4 min
Warm-up	10 min
Football Skill Development	15 min
Team Challenge Drills	10 min
Assignment regarding effective warm-up	3 min
Half-Time Wrap-Up	3 min
Overall duration 40-45 min	
2nd Half: Play football	
Activity	Duration
Introduce the children to the concept of '11 for Health's' 'Play Fair'	3-5 min
Keylo about preparation for exercise and sport	5 min
Activ(ity) Warm-Up focusing on playing football	15 min
Discussion	15 min
Summary of key health messages	3 min
'Play Fair' Assignment	2 min
Praise Circle and Wrap-Up	5 min
Overall duration: 45-50 min	

## 7.5 FACTS SHEET ABOUT WARMING UP

Warming up is an essential practice that prepares the body both physically and mentally for the upcoming physical activity (Jeffreys, 2021<sup>26</sup>). The primary goal of a warm-up is to enhance performance and minimize the risk of injury, especially when engaging in sports that require explosiveness like football (Silva et al., 2018<sup>27</sup>).

26 Jeffreys, I. (2021). The warm-up. In *Advanced Personal Training* (pp. 129-142). Routledge.

27 Silva, L. M., Neiva, H. P., Marques, M. C., Izquierdo, M., & Marinho, D. A. (2018). Effects of warm-up, post-warm-up, and re-warm-up strategies on explosive efforts in team sports: A systematic review. *Sports Medicine*, 48, 2285-2299.

## 7.5.1

## Importance of warming up

Warming up offers several benefits that improve performance and protect against injuries during physical activities like football. According to Safran et al., (1989) <sup>28</sup>an ideal warm-up consists of three main components:

1. Aerobic exercises to increase body temperature
2. Sport-specific stretching to stretch the muscles to be used in the subsequent performance
3. Activity incorporating movements similar to those to be used in the subsequent performance

Benefits of warming up:

- **Increases Body Temperature:** Warming up raises the body and muscle temperature, which accelerates chemical reactions in the body, including enzyme activity, helping muscles work more efficiently<sup>22</sup>.
- **Improves Joint Flexibility:** The increase in temperature helps the synovial fluid in the joints become more effective, making movement smoother and reducing friction (Su et al., 2017)<sup>29</sup>.
- **Enhances Oxygen Delivery:** Warm muscles improve blood flow, allowing oxygen to be transported more efficiently to the muscles, which supports better endurance and quicker recovery (Wittekind et al., 2012)<sup>30</sup>.
- **Improves Muscle Strength and Coordination:** As muscles become more flexible and prepared for exertion, they are stronger, move faster, and work together more efficiently (Pasanen et al., 2009)<sup>31</sup>.

**Without a proper warm-up, muscles are not as flexible or resilient, which can make them more susceptible to strains and injuries, especially when the body is asked to make sudden, intense movements like those required in football.**

<sup>28</sup> Safran, M. R., Seaber, A. V., & Garrett, W. E. (1989). Warm-up and muscular injury prevention an update. *Sports Medicine*, 8, 239-249.

<sup>29</sup> Su, H., Chang, N. J., Wu, W. L., Guo, L. Y., & Chu, I. H. (2017). Acute effects of foam rolling, static stretching, and dynamic stretching during warm-ups on muscular flexibility and strength in young adults. *Journal of sport rehabilitation*, 26(6), 469-477.

<sup>30</sup> Wittekind, A., Cooper, C. E., Elwell, C. E., Leung, T. S., & Beneke, R. (2012). Warm-up effects on muscle oxygenation, metabolism and sprint cycling performance. *European journal of applied physiology*, 112, 3129-3139.

<sup>31</sup> Pasanen, K., Parkkari, J., Pasanen, M., & Kannus, P. (2009). Effect of a neuromuscular warm-up programme on muscle power, balance, speed and agility: a randomised controlled study. *British journal of sports medicine*, 43(13), 1073-1078.

## 7.5.2

**Duration and Intensity of Warm-up**

A well-rounded warm-up should last at least 10 minutes, ensuring that the body is fully prepared for exercise<sup>25</sup>. Begin the warm-up at a gentle pace, gradually increasing intensity to allow the body to adjust. For football players, it is important to avoid intense physical contact, sudden directional changes, or long passes in the initial stages of the warm-up. Instead, focus on light, dynamic movements such as light dribbling, and stretching exercises like the exercises proposed on page 17 to activate muscles and joints.

Finish the warm-up with higher-intensity movements, simulating the actions you might perform in the game, such as quick sprints, passing, or dribbling, to elevate your heart rate and mentally prepare for the game ahead. This not only improves performance but also reduces the likelihood of injury by ensuring muscles and joints are fully prepared for the intensity of the sport.



## 8. WEEK 2

### 8.1 TARGETS AND OBJECTIVES OF THE WEEK

- 'Play Football' activity: Passing
- 'Play Fair' health topic: Respect others
- Issues addressed in session: Respect and help others and avoid bullying

This week in "Play Football," the focus will be on developing passing skills and learning how to make accurate passes that help support and benefit teammates. The "Play Fair" element will concentrate on respecting others, being a good friend, and contributing as an active, supportive member of a team. Alongside improving football skills, attention will be given to how to show empathy and help others, both individually and within the group. The session will also raise awareness about how to avoid bullying and the importance of kindness and inclusion in team activities. By learning to pass effectively, players will not only contribute to a more successful game but also build a sense of cooperation and respect within the team.







### 8.2 PREPARATION AND COACHING RECOMMENDATIONS:

- If possible, set up the activity area before the start of the session to ensure a smooth and organised flow.
- This will be the first session where the children will use the warm-up exercises they have learned during Week 1. If they do not perform them correctly, demonstrate the exercises again to reinforce proper technique.
- Be sure to read the Information Sheet before the session to familiarise yourself with the key concepts and health messages, particularly the importance of warming up (Week 1), Passing, and Respecting others (Week 2).

8.2.1 Materials required for the week:

- 1. **11 For Health’s Booklet:** Provides structured guidance and valuable information for the sessions
- 2. **Whistle:** Signals instructions and activity transitions
- 3. **Stopwatch/Timer:** Tracks time for drills and exercises
- 4. **Football:** Used for skill practice and games
- 5. **Cones:** Marks training areas and drills
- 6. **Bibs:** Differentiates teams during activities

Table 3. Checklist of essential materials for the training

1	2	3	4	5	6
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8.3 DETAILED TRAINING PROGRAM

8.3.1 ‘Play Football’ activity: Passing

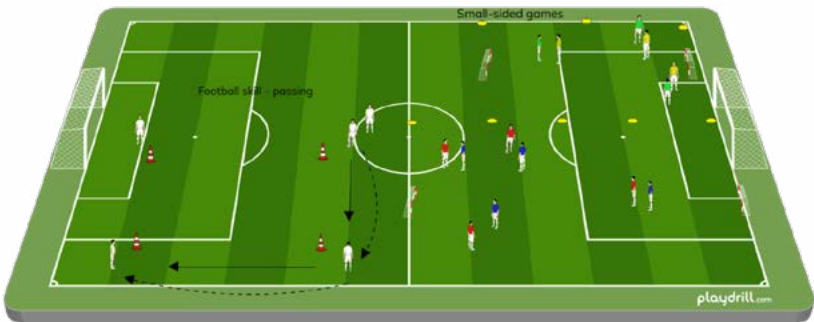


Figure 4. Schematic illustration of Training Session 3.



### 1. Review the previous week's assignment for 'Play Football' half (3 min)

### 2. Assign Praise Partners (2 min)

Pair up the children with Praise Partners for encouragement throughout the session (ideally use different pairs than the previous sessions).

### 3. Warm-up (10 min)

Begin with a warm-up session using the guidance on page 21, where the coach should include dynamic stretches and movements to prepare the body for PA.

### 4. Football Skill – Passing (15 min)

Set up 2-6 squares using cones, each with sides measuring 10 meters.

Demonstrate how to pass using the inside (instep) of the foot:

- Face the target and point the planted foot toward it.
- Swing the other foot through the ball, striking the centre of the ball with the inside of the foot.

Divide the children into 2-6 groups with 5-7 children per group (ensure Praise Partners are in the same group).

Position each group in lines behind the cones, with the first player at the front of each line.

Instruct players to pass the ball to the player at the cone on their left and then run to the end of the line where they passed the ball.

Each player should receive and pass the ball at least three times, focusing on accuracy and good technique.

#### Variations:

- Use the weaker foot to pass the ball with as few touches as possible.
- Repeat the exercise in the opposite direction.
- Allow players two touches to control the ball before passing it with a third touch.

### 5. Small-Sided Games (10 min)

- Play 4v4 or 3v3 matches with two goals, ensuring that the game is played at a high intensity. The pitch should be approximately **25x35 meters** or at least 10x12 meters.
- Encourage the inclusion of goalkeepers, and ensure all players rotate in goal.

- Set rules that either a team must complete at least five passes or everyone on the team must touch the ball before scoring a goal. Alternatively, require all players to be beyond the halfway line before scoring can occur.
- Focus on communication: Teach the children how to communicate on the pitch using gestures such as high-fives, shoulder pats, thumbs up, eye contact, and verbal cues like “now” and “here” to help teammates know when to pass and when they are ready to receive the ball.

#### **7. “Play Football” Assignment (2 min)**

- Pair up with a sibling, friend, or classmate at home and try to pass the ball back and forth without losing control.
- Alternatively, if practicing solo, pass the ball against a wall and control it as it bounces back.

#### **8. Half-Time (2-3 min)**

The coach should complete the attendance record for the session.

### **8.3.2**

#### **‘Play Fair’ Health topic: Respect others**



**Figure 5.**

Schematic illustration of Training Session 4.

#### **1. Review the previous week’s assignment for ‘Play Fair’ half (5 min)**

#### **2. Health Issue Discussion (5 min)**

- Football is for everyone, and it’s important to ensure that all players are included and treated with respect.
- Encourage children to help others if they see someone being teased or upset. It’s okay to get involved or find an adult who can assist.

- If something doesn't feel right, it's okay to speak up and ask others to stop. Make sure everyone has the opportunity to enjoy the game.

### **"Play Fair" Message (Keylo Cheer)**

- In "Play Football," we learned how to work together by passing the ball to our teammates. In "Play Fair," we will focus on working together as a team and respecting others.
- Clap-clap, clap-clap-clap, "Respect!"

### **3. Activ(ity) Warm-Up (up to 15 min)**

Warm-up activity: Have pairs of children dribble while holding hands. Each pair should have one ball and take turns dribbling across the pitch and back, first slowly and then faster.

Divide the children into teams of 6-8 players, forming pairs by holding hands. For mixed-gender teams, ensure each pair includes a boy and a girl or use Praise Partner pairings.

Set up a football pitch using cones to create goals at each end, with a pitch size of around 20x30 meters.

The rules of the game are as follows:

- Pairs of players must hold hands at all times.
- Teams must pass the ball to each other to try to score in the opposing team's goal.
- No physical contact is allowed, and there are no goalkeepers.

Stage 1: Players are not allowed to talk to each other. Play for 5-10 minutes.

Stage 2: Players must communicate with each other by talking during play to improve teamwork. Play for another 5-10 minutes.

To ensure fairness, if a team has one extra player, the extra player cannot score but can help in other ways, such as by passing.

### **4. Discussion (15 min)**

Ask the children the following questions about respect and teamwork:

- What makes a good friend? (Someone who helps, listens, cares, and is fun to be with)
- Why is it important for us to talk and listen to each other? (To avoid misunderstandings, make better decisions, build friendships, and ensure everyone is respected)

- What can we do if someone is upset or being teased? (Console them, ask what's wrong, get an adult to help, etc.)
- What is bullying?
- Why should we pass the ball to each other? (Passing the ball makes us better teammates and helps us work together effectively.)

#### **5. Summary of Key Health Messages (3 min)**

- We must show respect for each other, both on and off the pitch.
- Communication is important, so remember to listen as well as talk to your teammates.
- Always help each other and show concern for those around you.

#### **6. "Play Fair" Assignment (2 min)**

Talk to someone in your class, another class, or someone you've never spoken to before. Try to listen carefully to what they have to say and avoid talking too much yourself.

#### **7. Praise Circle and Full-Time (4 min)**

In the praise circle, the children will give each other positive feedback on their actions and attitudes during the session, focusing on respect, teamwork, and effort.

### 8.3.3 Timetable for Week's 2 Session

1st Half: Passing	
Activity	Duration
Review the previous week's assignment for 'Play Football' half	3 min
Assign praise partners	2 min
Warm-up	10 min
Football Skill – Passing	15 min
Small-Sided Games	10 min
Assignment regarding passing	2 min
Half-Time Wrap-Up	3 min
Overall duration 40-45 min	
2nd Half: Respect others	
Activity	Duration
Review the previous week's assignment for 'Play Fair' half	3-5 min
Health Issue Discussion & "Play Fair" Message	5 min
Activ(ity) Warm-Up focusing on respecting others	15 min
Discussion	15 min
Summary of key health messages	3 min
'Play Fair' Assignment	2 min
Praise Circle and Wrap-Up	5 min
Overall duration: 45-50 min	

## 8.4 FACTS SHEET ABOUT RESPECTING OTHERS IN FOOTBALL AND EVERYDAY LIFE

Respect, inclusiveness, and diversity are fundamental values that help build strong and supportive communities. In both sports and daily life, treating others with fairness and dignity fosters a sense of belonging and encourages positive interactions. Football, as one of the most popular and widely played sports, provides an excellent platform for promoting these values. It teaches players the importance of teamwork, fair play, and mutual respect, regardless of background, ability, or personal differences. On the court, success depends not only on individual skills but also on collaboration and support between teammates.

**Learning to respect opponents, follow rules, and celebrate diversity in football can help develop positive behaviors that extend beyond the game and into everyday interactions.**

Inclusion in football means ensuring that everyone, regardless of skill level, gender, culture, or physical ability, has the opportunity to participate in and enjoy the sport. A truly inclusive game values every player's contribution and

recognises that diversity strengthens the team. Respecting diversity in football also involves understanding that players develop at different paces and have unique strengths. **Encouraging, rather than criticising**, helps build confidence and allows players to improve their skills in a positive environment. Just as a strong football team thrives when all members are valued and supported, a respectful society flourishes when inclusiveness is a shared priority.

### 8.4.1 Understanding and Addressing Bullying

Bullying occurs when an individual or group repeatedly and intentionally harms another person. It differs from simple disagreements or arguments, as it involves a power imbalance and deliberate cruelty (Volk et al., 2014)<sup>32</sup>. Many children experience bullying, making it essential to promote awareness and encourage proactive responses. While friendly teasing can be lighthearted and enjoyable for all involved, it becomes harmful when it leads to embarrassment, sadness, or exclusion. Recognising the difference between harmless fun and bullying is crucial in ensuring a safe and respectful environment (Mills and Carwile, 2009)<sup>33</sup>.

Some forms of bullying according to the [University of Calgary](#) include:

- **Verbal bullying:** Name-calling, insults, and threats.
- **Physical bullying:** Hitting, pushing, or deliberately causing harm.
- **Social bullying:** Exclusion from groups, spreading rumours, or isolating someone.
- **Cyberbullying:** Harassment through social media, messaging apps, or online platforms.

### 8.4.2 Respect and Teamwork in Football

Football teaches essential values such as respect, teamwork, and sportsmanship. A successful team thrives when players collaborate, support one another, and uphold fair play. When taught effectively and inclusively, football helps eliminate bullying behaviours by promoting equality and strengthening friendships. By learning to communicate effectively, share responsibilities, and encourage teammates, players develop skills that can be applied in everyday life such as:

- **Teamwork:** Understanding that success is achieved through collaboration, not individual effort alone.
- **Fair play:** Following the rules, accepting decisions without argument, and showing sportsmanship.

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<sup>32</sup> Volk, A. A., Dane, A. V., & Marini, Z. A. (2014). What is bullying? A theoretical redefinition. *Developmental Review*, 34(4), 327-343.

<sup>33</sup> Mills, C. B., & Carwile, A. M. (2009). The good, the bad, and the borderline: Separating teasing from bullying. *Communication Education*, 58(2), 276-301.

- **Inclusivity:** Welcoming all players, regardless of skill level, background, or ability.
- **Empathy:** Recognising when a teammate is struggling and offering help or encouragement.

### 8.4.3

#### How to Respond to Bullying

If you are being bullied:

- Speak to someone you trust, such as your coach, parent, or friend.
- Avoid reacting with anger, as this can escalate the situation.
- Walk away and remove yourself from harmful interactions.
- Surround yourself with supportive people who respect and encourage you.

If you witness someone being bullied:

- Speak up and support the person being targeted.
- Avoid participating in or encouraging the bullying behaviour.
- Report the bullying to a teacher, coach, or trusted adult.





## 9. WEEK 3

### 9.1 TARGETS AND OBJECTIVES OF THE WEEK

- 'Play Football' activity: Goalkeeping
- 'Play Fair' health topic: Eat a balanced diet
- Issues addressed in session: Eat a full range of food types

Week's 3 focus will be on developing goalkeeping skills while learning about the importance of maintaining a balanced diet for overall health and athletic performance. Participants will practice essential goalkeeping techniques, such as positioning, catching, and reacting to shots, to enhance their confidence and effectiveness in goal. Alongside this, the session will explore the role of nutrition in supporting energy levels, recovery, and overall well-being. Children will learn about the key components of a balanced diet, including carbohydrates for energy, proteins for muscle repair, and vitamins and minerals for overall health.

