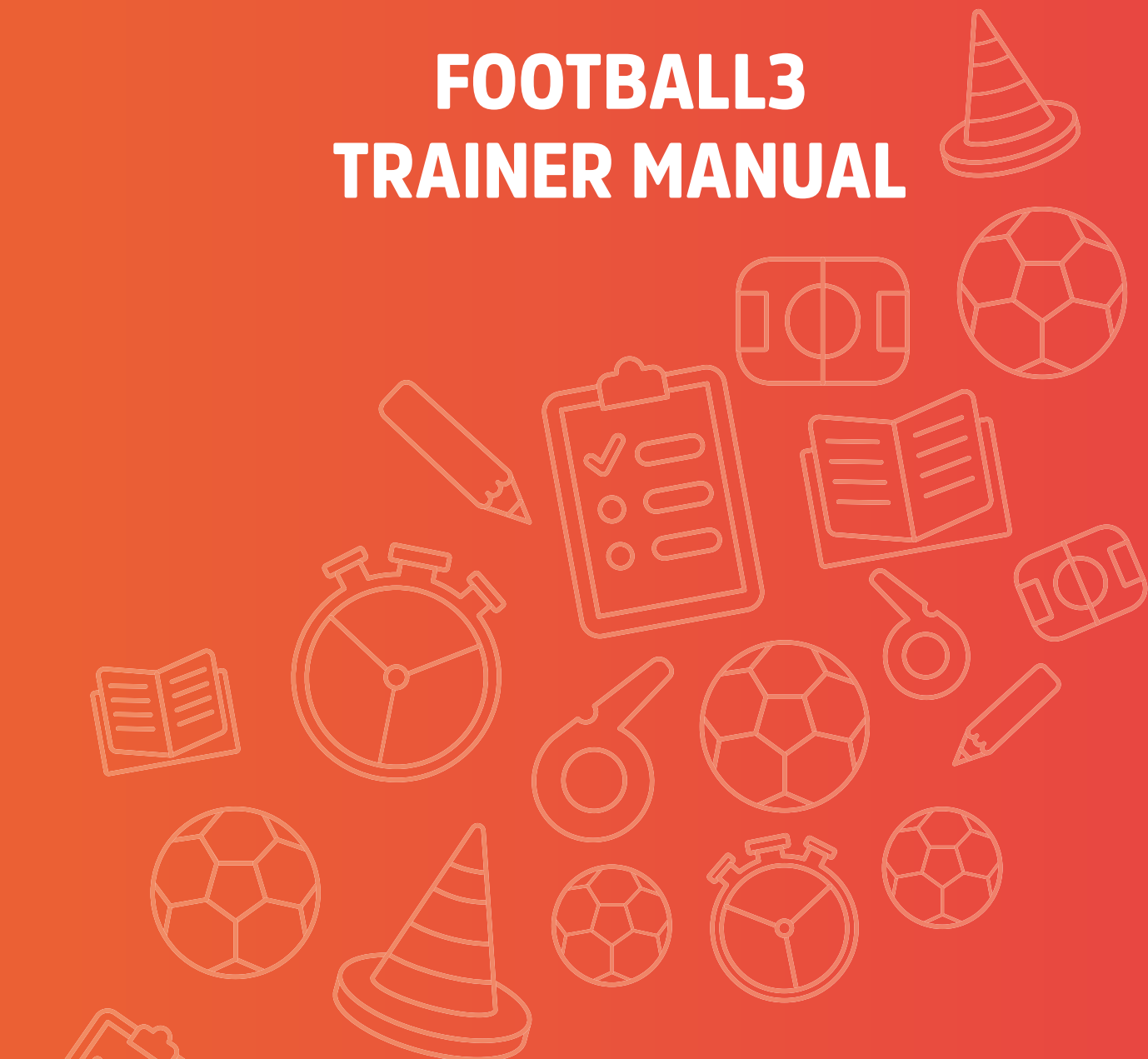


# FOOTBALL3 TRAINER MANUAL



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**Published by:**

streetfootballworld gGmbH  
Waldenserstr. 2-4  
10551 Berlin, Germany

Phone: +49 (0)30-7800-6240  
football3@streetfootballworld.org  
www.football3.info

