



All different – all the same?

Developing
training sessions
for groups
of refugees

Training Manual
for Practical Application

*Experiences, Basics,
Training exercises*

Sponsored by:



Die Beauftragte der Bundesregierung
für Migration, Flüchtlinge und
Integration



DFL STIFTUNG

deutsche kinder- und jugendstiftung

Forewords

State Minister Aydan Özoğuz, Representative of the Federal Government for Migration, Refugees and Integration

The integration of refugees is currently one of the most important social and political challenges we face. People need our support in everyday issues and in gaining contact to new neighbours. Sport plays an important role: people play football, handball or volleyball together regardless of their background. Only the game counts, trying to succeed together, or simply enjoying exercise and training. This creates a bond which goes far beyond sport. And no sport reaches more people than football.

Our programme “Willkommen im Fußball” (“Welcome to Football”) began in March 2015 during a period of high influx of refugees. When hundreds of thousands arrived in the autumn of 2015, football clubs were among the first to open their clubhouses and welcome refugees into their teams, in-

tegrating them in an unbureaucratic and creative manner. Such broad commitment is priceless, because clubs not only provide more bonding within society: as a result of their work, they side-line agitators and antagonists.

Meanwhile far fewer refugees are coming here and our efforts in integrating those who now live here focus on wider issues. This is something our programme also takes into consideration. While at the start, open active participation sessions were at the fore, the programme alliances now specifically support refugees in language learning, in finding apprenticeships or acquiring a coaching qualification.




Stefan Kiefer, Chairman of the Board of the DFL Foundation

More than 82 million people live in Germany – children, old people, men and women, rich and poor, healthy and disabled. They include people who have lost everything, who have had to leave their homes and seek refuge in our country to escape from terror, violence and death. They speak many different languages, rarely German.

In recent years, in the course of our programme of “Welcome to Football”, we, together with our partners, have contributed to these refugees rediscovering their smile and restoring their courage, have supported them in learning German and handling official issues in a country completely unfamiliar to them. We have reached out our hands to them and have welcomed them in our country. And now is the time to take the second step to ensure refugees have really arrived in

our society and can become an active part of it. In addition to language learning, we are now focusing on qualification and education. Girls and women who have fled their homelands should also benefit from our national commitment.

We want to enable them all to participate and to assume responsibility for their fellow humans, both for refugees as well as for Germans. This will ensure they become a helpful and valuable part of our democratic and shared community of values. We stay on the ball!



Dr. Heike Kahl. Managing Director German Children and Youth Foundation

“Football was a huge help in finding my way here in Germany”, a young man explained to us some months ago. He had come to Germany some years ago from Ghana and is now active as a coach in the programme, “Welcome to Football”. Not only for him, but also for numerous young refugees, sport provides a playful ease in their everyday lives and helps them find access to the society at large.

Many sports clubs have opened their doors to refugees and have shown outstanding commitment. It has been shown in practice: willingness and commitment form the foundation. But you also need know-how to successfully handle these new challenges and the special life situations of refugees. In football, this means: reacting to a wide range of differing levels of ability. Creating a train-

ing session, which works, even though explanations in German are not yet understood. Knowing your own limits and being aware where to find advice if players come to you with their problems.

This manual is based on an exchange of experiences made by people providing training sessions for refugees in the course of the programme, “Welcome to Football”. It is linked to the hope of providing coaches with practical ideas and support, and of reinforcing their commitment for respectful coexistence of people of different origins.

Heike Kahl

Contents

Forewords	3
(1) The Programme	7
(2) Overview	8
Organising training sessions	8
Preparing training sessions	10
Tips and tricks to make training easier	11
(3) Insights Special challenges when training with refugees	15
Integrating language elements	16
Training exercises	18
Preparing for variable group sizes	20
Training exercises	22
Handling conflicts in the team	24
Taking different playing abilities into consideration	26
Training exercises	28
Clear communication	31
(4) Perspective Culturally sensitive communication	32
(5) Perspective Methodical games	35
(6) At a Glance: The most important issues for coaches	37
Checklist	38
(7) Best Practice CHAMPIONS ohne GRENZEN e.V.	41
(8) Imprint	43

1 The Programme, “Welcome to Football”

All different – all the same? Developing training sessions for groups of refugees

“Welcome to football” provides young refugees with access to sport and supports integration and social togetherness. It is based on certain alliances. These include co-operation with a club from the first or second division (Bundesliga) and local training providers, local initiatives or community actors as well as amateur clubs. In addition to training opportunities, the local alliances also provide training, qualification and network opportunities. “Welcome to football” is a programme of the German Children and Youth Foundation, sponsored by the DFL Foundation and the representative of the Federal Government for Migration, Refugees and Integration.

In the summer of 2017, 24 alliances were participating in the programme, comprising around 100 organisations. More than 65 training sessions

were conducted each week and around 800 young refugees took part. More than 600 participants have become part of organised club football since the start of the programme. These alliances support the young players in their interests, their skills and their ambitions. The refugees assume responsibility within the alliances as coaches, co-coaches or language mediators. Sport is an anchor in their new environment and creates a feeling of belonging.

To support coaches, the advanced training course “All different – all the same? Developing training sessions for groups of refugees” has been organised. This manual is based on the results of a two-day meeting during which 30 coaches participated who act as coaches within the programme of “Welcome to Football”, for and with refugees. It

has been prepared by Sofie Goetze and Carmen Grimm, coaches of CHAMPIONS ohne GRENZEN e.V. who have extensive experience in working for and with refugees.

How do I handle language barriers at training? How do I organise training sessions for players of different standards? How do I react to fluctuating participation numbers? The programme “Welcome to Football” provides practical experience and solutions within this manual, as well as tips and tricks and a range of recommended training exercises.

2 Overview

Organising training sessions

To ensure successful execution of training sessions for refugees a wide range of factors need to be considered which do not play such a large role when training regular teams.

Coaches have to decide which form of training they want to provide. Should it be an open-for-all session, which players can simply come to? Is regular participation required? Should the team be registered to play in a regular league?

Coaches should first clarify respective access to training: how can you ensure that people interested find out about the training provided? Are exemptions from club contributions possible?

Coaches have the task of organising the infrastructure: is enough training material available?

Do the location and time of training remain the same? Is the training ground easy to reach?

Another difference is in the acquisition of players: don't underestimate how well club structures in Germany are organised in terms of networks and processes – and that these are not always known about. The scope of training to be provided should therefore be clearly communicated.

As a coach it is important to keep an eye on such special features. To know and consider them enables us to organise training appropriately for specific target groups, and to enable participation on the part of refugees by means of appropriate outline conditions.

We recommend you to find helpers to support you in handling activities which go beyond mere training sessions: for example, people who can give advice to players concerning their life situation or who can support coaches in handling traumas or with de-escalation methods. These could also include people who have knowledge of club issues or who organise transport of material for training.

You can react methodically during training sessions to a number of aspects, which are important when training with refugees: for example, coaches can plan training sessions which work well with fluctuating numbers or insufficient material. Other aspects such as handling traumatised players may be too hard to deal with. Coaches have to consider which challenges they feel they can

Influences on organising the team and training session



handle and when they might need support due to the limits of their professional knowledge. This not only relieves the coaches but also provides security for the players.

The diagram shows some factors which influence the training process – the central task of coaches. Coaches should consider all sections when organising their training sessions, but don't have to assume major responsibility for all other aspects.

Relevant questions include, for example: How large is my training group? What ambitions exist within the group? How can we reach more players?