### 9.2 PREPARATION AND COACHING RECOMMENDATIONS:





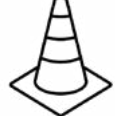

- If possible, set up the activity area before the start of the session to ensure a smooth and organised flow.
- This session will introduce goalkeeping skills alongside the importance of maintaining a balanced diet. Be prepared to demonstrate key goalkeeping techniques, such as positioning, catching, and reacting to shots, ensuring children understand proper form and execution.
- Reinforce knowledge from previous weeks by incorporating warm-up exercises from Week 1 and teamwork principles from Week 2. If children struggle with these, take a moment to review and correct their technique.

#### 9.2.1 Materials required for the week:

1. **11 For Health's Booklet:** Provides structured guidance and valuable information for the sessions
2. **Whistle:** Signals instructions and activity transitions

- 3. **Stopwatch/Timer:** Tracks time for drills and exercises
- 4. **Footballs:** Used for skill practice and games
- 5. **Cones:** Marks training areas and drills
- 6. **Bibs:** Differentiates teams during activities

Table 4. Checklist of essential materials for the training

1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					

## 9.3 DETAILED TRAINING PROGRAM

### 9.3.1 ‘Play Football’ activity: Goalkeeping



Figure 6. Schematic illustration of Training Session 5.

#### 1. Review the previous week’s assignment for ‘Passing’ half (3 min)

#### 2. Assign Praise Partners (2 min)

Pair up the children with Praise Partners for encouragement throughout the session (ideally use different pairs than the previous sessions).

### 3. Warm-up (10 min)

Begin with a warm-up session using the guidance on page 21, where the coach should include dynamic stretches and movements to prepare the body for PA.

### 4. Football Skill – Goalkeeping (15 min)

In this session, you are going to learn how to be a goalkeeper.

Demonstrate good goalkeeping technique:

For low balls: Stand on the balls of your feet, lean forward slightly with your knees bent and elbows by your side, collect the ball with your arms and wrap the ball into your stomach.

For balls at chest or head-height: Again, stand on the balls of your feet, lean forward slightly with your knees bent, but this time keep your hands in front of your chest with the palms of your hands facing forwards and your thumbs pointed towards each other. When you catch the ball, your thumbs should be behind the ball and touching at their tips; your hands should then form a triangle. Pull the ball towards your chest.

For aerial balls: Again, stand on the balls of your feet, lean forward slightly with your knees bent, shuffle sideways in the direction of the ball, take off using the leg nearest to the ball moving slightly forwards away from the goal. If you can, catch the ball with both hands; otherwise, push the ball away from the goal with your outstretched hand. When landing, the impact should be on the side of the body and the shoulders.

When goalkeeping, maintain your concentration at all times. Stand square to the ball and always move your feet to get your body behind the ball.

Let the Praise Partners practice goalkeeping technique in pairs. They can stand in front of the cones from warm-up.

Start with low balls, then chest-height, and high balls to the sides from many angles.

When they know the drill, let them run around their own cone, for higher intensity.

### **Next step**

- Divide the children into groups of maximum 6 players. Set up a pitch for each group. On each pitch, use 2 cones to make a goal and place another cone about 15 meters away from the goal. Divide the children into groups of maximum 6 players. The purpose of this exercise is to practice goalkeeping technique, NOT to score a goal.
- One player is the goalkeeper and tries to save the shot using the goalkeeping techniques shown. Another player stands behind the goal to collect the ball if the goalkeeper misses it. All other players form a line by the cone waiting to take a shot at the goalkeeper.
- The first player takes a shot or throw. The goalkeeper or player behind the goal collects the ball and rolls it back to the cone. The person behind the goal then joins the end of the line waiting to take a shot, the goalkeeper goes behind the goal and the shooter becomes the new goalkeeper.
- Repeat this sequence until all the players have taken a shot at goal and everyone has taken a turn as goalkeeper.
- *Variations:* The players can shoot at the goalkeeper from different angles.

Start with shots along the ground, then shots in the air (approximately chest height) and finally shots to the sides of the goalkeeper.

### **1. Small-Sided Games (10 min)**

- Separate the children into teams of 3 or 4 players and let them play 3v3 or 4v4. Instead of goals there are end zones. Wherever possible, try to ensure that Praise Partners are on the same pitch.
- Rules: The players are only allowed to touch and pass the ball with their hands. They must not run with the ball and no physical contact is allowed. Encourage them to try out the goalkeeping techniques. They score by throwing the ball to a player who is standing in the end zone and catches the ball. The defending team is not allowed to be in the end zone. A team must complete at least 3 passes before it can score.

### **1. "Play Football" Assignment (2 min)**

Practice goalkeeping daily with a friend, varying shots between high and low and different angles.

### **2. Half-Time (2-3 min)**

The coach should complete the attendance record for the session.

## 9.3.2

## 'Play Fair' Health topic: Eat a balanced diet

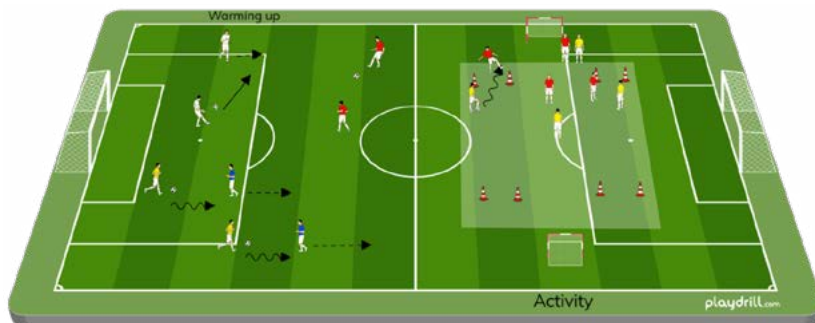


Figure 7.

Schematic illustration of Training Session 6.

**1. Review the previous week's assignment for 'Play Fair' half (5 min)****2. Health Issue Discussion (5 min)**

- Outline the importance of a balanced diet.
- Eating a balanced diet is essential for maintaining good health, supporting growth, and providing the necessary energy for daily activities, including football. A well-balanced diet consists of a variety of nutrient-rich foods from different food groups, ensuring that the body receives all the essential vitamins, minerals, proteins, and carbohydrates it needs (Collins et al., 2021)<sup>34</sup>.

**Eating balanced tips:**

- Eat a variety of foods: Include fruits, vegetables, whole grains, proteins (meat, fish, beans), and dairy products in your daily meals.
- Make your plate colourful: Different colours in food often indicate different nutrients. Try to include a mix of colours on your plate to get a variety of vitamins and minerals.
- Prioritise nutrient-dense foods: These include whole grains, lean proteins, and fresh fruits and vegetables rather than processed foods.
- Limit unhealthy foods: Sweets, fizzy drinks, cakes, and fried foods should only be consumed occasionally, as they provide little nutritional value.

<sup>34</sup> Collins, J., Maughan, R. J., Gleeson, M., Bilborough, J., Jeukendrup, A., Morton, J. P., ... & McCall, A. (2021). UEFA expert group statement on nutrition in elite football. Current evidence to inform practical recommendations and guide future research. *British journal of sports medicine*, 55(8), 416-416.

### **3. Activ(ity) Warm-Up (up to 15 min)**

Warm-up activity: Pair up with a praise partner and take turns running forward and back four times while passing the ball between each other. One partner runs forward while the other moves backward, then switch roles and repeat the exercise.

#### **Football-based activity**

- Set up small-sided football pitches using cones.
- Divide the players into 4v4 or 5v5 teams (no goalkeepers).
- Place cone-goals inside the pitch, each labelled with a healthy food category:
  - Fruits & Vegetables (e.g., apples, carrots, spinach)
  - Proteins (e.g., chicken, fish, beans)
  - Carbohydrates (e.g., rice, pasta, whole grain bread)
  - Dairy (e.g., milk, yogurt, cheese)
- **Rules:**
  - Players must dribble or pass through at least one nutrient-dense cone-goal before attempting to score in the main goal.
  - Players must complete a set number of passes before scoring.
  - After 6 minutes, introduce additional cones labelled with energy-dense foods (e.g., sweets, fizzy drinks, chips). If the ball touches one of these cones, possession passes to the opposing team.
  - Teams count how many nutrient-dense goals they pass through, encouraging them to prioritise healthier food choices.

### **4. Discussion (15 min)**

Encourage a discussion with the children, using questions to reinforce learning:

- Why is it important to eat a balanced diet? (It provides essential nutrients for growth, energy, and overall health)
- How can you tell if your diet is balanced? (By ensuring your meals contain different food groups and a variety of colours)
- How much fruit and vegetables should you eat daily? (At least 3 cups (1.5 cups of fruit and 1.5 cups of vegetables))
- Why is whole grain important? (It aids digestion and helps prevent chronic diseases such as diabetes and heart)

### **5. Summary of Key Health Messages (3 min)**

- Eating a balanced diet helps maintain good health, improves energy levels, and supports growth.
- Half of your plate should be fruits and vegetables to ensure you get enough essential nutrients.
- Eating too much processed or unhealthy food can increase the risk of developing lifestyle-related diseases.
- Even if you don't always have control over what you eat, making healthy choices whenever possible will benefit your health.

### **6. “Play Fair” Assignment (2 min)**

Throughout the week, children should keep track of the different colours of food they eat each day. The goal is to eat as many different colours as possible, this will ensure they consume a variety of essential nutrients.

### **7. Praise Circle and Wrap-up (5 min)**

The session concludes by reinforcing the importance of making healthy eating choices and encouraging them to apply what they have learned to their daily lives, helping them develop lifelong habits that support their overall well-being.

### 9.3.3 Timetable for Week's 3 Session

1st Half: Goalkeeping	
Activity	Duration
Review the previous week's assignment for 'Passing' half	3 min
Assign praise partners	2 min
Warm-up	10 min
Football Skill – Goalkeeping	15 min
Small-Sided Games	10 min
Assignment regarding goalkeeping	2 min
Half-Time Wrap-Up	3 min
Overall duration 40-45 min	
2nd Half: Eat a balanced diet	
Activity	Duration
Review the previous week's assignment for 'Play Fair' half	3-5 min
Health Issue Discussion	5 min
Activ(ity) Warm-Up focusing on eating balanced	15 min
Discussion	15 min
Summary of key health messages	3 min
'Play Fair' Assignment	2 min
Praise Circle and Wrap-Up	5 min
Overall duration: 45-50 min	

## 9.4 FACTS SHEET ABOUT EATING A BALANCED DIET

According to WHO maintaining a balanced diet is crucial for overall health and proper nutrition. It helps prevent chronic non-communicable diseases like heart disease, diabetes, and cancer. A balanced diet is composed of macronutrients (carbohydrates, proteins, and healthy fats) that give your body energy while helping rebuild and repair your body's tissues, and several micronutrients such as essential vitamins for proper body functions, minerals for the development and regulation of bodily processes, and fiber for digestion. On top of the above, following a healthy and balanced diet means limiting salt, sugar, saturated fats, and industrially-produced trans fats ([WHO.nd](https://www.who.int/dietary-guidelines)).



Consuming excess energy-dense foods without adequate physical activity can lead to the storage of unused energy as fat, potentially resulting in health issues such as elevated blood pressure, high cholesterol, diabetes, and various cardiovascular diseases (Anand et al., 2015<sup>35</sup>; Juul et al., 2021<sup>36</sup>).

### 9.4.1

#### The Eatwell guide:

The NHS created the [Eatwell Guide](#) which serves as a visual representation of the types and proportions of foods needed for a healthy, balanced diet. Emphasizing the fact a variety of foods in the right proportions constitutes a healthy diet. Suggestions include:

- Eating at least five portions of a variety of fruits and vegetables every day ([NHS, 2025](#)).
- Starchy food should make up just over a third of the food we eat. Basing meals on higher fiber starchy foods like potatoes, bread, rice, or pasta.
- Including some dairy or dairy alternatives (such as soya drinks). Try to go for lower-fat and lower-sugar products where possible, like semi-skimmed, skimmed, or 1% fat milk, reduced-fat cheese, or plain low-fat yogurt.
- Eat some beans, pulses, fish, eggs, meat, and other protein foods. Choose lean cuts of meat and mince, and eat less red and processed meat like bacon, ham, and sausages.
- Choosing unsaturated oils and spreads and eating them in small amounts.
- Drinking plenty of fluids (at least 6 to 8 glasses a day).
- Eat foods high in fat, salt, and sugar less often and in small amounts.

35 Anand, S. S., Hawkes, C., De Souza, R. J., Mente, A., Dehghan, M., Nugent, R., ... & Popkin, B. M. (2015). Food consumption and its impact on cardiovascular disease: importance of solutions focused on the globalized food system: a report from the workshop convened by the World Heart Federation. *Journal of the American College of Cardiology*, 66(14), 1590-1614.

36 Juul, F., Vaidean, G., & Parekh, N. (2021). Ultra-processed foods and cardiovascular diseases: potential mechanisms of action. *Advances in nutrition*, 12(5), 1673-1680.

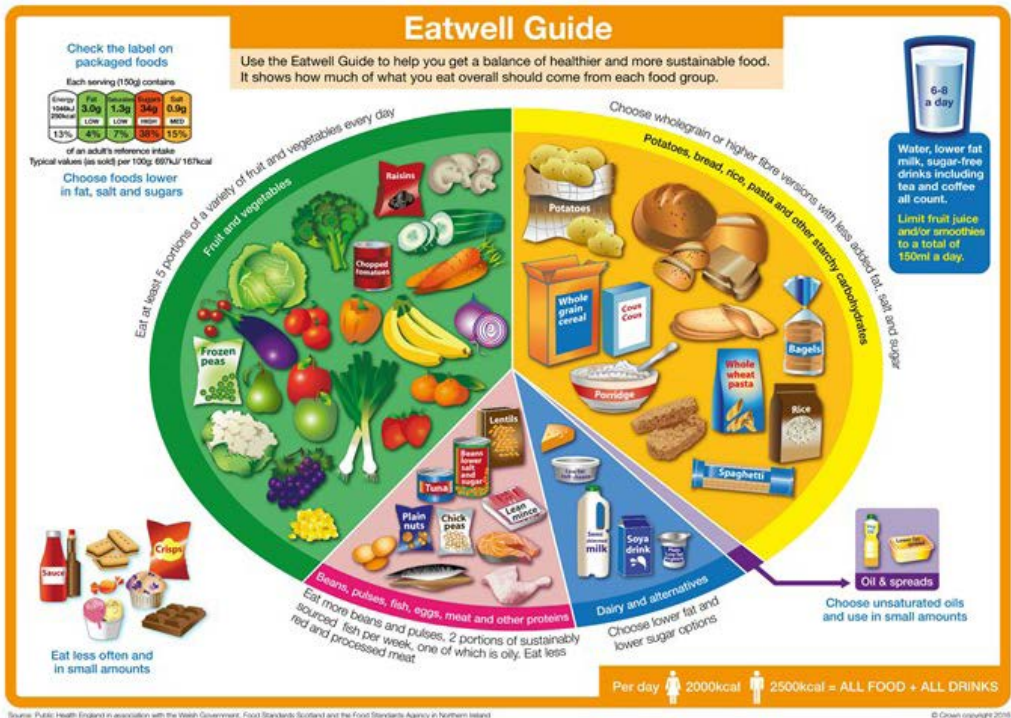


Figure 8.

NHS's Eatwell Guide on how to eat a healthy balanced diet.

# 10. WEEK 4

## 10.1 TARGETS AND OBJECTIVES OF THE WEEK

- 'Play Football' activity: Dribbling
- 'Play Fair' health topic: Avoid drugs, alcohol, and cigarettes
- Issues addressed in session: Avoid developing unhealthy addictions

In Week 4, the focus is on developing essential football skills and promoting healthy lifestyle choices. In "Play Football," participants will work on improving their dribbling abilities, learning how to manoeuvre the ball effectively around defenders. Meanwhile, in "Play Fair," the session will address the importance of making positive choices by teaching participants how to avoid drugs, alcohol, and cigarettes. The overarching aim of the week is to enhance football skills while raising awareness about the risks of unhealthy addictions and empowering participants to make informed decisions for their well-being.

## 10.2 PREPARATION AND COACHING RECOMMENDATIONS:








- Whenever possible, prepare the activity area in advance to ensure a smooth and efficient start to the session.
- Gather all necessary equipment, such as footballs, cones, and bibs, and check for any safety concerns in the playing area.
- Be prepared to demonstrate techniques where needed, providing constructive feedback to support skill development.
- Thoroughly review the Information Sheet before the session to familiarise yourself with key concepts and objectives.

### 10.2.1 Materials required for the week:

1. **11 For Health's Booklet:** Provides structured guidance and valuable information for the sessions
2. **Whistle:** Signals instructions and activity transitions
3. **Stopwatch/Timer:** Tracks time for drills and exercises

- 4. **Footballs:** Used for skill practice and games
- 5. **Cones:** Marks training areas and drills
- 6. **Bibs:** Differentiates teams during activities
- 7. **Activity cards:** tobacco, alcohol, e-cigarettes

Table 5. Checklist of essential materials for the training

1	2	3	4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
						

## 10.3 DETAILED TRAINING PROGRAM

### 10.3.1 'Play Football' activity: Dribbling



Figure 9. Schematic illustration of Training Session 7.

1. Review the previous week's assignment for 'Goalkeeping' half (3 min)

2. Assign Praise Partners (2 min)

Pair up the children with Praise Partners for encouragement throughout the session (ideally use different pairs than the previous sessions).