www.streetfootballworld.org

**Written and Compiled by:**

Louis Moustakas  
George Springborg

**With support from**

Abdul Abdallah (SARI), Andras Rakos (Oltalom Sport Association), Ansley Hofmann (INEX-SDA), Arkadiusz Kamil Mierkowski (MSIS), Arne Dreyer (RheinFlanke), Anna Balogi (Oltalom Sport Association), Beata Mierkowska (MSIS), Carlos de Cárcer (Red Deporte), Claudia Krobitzsch (Fare) David Johnson (Sport4Life), Dessislava Cheshmedzhieva-Stoycheva (University of Shumen), Elena Bonato (Balon Mundial), Gonçalo Santos (CAIS), Krum Minev (University of Shumen) Mark Slide (Albion in the Community), Mathieu Millet (Sport dans la Ville), Niels van Muijden (Fare), Pál Attila (Oltalom Sport Association), Pamela Lubowa (Fare), Pauline Grosset Grange (Sport dans la Ville), Perry Ogden (SARI), Robin Schröder (RheinFlanke), Saad Mohammed (Sport4Life), Štěpán Kyncl (INEX-SDA)

**DESIGN**

**Conceptualisation:**  
Elvira González-Vallés Martínez

**Art Direction:**

Anne Vogt

**Photo credits:**

streetfootballworld

## IMPRINT

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*Andrés Escobar was the captain of the Colombian national team and a true professional, both on and off the pitch. He was known as the 'Gentleman of Football' but, at the 1994 USA World Cup, he made a mistake. He scored an own goal that led to the elimination of his team.*

*Eleven days later, he was shot to death.*

It was 5 a.m. on July 2, one of those beautiful early mornings in Medellín. I was getting ready for another day at the university, where I was teaching the sociology of sport and working on my PhD in public health. The news of Andrés' death made me freeze; I was absolutely speechless. That day changed my life forever. I began to wonder how football, a game based on teamwork, communication and respect, could lead to such violent acts. I decided not to continue with my academic career, but to instead study the phenomenon of urban violence in Colombia. In 1994, over 5000 young people were killed on the streets of Medellín.

After speaking to many people and reading countless books, the journey took me back to football. I realised that the game could be a space for dialogue and a key element in solving issues of violence. In 1996, my colleagues and I developed Fútbol por la Paz, or Football for Peace. We adapted a regular football match to facilitate dialogue among young people who were participating in or affected by armed conflict. It was played without a referee and emphasised the values of gender equality, fair play and peaceful conflict resolution. There, football3 was born.

Since then, thousands of young people have played football3 and our network members worldwide have used the methodology to address social issues in a range of local contexts. In 2014, we launched the football3 handbook and interest in further resources and training has grown ever since.

This trainer manual is meant to serve as a guide to train others in how to effectively use football3 in their communities and represents the next step in spreading this unique football for good methodology.

football3 is a legacy that continues to transform the lives of tens of thousands of young people around the world. We invite you to explore this manual and our other resources, and to become part of this enduring legacy.

  
**Jürgen Griesbeck**  
 Founder and CEO of streetfootballworld



# INTRODUCTION

Since its origins in Medellin, Colombia, football3 has been developed by streetfootballworld network members around the world into a comprehensive methodology to address a range of social topics, such as social integration, gender equality, health, and peacebuilding. **football3** empowers young people to take responsibility for their actions and treat others fairly. They learn to value communication and mutual respect, both on and off the pitch.



## PARTNERS

### Albion in the Community

Brighton, U.K.

### CAIS - Associação de Solidariedade Social

Lisbon, Portugal

### Balon Mundial

Turin, Italy

### Fare Network

London, U.K.

### INEX - Association for Voluntary Activities/Fotbal pro Rozvoj

Prague, Czech Republic

### Młodzieżowe Stowarzyszenie Inicjatyw Sportowych (MSIS)

Mragowo, Poland

### Oltalom Sport Association

Budapest, Hungary

### Red Deporte

Madrid, Spain

### RheinFlanke

Cologne, Germany

### Konstantin Preslavsky University of Shumen

Shumen, Bulgaria

### Sport Against Racism Ireland (SARI)

Dublin, Ireland

### Sport dans la Ville

Lyon, France

### Sport4Life

Birmingham, U.K.

**N**amed after its 'three halves' – a pre-match discussion, a football game, and a post-match discussion – football3 incorporates key life lessons into every match. In mixed-gender teams, players collectively decide on the rules before the game. Following the match, they reflect on their behaviour and the behaviour of their opponents. Points are awarded for goals as well as for fair play. As football3 is played without referees, players must learn how to resolve conflicts themselves through dialogue and compromise.