Preparing training sessions

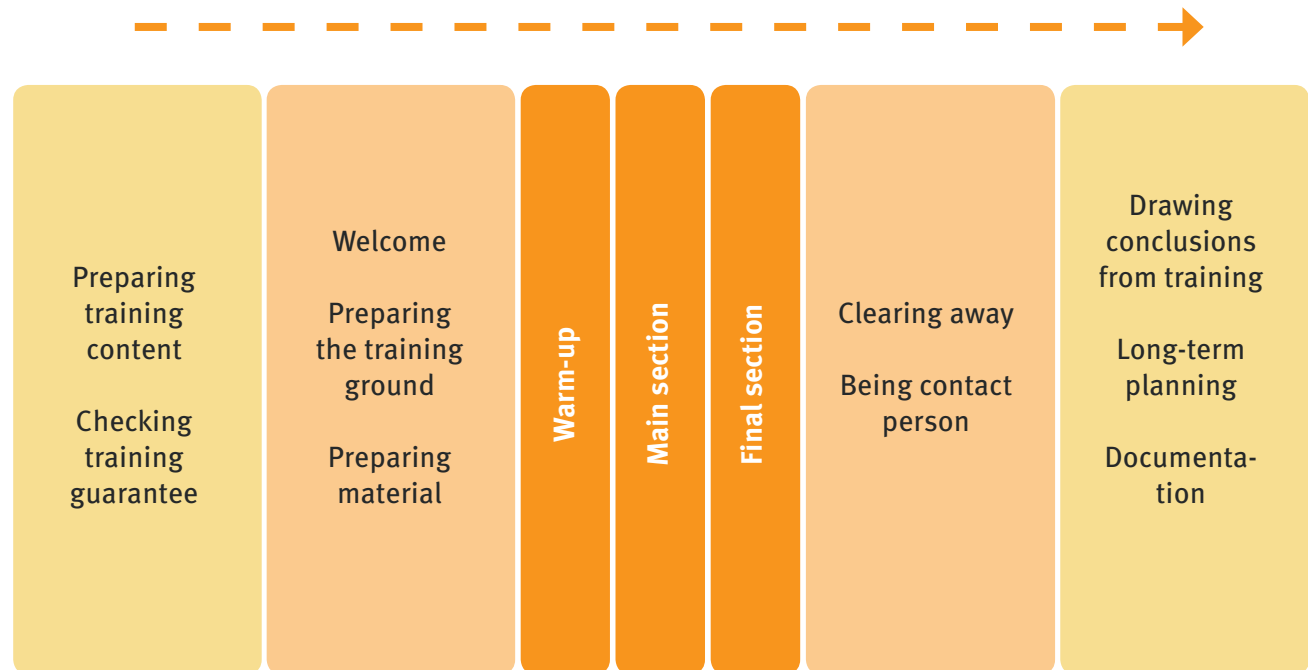
We recommend that training sessions for refugees be structured 'classically' and that training be divided into three large sections: warm-up, main section and final section. This structure is useful both for coaches and for players.

Preliminary and subsequent preparation of training sessions are especially relevant for successful execution of training sessions. This means: coaches carrying out training sessions for this target group should include more time for planning and reflection.

The following applies:

Even a rejected plan is better than no plan

Training structure



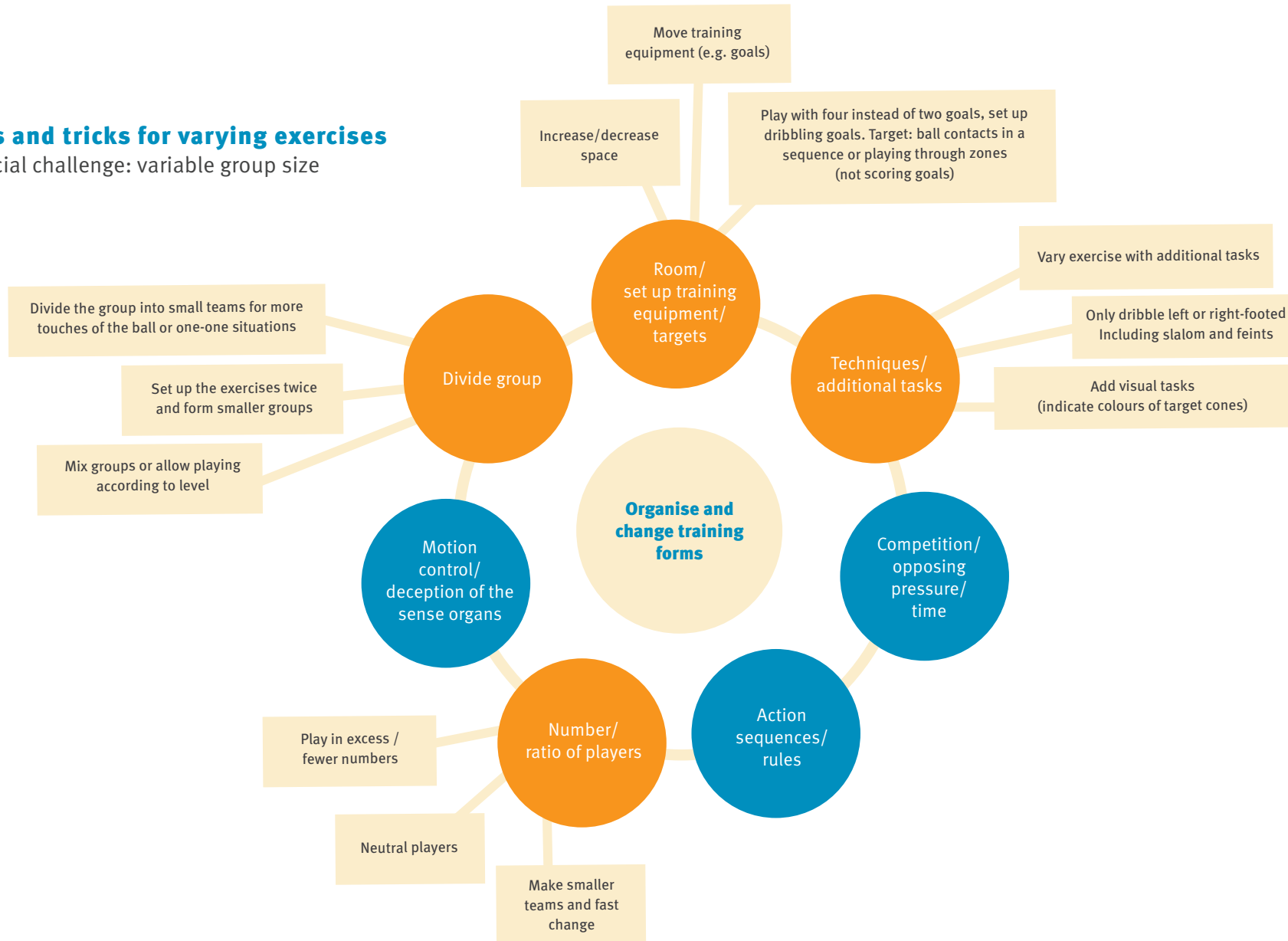
.....

Tips and tricks to make training easier

There are a few simple tips and tricks which can help to communicate the training exercises step by step, and also to vary them. Exercises may vary depending on respective ability to understand, sports ability and also the mood within the team.