### **3. Warm-up (10 min)**

Begin with a warm-up session using the guidance on page 21, where the coach should include dynamic stretches and movements to prepare the body for PA.

### **4. Football Skill – Dripping (15 min)**

To develop dribbling skills, set up pitches using cones, adjusting the size based on the available space. The focus of this session is on ball control rather than speed, ensuring that children learn to manoeuvre the ball effectively.

#### **Session Setup:**

- Divide the children into small groups, with a minimum of four and a maximum of six players per group.
- Introduce and demonstrate one dribbling technique at a time, allowing children to practise each skill before moving on to the next.
- Use a central cone to represent a defender, encouraging players to navigate around it with control and precision.

#### **Dribbling Techniques – Recommendations by [Adidas](#) and [Avec Sport](#):**

##### **1. Basic Dribbling:**

- Players dribble the ball with controlled touches before passing it to a teammate positioned at the opposite cone.

##### **2. Fake Shot:**

- As players approach the central cone (acting as a defender), they plant one foot beside the ball and simulate taking a shot or making a pass.
- Instead of striking the ball, they swiftly push it to the left or right using the inside or outside of their foot.
- Players then accelerate past the “defender” and pass the ball to the next player in line.

##### **3. Scissors (Step-Over):**

- While dribbling towards the central cone, the player positions their non-dominant foot slightly in front and to the side of the ball.
- The dominant foot swings around the front of the ball in a circular motion, deceiving the defender.
- The player then uses the outside of their opposite foot to push the ball past the defender and accelerates away before passing to a teammate.

#### **4. Shibobo (Nutmeg):**

- A designated player stands by the central cone with their legs slightly apart.
- The dribbling player approaches and gently nudges the ball between the defender's legs.
- Once past the defender, they quickly regain control of the ball and accelerate before passing it to the next player.

#### **Coaching Tips:**

- Emphasise close ball control and encourage players to keep their heads up while dribbling.
- Focus on agility and quick changes of direction to outmanoeuvre opponents.
- Encourage creativity and confidence in one-on-one situations.
- Provide positive reinforcement and constructive feedback to help players refine their skills.

#### **5. Small-Sided Games – 10 Minutes**

Divide the children into teams of three or four players and organise small-sided matches (3v3 or 4v4). Aim to keep Praise Partners on the same pitch where possible and encourage a high-intensity style of play.

#### **Game Rules:**

- Before a team can score, one of their players must successfully perform a shibobo (nutmeg) on a teammate.
- To encourage dribbling skills, players can only advance the ball across the halfway line by dribbling, passes across the halfway line are not allowed.

#### **6. "Play Football" Assignment (2 min)**

In your free time, set up a small dribbling course by placing four or five objects on the ground as obstacles. Practise dribbling the ball around them as quickly and smoothly as possible, focusing on close control. Use the dribbling techniques learned in the session, experiment with changes in direction, and challenge yourself to dribble using both feet.

#### **7. Half-Time (2-3 min)**

The coach should complete the attendance record for the session.

## 10.3.2

## “Play Fair”: Avoid drugs, alcohol and cigarettes



Figure 10.

Schematic illustration of Training Session 8.

## 1. Review the previous week's assignment for 'Play Fair' half (5 min)

## 2. Health Issue Discussion (5 min)

- Avoiding drugs, alcohol, and cigarettes is essential for maintaining good health and preventing unhealthy addictions.
- Cigarettes contain nicotine, a highly addictive substance, and tobacco smoke is linked to serious health conditions, including lung cancer and respiratory diseases ([WHO, 2023](#)).
- Smoking also reduces physical fitness, as carbon monoxide in tobacco smoke binds to red blood cells, reducing their ability to transport oxygen throughout the body (Malenica et al., 2017)<sup>37</sup>.
- Even smoking just one or two cigarettes can lower oxygen uptake by approximately 5%, impacting endurance and overall athletic performance ([British Heart Foundation, 2023](#)).
- E-cigarettes are not a safe alternative, as the long-term health effects remain unclear (Drummond and Upson, 2014)<sup>38</sup>.
- Similarly, alcohol consumption can be harmful, as it leads to dehydration by increasing urine production, which can negatively affect physical and cognitive performance (Epstein, 1997)<sup>39</sup>.
- **Avoiding these substances is key to staying fit, healthy, and free from harmful addictions.**

37 Malenica, M., Prnjavorac, B., Bego, T., Dujic, T., Semiz, S., Skrbo, S., ... & Causevic, A. (2017). Effect of cigarette smoking on haematological parameters in healthy population. *Medical Archives*, 71(2), 132.

38 Drummond, M. B., & Upson, D. (2014). Electronic cigarettes. Potential harms and benefits. *Annals of the American Thoracic Society*, 11(2), 236-242.

39 Epstein, M. (1997). Alcohol's impact on kidney function. *Alcohol health and research world*, 21(1), 84.

### **Keylo**

- In “Play Football”, we learned dribbling moves to avoid defenders. In “Play Fair”, we are going to learn moves to avoid substances like cigarettes that are bad for your health.
- Clap-clap, clap-clap-clap, “No smoking!” The children should wave a finger on one hand from side to side and shake their head to indicate “no”.

### **3. Activ(ity) Warm-Up (up to 15 min)**

- Players pair up with their Praise Partners and complete a dynamic warm-up

#### **Set-Up:**

- Set up the pitch using 4 cones, adjusting the size of the playing area according to the available space. Divide the children into teams of 2 to 6 players.

#### **Game Explanation:**

- This activity focuses on practising the avoidance of harmful substances such as drugs, alcohol, and cigarettes. These substances are represented by cones placed on the pitch.
- Players will dribble the ball around the cones, making sure to avoid touching them, and return to the starting position without going around the cones. Once they return to the starting point, they must pass the ball to the next teammate and then go to the end of the line, performing star jumps in the meantime.
- The next player repeats the dribbling exercise.
- If a player touches one of the cones, they must stop, and the rest of the team needs to give them a high-five before they can continue.
- The team that has all its players complete the exercise and finish with star jumps first wins.
- Variation: In the second round, if any player touches a cone while dribbling the ball, the entire team must perform three squat jumps before continuing.

OR

- Players can engage in a small-sided game (3v3 or 4v4) with the goals turned around so that the back of the goals face each other. All players must be inside the opponent's goal zone to score.
- The pitch is divided into three zones: a target zone at each end and a central zone. Players are required to make at least three touches in the middle zone before they can score.
- There are no goalkeepers in this game.
- To score a goal, all players must be inside the goal zone.



- Variation: Place cones around the middle zone, symbolising harmful substances like alcohol, tobacco, or e-cigarettes. If the ball touches one of these cones, possession is handed over to the opposing team.

#### **4. Discussion (15 min)**

Take the opportunity of this discussion to reinforce the message of avoiding unhealthy addictions and making choices that support long-term health and well-being. Engage the children in a conversation about the dangers of alcohol and cigarettes. Ask them questions such as:

- What do you know about drinking alcohol and smoking cigarettes?
- How can you resist the temptation to drink, smoke, or take drugs? (Encourage them to choose friends who care about their well-being, not those who just want to fit in; suggest participating in positive activities like football or other sports as a way to stay focused on health).
- What could happen if you start drinking alcohol or smoking cigarettes? (Refer to the information sheet to discuss the potential consequences).

#### **5. Summary of Key Health Messages (3 min)**

- Drugs, cigarettes, and alcohol are harmful substances that increase the risk of illness and early death.
- Addiction to drugs and cigarettes is possible, and tobacco smoke is linked to several serious diseases, including lung cancer.
- Using drugs, smoking, and drinking alcohol not only harms the individual but can also have a negative impact on their family and friends.

#### **6. “Play Fair” Assignment (2 min)**

Talk to your family members about the dangers of drugs, smoking, and excessive alcohol consumption, and explain how these habits can be harmful to health.

#### **7. Praise Circle and Wrap-up (5 min)**

The children take a moment to recognise and commend their peers for demonstrating positive behaviours and attitudes throughout the session. This includes encouraging each other to make healthy choices and avoid harmful substances like drugs, alcohol, and cigarettes.

### 10.3.3 Timetable for Week's 4 Session

1st Half: Dribbling	
Activity	Duration
Review the previous week's assignment for 'Goalkeeping' half	3 min
Assign praise partners	2 min
Warm-up	10 min
Football Skill – Dribbling	15 min
Small-Sided Games	10 min
Assignment regarding Dribbling	2 min
Half-Time Wrap-Up	3 min
Overall duration 40-45 min	
2nd Half: Avoid drugs, alcohol, and cigarettes	
Activity	Duration
Review the previous week's assignment for 'Play Fair' half	3-5 min
Health Issue Discussion & Keylo	5-7 min
Activ(ity) Warm-Up focusing on avoiding develop unhealthy addictions	15 min
Discussion	15 min
Summary of key health messages	3 min
'Play Fair' Assignment	2 min
Praise Circle and Wrap-Up	5 min
Overall duration: 45-50 min	

## 10.4 FACTS SHEET ABOUT AVOIDING DEVELOPING UNHEALTHY ADDICTIONS

The behaviours of children and young people can significantly impact their health and well-being, not only in the present but also in later life. Studies show that habits established during childhood and adolescence often persist into adulthood (Movassagh et al., 2017)<sup>40</sup>. Therefore, it is crucial to focus on encouraging healthy behaviours in young people early on, as it is easier to modify these behaviours than to address long-term social challenges or treat chronic conditions. Health behaviour refers to actions that influence an individual's or others' long-term health, such as parents encouraging their children to brush their teeth or friends influencing each other's decisions about smoking (Short and Mollborn, 2015)<sup>41</sup>.

<sup>40</sup> Movassagh, E. Z., Baxter-Jones, A. D., Kontulainen, S., Whiting, S. J., & Vatanparast, H. (2017). Tracking dietary patterns over 20 years from childhood through adolescence into young adulthood: the Saskatchewan pediatric bone mineral accrual study. *Nutrients*, 9(9), 990.

<sup>41</sup> Short, S. E., & Mollborn, S. (2015). Social determinants and health behaviors: conceptual frames and empirical advances. *Current opinion in psychology*, 5, 78-84.

## 10.4.1

**Cigarettes**

According to the [American Lung Association](#), the earlier someone begins smoking, the more likely they are to become a heavy smoker later in life. Nicotine is highly addictive, and young people are especially susceptible to becoming addicted quickly. Therefore this addiction makes it very difficult to quit smoking once started. According to the EU Commission ([European Commission. \(2020\). Health Risks of Smoking and Second-hand Smoke](#)), in Europe, smoking remains one of the leading causes of premature death and is closely linked to various illnesses that severely diminish the quality of life. Tobacco smoke contains carcinogens that can cause cancers, including lung cancer, with a very low survival rate<sup>42</sup>. Many young people begin smoking due to peer or family influences. Over the past two decades, the number of young smokers has declined, partly due to legal measures like smoking bans in public places, restrictions on tobacco advertising, and laws prohibiting the sale of cigarettes to minors ([WHO report on the global tobacco epidemic 2021: addressing new and emerging products](#)).

## 10.4.2

**E-cigarettes**

E-cigarettes are a relatively recent innovation, and their long-term health risks are still not fully understood. Some studies have suggested that young people who use e-cigarettes may be more likely to transition to regular cigarette smoking (Osibogun et al., 2020)<sup>43</sup>. The Centers for Disease Control and Prevention (CDC) advises against the use of e-cigarettes, particularly among young people, due to the potential health risks and the uncertainty around their safety ([CDC Newsroom, 2024](#)).

## 10.4.3

**Alcohol**

Alcohol is the most widely consumed drug globally and is commonly used to alter mood and perception. Initially, alcohol acts as a stimulant, making the person feel more energetic, but this is followed by relaxation and fatigue, while high levels of alcohol consumption impair decision-making and coordination (Hendler et al., 2013)<sup>44</sup>. Drinking large amounts in a short period can lead to

<sup>42</sup> United States. Public Health Service. Office of the Surgeon General. (2010). *How tobacco smoke causes disease: the biology and behavioral basis for smoking-attributable disease: a report of the Surgeon General. US Department of Health and Human Services, Public Health Service, Office of the Surgeon General.*

<sup>43</sup> Osibogun, O., Bursac, Z., & Maziak, W. (2020). E-cigarette use and regular cigarette smoking among youth: population assessment of tobacco and health study (2013–2016). *American journal of preventive medicine*, 58(5), 657–665.

<sup>44</sup> Hendler, R. A., Ramchandani, V. A., Gilman, J., & Hommer, D. W. (2013). Stimulant and sedative effects of alcohol. *Behavioral neurobiology of alcohol addiction*, 489–509.

alcohol poisoning, which can be fatal. Young people who drink heavily are at higher risk of being involved in accidents, engaging in unsafe behaviours, or suffering alcohol poisoning. Studies show that those who start drinking at a young age and consume alcohol frequently are more likely to face alcohol-related issues later in life. Parental drinking habits and attitudes towards alcohol significantly influence young people's drinking behaviours, making prevention efforts particularly important. Encouraging healthy behaviours and attitudes towards alcohol can help reduce the risks associated with early and excessive drinking ([National Institute on Alcohol Abuse and Alcoholism, Alcohol's Effects on Health, 2024](#)).

# 11. WEEK 5

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## 11.1 TARGETS AND OBJECTIVES OF THE WEEK

- 'Play Football' activity: Shielding
- 'Play Fair' health topic: Be active
- Issues addressed in session: Walk, cycle, use the stairs in daily life

Week's 5 focus is on developing football skills in shielding and promoting an active lifestyle. In the *Play Football* activity, participants will learn the technique of shielding, an essential skill for maintaining possession of the ball under pressure. The *Play Fair* health topic highlights the importance of staying active in daily life, encouraging habits such as walking, cycling, and using the stairs instead of lifts or escalators. Additionally, participants will gain an understanding of how to measure both working and resting heart rates, reinforcing the benefits of regular physical activity for overall health and well-being.

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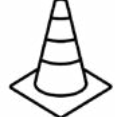

## 11.2 PREPARATION AND COACHING RECOMMENDATIONS:

- Where possible, set up the training area in advance to maximise session time and create a structured learning environment.
- Prepare demonstrations and drills focused on shielding techniques, helping players understand how to use their body effectively to protect the ball.
- Reinforce the importance of staying active in daily life by incorporating discussions on simple habits such as walking, cycling, and taking the stairs instead of lifts.
- Encourage engagement by creating an interactive and supportive atmosphere where players can practice skills with confidence.
- Review the *Information Sheet* before the session to ensure a clear understanding of the key concepts related to shielding in football and the benefits of an active lifestyle.

11.2.1 Materials required for the week:

- 1. **11 For Health’s Booklet:** Provides structured guidance and valuable information for the sessions
- 2. **Whistle:** Signals instructions and activity transitions
- 3. **Stopwatch/Timer:** Tracks time for drills and exercises
- 4. **Football:** Used for skill practice and games
- 5. **Cones:** Marks training areas and drills
- 6. **Bibs:** Differentiates teams during activities

Table 6. Checklist of essential materials for the training

1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					

11.3 DETAILED TRAINING PROGRAM

11.3.1 ‘Play Football’ activity: Shielding

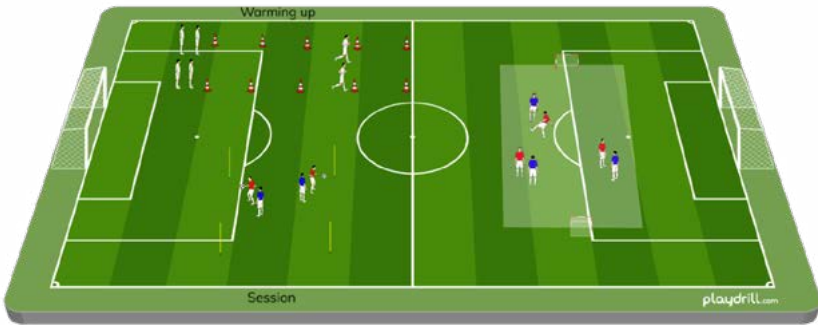


Figure 11. Schematic illustration of Training Session 9.

### 1. Review the previous week's assignment for 'Dribbling' half (3 min)

### 2. Assign Praise Partners (2 min)

Pair up the children with Praise Partners for encouragement throughout the session (ideally use different pairs than the previous sessions).

### 3. Warming up 10 min

- Complete the warm-up session (the six "FIFA 11+" drills).

### 4. Football skill 15 min

An important member of a football team is the midfield player who controls the game by passing the ball backwards and forwards quickly between team members. The session will focus on learning this skill.

To be good at controlling and keeping possession of the ball in a football match, midfield players must be alert at all times, be aware of where their teammates are, be able to make good decisions and be able to respond to players' movements quickly.

- **Circle warm-up:** Split the children into groups of approximately 20 players. Get half of the players in each group to form a circle with a diameter of approximately 20 meters and the other half to stand inside the circle with a ball.
- Each player inside the circle has a ball and passes to a player making up the circle, who controls the ball with one touch and passes it back to the same player with the second touch, who then dribbles around inside the circle until he/she finds another player to pass to.
- The players inside the circle dribble around between each other for 1–2 minutes, then swap roles with those making up the circle.

#### Variations:

- When the teacher blows a whistle or claps, all players in the middle must step onto their own ball and find a new one after which they will play on.
- The ball is passed back first-time by the player forming part of the circle.
- The player forming part of the circle who receives the ball takes 2 touches before passing it back. The touches could be with the instep and then the outside of the foot, with either the stronger or weaker foot before the ball is passed back.
- The players forming the circle have the ball and throw it into the circle to someone running around inside the circle. The ball can be thrown to the thigh, chest, head, etc. The players inside the circle have to control the ball before passing it back to the player who threw the ball.