Over half of the 120 plus organisations in the streetfootballworld network use some form of football3 and it forms an integral part of all streetfootballworld festivals, including the festivals held during the 2010, 2014 and 2018 World Cups. In 2017 alone, over 100 000 young people were reached through football3.

Extensive online resources exist to disseminate football3. The introductory football3 handbook is available in print and online in multiple languages. Along with the handbook, the football3 website – [www.football3.info](http://www.football3.info) – provides access to match forms, a tournament creator, an online resource library, and the latest news.

Through this dissemination, football3 has steadily grown throughout the world and our network. As the method has become increasingly used, football3 experts have emerged. These experts have deep experience in designing and delivering football3 programmes, and have dealt with the realities of football3 first-hand.

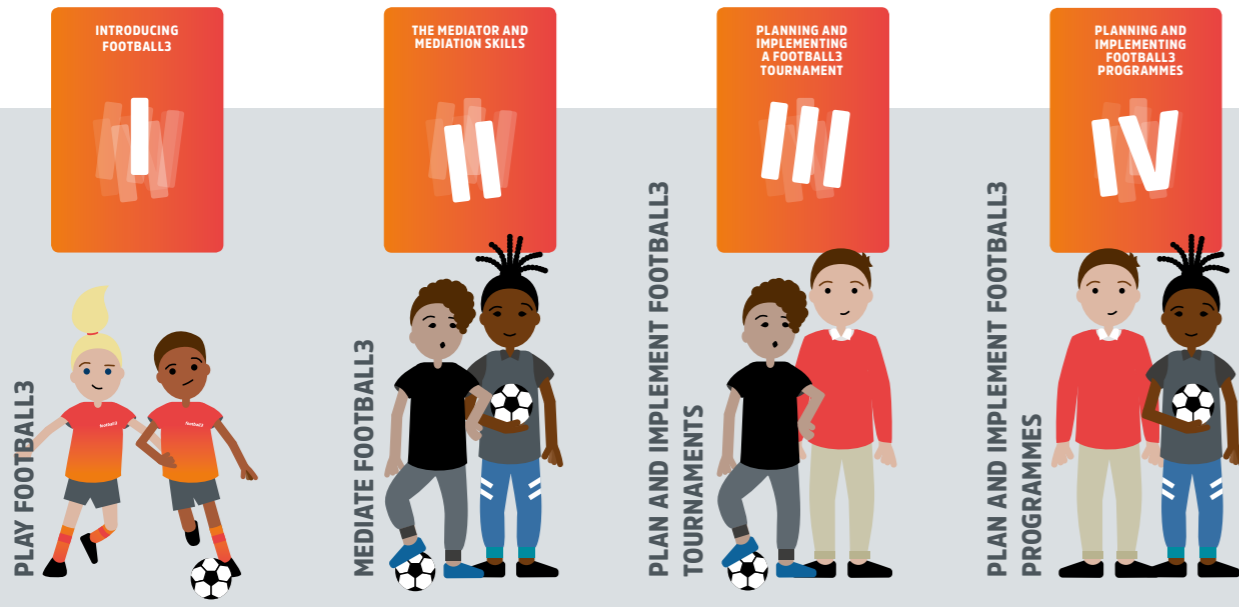
This trainer manual is, therefore, the next logical step in the evolution of football3. This manual presents a validated approach to help further disseminate the football3 method. Developed and tested by other network members, this manual provides clear guidelines and tips on how to successfully train future football3 mediators and implementers.

Online, at a festival or in writing, the central idea always remains the same: using the game of football to educate and empower young people.

### PURPOSE OF THE MANUAL

The purpose is to provide a comprehensive, step-by-step outline in order to assist trainers in delivering football3 training for future mediators and implementers. Therefore, this manual outlines a framework to present the different components of football3 in a logical, coherent order. These different components are divided into four sections and each section is its own self-contained lesson. Valuable additional resources, including tips, programme examples, activities, and information, are also included in the manual.

TRAINS PARTICIPANTS TO:



### HOW TO USE THE MANUAL

This manual is meant to be used by trainers who have experience and knowledge in delivering football3 matches and programmes. If you still need to find out more about football3 and how it works, the football3 handbook, football3 news and our online resource library can be found at [www.football3.info](http://www.football3.info). If you want to get involved in football3 and football for good projects, you can also look up organisations in your region by visiting [www.streetfootballworld.org](http://www.streetfootballworld.org).