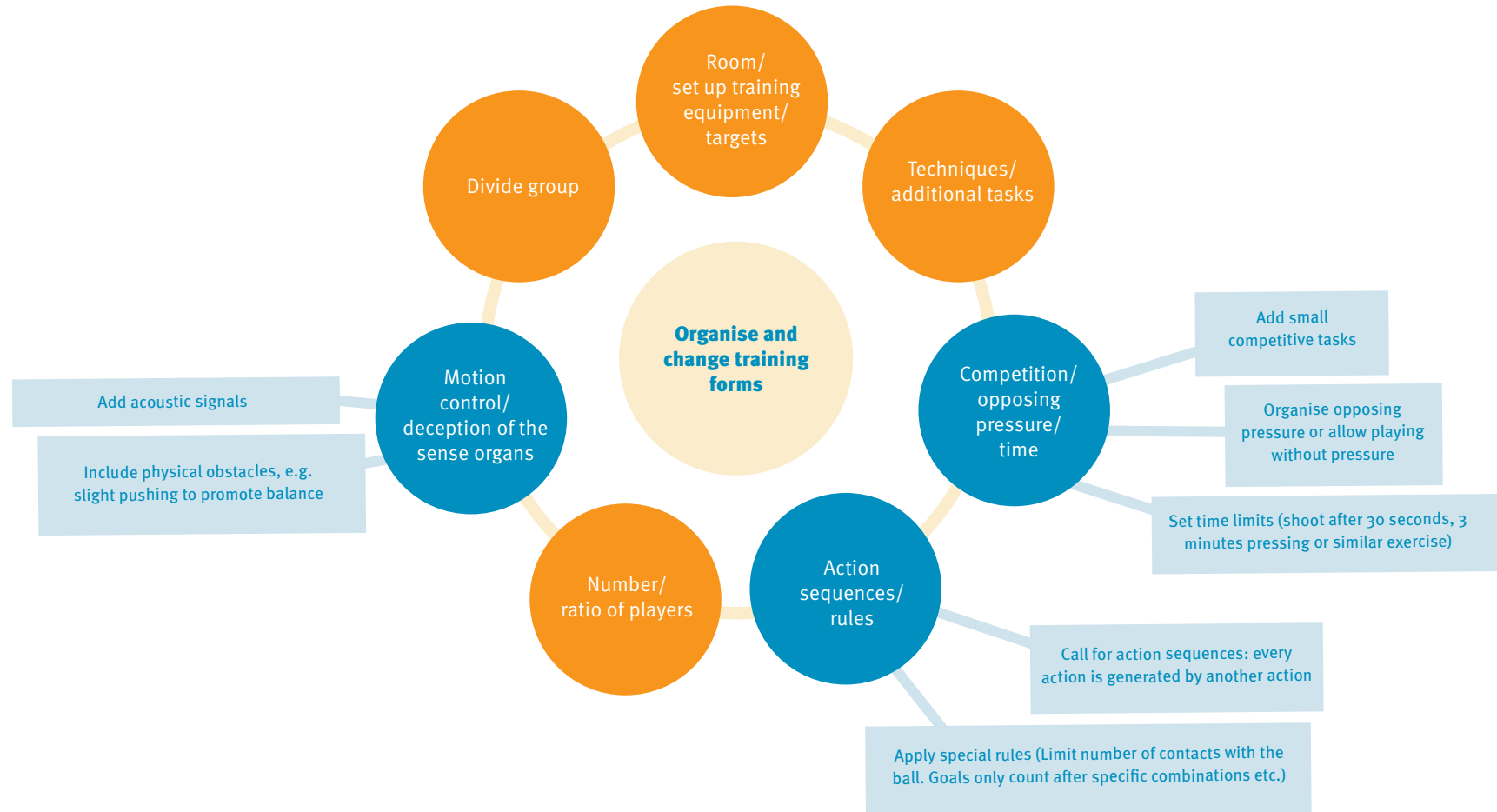
Tips and tricks for varying exercises

Special challenge: variable group size



Tips and tricks for varying exercises

Special challenge: variable group size



Methodical principles

Known → unknown

Passive → active opponents

Easy → difficult

Precision more important
than hardness

Simple → complex

Coarse → fine

Stationary → moving



3 Insights

.....

**Special challenges when
training with refugees**

Integrating language elements – Understanding beyond the playing field

The German language skills of players may be low and football vocabulary unknown. The coach should try to demonstrate the exercises and to find players' direct attention, for example by learning basics for greeting each other in their language. Active language learning can also be integrated into the training and linked to sport activity. Basic training vocabulary, such as terms relating to technique and tactics, colours and material can be taught while playing – with an effect, which goes far beyond the training session.

Methods

Association games

Application games

e.g.

Memory games

Word orientation runs

Targets

Movement promotes language learning

Extending knowledge/activating

Training pronunciation and concentration

Forming a foundation for mutual understanding

Measures

Combination and coordination tasks with active listening and speaking

Special attention should be paid to

Clear pronunciation

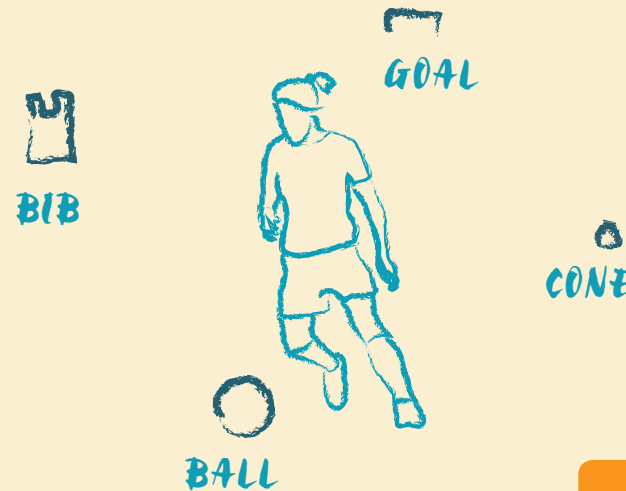
Give time to speak

Pay attention to similar language level and enough time for knowledge transfer within the team

Divide the group into pairs to reduce any feeling of self-consciousness

Children learn faster than adults

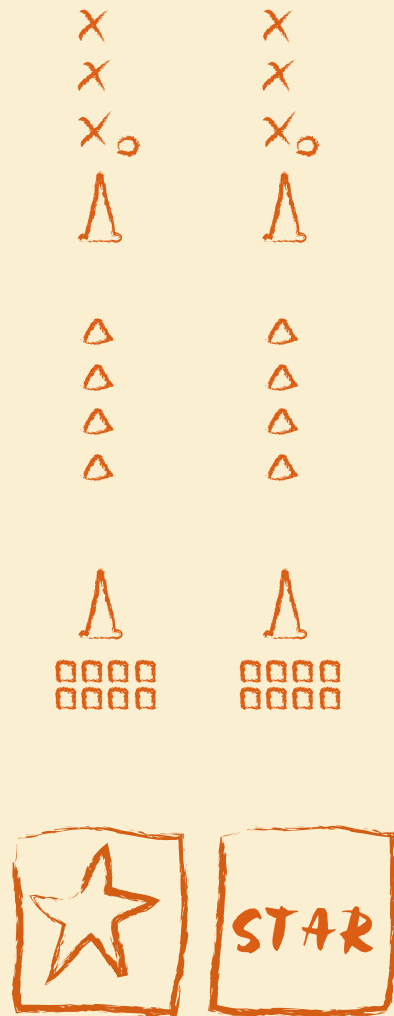
As soon as it seems like 'in school' it may be rejected



Other ideas

Trigger exchange of language e.g. on football terminology (i.e. German players also participate in the language learning part)

Cooperate with language learning programmes (also suitable for other target groups that are difficult to reach)



Training exercises | MEMORY RELAY

Relay games can be easy linked using memory elements.