### 5. Small-sided games 10 min

The children play 4v4 or 5v5 with end zones (e.g. a 20x30 m pitch with 2x3 m end zones across the full width); only the team with the ball may have a player in the end zone. Players score by passing the ball to a player in the end zone, who controls the ball and passes the ball back to an opposition player outside the end zone. Once the ball has crossed the half-way line, the team can choose which end zone they want to score in.

#### Variations:

- If one team begins to build a big lead or has the ball much more than the other team, you can change the rule so that once the ball has been played into the end zone, the player who receives the ball must then pass it back to the opposing team, which then tries to score at the opposite end.
- A goal cannot be scored at the same end twice in succession.

### 6. “Play Football” Assignment (2 min)

In your own time, practise shielding by working with a partner or against a wall. Try receiving the ball with your back to the defender and maintaining possession for a few seconds before passing or turning. Focus on balance, foot positioning, and using your body effectively to protect the ball. Challenge yourself by gradually increasing the pressure from your partner or reducing the space available.

### 7. Half-Time (2-3 min)

The coach should complete the attendance record for the session.

## 11.3.2

### “Play Fair”: Be active

#### 1. Review the previous week’s assignment for ‘Play Fair’ half (5 min)

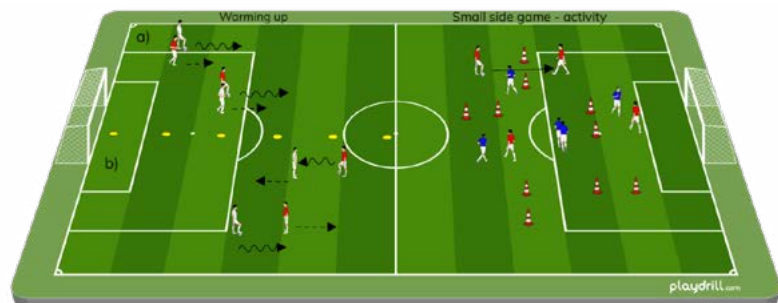


Figure 12.

Schematic illustration of Training Session 10.



## 2. Health Issue Discussion (5 min)

- According to WHO children aged 5–17 should engage in at least 60 minutes of physical activity daily to support healthy growth and development.
- There are numerous ways to stay active, such as walking, cycling, scootering, or running to school, as well as playing outdoors with friends instead of watching TV or playing video games.
- Regular physical activity lowers the risk of lifestyle diseases, enhances concentration, and boosts self-confidence ([WHO](#)).

### Keylo

- In “Play Football”, we focused on shielding the ball to prevent opponents from gaining possession.
- In “Play Fair”, we will explore how to incorporate physical activity into daily life in simple and effective ways.
- Let's get started! *Clap-clap, clap-clap-clap... “Be active!”*

## 3. Activ(ity) Warm-Up (up to 15 min)

- Emphasise the importance of being active for at least one hour per day.
- Players pair up with their Praise Partners and complete a dynamic warm-up

### Set-Up:

- Create rectangular pitches using cones.
- Inside each pitch, place 4–5 cone goals (one more than the number of players per team).
- Divide players into teams of 3v3 or 4v4.
- No goalkeepers are allowed to encourage constant movement.

### Game Explanation:

- A goal is scored when the ball is passed through a cone goal to a teammate.
- Goals can be scored from either side of the goal.
- Players must remain in motion at all times.

#### **4. Discussion (15 min)**

Engage the children in a conversation using the following prompts:

- What does it mean to be active? *(It means moving your body → exercising, walking, cycling, roller skating, playing sports, etc.)*
- How can you incorporate activity into your daily life? *(If possible, cycle, walk, or scooter to school instead of using a car or bus.)*
- How long should you be active each day? *(At least 60 minutes, though it does not need to be continuous, short sessions of 10 minutes or more count!)*

#### **5. Summary of Key Health Messages (3 min)**

- Be active for at least 60 minutes a day – this can be split into shorter bursts of at least 10 minutes.
- Find enjoyable ways to stay active – whether it's walking, cycling, scootering, running, or playing outside.
- Regular physical activity reduces health risks, enhances focus, and builds self-confidence.

#### **6. “Play Fair” Assignment (2 min)**

Over the next week, aim to:

- Walk, cycle, run, or scooter to school whenever possible.
- Be active during break times and after school – rather than spending long periods sitting indoors.

#### **7. Praise Circle and Wrap-up (5 min)**

The children give praise to their partners for positive actions and attitudes.

### 11.3.3 Timetable for Week's 5 Session

1st Half: Shielding	
Activity	Duration
Review the previous week's assignment for 'Dribbling' half	3 min
Assign praise partners	2 min
Warm-up	10 min
Football Skill – Shielding	15 min
Small-Sided Games	10 min
Assignment regarding Shielding	2 min
Half-Time Wrap-Up	3 min
Overall duration 40-45 min	
2nd Half: Be active	
Activity	Duration
Review the previous week's assignment for 'Play Fair' half	3-5 min
Health Issue Discussion & Keylo	5-7 min
Activ(ity) Warm-Up focusing on being active	15 min
Discussion	15 min
Summary of key health messages	3 min
'Play Fair' Assignment	2 min
Praise Circle and Wrap-Up	5 min
Overall duration: 45-50 min	

## 11.4 FACTS SHEET ABOUT AVOIDING DEVELOPING UNHEALTHY ADDICTIONS

PA can be both structured and unstructured. Structured activity includes organised sports, gym workouts, and fitness training, while unstructured activity refers to everyday movement, such as walking, cycling, or playing games outdoors (Dapp et al., 2021)<sup>45</sup>.

Over the past century, modern lifestyles have become increasingly sedentary. Previously, children would walk to school, play outside during breaks, and engage in outdoor games in the evenings. Today, however, many are driven to school, participate in fewer physical activities, and spend more time in front of screens. This shift has contributed to higher rates of obesity and lifestyle-related illnesses.

<sup>45</sup> Dapp, L. C., Gashaj, V., & Roebbers, C. M. (2021). Physical activity and motor skills in children: A differentiated approach. *Psychology of Sport and Exercise*, 54, 101916.

Regular physical activity is essential for preventing chronic diseases such as heart disease, type 2 diabetes, high blood pressure, metabolic syndrome, and certain cancers. It also supports lung health, reducing the risk of conditions like asthma (Anderson and Durstine, 2019)<sup>46</sup>.

### 11.4.1 How to Be More Physically Active

Children and young people can increase their activity levels in many ways:

- **Active travel** – Walk, cycle, skateboard, scooter, or roller skate to school instead of using cars or buses.
- **Outdoor play** – Instead of spending time indoors watching TV or playing video games, engage in activities like football, basketball, skipping, or tag with friends.
- **Sports and hobbies** – Join a sports club, martial arts class, dance group, or swimming session to stay fit while having fun.

### 11.4.2 Why Should You Stay Active?

Being physically active benefits both physical and mental well-being. It helps to:

- **Develop lifelong healthy habits:** Encourages an active lifestyle that can be maintained into adulthood. **Reduce the risk of lifestyle-related diseases:** Lowers the chances of heart disease, diabetes, and obesity.
- **Strengthen muscles and bones:** Improves coordination, balance, and physical endurance.
- **Boost mental health:** Increases self-confidence, focus, and mood, reducing stress and anxiety.
- **Improve learning and immune function:** Supports better concentration in school and reduces the likelihood of getting ill (Nieman and Wentz, 2019<sup>47</sup>; [CDC, 2025](#)).

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<sup>46</sup> Anderson, E., & Durstine, J. L. (2019). Physical activity, exercise, and chronic diseases: A brief review. *Sports medicine and health science*, 1(1), 3-10.

<sup>47</sup> Nieman, D. C., & Wentz, L. M. (2019). The compelling link between physical activity and the body's defense system. *Journal of sport and health science*, 8(3), 201-217.

# 12. WEEK 6

## 12.1 TARGETS AND OBJECTIVES OF THE WEEK

- 'Play Football' activity: Controlling
- 'Play Fair' health topic: Control your weight
- Issues addressed in session: Control the quantity of food eaten

This week's focus is on controlling, both in football and in maintaining a healthy lifestyle. In the 'Play Football' activity, children will develop their ball control skills, learning how to receive, move, and manage the ball effectively. Meanwhile, in 'Play Fair', the health topic will center on controlling weight, with a key emphasis on managing portion sizes and understanding how to fuel the body properly.

By the end of the week, participants should have a better understanding of how to control the ball on the pitch and how to make mindful choices about the quantity of food they consume, ensuring they maintain a healthy and balanced diet.

## 12.2 PREPARATION AND COACHING RECOMMENDATIONS:








- Prepare the activity area in advance, setting up the necessary equipment to ensure a smooth transition into the football session on ball control.
- Encourage engagement by explaining the importance of both physical and nutritional control, linking football skills with healthy lifestyle choices.
- Adapt the session based on the available space and the number of participants to maximise learning and participation.
- Familiarise yourself with the Information Sheet before the session to ensure you can confidently guide discussions on controlling weight and managing portion sizes.

### 12.2.1 Materials required for the week:

1. **11 For Health's Booklet:** Provides structured guidance and valuable information for the sessions

- 2. **Whistle:** Signals instructions and activity transitions
- 3. **Stopwatch/Timer:** Tracks time for drills and exercises
- 4. **Footballs:** Used for skill practice and games
- 5. **Cones:** Marks training areas and drills
- 6. **Bibs:** Differentiates teams during activities
- 7. **Activity cards:** healthy foods (fruit and veg, meat and fish, water), unhealthy foods (chocolate, fizzy drinks, ice cream, sweets)

Table 7. Checklist of essential materials for the training

1	2	3	4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
						

## 12.3 DETAILED TRAINING PROGRAM

### 12.3.1 ‘Play Football’ activity: Controlling

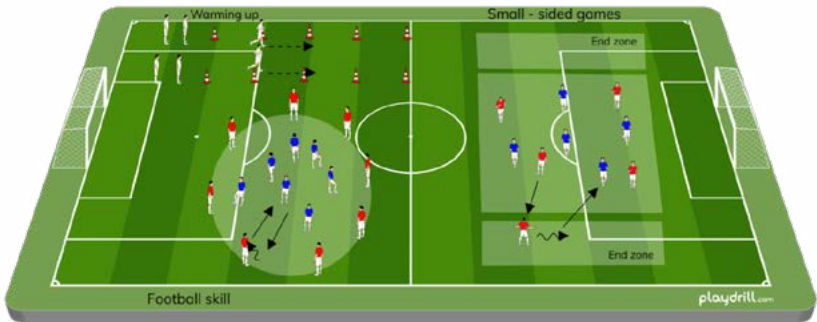


Figure 13. Schematic illustration of Training Session 11.

1. Review the previous week’s assignment for ‘Goalkeeping’ half (3 min)

2. Assign Praise Partners (2 min)

Pair up the children with Praise Partners for encouragement throughout the session (ideally use different pairs than the previous sessions).

### **3. Warm-up (10 min)**

Begin with a warm-up session using the guidance on page 21, where the coach should include dynamic stretches and movements to prepare the body for PA.

### **4. Football Skill – Controlling (15 min)**

This session focuses on developing ball control skills, which are essential for effective passing and maintaining possession under pressure.

To excel at ball control, footballers must stay alert and aware of their surroundings, anticipate their teammates' movements, make quick and intelligent decisions, and react swiftly to changes in play.

#### **Session Setup:**

- Divide the children into groups of approximately 15-20 players.
- Half of the players form a large circle (about 20 meters in diameter), while the other half stand inside the circle with a ball.

#### **Controlling Skills:**

##### **Instructions:**

1. Each player in the middle dribbles with their ball and passes to a player on the outer circle.
2. The receiving player controls the ball with one touch and returns it with the second touch.
3. The player inside the circle then dribbles around before passing to another teammate.
4. After 1–2 minutes, players swap roles, ensuring everyone gets a chance to practice both passing and controlling.

##### **Variations:**

- Quick Change: When the coach blows a whistle or claps, all players inside the circle must stop their ball, find a new one, and continue playing.
- First-Time Passing: The player on the outer circle returns the ball immediately with one touch, improving reaction speed and control.
- Different Touches: The receiving player on the outer circle must take two touches before passing back, using different parts of the foot (e.g., instep, outside of the foot, sole).

- Aerial Control: Players on the outer circle throw the ball to those in the middle, who must control it with their thigh, chest, or head before passing it back.

**Coaching Tips:**

- Encourage players to keep their eyes up while controlling the ball.
- Emphasise the importance of a soft first touch to maintain possession.
- Encourage quick decision-making, players should think ahead before receiving the ball.
- Use both feet to build confidence and versatility.

**5. Small-Sided Games – 10 Minutes**

Players will participate in 4v4 or 5v5 small-sided matches with designated end zones to reinforce ball control skills in a game-like scenario. The focus is on controlling the ball under pressure and making accurate passes.

**Game Setup:**

- Set up a 20x30 meter pitch with two 3x2 meter end zones spanning the full width of the pitch.
- Only the attacking team can have a player inside the end zone.
- To score, a team must successfully pass the ball to a teammate inside the end zone.
- The receiving player must control the ball before passing it back to an opposition player outside the end zone.
- Once the ball crosses the halfway line, the attacking team can choose which end zone to score in.

**Variations:**

- If one team dominates possession or builds a significant lead, modify the rule so that after a goal is scored, the receiving player in the end zone must pass the ball directly to the opposing team, allowing them to launch an attack in the opposite direction.
- To encourage decision-making and variation, teams cannot score in the same end zone twice in a row.

**6. “Play Football” Assignment (2 min)**

To improve your ball control, practice daily by receiving and passing the ball with a single touch. Start by controlling the ball and passing it back to the same player or a different teammate.



As you progress, focus on controlling the ball while moving, ensuring both you and your teammate remain in motion. This will help develop quicker reactions, better touch, and improved decision-making under pressure. Challenge yourself by using different parts of your foot (instep, outside, sole) to control and distribute the ball effectively.

### 7. Half-Time (2-3 min)

The coach should complete the attendance record for the session.

## 12.3.2

### “Play Fair”: Control your weight



Figure 14.

Schematic illustration of Training Session 12.

### 1. Review the previous week's assignment for 'Play Fair' half (5 min)

### 2. Health Issue Discussion (5 min)

It is important to control your weight by balancing the amount of food you eat with the energy your body needs. This means being mindful of portion sizes and ensuring you consume nutritious foods that fuel your body effectively.

#### How to Control the Amount of Food You Eat:

- Listen to Your Body
- Eat Slowly
- Choose Nutrient-Dense Foods
- Avoid Eating Straight from the Packet
- Stay Hydrated
- Limit Sugary and Processed Foods

### **Keylo**

- In “Play Football,” we learned how to control the ball. In “Play Fair,” we will learn how to control the amount of food we eat so we have the right amount of energy to stay active and perform well at school.
- Clap-clap, clap-clap-clap... “Eat smart, stay strong!”

### **3. Activ(ity) Warm-Up (up to 15 min)**

Objective: Help children understand the importance of controlling their weight and managing portion sizes through an engaging dribbling game that reinforces decision-making and self-control.

#### **Set-Up:**

- Mark a rectangular pitch using four cones. This represents a balanced diet and healthy eating.
- On either side of the pitch, create two narrow “zones” (or “ditches”) using cones:
  - Healthy Eating Zone (representing healthy food choices that give you long-lasting energy).
  - Unhealthy Eating Zone (representing unhealthy food choices that give you quick bursts of energy but leave you feeling tired and sluggish soon after).
- Divide the children into two groups, with about 10 players at each end.
- Prepare activity cards: one set of healthy foods (fruit, vegetables, meat, fish, water) and one set of unhealthy foods (chocolate, fizzy drinks, ice cream, sweets).

#### **Activity Instructions:**

##### **1. Warm-Up Dribble (Ball Control Focus):**

- Players start by dribbling the ball from one end of the pitch to the other, focusing on tight ball control, using both feet and changing direction.
- The players should aim to stay within the middle of the pitch, representing balanced food choices, and avoid the healthy and unhealthy zones (ditches).
- When they reach the other side, they pass the ball to a teammate without losing control and take a short rest to simulate recovery after activity.
- Emphasise how important it is to keep the ball controlled just like it's essential to manage food intake.

## 2. Dribbling with Challenges and Food Choices:

- Introduce four catchers (named after unhealthy food choices):
  - Count Overeat (representing too much food)
  - Count Sugar-Rush (representing sugary foods like chocolate and fizzy drinks)
  - Count Skipped Meals (representing not eating enough)
  - Count Fasting (representing undereating).
- Catchers try to steal the ball from the dribblers. If a catcher succeeds, they kick the ball into one of the two zones (healthy or unhealthy).
- Players must then quickly recover the ball and continue dribbling, focusing on keeping the ball controlled, while also thinking about how food choices affect their energy levels.

### Activity Card Integration:

- As players dribble, the coach can hold up a food card at random (either healthy or unhealthy).
- Players must react by dribbling to the corresponding zone:
  - If the card shows a healthy food, they dribble towards the Healthy Eating Zone.
  - If the card shows an unhealthy food, they dribble towards the Unhealthy Eating Zone.
- The players then perform a quick pass to a teammate before returning to the middle. The game continues until all players have dribbled at least once.