Trainers delivering this manual should have experience both participating in and delivering football3 sessions and possess an understanding of the unique needs of their community. They should have the ability to communicate clearly, listen attentively, and be able to facilitate learning in an open, dynamic and interactive way for a group of young adults.

This manual is divided into four sections, each of which functions as its own self-contained session. Depending on the skills and background of your respective participants, you are free to use only the sections most relevant to your context. Each of the sections reflects parts of the football3 handbook and your participants can use the football3 handbook as a reference. The pages of the relevant sections are indicated in each section.



### PARTICIPANT PROFILE

**Age**

16 to 30 years old, older participants also welcome

**Gender**

An equal gender balance, ideally.

**Skills**

Football skills irrelevant; experience leading groups is useful, but not essential.

**Quantity**

12 participants for one trainer, 24 participants for two trainers



Sight 75 %



Hearing 13 %



Touch 6 %



Smell 6 %



Taste 3 %

Each session is divided into nine sub-sections and, in the spirit of football3, the main content is separated into 'three halves'. The first half provides a chance to introduce and discuss the content of the session, the second half allows for the practical implementation of that content through interactive exercises and games, and the third half features a reflection on the content, as well as an opportunity to wrap up the session. Each section includes educational tips and suggestions for potential extension activities to explore a topic in greater depth.

As the participants are being trained to mediate and implement football3, they should be somewhat older, ideally between the ages of 16 and 30, though older participants are welcome as well.

The participants should also have some experience in leading a group or delivering lessons, though, not necessarily with football3. Football skills, however, are irrelevant. For best results, there should be no more than 12 participants for one trainer or 24 participants for two trainers. Bigger groups are more challenging to manage and the participants are not likely to get the attention or input required to get the most out of the training sessions. Ideally, participants should also have an equal gender<sup>1</sup> balance.

### HOW TO DELIVER THE MANUAL

This manual is underpinned by recognised good practices in the field of education<sup>2</sup> and training. And, given that this manual targets young adults, the realities and needs of adult learners should be taken into account. The following provides an overview of some of the different components and good practices that exist in the literature on adult education. This manual was developed with these notions in mind; however, trainers should also be actively aware of them and actively contribute to their implementation.

### UTILISE AND STIMULATE ALL OF THE SENSES

When training others, it is important to stimulate all of the five senses. Research on learning suggests that each of the senses contributes to our learning experience, and engaging the different senses can help avoid monotony.

Furthermore, engaging the different senses in combination can lead to even more successful learning outcomes. It is generally estimated that we learn:

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 40% of what we see and hear
- 50% of what we discuss
- 70% of what we experience
- 90% of what we teach

Based on this, each individual session in this manual tries to provide space for discussion, activities, and reflection, hence allowing participants to extract the maximum out of the content. It is also imperative for trainers to be mindful of this and make sure to engage their participants in a variety of ways.

**BE MINDFUL OF THE ATTENTION SPAN**

Attention is crucial to one's ability to learn. Typically, attention drops significantly after about 30 minutes. Thus, it is important for trainers to engage the participants through activities and discussions. Trainers must also develop a feel for their group and know when to take breaks or to intervene with short, dynamic energiser activities.

**ENSURE RETENTION**

Research shows that a majority of factual information will be lost within 48 hours if there is no meaningful attempt to rehearse or review the information within that time. Each session in this handbook begins with an opportunity to review content from a previous session (Warm Up). Beyond being a simple placeholder, this is a crucial step to help participants retain information.

**ACCOMMODATE DIFFERENT LEARNING STYLES**

There is a body of research that suggests that individuals each have their own distinct learning styles and, therefore, benefit most from content being delivered in a fashion that matches their style. Generally, learning styles are broken down as follows:

- Visual – learns from seeing things such as videos, pictures or diagrams
- Auditory – learns from hearing things such as explanations
- Kinaesthetic – learns from doing the activities

This fact makes it once again imperative for trainers to engage the senses and deliver content addressing all learning styles. Throughout the manual, we suggest activities, visual aids, documents and videos to help do that.

**ENSURE EFFECTIVE FEEDBACK**

Feedback contributes to the learning process in a variety of ways. It helps participants and trainers monitor learning and allows them to reinforce positive learning outcomes.