The illustration shows two groups which are located behind their starting points and begin with dribbling after a signal from the coach. The teams play against each other.

The first players of each team run opposite to each other through the cone course. At the end of the course they find memory cards turned upside down.

Special feature: The cards come in pairs. One shows a picture and the other one the German word for it. Each person can turn over one card and leave it lying to be seen. The person dribbles the ball back and passes the ball to the next person.

Soon the matching cards lie open. The players have to notice if the cards match and can return one pair respectively per run.

The team which brings all cards back to the starting point first wins.

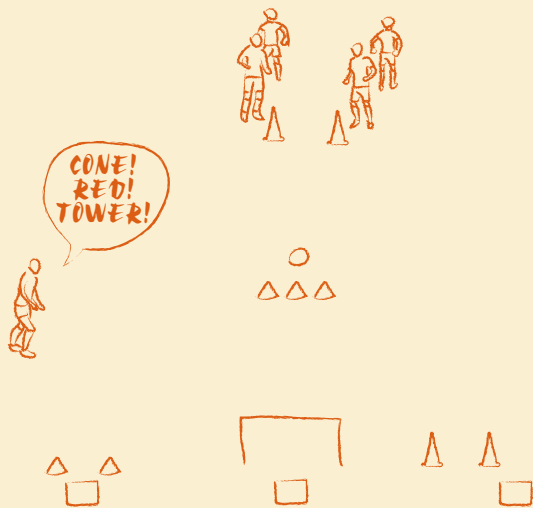
COACHING POINTS AND VARIATIONS

Adjust the content to be memorised to the level of the group. For advanced players the task may also be to form a sentence from the individual words. Make sure the words relate to football.

Encourage exchange within the team:

Players should translate for each other, when required.

Pay attention to correct execution of dribbling.



SPONTANEOUS SIGNALS

This is also a competition which can be played individually or as a team. After a clear signal from the coach, two players try to get the ball. The person who reaches the ball first tries to shoot on a target as quickly as possible. The second person begins to defend and to prevent the shot.

The special feature: Only when the start signal is given do the players know which goal is to be shot at. In the example we can see that the goals can be differentiated between cones, skittles, goals. You can also play with colours as targets, such as red, yellow

and blue. In the third step, you work with associations and call e.g. banana, blood, water or other words in the respective colour.

COACHING POINTS

- ▶ Players can support each other when translating.
- ▶ Pay attention to clear pronunciation.
- ▶ Pay attention to fair play.
- ▶ To increase motivation for defending, points may also be given for successful defending.



HEY

In this warm-up game, the players learn from each other. In a marked area, the players run around. When they touch each other, they shake hands and say 'Hello' in their preferred language. After a while they say 'Hello' in the language of their partner.

In the second step, the players show movements which they have learnt from tuition or during training, e.g. running, stopping, backwards, forwards. Other words may still be used for further interpretation (angry, loud, rain).

COACHING POINTS

- ▶ If possible, give each player a ball. Movements should be made with a ball.
- ▶ Pay attention to good execution and repetition.
- ▶ The last option helps to vary the usual practice. Suitable for groups which have been playing and training for a longer period.

Preparing for variable group sizes

In open training sessions, coaches often face the difficulty of not knowing how many will come to a session before it starts. It may also be that players arrive at different times. This may result in the group consisting of ‘new’ and ‘old’ players. Feedback received from coaches reports that, in some weeks, they have too many players and in others they have to work with a small group. The reasons for this vary and may have to do with the inconsistent everyday life of refugees in Germany. So, when preparing, you should remember that the size of the training group is uncertain and have ideas of how to handle different situations.

Targets

Ensure smooth training flow in case of unclear or changing group size

Integrate those who come late

Give new players the feeling of belonging to the group as soon as they arrive

Efficient training irrespective of numbers

Measures

'Open' and flexible exercises, especially in the beginning phase

Rules for those who come late, e.g. greeting the coach

Methods

A good sense of humour often helps

Exercises in small groups/pairs makes it easier for those coming late to join

Other ideas

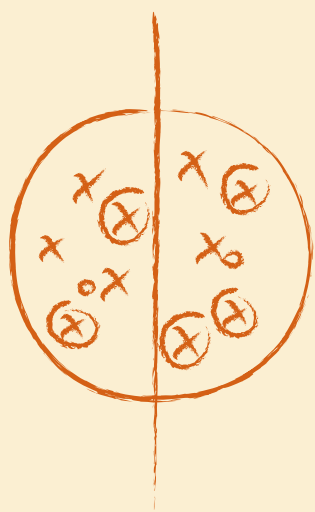
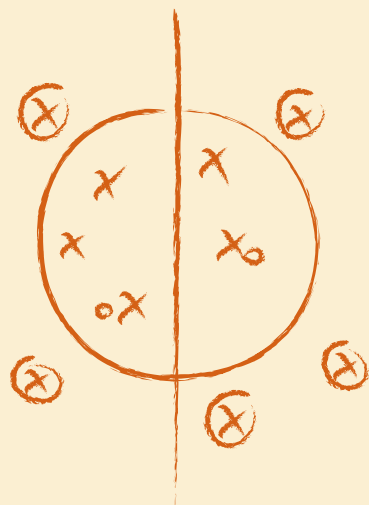
Option: Set up separate exercises for later comers to train on before they join the main group

If small groups are clearly marked with bibs, new players find it easier to orient themselves

Pay attention to

Stabilising the group, e.g. speak directly to players or give them an incentive





Training exercises | BALL SCHOOL

In this example, the marking of the centre circle is used as a field boundary. The exercise can vary using group divisions, small competitions, rotations, changes in field size. All players are in the centre circle and have a ball. The players move around within the centre circle without bumping into each other and without losing control of the ball.

Different motions can now be demanded: playing the ball with the inside of the foot, left, right, outside, pulling it with the sole of the foot, playing it between the feet etc.

If there are many players, a second group can start outside of the field.

VARIATIONS

1. Players off the field keep the ball ready for a pass and are approached to actively by the other players in the field, short passing. The ball can also be thrown and played back using different parts of the body: inside of the foot, instep, head.

2. The players in the centre circle still have the ball, move in various directions and then dribble the ball to one person outside the circle. This person takes on the ball and moves into the centre circle.

3. The players in the centre circle have the ball and the outside group practices running techniques ("Lauf-ABC"). A signal is made, and the players in the centre try to get to the outside. The players outside the circle try to prevent anyone getting out and to win the ball from the players inside the circle.

ROTATION GAME

This game enables flow of play with a continuous change of players. Players not playing must always be ready to re-join the game; there is no feeling of a long break.

A square field is marked. Two teams play against each other and try to pass the ball as often as possible, undisturbedly, to each other. Other players are on the outside line. They are not allowed to move, but the ball can be played to them. If all players inside the field are marked, the ball can be played to areas outside the field. The respective person then rotates outside the field. The person to whom the ball was played to dribbles into the field and continues to play.