## 4. Discussion (15 min)

Ask the children questions about controlling food intake and managing weight, such as:

- What happens if you eat too much or too little food? *(You may feel tired, sluggish, or have difficulty concentrating. Eating too much can lead to weight gain, and eating too little can make you feel weak or lack energy).*
- Why is it important to eat the right amount of food, not too much or too little? *(Eating the right amount helps you stay healthy, gives you the right amount of energy, and helps you grow strong and active).*
- What effect can overeating have on your body in the long term? *(Eating too much regularly can lead to weight gain, which can increase the risk of health problems like heart disease and diabetes).*

- How can eating too little affect you in the long run? *(Not eating enough can cause your body to feel weak, it can slow down your metabolism, and you may not have enough energy to do things like exercise or focus in school).*
- What are some signs that you might be eating too much or too little? *(You might feel too full or not hungry after meals, or you may feel constantly tired or weak if you're not eating enough).*

### **5. Summary of Key Health Messages (3 min)**

- It is important to control the quantity of food you eat to maintain a healthy weight and have enough energy to stay active (NIH, 2022).
- Eating the right portions of healthy food helps you feel energised and supports your growth, while overeating or eating unhealthy foods can affect your body negatively.
- Think positively about your body, and remember that eating in moderation and making balanced food choices is key to feeling good and staying healthy.

Further reading:

- 8 tips for healthy eating, (2022), NHS <https://www.nhs.uk/live-well/eat-well/how-to-eat-a-balanced-diet/eight-tips-for-healthy-eating/>

### **6. "Play Fair" assignment (2 min)**

Teach your family and friends how to manage their food intake by making healthier choices. Explain the importance of controlling portions and choosing nutritious foods to stay healthy and active.

### **7. Praise Circle and Wrap-up (5 min)**

The children give praise to their partners for positive actions and attitudes.

### 12.3.3 Timetable for Week's 6 Session

1st Half: Controlling	
Activity	Duration
Review the previous week's assignment for 'Shielding' half	3 min
Assign praise partners	2 min
Warm-up	10 min
Football Skill – Controlling	15 min
Small-Sided Games	10 min
Assignment regarding Controlling	2 min
Half-Time Wrap-Up	3 min
Overall duration 40-45 min	
2nd Half: Control your weight	
Activity	Duration
Review the previous week's assignment for 'Play Fair' half	3-5 min
Health Issue Discussion & Keylo	5-7 min
Activ(ity) Warm-Up focusing on controlling your weight	15 min
Discussion	15 min
Summary of key health messages	3 min
'Play Fair' Assignment	2 min
Praise Circle and Wrap-Up	5 min
Overall duration: 45-50 min	

## 12.4 FACTS SHEET ABOUT CONTROLLING YOUR WEIGHT AND THE QUANTITY OF FOOD EATEN

Controlling your weight is essential to staying healthy and active. It's important to eat the right amount of food to give your body the energy it needs without overeating. By controlling the quantity of food you consume, you can maintain a healthy weight, improve your energy levels, and feel better overall ([NHS, 2022](#)). Being mindful of what you eat and how much you eat can help you avoid feeling too full, sluggish, or uncomfortable. It is also essential to pay attention to how you eat, try to avoid distractions such as the TV or computer while eating, and focus on your food so that you can listen to your body's natural hunger and fullness cues; this method is called mindful eating.

### 12.4.1 Controlling the Quantity of Food You Eat

Learning how to control the quantity of food you eat is vital for maintaining a healthy weight. You can start by being mindful of portion sizes and listening to your body's hunger and fullness cues. Avoid eating too much in one sitting and

try to eat smaller meals throughout the day. This will help you stay energised and prevent overeating. It's also important to choose nutritious foods that provide your body with the energy it needs to be active, such as fruits, vegetables, lean proteins, and whole grains. Foods high in sugar and fat, such as sweets, fizzy drinks, and processed snacks, should be consumed in moderation as they can lead to unhealthy weight gain if eaten in large quantities<sup>48 49</sup>.

## **12.4.2 The Role of Physical Activity**

Regular physical activity plays a key role in controlling your weight and managing the quantity of food you eat. Exercise helps to burn energy, build muscle, and improve overall health. It's important to stay active every day to help balance the energy you consume and the energy your body uses. For children and young people, aiming for at least 60 minutes of physical activity a day can help maintain a healthy weight and improve overall fitness.

## **12.4.3 Energy Balance**

Energy balance is the balance between the energy you take in through food and drink and the energy your body uses through physical activity (NIH, National Heart, Lung, and Blood Institute, 2013). To maintain a healthy weight, it's crucial to find a balance. If you eat more than your body needs, the excess energy can be stored as fat. Conversely, if you eat too little, you may not have enough energy for physical activity or to function properly throughout the day. A balanced diet is key to ensuring you get the nutrients your body needs to grow strong, build muscles, and stay healthy. This means eating a variety of foods from all the food groups in the right amounts.

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<sup>48</sup> James, G. *Food and Nutrition*. Gilad James Mystery School.

<sup>49</sup> Willett, W., Skerrett, P. J., & Giovannucci, E. L. (2017). *Eat, drink, and be healthy: the Harvard Medical School guide to healthy eating*. Simon and Schuster.

# 13. WEEK 7

## 13.1 TARGETS AND OBJECTIVES OF THE WEEK

- ‘Play Football’ activity: Defending
- ‘Play Fair’ health topic: Wash your hands
- Issues addressed in session: Develop good hygiene practices

In Week 6, the focus will be on defending and personal hygiene. In the “Play Football” section, the goal is to teach the children how to defend against attacking opponents, helping them understand the key principles of defending in football, such as positioning, timing, and awareness. Meanwhile, in the “Play Fair” section, the emphasis will be on developing good hygiene practices, particularly learning how and when to wash hands properly to protect themselves from infections. By the end of the week, the children will have improved their ability to defend on the pitch and gained a better understanding of how good hygiene can help safeguard their health.








## 13.2 PREPARATION AND COACHING RECOMMENDATIONS:

- Set up the activity area ahead of time, arranging equipment and marking out the playing space to save time during the session.
- Be prepared to explain both defending techniques in football and the importance of proper hygiene practices to the children.
- Ensure that all safety measures are in place, particularly for any activities involving physical movement.
- Keep the session engaging and interactive, using examples and practical demonstrations to reinforce learning.
- Review the *Information Sheet* before the session to ensure a clear understanding of the key concepts related to shielding in football and the benefits of an active lifestyle.

13.2.1 Materials required for the week:

- 1. **11 For Health's Booklet:** Provides structured guidance and valuable information for the sessions
- 2. **Whistle:** Signals instructions and activity transitions
- 3. **Stopwatch/Timer:** Tracks time for drills and exercises
- 4. **Football:** Used for skill practice and games
- 5. **Cones:** Marks training areas and drills
- 6. **Bibs:** Differentiates teams during activities
- 7. **Activity cards:** Start, before, after, neither

Table 8. Checklist of essential materials for the training

1	2	3	4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
						

13.3 DETAILED TRAINING PROGRAM

13.3.1 'Play Football' activity: Defending

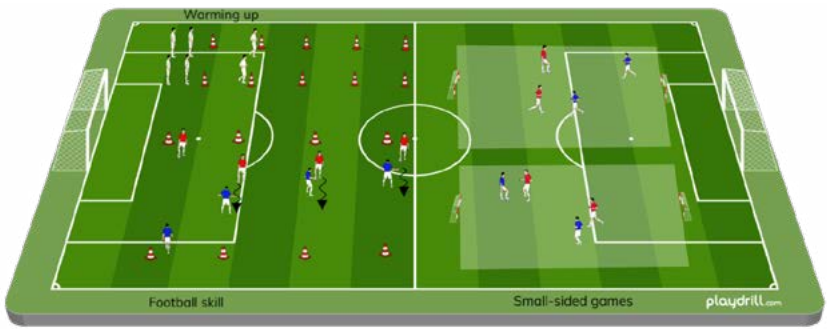


Figure 15. Schematic illustration of Training Session 13.



### 1. Review the previous week's assignment for 'Controlling' half (3 min)

### 2. Assign Praise Partners (2 min)

Pair up the children with Praise Partners for encouragement throughout the session (ideally use different pairs than the previous sessions).

### 3. Warm-up (10 min)

Begin with a warm-up session using the guidance on page 21, where the coach should include dynamic stretches and movements to prepare the body for PA.

### 4. Football Skill – Defending (15 min)

#### Session Setup:

- Arrange pitches for half the group, with each pitch consisting of two cones placed 10–15 metres apart. Ensure there is some space between pitches for smooth gameplay. Cones from the FIFA 11+ warm-up can be utilised.

#### Defensive Techniques:

- Close down space quickly, positioning yourself 1–2 steps away from the attacker to limit their options.
- Adopt a low, balanced stance, staying on your toes to react swiftly.
- Jockey the attacker by being patient and avoiding diving in; this encourages them to make a mistake.
- Focus on the ball, not the attacker's body movements, to better anticipate their actions.
- Use your body and arms legally to guide the attacker and maintain control.

#### Game Rules:

- Players compete in a **1v1 challenge**. One player defends while the other attacks.
- Each player stands by a cone. When the whistle blows, the attacker attempts to hit the defender's cone with the ball.
- The defender must engage the attacker, moving out (around an arm's length away) rather than staying by the cone.
- The attacker has **20 seconds** to score by hitting the cone.
- If the defender is close enough to touch the attacker when time is up, they score a point.
- Players switch roles after each round.

- Repeat as many times as possible within the session.
- The player with the most points at the end wins.
- For an added challenge, progress to a **higher-intensity 1v1 match**.

### **5. Small-Sided Games (10 min)**

Players will participate in 4v4 or 5v5 small-sided matches with designated end zones to reinforce defending skills in a game-like scenario. The focus is on defending the ball under pressure.

#### **Game Setup:**

- Split the children into small teams (3v3 or 4v4) and set up pitches with two goals at each end.
- Emphasise defensive skills such as marking, pressing, and blocking passing lanes.
- Where possible, ensure Praise Partners play on the same pitch.
- Encourage high intensity, teamwork, and communication.

#### **Variations:**

- Restrict players to a maximum of two or three touches per possession to encourage quicker decision-making, increase the tempo, and improve defensive pressure.
- Assign players specific zones to defend instead of man-to-man marking. This variation helps players work on positional awareness and team defending.
- Play 4v3 or 3v2 to create an overload in attack and a more challenging scenario for the defending team, helping defenders sharpen their decision-making under pressure.

### **6. “Play Football” Assignment (2 min)**

Pair up with a sibling or friend to play the attacker vs defender game at home, focusing on staying close to the attacker and blocking their route to the target. If you're comfortable with ball control, you can add an extra defender to make the game more challenging.

### **7. Half-Time (2-3 min)**

The coach should complete the attendance record for the session.

## 13.3.2

## “Play Fair”: Wash your hands

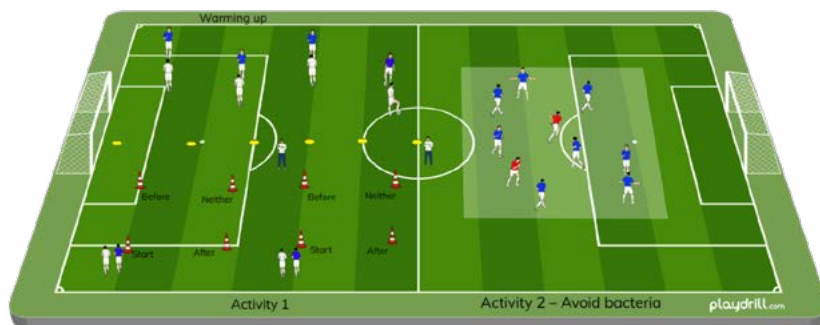


Figure 16.

Schematic illustration of Training Session 14.

### 1. Review the previous week's assignment for 'Play Fair' half (5 min)

### 2. Health Issue Discussion (5 min)

- Washing your hands properly is one of the most important ways to stay healthy and avoid illnesses like diarrhea. To remove bacteria, make sure you wash your hands with soap for at least 20 seconds as stated by the [Centers for Disease Control and Prevention](#).
- Always wash your hands after going to the toilet, after coughing or sneezing, and before preparing or eating food.
- Remember, bacteria are too small to see, so don't wait for your hands to look dirty before washing them. You should wash your hands even if they don't appear visibly dirty.
- Avoid drying your hands on your clothes to prevent transferring bacteria back onto your hands.

### Keylo

- In “Play Football”, we learned how to defend against opponents. In “Play Fair”, we're going to focus on defending ourselves from infections by learning when and how to wash our hands properly.
- To make it fun, act out washing your hands and then drying them by waving your hands in the air as if they were flags. Chant together: “Wash-wash-wash! Dry-dry-dry! Whoo!”

### 3. Activ(ity) Warm-Up (up to 15 min)

- Begin by explaining the correct way to wash your hands:

1. Use soap and water, washing all parts of your hands (front, back, between fingers, and under nails) for at least 15 seconds. This is the time it takes to sing “Happy Birthday” twice.
2. Rinse your hands with clean water, and then dry them on a clean towel. If a towel isn't available, wave them in the air until they dry.
3. Emphasise that hands should be washed after using the toilet, coughing or sneezing, and before eating or preparing food.
4. Teach children to sneeze or cough into their arm to stop germs from spreading to their hands.
5. If soap is unavailable, use washing powder or just clean water until soap is accessible.

**Short warm-up activity:**

- The children will run across the pitch with their Praise Partners. You decide on the exercises, and run with them to keep up the energy.
- Once they've warmed up, have the pairs stand 3 meters apart. One child will be the “king,” and the other will copy their movements, creating a reflection. Every time they run to the side or turn, they should wash their hands (as if performing the action during the game).

**Hand-washing game:**

- Set up squares, each with 4 cones labelled: START, BEFORE, NEITHER, and AFTER. There should be one square per coach.
- Divide the children into two groups, assigning each group to a square with one coach. They start by the “START” cone.
- The coach will call out random activities such as: going to the toilet, cooking, eating, coughing, sneezing, playing football, and more.
- Children will run to the cone that matches when they should wash their hands: BEFORE or AFTER the activity or NEITHER (if it's not necessary).
- After completing each activity, children run back to the START cone. If they run to the wrong cone, they have to do a short dance.
- **Variation:** Repeat the game with children running while carrying a ball, adding a challenge to the activity.

OR

### Activity 2 – Avoid Bacteria

- In a 20x30m pitch, choose two children to wear bibs as “bacteria.” The bacteria try to catch other children. If caught, the player must stand still until another student crawls through their legs to free them.
- Switch the roles of the bacteria so everyone has the chance to play. This game helps children become more aware of the need to avoid harmful germs and emphasises the importance of keeping active to stay healthy.

### 4. Discussion (15 min)

Ask children questions to ensure they understand the importance of hand-washing:

- Why do we need to wash our hands? (*Handwashing kills unhealthy bacteria and can prevent about 30% of diarrhea-related sicknesses and about 20% of respiratory infections (e.g., colds)*)
- When should we wash our hands? (*Before eating, after going to the toilet, after coughing or sneezing*)
- Why shouldn't we dry our hands on our clothes? (*It helps prevent transferring bacteria from our clothes to our hands*)
- Can you see the bacteria on your hands? (*No, bacteria are too small to be seen by the naked eye*)

### 5. Summary of Key Health Messages (3 min)

- Washing your hands properly is essential for staying healthy and preventing illness. To remove bacteria, wash with soap and water for 15 seconds (the length of time it takes to sing “Happy Birthday” twice) ([NHS, 2023](#)).
- Wash your hands after going to the toilet, after coughing or sneezing, and before preparing or eating food.
- Never dry your hands on your clothes, as it can spread bacteria.

Further reading regarding different hand drying methods for removing bacteria from washed hands:

- Suen, L. K., Lung, V. Y., Boost, M. V., Au-Yeung, C. H., & Siu, G. K. (2019). Microbiological evaluation of different hand drying methods for removing bacteria from washed hands. *Scientific reports*, 9(1), 13754.

### 6. “Play Fair” assignment (2 min)

Teach your siblings or friends how to wash their hands properly and ensure they dry them properly afterwards. This is a great opportunity to reinforce what you've learned and help others develop good hygiene habits.

### 7. Praise Circle and Wrap-up (5 min)

The children give praise to their partners for positive actions and attitudes.

### 13.3.3 Timetable for Week's 7 Session

1st Half: Defending	
Activity	Duration
Review the previous week's assignment for 'Controlling' half	3 min
Assign praise partners	2 min
Warm-up	10 min
Football Skill – Defending	15 min
Small-Sided Games	10 min
Assignment regarding Defending	2 min
Half-Time Wrap-Up	3 min
Overall duration 40-45 min	
2nd Half: Wash your hands	
Activity	Duration
Review the previous week's assignment for 'Play Fair' half	3-5 min
Health Issue Discussion & Keylo	5-7 min
Activ(ity) Warm-Up focusing on developing good hygiene practices	15 min
Discussion	15 min
Summary of key health messages	3 min
'Play Fair' Assignment	2 min
Praise Circle and Wrap-Up	5 min
Overall duration: 45-50 min	

## 13.4 FACTS SHEET ABOUT DEVELOPING GOOD HYGIENE PRACTICES

Good hand hygiene is essential for preventing the spread of infections and maintaining overall health. According to the [Centers for Disease Control and Prevention](#), handwashing with soap is one of the best ways to stay healthy, while if soap and water are not readily available, use a hand sanitizer with at least 60% alcohol to clean your hands. Even though, children typically learn how to wash their hands in nursery, it is important to reinforce and maintain this habit throughout their school years.