Feedback should be given sooner rather than later. Positive elements should be mentioned in feedback, and when more negative elements are presented, they should be done with the appropriate tone and attitude, and should always seek to develop solutions. Feedback should also be a two-way process. Participants should be encouraged to express their concerns and give feedback to the trainer.

**BE MINDFUL OF ADULT LEARNER FEATURES**

Adult learners come in with a set background of experiences and knowledge. This knowledge should be both recognised and integrated into discussions. Adult learners often also have the need to be self-directed and inherently motivated. Thus, as much as possible, the learners should be given a chance to direct discussions and implement activities.

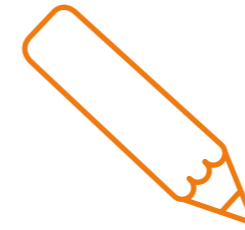
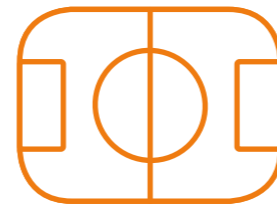
# INTRODUCING FOOTBALL3



Handbook: p. 5-21

# OVERVIEW

This section provides a template for trainers to introduce, explain and demonstrate the basics of football3. As this session is also the first in the manual, it sets aside time for more extensive warm-up activities where the participants can get to know each other in a fun, interactive way as well as set the ground rules and expectations for this and future sessions.



## OBJECTIVES

For participants, the objectives of this section are:

- To get to know each other as well as set goals and expectations
- To understand the different components of football3, including the role of the different participants, the three halves, the rules, and the points system
- To think about the different potential rules and point systems
- To obtain a hands-on football3 experience

## TIME

This section should take approximately **120 minutes**, though this will vary depending on the group, trainer, and depth of the session.

## MATERIALS

The materials needed to complete this section are:

- A classroom with chairs or another quiet space for participants to sit and gather
- Balls
- Cones
- Whistle
- Stopwatch
- Clipboard
- Match Forms
- Pens
- Flipchart/Whiteboard and markers
- football3 handbooks
- Audio/visual equipment (optional)

**THIS SECTION TRAINS PARTICIPANTS TO PLAY FOOTBALL3**







## TIP

**Potential workshop rules could include:**

- Respect for other participants and the trainer(s)
- Focused attention during the workshop – no cell phones allowed
- Active and constructive contributions from all participants

## WARM UP

15 MINUTES

1. Start by introducing yourself and the purpose of the session before conducting an ice-breaker so that all of the participants get to know each other and become more comfortable with the training setting. You can use an ice-breaker game that you know, or you can pick one from the selection of activities at the end of Section I.

2. Afterwards, lead a discussion about what the participants expect to achieve during the session and the overall workshop. Set rules for the workshop – as you would for a football3 match – and discuss what the participants want to achieve. Write the results down on a flipchart for all to see (and for use during the last session). Potential discussion questions for this part include:

- What are your expectations for this session/workshop?
- What would make you call this session/workshop a success?
- What rules do you think are important so that the session/workshop is a success?

3. If available, present the football3 handbook (or any materials you may have printed) to the participants. Explain to the participants how you intend on using those materials during this and future sessions.

## FIRST HALF

30 MINUTES

Before moving forward, it is important to create a clear understanding of football3. This session sets the basis for the future sessions and, as such, the trainer should make sure that the basic concepts of football3 are well understood by all participants.



## TIP

You can use the short introductory video at [www.football3.info](http://www.football3.info) to help present football3 to your participants. The video is available in multiple languages.

1. Introduce football3 to participants, explaining the concept of the 'three halves', the goals of football3, the fixed and open rules, and the points system.

- Explain that football3 is a unique methodology inspired by street football. It is a game of three-halves that focuses on fair play and education. It actively includes women and girls as it is played in mixed-gender teams. It is not solely focused on goals, football skills or winning.
- Explain each of the three halves.
  - The first-half includes a pre-match discussion where the two teams come together and select the rules they want to use. Special rules are also selected to help tackle certain social issues.
  - The second half is the football3 match. These matches usually feature smaller teams (e.g. 5 to 7 players per team) and are shorter (e.g. 10 to 20 minutes). They can be played on smaller, improvised pitches, in the park, on the street, on a football pitch or in an indoor space. Teams are mixed-gender and the matches are played without referees, allowing the players to take responsibility of the match and the rules they selected.
  - The third half is where the teams are brought together by the mediator and reflect on the match, and on how well the rules were respected. The teams have the opportunity to award their opponents fair play points based on their conduct.
- Explain that football3 matches feature a combination of fixed rules and open rules. Clearly distinguish between fixed rules and open rules, and present examples for each. You can also ask participants to quickly brainstorm ideas for rules in each category.
  - Fixed rules are rules that are the same for every match. For example, these rules can be about match length, number of players or fair play.
  - Open rules differ from match to match, depending on what the teams agree on. Open rules are a way of giving ownership of the game to the players, of allowing participants to develop skills related to