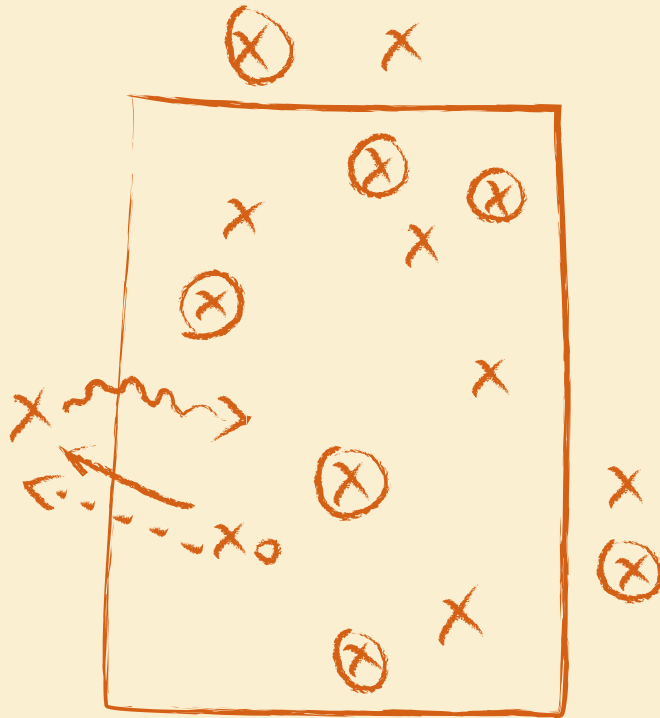
IDEAS FOR LARGE GROUPS

- ▶ In general, the following applies: involve everyone. Introduce additional tasks, e.g. with a coordination leader. The best method is to create additional tasks using a ball.
- ▶ Handle the number of players flexibly: add further passing actions in the course of the exercise, divide the group (e.g. from a starting position of 4 vs 4, make 6 vs 6 or two groups of 3 vs 3). Set up the exercise twice.

- ▶ Integrate the players as (semi-) active opponents in the exercise.
- ▶ Ensure swift change

IDEAS FOR SMALL GROUPS

- ▶ Reduce the size of the field, reduce the number of targets (e.g. only play towards one goal in the penalty area).
- ▶ Play with uneven numbers of players to practice moves of the game, e.g. use a 'neutral' player who is always available for the team in possession (e.g. 4:2, 5:3)
- ▶ Use the advantage: train individual positions and weaknesses



VARIATIONS

Form three teams: two teams inside the field and one team standing on the outside line. The outside team is a 'neutral' player and returns the passes to the team, which played the ball. After a specific number of points, the teams change position.

Handling conflicts in the team

Many coaches report of conflicts in their training sessions, which prevent them carry out the training session as planned. A method of de-escalation is required here. If conflicts arise, coaches are required to deal with them accordingly. This may differ depending on the respective situation, but in general the aim should be to give the same attention to each party, to speak to each participant individually and, if necessary, to interrupt an exercise. If consequences have been announced, you must act in accordance with the specified consequences and assert them if required.

To prevent conflicts, team-building measures, exercises which strengthen bonding, games and activities, also outside the football round, are helpful.

Particularly if different languages are spoken within the team, specially selected methodical games can have a positive effect on the feeling within the team.

It is important that the coach is aware that conflicts may arise – as in any football team. If you prepare for potential scenarios in advance, you have a better basis for action when such a situation actually arises.

Other ideas

Know where the boundaries are and address third parties actively (team representative, social worker and etc.)

PREVENTION

→ carry out team-building measures frequently to prevent conflicts

Targets

First: de-escalate the conflicts

Then: specify consequences and establish a basis for playing together

Finally: strengthen team spirit

Measures

Take action as and when a conflict arises during training, e.g. interrupt the game

Speak to the conflicting parties

Give the same attention to ALL conflicting parties → contents are often of subordinate importance

Pay attention to the individual and locate responsibility → only use a collective punishment after careful consideration

Pay attention to

Considering conflicts as a normal problem within a team (as long as they adhere to minimum rules) and keep a cool head

Clearly define the range of tasks of a coach and for yourself → not all conflicts are “football” conflicts

Methods

Prepare common rules and structures and refer to them (e.g. no hitting, appoint team representatives)

Introduce rituals, e.g. shaking hands

Taking different playing abilities into consideration

Often the playing abilities vary greatly in an open training structure and in teams that do not participate in competitive leagues. Some players taking part in training sessions may have just started with football and seek new friends. There may also be former national players participating. So, when planning a session you have to consider how each player should be best supported without others becoming over-stressed or bored. Exercises which can be executed in different levels of difficulty and intensity are especially suitable for a heterogeneous group. Training sessions making use of different stations also enable individual learning speed for the players. Different levels of play may also have a positive effect in training: roles of responsibility can be allocated in which experienced players take over parts of the training sessions or show how an exercise should be carried out correctly.

Targets

Integrative exercises with all exercises for individual levels

Methods

Individual coaching, e.g. explain more to some and less to others and build up expectations

Varied training organisation, to ensure the different strengths of players can be shown

Measures

Be flexible, i.e. stronger group does the exercise faster or via direct passing or with opposing pressure

Exercises 'which include everyone', e.g. stations at which players can train at their own speed

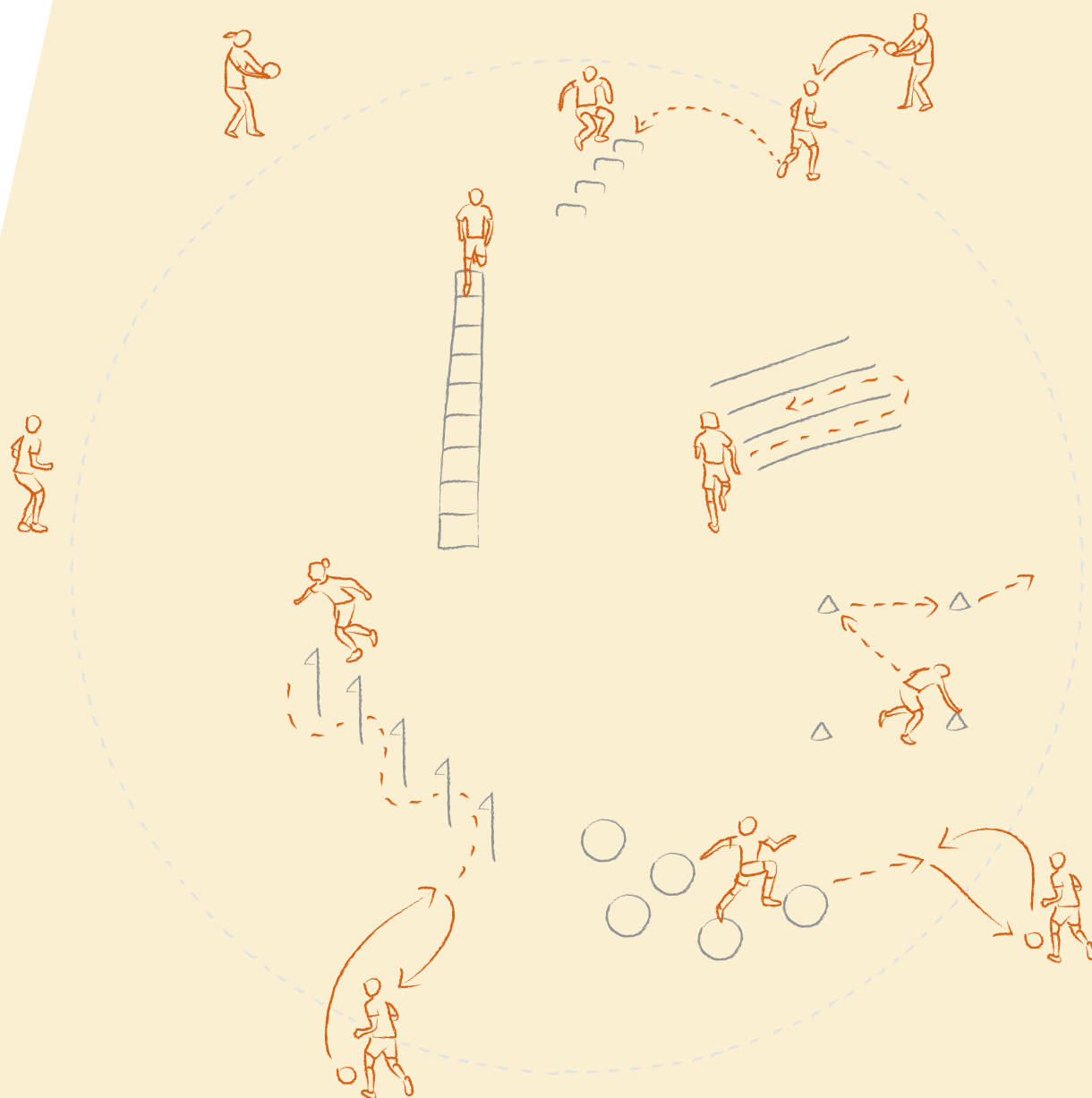
Pay attention to

Do not make the differing levels of play too evident → instinct and tact are required here