## 13.4.1

## Why is it important to wash our hands?

Our hands come into contact with millions of bacteria and viruses every day, many of which can cause illness and diseases. These diseases include gastrointestinal infections, such as salmonellosis, and respiratory infections, such as influenza, colds, and coronavirus (COVID-19). If we do not wash our hands properly, these harmful germs can be transmitted in several ways:

- **From our hands to our eyes, nose, mouth, or open cuts and scratches**, leading to infections such as colds, flu, and stomach bugs.
- **To other people**, either through direct contact (shaking hands, touching) or by contaminating objects such as door handles, desks, and shared equipment.
- **From hands to food**, allowing bacteria and viruses to spread during meal preparation and eating.

## 13.4.2

## Understanding bacteria and viruses

Viruses are minuscule biological entities that enter living organisms and infect them by reproducing inside their cells. These tiny infectious agents depend on living cells to replicate, and they can use animal, plant, or bacterial hosts to thrive and multiply. **In humans, viruses can lead to various illnesses.** For instance, the influenza virus causes the flu. Generally, the immune system triggers a response to eliminate the virus. However, certain viruses, like human immunodeficiency virus (HIV), are not effectively fought off by the immune system, resulting in a persistent infection that is hard or impossible to cure. In such cases, only the symptoms can usually be managed (Taylor and Taylor, 2014)<sup>50</sup>.

On the other side of the coin, bacteria are microscopic, single-celled organisms that exist nearly everywhere on Earth and play an essential role in the planet's ecosystems. Certain species are capable of surviving in extreme environments with high temperatures and pressure. The human body harbors a vast number of bacteria, with estimates suggesting that bacterial cells outnumber human cells. The majority of bacteria within the body are harmless, and some even provide beneficial functions. Only a small fraction of bacterial species are responsible for causing disease (Turnbaugh et al., 2007)<sup>51</sup>.

## 13.4.3

## How to wash your hands properly?

According to NHS and as stated above, to effectively remove bacteria and viruses, hands should be washed for at least 15-20 seconds, roughly the time

<sup>50</sup> Taylor, M. W., & Taylor, M. W. (2014). *What is a virus?* (pp. 23-40). Springer International Publishing.

<sup>51</sup> Turnbaugh, P. J., Ley, R. E., Hamady, M., Fraser-Liggett, C. M., Knight, R., & Gordon, J. I. (2007). The human microbiome project. *Nature*, 449(7164), 804-810.

it takes to sing “Happy Birthday” twice. It is equally important to dry your hands thoroughly after washing them with soap, as bacteria and viruses are more easily transferred on damp hands. Proper drying is a critical step in hand hygiene (Centers for Disease Control and Prevention, 2022). Using disposable paper towels is recommended, as damp reusable towels can harbour bacteria and potentially spread germs to others.

Follow these four steps for proper handwashing (Figure 3):

**1. Wet your hands** with clean, warm water.

**2. Apply liquid or foam soap** and rub your hands together thoroughly, making sure to clean:

- Palms
- Back of hands
- Between fingers
- Thumbs
- Wrists
- Fingernails

**3. Rinse your hands well** under clean, warm water.

**4. Dry your hands completely** using a clean towel or a disposable paper towel. If using an air dryer, ensure hands are fully dry before stopping.



Figure 17.

Handwashing guide by [Max Healthcare](#).



### 13.4.4

#### When should I wash my hands?

**You should always wash your hands:**

- When they are visibly dirty.
- After using the toilet.
- After being outdoors.
- Before eating or preparing food.
- After coughing, sneezing, or blowing your nose.
- After touching animals or pet food.
- After returning home from school, work, or public places.

### 13.4.5

#### Final hygiene tips

**Avoid touching your face, especially your mouth, nose, and eyes, as this is how many germs enter the body.**

**Cough or sneeze into your elbow or a tissue, rather than your hands. Dispose of used tissues immediately.**

**Do not dry your hands on your clothes, as bacteria can transfer back onto your skin.**



# 14. WEEK 8

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## 14.1 TARGETS AND OBJECTIVES OF THE WEEK

- 'Play Football' activity: Building fitness
- 'Play Fair' health topic: Keep fit
- Issues addressed in session: Undertake sufficient vigorous exercise

The focus of Week 8 sessions is on building fitness, with a key health topic of keeping fit and the aim of undertaking sufficient vigorous exercise. The goals for the week are to learn how to improve fitness through exercise and to understand the importance of staying fit. Participants will explore basic exercises and how to incorporate various training elements such as stamina, flexibility, strength, coordination, and fitness into their routines. Additionally, the session will focus on utilising the concepts of planes, space, direction, time, force, and range of motion to enhance physical activity and overall fitness.

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## 14.2 PREPARATION AND COACHING RECOMMENDATIONS:

- Set up the activity area in advance, ensuring enough space for exercises that focus on stamina, flexibility, strength, and coordination.
- Ensure equipment is ready to support exercises incorporating planes, space, direction, and range of motion.
- Familiarise yourself with the basic training elements to guide the children through the exercises effectively.
- Encourage participants to engage in vigorous exercise, maintaining a high energy level throughout the session.
- Review the *Information Sheet* before the session to ensure a clear understanding of the key concepts related to shielding in football and the benefits of an active lifestyle.

14.2.1 Materials required for the week:

- 1. **11 For Health’s Booklet:** Provides structured guidance and valuable information for the sessions
- 2. **Whistle:** Signals instructions and activity transitions
- 3. **Stopwatch/Timer:** Tracks time for drills and exercises
- 4. **Football:** Used for skill practice and games
- 5. **Cones:** Marks training areas and drills
- 6. **Bibs:** Differentiates teams during activities
- 7. **Hurdles:** Used for agility and coordination exercises and obstacle courses
- 8. **Hula Hoops:** Incorporated in fitness and movement drills

Table 9. Checklist of essential materials for the training

1	2	3	4	5	6	7	8
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
							

14.3 DETAILED TRAINING PROGRAM

14.3.1 ‘Play Football’ activity: Building fitness

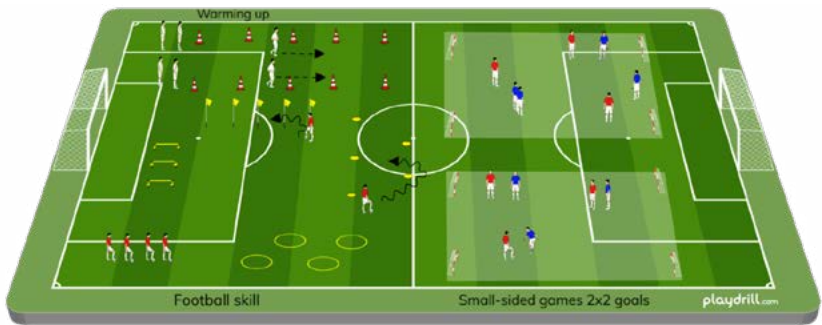


Figure 18. Schematic illustration of Training Session 15.

### **1. Review the previous week's assignment for 'Defending' half (3 min)**

### **2. Assign Praise Partners (2 min)**

Pair up the children with Praise Partners for encouragement throughout the session (ideally use different pairs than the previous sessions).

### **3. Warm-up (10 min)**

Begin with a warm-up session using the guidance on page 17, where the coach should include dynamic stretches and movements to prepare the body for PA.

### **4. Football Skill – Building fitness (15 min)**

- Set up a creative obstacle course using cones, hula hoops, hurdles, and other available equipment. The course should encourage a variety of movements, such as dribbling, running, crawling, and jumping. Use your imagination to make it fun and engaging.
- Split the children into two groups; one group starts with the obstacle course, while the other plays small-sided games. At the halfway point, the groups swap activities.
- Demonstrate how to navigate the obstacles safely and effectively before the children begin.
- Encourage children to come up with their own fun ways of tackling the course.

#### **Variation:**

The course can be completed with or without a football. For added teamwork, pairs can complete the course while holding hands.

### **5. Small-Sided Games (10 min)**

- Divide the children into teams of 3 or 4 players and set up small-sided matches (3v3 or 4v4) on pitches approximately 20x30m in size.
- Each pitch should have two goals placed on the goal line at the sides of the pitch, each around 2m wide.
- Encourage high energy and teamwork, ensuring Praise Partners are on the same team whenever possible.
- Emphasise movement, coordination, and defensive positioning to improve overall fitness.

### 6. “Play Football” Assignment (2 min)

- Stand with your back close to a wall or door. Slowly squat down until your thighs are parallel to the ground, shifting your weight onto the balls of your feet.
- Gradually straighten your legs until you return to a standing position. Repeat this 5 times each evening to strengthen your leg muscles and overall fitness.
- As your strength improves, increase to 10 squats per day.

### 7. Half-Time (2-3 min)

The coach should complete the attendance record for the session.

## 14.3.2

### “Play Fair”: Keep fit

#### 1. Review the previous week’s assignment for ‘Play Fair’ half (5 min)

#### 2. Health Issue Discussion (5 min)

##### Regular physical activity is essential for maintaining a healthy body and mind

According to the World Health Organization children and adolescents should engage in at least 60 minutes of moderate-to-vigorous exercise daily to build strength, improve endurance, and support overall well-being.

- **Exercise strengthens muscles, bones, and the heart**, reducing the risk of diseases like obesity, diabetes, and heart conditions (Pinckard et al., 2019)<sup>52</sup>.
- Being active also improves **mental health**, boosting mood and reducing stress (NHS, nd).
- Aerobic physical activity is the type of activity typically associated with stamina, fitness, and the biggest health benefits → key elements of fitness (Malm et al., 2019)<sup>53</sup>.

Encourage children to challenge themselves by increasing their activity levels and making movement a part of their daily routine.

#### Keylo:

- In “Play Football,” we learned how to build fitness. In “Play Fair,” we will focus on how to keep fit through movement and exercise.

52 Pinckard, K., Baskin, K. K., & Stanford, K. I. (2019). Effects of exercise to improve cardiovascular health. *Frontiers in cardiovascular medicine*, 6, 69.

53 Malm, C., Jakobsson, J., & Isaksson, A. (2019). Physical activity and sports—real health benefits: a review with insight into the public health of Sweden. *Sports*, 7(5), 127.

- To make fitness fun, let's act out different exercises: running in place, jumping, and stretching. Chant together: "Move-move-move! Jump-jump-jump! Whoo!"

### 3. Activ(ity) Warm-Up (up to 15 min)

#### Warm-Up Routine:

- Start with a dynamic warm-up to prepare the body for movement.
- Have the children run across the pitch with their Praise Partners, performing various warm-up exercises (e.g., high knees, lunges, jumping jacks).
- Variation: The coach can call out different movements, and children must follow quickly.

#### Activity:

- Set up an obstacle course using cones, hurdles, hula hoops, and other equipment.
- The course should include a mix of running, jumping, balancing, and dribbling activities.
- Demonstrate the correct way to navigate each obstacle before starting.
- Encourage creativity: Let children suggest fun ways to complete the course.

#### Variations:

- With a football: Children must dribble through the course.
- Partner Challenge: Children complete the course while holding hands with a teammate.
- Speed Challenge: Time each child to encourage friendly competition.

### 4. Discussion (15 min)

Ask the children questions to reinforce the importance of fitness:

- Why is exercise important for our health? *(It helps build strong muscles and bones, improves heart health, and boosts mental well-being)*
- How much exercise should we aim for daily? *(At least 60 minutes of moderate-to-vigorous activity, as recommended by the WHO)*
- What happens if we don't exercise enough? *(We may feel tired, lose strength, or increase the risk of health problems)*
- What are fun ways to stay active? *(Playing football, running, jumping rope, dancing, cycling, etc)*

### **5. Summary of Key Health Messages (3 min)**

- Staying active is essential for building strength, endurance, and coordination.
- Aim for at least 60 minutes of moderate-to-vigorous exercise each day.
- Exercise isn't just about sports—it can include running, jumping, playing games, and dancing.
- Fitness should be fun! Find activities that you enjoy and stay active every day.

### **6. "Play Fair" assignment (2 min)**

Teach your siblings or friends a simple fitness exercise and do it together, while also encouraging them to stay active and make exercise a daily habit.

Example of fitness exercises:

- Running on the spot for 30 seconds
- 5 squats and 5 jumping jacks
- Dribbling a football around cones (or household objects)

### **7. Praise Circle and Wrap-up (5 min)**

The children give praise to their partners for positive actions and attitudes.



### 14.3.3 Timetable for Week's 8 Session

1st Half: Building fitness	
Activity	Duration
Review the previous week's assignment for 'Defending' half	3 min
Assign praise partners	2 min
Warm-up	10 min
Football Skill – Building fitness	15 min
Small-Sided Games	10 min
Assignment regarding Building fitness	2 min
Half-Time Wrap-Up	3 min
Overall duration 40-45 min	
2nd Half: Keep fit	
Activity	Duration
Review the previous week's assignment for 'Play Fair' half	3-5 min
Health Issue Discussion & Keylo	5-7 min
Activ(ity) Warm-Up focusing on keeping fit	15 min
Discussion	15 min
Summary of key health messages	3 min
'Play Fair' Assignment	2 min
Praise Circle and Wrap-Up	5 min
Overall duration: 45-50 min	

## 14.4 FACTS SHEET ABOUT DEVELOPING THE IMPORTANCE OF KEEPING FIT AND UNDERTAKING SUFFICIENT VIGOROUS EXERCISE

Staying physically active is essential for overall health and well-being. Regular exercise strengthens muscles and bones, improves heart and lung function, and boosts mental health. A lack of sufficient exercise can lead to potential health problems such as obesity, heart disease, weak muscles, and poor mental well-being, while engaging in vigorous exercise helps to build stamina, coordination, flexibility, and strength, which are essential for a healthy and active lifestyle.

## 14.4.1

## How does exercise benefit the body?

Engaging in regular physical exercise induces a multitude of beneficial adaptations across various bodily systems, enhancing overall health and performance. Some key benefits according to Patel et al., 2024 <sup>54</sup>include:

**Cardiovascular System:**

- **Heart Efficiency:** Exercise strengthens the heart muscle, leading to increased cardiac output and efficiency.
- **Blood Pressure Regulation:** Regular physical activity helps lower resting blood pressure by improving arterial elasticity and promoting vasodilation.
- **Improved Lipid Profile:** Exercise positively influences cholesterol levels, increasing HDL (good cholesterol) and reducing LDL (bad cholesterol) and triglycerides.

**Respiratory System:**

- **Enhanced Lung Capacity:** Physical activity increases respiratory muscle strength and lung capacity, facilitating better oxygen uptake and utilization.
- **Efficient Gas Exchange:** Regular exercise improves the efficiency of oxygen and carbon dioxide exchange in the lungs.

**Musculoskeletal System:**

- **Muscle Strength and Endurance:** Exercise promotes muscle hypertrophy and enhances endurance by increasing mitochondrial density and capillary networks.
- **Bone Density:** Weight-bearing activities stimulate bone formation, increasing bone mineral density and reducing the risk of osteoporosis.
- **Joint Health:** Regular movement maintains joint flexibility and reduces the risk of arthritis.

**Metabolic System:**

- **Improved Insulin Sensitivity:** Exercise enhances the body's ability to utilize insulin effectively, aiding in blood sugar regulation and reducing the risk of type 2 diabetes.
- **Weight Management:** Physical activity increases energy expenditure, assisting in achieving and maintaining a healthy body weight.

54 Patel, P. N., Horenstein, M. S., & Zwibel, H. (2024). Exercise Physiology. In *StatPearls [Internet]*. StatPearls Publishing.

**Nervous System:**

- **Neuroplasticity:** Regular physical activity enhances neuroplasticity, the brain's ability to adapt and reorganize itself, which is crucial for learning and memory.
- **Mood Enhancement:** Exercise stimulates the release of neurotransmitters like endorphins and serotonin, improving mood and reducing symptoms of depression and anxiety.

**Consistent physical exercise leads to comprehensive improvements across multiple bodily systems, contributing to enhanced health, disease prevention, and improved quality of life.**

**14.4.2****What is vigorous exercise?**

In simple words, vigorous exercise is any activity that makes your heart beat faster, increases your breathing rate, and causes you to sweat, while the key is to push your body so that you feel warm, slightly out of breath, and energised. Examples include:

- Playing football
- Running or sprinting
- Jump rope or skipping
- High-intensity dancing
- Circuit training (e.g., push-ups, squats, jumping jacks)

**14.4.3 Key Takeaways**

- Exercise keeps our bodies strong, our hearts healthy, and our minds happy. We should aim for at least 60 minutes of movement each day.
- Vigorous exercise (running, football, jumping) builds endurance and fitness. Staying active should be fun—find activities you enjoy and keep moving!
- By making fitness a daily habit, we improve our health, feel more energised, and develop the strength to take on new challenges.



# 15. WEEK 9

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## 15.1 TARGETS AND OBJECTIVES OF THE WEEK

- 'Play Football' activity: Trapping
- 'Play Fair' health topic: Drink water
- Issues addressed in session: Drink water and skimmed milk

Week 9 focus will be on developing skills in trapping the ball and understanding the importance of proper hydration. In the 'Play Football' activity, children will learn the key skill of trapping the ball, an essential technique for controlling and maintaining possession during play. In the 'Play Fair' health topic, we will discuss the significance of staying hydrated, with a focus on drinking water and skimmed milk. By the end of the week, children will not only have improved their ball control but also gained a better understanding of how hydration with water and skimmed milk can support their overall health and performance.

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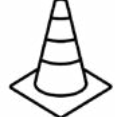

## 15.2 PREPARATION AND COACHING RECOMMENDATIONS:

- Set up the activity area in advance, ensuring there is enough space for trapping drills and small-sided games. If possible, create marked zones for ball control exercises.
- Have water and skimmed milk available for the children to drink during breaks, reinforcing the importance of hydration.
- Review the key technique for trapping the ball so that you can demonstrate it effectively and provide accurate feedback during the session.
- Review the *Information Sheet* before the session to ensure a clear understanding of the key concepts related to shielding in football and the benefits of an active lifestyle.

15.2.1 Materials required for the week:

- 1. **11 For Health's Booklet:** Provides structured guidance and valuable information for the sessions
- 2. **Whistle:** Signals instructions and activity transitions
- 3. **Stopwatch/Timer:** Tracks time for drills and exercises
- 4. **Football:** Used for skill practice and games
- 5. **Cones:** Marks training areas and drills
- 6. **Bibs:** Differentiates teams during activities

Table 10. Checklist of essential materials for the training

1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					

15.3 DETAILED TRAINING PROGRAM

15.3.1 'Play Football' activity: Trapping



Figure 19. Schematic illustration of Training Session 16.

### 1. Review the previous week's assignment for 'Play Football' half (3 min)

### 2. Assign Praise Partners (2 min)

Pair up the children with Praise Partners for encouragement throughout the session (ideally use different pairs than the previous sessions).

### 3. Warm-up (10 min)

Begin with a warm-up session using the guidance on page 21, where the coach should include dynamic stretches and movements to prepare the body for PA.

### 4. Football Skill – Trapping (15 min)

Set up the pitch with a single cone at one end and four cones arranged in a small square on the opposite side of the field.

Demonstrate how to trap a moving ball using the feet:

- **Rolling Ball:** As the ball approaches, assess its speed and direction. Lift one foot slightly off the ground, turning it sideways toward the ball. Cushion the ball with the inside of your foot to bring it to a halt, ensuring that it stays on the ground and doesn't roll away.
- **Bouncing Ball:** The approach is similar, but you must also judge the ball's bounce height. Time your foot to meet the ball just before it touches the ground.

Divide the children into groups of no more than six players. One child stands inside the square, while the others form a line behind the cone.

The first player in line passes the ball along the ground to the child in the square. The child in the square traps the ball and passes it back to the next player in line. After passing the ball, the first child runs to the square, and the second child moves to the back of the line. Continue this for a while.

#### Variation:

Repeat the exercise, but this time, throw the ball to the child in the square so that it bounces in front of them, making it more challenging to trap.

### 5. Small-Sided Games (10 min)

Organise a 3v3 or 4v4 game with end zones. Each end of the pitch has an end zone about 3 metres deep across the width of the pitch. To score, a player must pass the ball into the end zone, where a teammate traps the ball. After a goal, the ball is passed back to a teammate, and the team attempts to score again.

Once the ball crosses the mid-line, teams can score in either goal. There are no fixed goalkeepers.

**Variation:**

If one team gains a large lead or has possession of the ball for a longer time, modify the rules: When the ball is passed into the end zone, the receiving team must pass it back to the opposing team, which will then attempt to score at the opposite end.

- Additional Rules:
  - Teams cannot score at the same end consecutively.
  - All players must touch the ball before it is passed into the end zone.
  - Players must touch the ball twice before passing it.
  - For advanced players, ensure that they touch the ball a minimum of twice before passing it to another player.

**6. “Play Football” Assignment (2 min)**

- Pair up with a sibling, friend, or teammate to practise passing, trapping, and returning passes without losing control of the ball. Alternatively, you can practise alone by kicking the ball against a wall and trapping it when it bounces back.
- As you improve, try trapping the ball using different techniques such as with your thigh or chest, in addition to your feet. This will enhance your control and versatility when handling the ball during a game.

**7. Half-Time (2-3 min)**

The coach should complete the attendance record for the session.

**15.3.2 ‘Play Fair’ Health topic: Drink water**



**Figure 20.** Schematic illustration of Training Session 17.



### 1. Review the previous week's assignment for 'Play Fair' half (5 min)

### 2. Health Issue Discussion (5 min)

- According to many sources, water is essential for the body to function at its best. It helps hydrate the body, supports all its vital functions, and prevents dehydration.
- Unlike sugary drinks, such as soda, water has no calories and provides crucial minerals like calcium, magnesium, and copper, which are vital for our health (Quattrini et al., 2017)<sup>55</sup>.
- In addition to water, it is important to drink at least 1 cup of milk per day, especially skimmed milk, which provides calcium and other key nutrients without the extra fat.

Further reading regarding calcium:

- Office of Dietary Supplements - calcium. (n.d.). <https://ods.od.nih.gov/factsheets/Calcium-HealthProfessional/>

#### Keylo:

- In "Play Football," you practised different ball control techniques such as trapping the ball.
- Now, in "Play Fair," we are going to focus on the importance of drinking water to stay healthy and perform at your best. "Water!", clap-clap, "Water!"

### 3. Activ(ity) Warm-Up (up to 15 min)

- Split the children into pairs, with one ball per pair.
- One player dribbles in front of the other, controlling speed and direction, while the other player follows.
- After 30 seconds, the players swap roles. Set up a rectangular pitch with a triangle of cones in each corner as shown in the illustration.
- Children must team up in praise pairs and hold hands.

#### Soda and Water Filling Stations:

- This is a pursuit game. The catchers, who wear bibs, are the "soda" (at least 3 children to start).
- The triangles of cones represent the "water filling stations" where players can rest for up to 15 seconds.

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<sup>55</sup> Quattrini, S., Pampaloni, B., & Brandi, M. L. (2017). Natural mineral waters: chemical characteristics and health effects. *Clinical Cases in Mineral and Bone Metabolism*, 13(3), 173.

- If a player is caught, they become a “soda” catcher in place of the one who caught them and start pursuing other players.

Explain to the players that they should avoid soda because it’s not as healthy as water and doesn’t properly hydrate the body.

- Water stations represent healthy hydration spots, while soda is less effective in quenching thirst.

**Variation:**

- The triangles are no longer safe places. Instead, there are 3-5 balls scattered around the area. Players holding or having a ball at their feet are considered “safe” but must not hold the ball for longer than 10 seconds.

**4. Discussion (15 min)**

Ask the children questions about the importance of drinking water:

- Why is it important to drink water? *(Water is necessary for the body to function properly. It helps maintain hydration and supports bodily functions)*
- Does water contain nutrients? *(Yes, it contains essential minerals such as calcium, magnesium, and copper, which are vital for health)*
- How much water should you drink each day? *(It is recommended to drink 4-6 cups of water a day, depending on body weight, physical activity level, and environmental conditions, such as temperature and humidity)*
- What’s the maximum amount of soda or fruit juice you should drink each week? *(Only 2 cups per week, equivalent to 25 sugar cubes, as these drinks contain high amounts of sugar and additives)*
- How much milk should you drink daily? *(1-2 cups of milk, preferably skimmed, for strong bones and healthy development)*
- Why is drinking milk important? *(Milk provides important nutrients, including calcium, which is necessary for strong bones and teeth, as well as other vitamins and minerals)*

**5. Summary of Key Health Messages (3 min)**

- Water is the best way to stay hydrated and quench thirst.
- The body needs water to function at its best.
- Water contains minerals such as calcium, magnesium, and copper, which are essential for good health

### 6. “Play Fair” Assignment (2 min)

At home, keep a record of everything you drink for a week (including water, milk, soda, fruit juice, etc.). Track how much of each beverage you consume to help you understand your hydration habits and identify areas for improvement.

### 7. Praise Circle and Wrap-up (5 min)

The children give praise to their partners for positive actions and attitudes.

## 15.3.3 Timetable for Week's 9 Session

1st Half: Trapping	
Activity	Duration
Review the previous week's assignment for 'Building fitness' half	3 min
Assign praise partners	2 min
Warm-up	10 min
Football Skill – Trapping	15 min
Small-Sided Games	10 min
Assignment regarding Trapping	2 min
Half-Time Wrap-Up	3 min
Overall duration 40-45 min	
2nd Half: Drink water	
Activity	Duration
Review the previous week's assignment for 'Play Fair' half	3-5 min
Health Issue Discussion & Keylo	5-7 min
Activ(ity) Warm-Up focusing on drinking water	15 min
Discussion	15 min
Summary of key health messages	3 min
'Play Fair' Assignment	2 min
Praise Circle and Wrap-Up	5 min
Overall duration: 45-50 min	

## 15.4 FACTS SHEET ABOUT THE IMPORTANCE OF DRINKING WATER AND SKIMMED MILK

### 15.4.1 Water as the best choice of hydration

Drinking water is essential for keeping the body functioning optimally. Unlike sugary drinks such as fruit juice and soda, water effectively quenches thirst, maintains hydration, and supports essential bodily functions. Studies have shown that even mild dehydration can impair cognitive performance and motor skills in children, affecting concentration, memory, and overall physical performance (Popkin et al., 2010)<sup>56</sup>. This makes regular water intake particularly important for schoolchildren. **Water is not just about hydration**; it also provides essential minerals like calcium, magnesium, and copper. Calcium is crucial for bone growth and strength, especially during childhood. Magnesium is involved in over 300 enzyme reactions in the body, playing a vital role in muscle and nerve function, while copper is essential for energy production and iron metabolism<sup>54</sup>. It is generally recommended by the European Food Safety Authority that children aging from 4 to 8 years should drink 1600mL of water a day, while for boys aging 9-13 years this amount increased to 2100mL/day and for girls to 1900mL/day, though individual needs vary depending on factors such as body weight, activity level, temperature, and sweating.

### 15.4.2 Milk and skimmed milk

**Alongside water, milk is another excellent beverage choice for children.**

According to the [Food and Agriculture organisation of the United Nations](#), if consumed as part of a balanced diet, skimmed milk provides essential nutrients such as calcium, vitamin B2, vitamin B12, phosphorus, and iodine, all of which contribute to healthy growth and development, while it is lower in fat and calories than whole milk. Calcium from dairy products is especially important for bone health and reducing the risk of osteoporosis later in life (Weaver et al., 2016)<sup>57</sup>.

**For optimal health, children should consume 1-2 cups of milk per day as part of their recommended daily fluid intake. This helps provide necessary vitamins and minerals while reducing the consumption of less healthy beverages.**

<sup>56</sup> Popkin, B. M., D'Anci, K. E., & Rosenberg, I. H. (2010). Water, hydration, and health. *Nutrition reviews*, 68(8), 439-458.

<sup>57</sup> Weaver, C. M., Gordon, C. M., Janz, K. F., Kalkwarf, H. J., Lappe, J. M., Lewis, R., ... & Zemel, B. (2016). The National Osteoporosis Foundation's position statement on peak bone mass development and lifestyle factors: a systematic review and implementation recommendations. *Osteoporosis international*, 27, 1281-1386.

## 15.4.3

**Avoid sugary drinks and excess fruit juice**

Sugary drinks such as soda and fruit juice contain little to no essential nutrients and can have negative health effects. Just two cups of soda contain the equivalent of 25 sugar cubes, contributing to excessive sugar intake, which is linked to obesity, diabetes, and other metabolic disorders (Malik et al., 2010)<sup>58</sup>.

In addition, sugary drinks increase the risk of tooth enamel erosion and cavities due to their high acid content. Research shows that approximately 1 in 6 teenagers suffer from dental erosion caused by frequent consumption of acidic drinks (Lussi & Carvalho, 2014)<sup>59</sup>.

**To maintain a healthy lifestyle, it is best to:**

- Prioritise water as the main source of hydration.
- Drink 1-2 cups of milk per day for essential nutrients.
- Limit fruit juice and soda consumption to no more than 2 cups per week to reduce sugar intake and the risk of dental problems.

**By making water and skimmed milk the preferred choices, children can stay hydrated while supporting their overall health and development.**

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58 Malik, V. S., Popkin, B. M., Bray, G. A., Després, J. P., Willett, W. C., & Hu, F. B. (2010). Sugar-sweetened beverages and risk of metabolic syndrome and type 2 diabetes: a meta-analysis. *Diabetes care*, 33(11), 2477-2483.

59 Lussi, A., & Carvalho, T. S. (2014). Erosive tooth wear: a multifactorial condition of growing concern and increasing knowledge.



# 16. WEEK 10

## 16.1 TARGETS AND OBJECTIVES OF THE WEEK

- 'Play Football' activity: Shooting
- 'Play Fair' health topic: Think positively
- Issues addressed in session: Make friends and have a positive body image

Week's 10 sessions focuses on developing both football skills and mental well-being. In the 'Play Football' activity, children will learn and practice the fundamentals of shooting, improving their accuracy and technique. Meanwhile, the 'Play Fair' discussion will highlight the importance of positive thinking, encouraging children to build friendships and develop a healthy body image. Through these activities, the aim is to not only enhance football skills but also promote confidence, resilience, and a supportive team environment.







## 16.2 PREPARATION AND COACHING RECOMMENDATIONS:

- Set up the activity area in advance to ensure a smooth session, including designated shooting zones for the football activity.
- Encourage a supportive and inclusive environment, reminding children to uplift their teammates and focus on effort rather than perfection.
- Prepare discussion points to help guide conversations on friendship, self-confidence, and maintaining a positive mindset.
- Demonstrate proper shooting techniques clearly, ensuring all children understand the fundamentals before starting drills.
- Be mindful of different skill levels, providing encouragement and constructive feedback to boost confidence.
- Review the *Information Sheet* before the session to ensure a clear understanding of the key concepts related to shielding in football and the benefits of an active lifestyle.

16.2.1 Materials required for the week:

- 1. **11 For Health’s Booklet:** Provides structured guidance and valuable information for the sessions
- 2. **Whistle:** Signals instructions and activity transitions
- 3. **Stopwatch/Timer:** Tracks time for drills and exercises
- 4. **Footballs:** Used for skill practice and games
- 5. **Cones:** Marks training areas and drills
- 6. **Bibs:** Differentiates teams during activities

Table 11. Checklist of essential materials for the training

1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					

16.3 DETAILED TRAINING PROGRAM

16.3.1 ‘Play Football’ activity: Shooting



Figure 21. Schematic illustration of Training Session 18.



### **1. Review the previous week's assignment for 'Play Football' half (3 min)**

### **2. Assign Praise Partners (2 min)**

Pair up the children with Praise Partners for encouragement throughout the session (ideally use different pairs than the previous sessions).

### **3. Warm-up (10 min)**

Begin with a warm-up session using the guidance on page 21, where the coach should include dynamic stretches and movements to prepare the body for PA.

### **4. Football Skill – Shooting (15 min)**

The key objective is to develop effective shooting techniques to increase goal-scoring opportunities.

## **Shooting Technique:**

### **1. Approach:**

- As you run up to the ball, position yourself so that your non-kicking foot is planted firmly beside it, pointing towards your target. This alignment aids in directing the shot accurately.

### **2. Contact Point:**

- Strike the ball with the top of your foot (the laces area), keeping your ankle locked to generate power. Avoid using your toes, as this can reduce control and accuracy.

### **3. Follow-Through:**

- After making contact, continue the motion of your kicking leg towards the target. This follow-through ensures the ball maintains the intended trajectory and power.

## **Drills:**

### **4. Dribbling and Shooting:**

- Set up a goal with three cones: one marking the starting point and two positioned closer to the goal as shooting markers.
- Players, in groups of 4-6, take turns dribbling from the start cone towards the shooting markers. Before reaching these markers, they must shoot at the goal.

- Rotate roles so that each player experiences being the shooter, goalkeeper, and ball retriever.

#### **Shooting on the Move:**

- Pair up players. One serves the ball by passing it forward; the other runs onto the ball and shoots at goal.
- Focus on timing the run and strike to simulate in-game scenarios.

#### **Variations:**

- Adjust Distance and Angle: Modify the position of shooting markers to practice shooting from various distances and angles.
- Targeted Shooting: Place additional cones within the goal to encourage aiming for specific areas, enhancing precision.
- Weak Foot Practice: Encourage players to practice shooting with both their dominant and non-dominant feet to develop versatility.
- First-Time Shots: Challenge players to shoot without controlling the ball first, promoting quick decision-making and reflexes.
- Aerial Control: Have the server throw the ball to the shooter to practice volleys and headers, improving aerial shooting skills.

**Note:** If the group is large, divide players so that some focus on shooting drills while others practice passing and receiving. Rotate groups to ensure all players receive comprehensive training.

#### **5. Small-Sided Games (10 min)**

- Organize matches with teams of 3 or 4 players (3v3 or 4v4) to apply shooting skills in a game context.
- Encourage teamwork, positioning, and applying the shooting techniques practiced.
- Whenever possible, pair players with their Praise Partners to foster supportive interactions.

#### **6. “Play Football” Assignment (2 min)**

At-Home Practice:

Each day, dedicate time to practice taking at least 10 shots. If alone, use a wall to rebound the ball; if with friends or family, set up a goal with a designated goalkeeper.

Focus on shooting low into the corners of the goal, alternating between your dominant and non-dominant foot.

As proficiency increases, aim for the upper sections of the goal to challenge accuracy and control.

### 7. Half-Time (2-3 min)

The coach should complete the attendance record for the session.

## 16.3.2 'Play Fair' Health topic: Think positively



Figure 22. Schematic illustration of Training Session 19.

### 1. Review the previous week's assignment for 'Play Fair' half (5 min)

### 2. Health Issue Discussion (5 min)

Thinking positively has a significant impact on both mental and physical health. A positive mindset boosts happiness, self-confidence, and overall well-being ([Mayo Clinic](#)). Encouraging and supporting others also plays a vital role in building strong relationships. In football, as in life, teamwork and mutual encouragement help everyone perform at their best.