Other ideas

Allow players of different levels to play together and to show each other tricks

Allowing players of a similar level to play against each other is useful for individual competition



Training exercises | COORDINATION CIRCUIT

In this training form, players can train at individual stations at their own speed. Stations should be selected depending on the focus of training and transformed into coordination exercises involving strength, speed and technique.

A coordination circuit consists of different training equipment (poles, cones, tyres, hurdles etc.). The group is divided in two: half of the group stands in the circuit at the respective stations; the other group stands outside the circuit, each with a ball.

A run-through is then started through the stations. The players complete the task in a course and play a wall pass with the players outside the circuit. Either the players run to the next station or they remain at each station for a fixed time of 30-45 seconds. While in the first version, tasks are modified after all stations have been completed, in the second version, players change at each station.

MODIFICATIONS AND COACHING POINTS

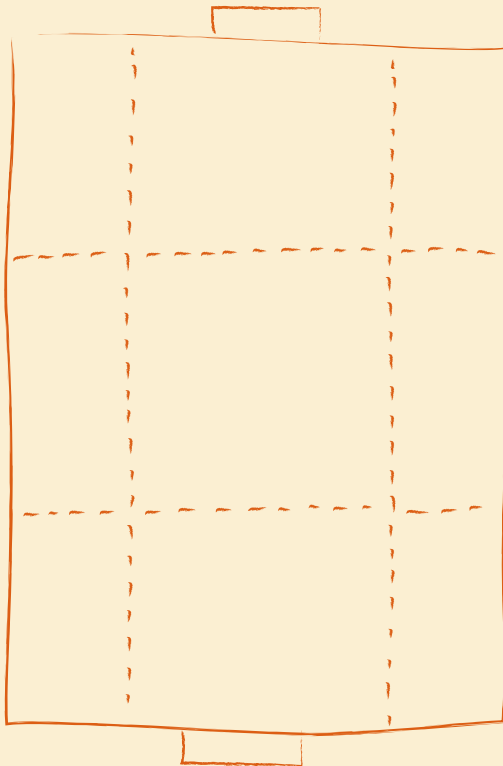
Vary the passing form: low, half-high, high, return pass, instep etc.

Focus on short, intensive and concentrated intervals

ZONE GAMES

Marked zones – in the form of exercises and games – with special rules can help weaker players to participate more actively and to build up confidence and understanding for the game.

This example shows very extensive zones, and different modifications may be selected depending on the respective focus of training.



VERSION 1: WITH FAST WINGER

Football is being played. One person from both teams is on the marked wings. When the ball comes to her/him, the player may move on the outside lane without any opposing pressure. The player is not attacked until she/he has played the ball and then left the zone. The player who made the decisive pass then switches to the outside zone.

VERSION 2: GOLDEN CENTRE

A similar procedure can be played in the central zone. Players located here may take on and play the ball without opposing pressure, and play continues in the other zones without any restrictions.

DIVIDING THE TEAM

- ▶ Allow players of similar levels to play against each other, e.g. in pairs marking each other
- ▶ Make sure not the same players are always chosen first or last, moderate actively
- ▶ Focus on individual strengths and point these out
- ▶ In case of teams chosen randomly, e.g. via counting, continuously mix the teams in fast, brief game forms
- ▶ Change the number in each team if there are differences in the players' playing levels

Clear Communication

In the case of multi-lingual teams with no common language, it is more difficult than in a regular team to communicate clear messages and expectations, rules, times or exercises. Instead of discussing whether German should be compulsory or a translation should be the norm, it may help the coach to establish what the core aim of the contents of the game or exercise are, and to try communicate this using body language or signing. Coaches must not forget that communication is always a two-way process and that coaches must also ensure they listen actively. A vast number of potential aids exist ranging from a tactics board to online translation tools and a common sign language.

Targets

Content and necessities should be perceived by everyone

Involve everybody into the conversation

Methods

Team internal interpretation, e.g. by including co-coaches who have a command of the language(s)

Use non-verbal communication methods
→ demonstration, using aids, gesticulate

Measures

First, make sure you know exactly what it is you want to communicate → concentrate on relevant and important information

Use clear and explicit language

Utilize your whole body and items

Active listening is also a part of communication

Other ideas

Clear communication may also mean that you begin with basic games which everyone understands (e.g. catching the ball) and vary these step by step

Children in particular should first be allowed to run around, and then, when they stand still, the next exercises are explained to them

Pay attention to

Closely observing the players, so that you can see what has been understood, and what has not

Reserve time for any unclear issues and for translations

Always show confidence that the contents will sooner or later be understood

A silhouette of a person wearing a hoodie, holding a long stick or baton. The person is shown in profile, facing left, with their hands positioned as if they are demonstrating or holding the stick. The silhouette is light orange and is centered on the page, surrounded by various communication tips in orange rounded rectangles.

Active listening

Know, what is to be communicated

Speak clearly

Address players directly

Use gesticulations

**Speak when
the group is listening
and can see the coach**

Demonstrate exercises

**Set up exercises and show
how they're done immediately**

Use your whole body

**Use items
and other aids**

**Reserve time for
translation**

4 Perspective

Culturally sensitive communication

Most coaches are aware that not only athletic skills are required in training sessions. However, for many coaches, working with refugees means they will have to work on their own skills more intensively. When dealing with people who come from different cultures and different backgrounds, we, as coaches, need to consider our own background and approach in order to develop tolerance and understanding for them.

Intercultural competence is the ability to perceive cultural behaviour of others and of yourself and to respect the differences in order to be able to communicate and act successfully. The ability to act in cultural scenarios and to develop new approaches is based on the capacity of being able to see a situation not only from one's own perspective, but also from that of the other person.

Actively seeking exchange with players and other coaches is helpful for such a process. Role games can be carried out, which may help you to see issues more clearly. For example, players may be asked to lead the training session in their native languages. Coaches will then see how important it is to speak slowly and clearly and to work with gestures and facial expressions. At the same time, players then appreciate the challenges of organising training sessions.

However, the first step is to discern that the things coaches consider to be “normal”, “common”, “plausible” or “necessary” stem from our own culture, and that our own actions need to be considered and reflected on, and, if necessary, adjusted accordingly.

“**But we do it that way here...**”, is therefore not a useful argument. “Here” is an extremely diverse term, and inconstant. When coaches notice that their way of coaching or communication form is not being accepted, this should be talked about and used as a reason for changing the procedures. This can of course also mean rethinking existing hierarchies and participation.

In football and sports teams, things can be implemented which are not possible for refugees in many other situations: pursuing new, common paths not specified by a certain authority, searching for intercultural solutions.

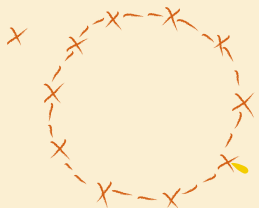
5 Perspective

Methodical games

Strengthening team spirit, building up confidence and mutual respect and improving communication, these are issues which are important for every team. This collection of small games provides an overview of possibilities of strengthening communication and cooperation within the team.

1. BIB CATCHING CIRCLE

The team forms a closed circle and put their arms on each other's shoulders. One person tucks a bib into the waistband of his/her shorts so that the bib is on the outside of the circle. This player is named who has to leave the circle. To move around together, the closed circle has to move around together. One person is named who has to move around together. To prevent this, the closed circle has to move around together. The catcher can use feints, speed and changes in direction to fool the circle and get the bib.



2. HANDS AND FEET GAME

Smaller groups are formed of two to five persons. Coaches specify a task which each group tries to complete as quickly as possible. The players are not allowed to use any aids. One task could be "six feet, three hands". The aim is to try and ensure that only these named body parts have contact to the ground. Other examples: "three feet, two knees, five hands", "six hands, two feet."



3. STICK GAME

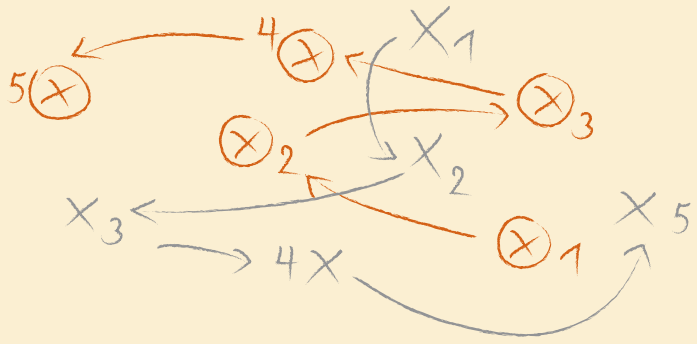
There are two teams, depending on the respective group size. One light stick is required for each team (if you do not have one, these can be bought at a low price in your local DIY store), each person from the group has contact to the stick at all times (!) with two extended forefingers. In the case of six players, for example, 12 fingers are touching the pole. Starting situation is: the team spreads evenly around the pole. The stick is raised to stomach level and laid onto the fingers of the players. The aim is to move the stick DOWNWARDS (and finally to place it on the ground).
Teams will be surprised what happens!



4. SEQUENCE OF NAMES

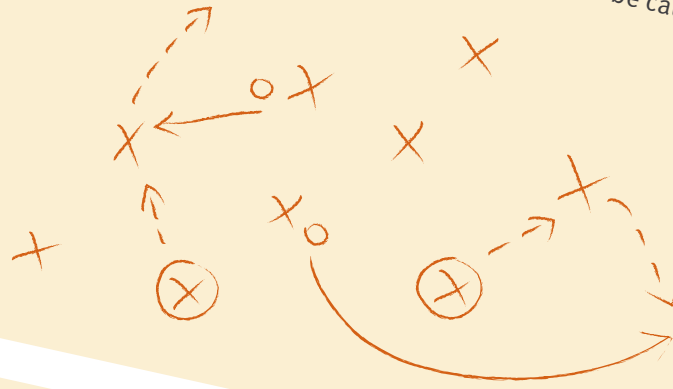
All players line up in a row and one after the other say their names clearly and loudly. In the second turn they say the name of the person standing to their left. They have to remember the names of the persons to their left and their right. Then all persons move around in a marked field. (initially by throwing it to them): the ball is thrown in sequence. First it is played to the left: the player throws the ball to the person who was originally to their left. All persons should move around a lot and say the name of the respective person loudly.

Variation: Play to the right, with two balls or pass the ball with the foot.



5. THROW AND CATCH GAME

'Catch' is played. There are at least two catchers who, in a marked area, try to catch the others. It is useful if they hold a bib as a marker in their hand, and simply pass on the bib when changing the thrower (i.e. when someone is caught). The special feature of this catch game: there are two footballs which the players can throw to each other as a protection. When a player has a ball in her/his hand, she/he cannot be caught.



6. TEAM CIRCLE

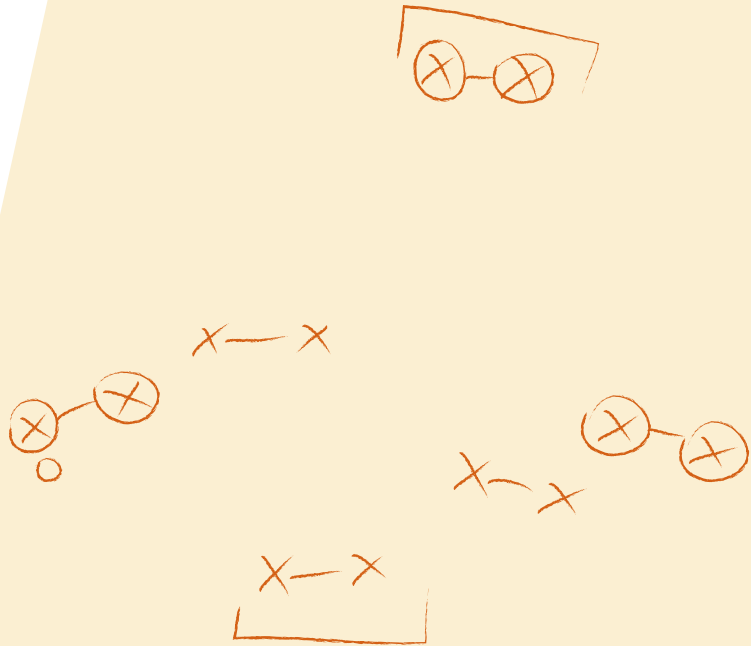
Two to three small teams are formed. Each team forms its own circle (all players touch each other on the shoulder). A ball is placed in the circle. The aim is to cross a line on the other side of the marked field as team with the ball in the middle. If the ball is lost, the team has to return to the starting point and start again.

Tip: First play with a football in the middle. Then use smaller balls (e.g. a tennis ball).

Variation: Players form a row behind each other in their teams. They jam a ball between their bodies. The aim is to cross the line without the ball falling down.

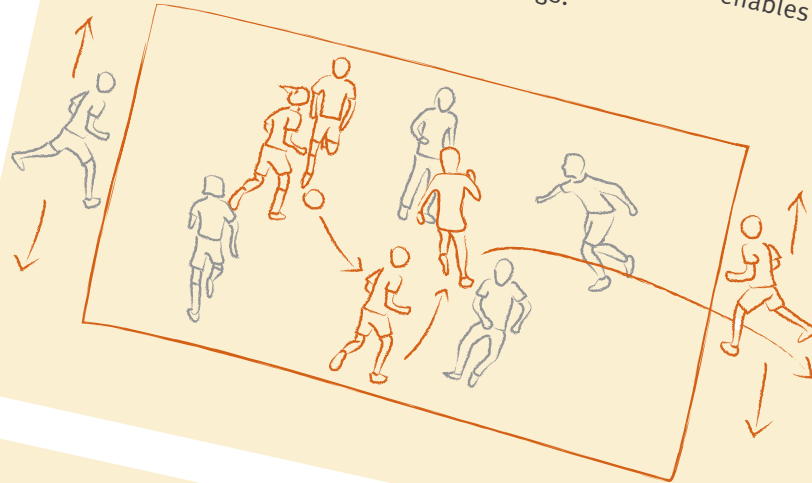
7. FOOTBALL AS A DUO

Football is played against each other in two small teams (with small goals or a dribbling line). Special feature: Two players of the same team hold each other's hands. If they let go, the other team gets the ball.