- **Support Your Team and Friends:** Just as in football, where players motivate their teammates, we should praise and uplift those around us. Celebrating each other's successes builds confidence and strengthens friendships.
- **Be Open to New Friendships:** Engaging with classmates and meeting new people can lead to meaningful friendships. Being kind and inclusive makes it easier for others to approach you.

- **Face-to-Face Interaction Matters:** While social media and texting can help maintain friendships, real-life interactions are essential for forming deep connections. Spending time with friends in person fosters a sense of belonging and emotional support.

**Keylo:**

- In 'Play Football', we learned how to take confident shots at goal and celebrate when we score. In 'Play Fair', we will focus on developing a positive mindset and encouraging others to do the same, even if they are on opposing teams.
- Clap-clap, clap-clap-clap, "Stay positive!" The children then exchange high-fives. This can be done by organising the teams into two circles—one inside the other—which move in opposite directions as the players high-five each other.

**3. Activ(ity) Warm-Up (up to 15 min)**

- Split the children into pairs. Each pair must carry a football from one point to another using different parts of their body (e.g., shoulders, heads, backs).
- Encourage creativity – let them decide how they will transport the ball together. This helps with teamwork, laughter, and enjoyment.

**Main Activity**

- Set up small-sided pitches with goals at each end and divide the children into teams (3v3 or 4v4).
- To reinforce positivity, every player must keep one arm raised while playing. When a goal is scored, both teams should celebrate together.
- Encourage the children to come up with their own celebration routines (e.g., high-fives, clapping, or creative dance moves).

**Variations:**

- Players can try running with both hands raised to encourage joy and playfulness.
- Teams can create their own rules that promote fairness and inclusivity.

**4. Discussion (15 min)**

After the match, gather the children and ask them questions about the importance of positive thinking and making friends:

- Why should we celebrate scoring a goal? (*Celebrating creates joy, which is important for our well-being*)
- Why is it important to praise others? (*Giving compliments builds confidence and helps people feel valued*)

- Why do we need friends? (*Friends support us through good and bad times, and having a strong support system is essential for happiness*)
- How can we make new friends? (*By talking, playing sports, and being kind to new people*)

### 5. Summary of Key Health Messages (3 min)

- Focus on people's strengths and encourage them.
- Praising and supporting others boosts their confidence and well-being.
- Be open to making new friends.
- Real-life friendships are more meaningful than just online communication.

### 6. "Play Fair" Assignment (2 min)

At home, create a list of positive things you do each day. By practising positive thinking and building friendships, we can create a happier and more supportive environment for everyone.

Try to include:

- A physical activity you enjoy.
- Your favourite school subject.
- A way you help your family (e.g., chores, helping siblings).
- A television programme you enjoy.
- A person you like spending time with.

### 7. Praise Circle and Wrap-up (5 min)

The children give praise to their partners for positive actions and attitudes.

### 16.3.3 Timetable for Week's 10 Session

1st Half: Shooting	
Activity	Duration
Review the previous week's assignment for 'Trapping' half	3 min
Assign praise partners	2 min
Warm-up	10 min
Football Skill – Shooting	15 min
Small-Sided Games	10 min
Assignment regarding Shooting	2 min
Half-Time Wrap-Up	3 min
Overall duration 40-45 min	
2nd Half: Think positively	
Activity	Duration
Review the previous week's assignment for 'Play Fair' half	3-5 min
Health Issue Discussion & Keylo	5-7 min
Activ(ity) Warm-Up focusing on thinking positively	15 min
Discussion	15 min
Summary of key health messages	3 min
'Play Fair' Assignment	2 min
Praise Circle and Wrap-Up	5 min
Overall duration: 45-50 min	

## 16.4 FACTS SHEET ABOUT THE IMPORTANCE OF THINKING POSITIVELY, MAKING FRIENDS AND HAVING A POSITIVE IMAGE

The first Director-General of the World Health Organizations, Dr Brock Chisholm, stated that *"there is no health without mental health,"* highlighting its importance in overall well-being. Since incorporating mental health into its agenda in 2001, WHO has continued to emphasise that mental well-being is not just about the absence of mental illness but also about how individuals interact with their communities.

### 16.4.1 The importance of positive mental health

Maintaining positive mental health is crucial for overall happiness, learning, and personal development. Children who are viewed as having a positive mindset tend to experience greater satisfaction in their education, stronger social connections, and a higher likelihood of participating in social activities.

While many discussions on mental health focus on challenges such as stress or anxiety, it is equally important to consider the positive aspects, often referred to as *mental reserves* (Keyes, 2007)<sup>60</sup>.

## 16.4.2

### Building friendship and social connections

The American Psychological Association supports that strong social relationships play a key role in a child's well-being. A supportive network of friends, family, and community helps in developing good habits and fosters emotional resilience.

## 16.4.2.1

### Family's role in positive development

Family is the first and most influential social environment for a child (Faizah, 2023)<sup>61</sup>. During early childhood, parents are central to emotional and social development. However, as children grow older, particularly between the ages of 11 and 15, they naturally start seeking independence and forming their own identity. During this period, friendships begin to take on greater importance while the role of parental influence gradually shifts (Steinberg, 2011).

## 16.4.2.2

### Friendships and social growth

At the age of 11, friendships become more significant, though parental support remains crucial. By 15, peer relationships often take precedence as young people explore their independence and learn from their social circles. Social interactions help shape their self-identity and social competence (Rubin et al., 2009)<sup>62</sup>.

In recent years, digital communication has transformed the way young people interact. Social media platforms provide new ways to connect and share experiences. However, **while online friendships can be valuable, face-to-face interaction is still essential**. Engaging in activities such as sports, clubs, and social gatherings allows children to develop key interpersonal skills, such as empathy, cooperation, and conflict resolution (Twenge, 2017)<sup>63</sup>.

## 16.4.3

### Well-being and positive self-image

The well-being of children and young people is influenced by several key factors:

60 Keyes, C. L. (2007). Promoting and protecting mental health as flourishing: a complementary strategy for improving national mental health. *American psychologist*, 62(2), 95.

61 Faizah, S. N. (2023). THE ROLE OF THE FAMILY IN FORMING CHILDREN'S SOCIAL IDENTITY FAMILY SOCIOLOGICAL PERSPECTIVE.

62 Rubin, K. H., Bukowski, W., & Parker, J. G. (2006). Peer interactions, relationships, and groups. *Handbook of child psychology*, 3(5), 619-700.

63 Twenge, J. M. (2017). *iGen: Why today's super-connected kids are growing up less rebellious, more tolerant, less happy--and completely unprepared for adulthood--and what that means for the rest of us*. Simon and Schuster.

- **Life Satisfaction:** Feeling happy and engaged in daily activities, such as school and hobbies.
- **Body Image:** Having a positive perception of one's physical appearance. Many young people struggle with body confidence, making it important to focus on self-acceptance rather than unrealistic beauty standards.
- **Loneliness:** A feeling that can arise in social isolation or even when surrounded by others. Significant life changes, such as moving schools or experiencing family difficulties, can contribute to loneliness. Long-term loneliness can lead to emotional and behavioural challenges.
- **Self-Esteem:** A child's perception of their own worth. High self-esteem is linked to resilience, motivation, and better mental health. Research suggests that boys are more likely to report higher self-esteem than girls, making it essential to encourage confidence in all children.
- **Self-Efficacy:** The belief that one can set and achieve goals. Developing a growth mindset, where challenges are seen as opportunities for learning, can significantly improve self-efficacy.
- **Social Competence:** The ability to form and maintain healthy relationships, communicate effectively, and navigate social situations. Strong social skills contribute to both personal happiness and long-term success in life.

Closing, a strong sense of well-being and a positive body image are essential for a child's mental and emotional development. Encouraging children to embrace their strengths, develop self-confidence, and build positive relationships fosters resilience and long-term happiness. By creating an environment where children feel valued and supported, we can help them navigate challenges, develop a healthy self-image, and cultivate the social and emotional skills needed for a fulfilling life.



# 17. WEEK 11

## 17.1 TARGETS AND OBJECTIVES OF THE WEEK

- 'Play Football' activity: Teamwork
- 'Play Fair' health topic: Fair play
- Issues addressed in session: Review all health issues discussed in sessions 1–10

In Week 11, the focus will be on developing teamwork skills through the "Play Football" activity, while the "Play Fair" health topic will address the concept of fair play. The main objective is to review and assess the health skills and knowledge covered in sessions 1 to 10, ensuring that the children have assimilated the key concepts. This week aims to reinforce teamwork and evaluate the understanding of various health-related topics discussed in previous sessions.

## 17.2 PREPARATION AND COACHING RECOMMENDATIONS:

- Set up the activity area in advance to ensure a smooth session, including designated shooting zones for the football activity.
- This final session offers an excellent opportunity to revisit and reinforce the health messages covered throughout the program.
- Emphasise the importance of teamwork, fair play, and mutual respect, as these concepts are essential for both football and daily life.
- Take the time to recap the health topics discussed in previous sessions, such as positive thinking, staying hydrated, avoiding developing unhealthy addictions, the value of developing good hygiene practices, etc.
- Encourage the children to reflect on how they have developed their teamwork skills over the course of the program and how they can apply these skills both on and off the field.
- Reinforce the significance of maintaining a balanced diet, staying active, and incorporating regular physical exercise to lead a healthy lifestyle.
- Encourage the children to assess how they can continue practising these healthy habits beyond the program.

- Review the *Information Sheet* before the session to ensure a clear understanding of the key concepts related to shielding in football and the benefits of an active lifestyle.



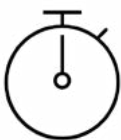
### 17.2.1

#### Materials required for the week:

- **11 For Health's Booklet:** Provides structured guidance and valuable information for the sessions
- **Whistle:** Signals instructions and activity transitions
- **Stopwatch/Timer:** Tracks time for drills and exercises

Table 12.

Checklist of essential materials for the training

1	2	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		

## 17.3

## DETAILED TRAINING PROGRAM

### 17.3.1

#### 'Play Football' activity: Teamwork

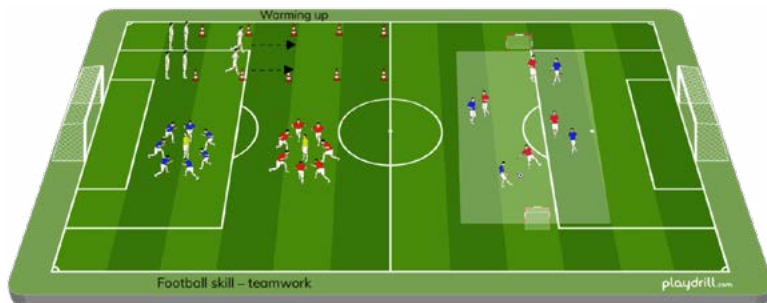


Figure 23.

Schematic illustration of Training Session 20.

### **1. Review the previous week's assignment for 'Play Football' half (3 min)**

### **2. Assign Praise Partners (2 min)**

Pair up the children with Praise Partners for encouragement throughout the session (ideally use different pairs than the previous sessions).

### **3. Warm-up (10 min)**

Begin with a warm-up session using the guidance on page 21, where the coach should include dynamic stretches and movements to prepare the body for PA.

### **4. Football Skill – Teamwork (15 min)**

In this session, we will focus on building trust and supporting our teammates during challenging moments. Begin by dividing the children into 2 or 3 smaller groups (maximum of 10 children per group), with one coach supervising each group.

In each group, one child will stand in the centre, and the other children will form a close circle around them, shoulder-to-shoulder. Here's how the circle should be formed:

- Stand close together with one foot facing the centre and the other foot slightly back. Keep knees slightly bent, and hold your hands at chest height, palms pointing up.
- The child in the middle should stand with feet together, eyes closed, and arms crossed over their chest.
- The child in the middle will lean backward to be supported by their teammates. It is essential that at least three children (using six hands) provide support to the child in the middle.
- Safety is paramount, so ensure that the child in the middle is not pushed but instead gently passed around the circle.
- The children in the circle will support the person in the middle, using their hands and arms to prevent them from falling.
- Before leaning backward, the person in the middle will ask: "My friends, are you ready to support me?" The response should always be "Yes!" The person in the middle can then lean back confidently, knowing that their teammates are there to catch them.
- Once the person in the middle is supported, they will be carefully passed around the circle by their teammates.

The coach should guide the groups to ensure safety throughout the activity, giving everyone the chance to take turns as the person in the middle seeking support from their teammates.

### **5. Small-Sided Games (10 min)**

The focus here is teamwork and collaboration, while this game is all about building trust and communication.

Here are the rules to keep the game exciting:

- **No goalkeepers** – everyone is a part of the action!
- **Teamwork is key** – all players must be on the attacking half of the pitch before a goal can be scored. This helps to make sure you're working together and supporting each other to create scoring opportunities.
- **Celebrate together** – whenever a goal is scored, both teams come together to celebrate with a high-five or a fun team cheer. This boosts morale and encourages everyone to play their best.
- **Switch roles** – after each goal, switch up who is playing in what position, whether that's defence, midfield, or attack. This encourages everyone to work together and understand the importance of every position on the pitch.
- **Pass it forward** – encourage players to pass the ball around and work together to set up a goal rather than trying to score alone. The more you pass and support each other, the more fun and successful the game will be!

### **6. "Play Football" Assignment (2 min)**

You have now completed all the "Play Football" sessions. Through this programme, you have learned a lot about football and how to improve your skills on the pitch. You have also discovered how important exercise is for your overall health. Make sure to keep practising and stay active every day. Football is a fantastic way to stay fit, and it is a great way to enjoy exercise with your friends.

**Continue practising the skills you have learned, whether it is by joining a football team, forming teams with your friends, or playing games regularly.**

### **7. Half-Time (2-3 min)**

The coach should complete the attendance record for the session.

## 17.3.2

**'Play Fair' Health topic: Fair play****1. Review the previous week's assignment for 'Play Fair' half (5 min)****2. Health Issue Discussion (5 min)**

- You have learned about 10 important health issues.
- If each of you shares this knowledge with 10 other people, we can reach 200 more individuals with these crucial health messages.
- Fair play is one of the most important values in football and in life. It means:

**Respecting others** - treating teammates, opponents, referees, and everyone with kindness.

**Following the rules** - understanding that rules exist to keep things fair and safe.

**Being honest and playing with integrity** - not cheating or taking unfair advantages.

**Helping others** - supporting teammates, encouraging friends, and standing against bullying.

**Accepting victory and defeat gracefully** - celebrating wins with humility and learning from losses.

**Keylo:**

- Clap-clap, clap-clap-clap, "Play football!"
- Clap-clap, clap-clap-clap, "Play fair!"

**3. Activ(ity) & Discussion (up to 30 min)****Fair Play Message:**

- FIFA emphasizes "Fair Play" as a core value for all footballers.
- Treat others the way you want to be treated, if you are kind, others will be kind to you.

**Review of "Play Fair" Sessions:**

- Children form a line in pairs.
- Number the pairs from 1 to 10 (adjusting as needed based on class size).
- Assign each pair a "Play Fair" session based on the program:

Table 13.

Overview of the 'Play Fair' Health Topics.

Week No.	'Play Fair' Health Topic
1	Play football
2	Respect others
3	Eat a balanced diet
4	Avoid drugs, alcohol, and cigarettes
5	Be active
6	Control your weight
7	Wash your hands
8	Keep fit
9	Drink water
10	Think positively
11	Fair play

**Task for Each Pair:**

Each pair will:

1. Perform the keylo chant for their session.
2. Present one key health message from their session.
3. Answer an additional health-related question (if needed, assist them with answers).
4. Receive praise for their correct responses.

**Key Health Messages from Each Session:**

1. **Play football** → Prepare for exercise and sport.
2. **Respect others** → Help others and prevent bullying.
3. **Eat a balanced diet** → Consume a variety of food types.
4. **Avoid drugs, alcohol, and cigarettes** → Prevent unhealthy addictions.
5. **Be active** → Walk, cycle, and stay physically engaged.
6. **Control your weight** → Manage food intake and eat healthy.
7. **Wash your hands** → Practice good hygiene.
8. **Keep fit** → Engage in vigorous exercise.
9. **Drink water** → Choose water and skimmed milk over sugary drinks.
10. **Think positively** → Build confidence and maintain a healthy mindset.

### 6. “Play Fair” Assignment (2 min)

Teach your family and friends about the “11 for Health” messages and then you will have helped someone else to live a healthier life.

### 7. Praise Circle and Wrap-up (5 min)

The children give praise to their partners for positive actions and attitudes.

## 17.3.3 Timetable for Week's 11 Session

1st Half: Teamwork	
Activity	Duration
Review the previous week's assignment for 'Shooting' half	3 min
Assign praise partners	2 min
Warm-up	10 min
Football Skill – Teamwork	15 min
Small-Sided Games	10 min
Assignment regarding Teamwork	2 min
Half-Time Wrap-Up	3 min
Overall duration 40-45 min	
2nd Half: Fair play & Review all health issues discussed in sessions 1-10	
Activity	Duration
Review the previous week's assignment for 'Play Fair' half	3-5 min
Health Issue Discussion focusing on fair play & Keylo	5-7 min
Activ(ity) Warm-Up & Discussion reviewing all health issues addressed in sessions 1 to 10	30 min
'Play Fair' Assignment	2 min
Praise Circle and Wrap-Up	5 min
Overall duration: 45-50 min	



**Co-funded by the  
European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. [Project number: 101183905]