8. FOOTBALL WITH MOVING GOALS

Football is played with two teams. However, the goals are movable. This means one person from each team is always the goal at which the own team shoots (you have to play through the person's legs to score a goal). The player is on the other side – where her/his team is to score a goal – and moves between two cones on this line. As soon as her/his team has the chance of scoring a goal the player on the line moves and enables the ball to be played through her/his legs.



9. CONCENTRATING ON NUMBERS

Two players stand opposite each other.
The first task is: Count from "one" to "three" and then again from the beginning. Each person says a number alternately. If this works, the second task is: Replace the "one" with a clap. The other numbers are still spoken. Step by step, the numbers "two" and "three" are also replaced by movements/sounds (e.g. "Hep", turning or similar movements).

6 At a Glance

The most important issues for coaches

Training was difficult? That happens to everyone. Take a deep breath. And perhaps try out something new using the ideas from this manual, at a glance: the overview and checklist can be attached to the training notebook as a support. If you think you're getting stuck at any point, the following ideas may give you inspiration and answers.

Emotional and mental presence of the coach

... important for bonding with the players.
Does the coach feel able to handle the training?

Demonstrate exercises as quickly as possible.

Slow and clear speaking

Delegate tasks, e.g. use players as language interpreters

... helps to be concentrated for the main tasks of the training session.

"Plan flexibility"

... always have different variations of exercises ready in your mind.
Make sure you have the adjusting screws in your head.

Build up and show respect and confidence

... by showing interest in players and their active involvement.

Humour and composure

... are very important. Being able to laugh at your own mistakes or not worrying too much about people coming late.

For de-escalation of conflicts, it helps to give the same attention and trust to all involved in the dispute.

Be clear about your own position and privileges

... do not see your own vision of a training session as the only possibility; be open for the needs of others.

Dare to change the perspectives (e.g. via a theatre play) for players to understand the training situation.

Develop rules for minimum consensus together if set rules are repeatedly infringed

... players may become conscious of rules and responsibilities when dealing with issues together.

Cooperative exchange between coaches

... actively seek for "allies" to talk about things on your mind.

The best training session is ensured when the coach enjoys it, too.

A co-coach, whether with a refugee background or not, cannot only be useful for communication but also act as a direct link between the club and refugee accommodation.

Checkliste

- The field has been prepared, equipment is available
- All are reached (everyone should be addressed at training)
- I have the attention of all players
- Everyone can see and hear me
- I pay attention to everyone (I explain something to each player)
- I visualise and demonstrate (tactics board, images, demonstration)
- Everyone is moving
- Much is repeated
- There are many ball contacts
- My training is aligned to the respective training group





7

Best Practice

.....

CHAMPIONS ohne GRENZEN e.V.

CHAMPIONS ohne GRENZEN e.V. has been providing football training for refugees in Berlin since 2012. By now there are eleven different training sessions: for children, for women, and mixed training (men and women). Training is organised as open training sessions, i.e. they are easy to participate in: anyone interested does not need to register or fulfil any requirements. On request, players can also be placed with existing clubs or league teams. All training sessions are integrated in continued community and education programmes.

DKJS: *Dear Sofie, you've been a coach of the CHoG mixed team for two years now. What motivated you to start and what maintains your enthusiasm?*

Sofie: I was keen to take up the challenge of working with a new target group with which I had not had any experience up to then. I'm always enthusiastic about providing access for people to football and making progress together. The combination of my own incentive, always having to find the right kind of training method and of supporting progress within the team, and the relation-

ships, which develop over time beyond training sessions, motivate me each week.

Could you explain in a little more detail what your work as coach actually involves?

In addition to the actual execution of 90-minute training, there is also a long time of preparation and post-preparation. So, I have to check whether training can take place (ground, time, material, number of players) and always plan flexibly so that I can also carry out training with those who actually come.

My tasks include being a contact partner. You need social skills here as a coach specially to provide advice once training has finished. Some queries are about regular football clubs, if players want to play in a league team. But also, questions concerning language courses, questions regarding finding jobs and apartments or personal issues sometimes crop up, many players come with letters which they do not understand. As a coach it's important to understand that I don't have to know everything, but I must be able to listen to them and help them. And then there are enquires

which arrive by email or on my mobile so that the 'after training period' can last until the start of the next session.

You've already described that you factor in a few uncertainties for the training session. Do you also have an emergency plan, organisations or people you can turn to when you need advice? How does your club help you?

At CHAMPIONS ohne GRENZEN, you can have supervision, which is voluntary. Otherwise it's important that no coach carries out the session alone, but that there are always at least two people in charge. In our mixed training, which is especially popular in the summer months, we work as a trio, sometimes there are four of us. Regular exchange within the team of coaches is essential and covers a wide range of topics. We talk about the sports aspects as well as personal issues, even when there are moments when some feel that things are too much for them, or feel alone. We also have team representatives and players who have been coming for quite a long time who we include in our ideas for the training sessions. In my opinion an important aspect is to communi-

cate any difficulties at an early stage and to work in a team of coaches.

You just mentioned the involvement of players. What does that actually involve? And in this context what are your visions for a club?

The idea of the club is to enable players to participate and to provide them with space to develop. Many founding members are refugees themselves and are now active in the Board and/or as coaches.

At the moment we are developing these ideas and have started a qualification course for coaches. We want to enable players to take on new tasks, to gain new perspectives and to become integrated in the clubs. The newly qualified coaches can gain initial experience in coach tandems and put that what they've learned into practice. Not only players benefit from this, but also the club: experience can be gathered and clubs acquire new coaches. So, my dream in this context is not to have fixed positions for participants, but to have the courage to pursue new paths and to follow

these paths together with more and more new people.

The German Children and Youth Foundation talked to Sofie Goetze. CHAMPIONS ohne GRENZEN e.V. is available to deal with any questions, to provide advice and exchange ideas at any time at www.championsohnegrenzen.com



8 Imprint DKJS

“Welcome to Football” is a programme of the German Children and Youth Foundation (DKJS), sponsored by the DFL Foundation and the Representative of the Federal Government for Migration, Refugees and Integration

Image credits:

Cover sheet: Hamburg alliance of “Willkommen im Fußball” © Andreas Schmidt-Wiethoff

Page 40: © CHAMPIONS ohne GRENZEN e.V.

Page 42: © CHAMPIONS ohne GRENZEN e.V.

Imprint Manual – Developing training sessions for groups of refugees, 2017

Concept and order:

German Children and Youth Foundation, Programme “Willkommen im Fußball”

Contents (Continued Training, Manual):

Sofie Goetze, Carmen Grimm

Advisor for culture-sensitive communication:

Sosan Azad

Layout: Valerie Assmann

Publisher and editor:

Deutsche Kinder- und Jugendstiftung
gemeinnützige GmbH

„Willkommen im Fußball“

Tempelhofer Ufer 11

10963 Berlin

Tel. +49 (0)30 - 25 76 76 - 0

Fax. +49 (0)30 - 25 76 76 - 10

www.dkjs.de

willkommenimfussball@dkjs.de

Special thanks to 1. FC Union Berlin for providing a venue and playing cards, as well as their support in the course of further training.

Sponsored by:



deutsche kinder- und jugendstiftung

English version supported by FARE



“Welcome to Football” alliances