decision making, negotiation and compromise, and can be a tool to emphasise fair play and specific social topics.

- Explain that the points awarded to a team are a combination of the match points and the fair-play points. Give examples of the different point systems (different versions are presented in the football3 handbook).
  - i. Match points are the points awarded to a team for scoring the most goals during a match. Typically, teams earn 1 point for participating, 2 points for a draw, and 3 points for a win.
  - ii. Fair Play points are awarded by teams during the post-match discussion. The amount of total fair play points available is flexible, as are the reasons for earning fair play points. For example, fair play points can be awarded by opposing teams for respect of the rules. Points can also be awarded for participation of all genders, through self-evaluation or through participation in the discussions.



**TIP**

Coaches can sometimes act as mediators, let other players or young leaders mediate, and organise or supervise activities. Indeed, for many coaches, it can be difficult to make the transition to a more hands-off and fair-play oriented role. It is important to understand what roles are best suited to the coaches in your organisation and to positively involve and encourage them.

## 2. Distinguish the responsibilities of the players, coach and mediators in a football3 match.

- The players take an active role in football3. They not only participate in the match, but they set rules before the match, play the match according to the rules they set, resolve any conflicts on the pitch together and award fair play points after the match.
- The mediator is responsible for facilitating the pre- and post-match discussions, as well as monitoring the football3 match and completing the match form.
- The coach can take various roles, from supporting the preparation of players, supporting the implementation of football3 programmes, to acting as a mediator.



**TIP**

The football3 handbook, presentations, visual aids or print outs can be used to present different point systems and different basic rules. These resources are available at [www.football3.info](http://www.football3.info)

## SECOND HALF

45 MINUTES

1. **football3 game with participants** – Head out to the pitch to implement what has been presented in the first half. Create two teams and act as the mediator. Run through an example match including the pre-match discussion, match and post-match discussion. The goal here is to give participants a practical, real-life football3 experience without yet having to take on the responsibilities of mediation. Their opportunity to practice as a mediator will come later.

2. Actively encourage all players to participate in the match and use the match form to record the goals scored as well as other important moments during the match. As the mediator, you should not intervene during the match, even if the players do not always understand or follow the rules they have set in the first half. Rather, take note of those moments and discuss them in the post-match discussion. Only intervene in the case of an injury or an escalating situation that may lead to violence.

3. Once the match is complete, lead the post-match discussion with the participants. Encourage each team to provide reflections on the match by asking questions such as:

- How was the match different from matches you have played in the past?
- Was it enjoyable? Why?
- Was there anything you would not like to experience again? Why?
- Did your team/your opponents follow the rules agreed upon prior to the match?

4. During the post-match discussion, also take the time to demonstrate how to complete the match form to the participants

- 
5. Depending on how much time you have, you can always play additional football3 matches.
- 

## COOL DOWN

 5 MINUTES

- 
1. Take a quick break for the participants to stretch, have a drink, and chat amongst themselves.
- 

## THIRD HALF

 25 MINUTES

- 
1. **Reflection** – In a separate, more quiet area, reflect and discuss what the participants have learned and achieved so far, putting special focus on the experience of players with football3.
- 

- a. How did you feel as players?
- b. What did you enjoy about football3? What did you not enjoy?
- c. What challenges did you face as players? What challenges could other players face? What rules could you create to address these challenges?
- d. Do certain groups in your community sometimes feel excluded? What rules would you create to foster inclusion?

**EXTENSION (OPTIONAL):** To allow participants to begin thinking about and discussing different rules, you could break down the participants into small groups of 2–4 individuals. Each group takes 10 minutes to create 2–3 open rules. The small groups then come back, present them to the entire group and collectively discuss the benefits and challenges associated with each rule.

- 
2. Afterwards, wrap-up the discussion and summarise what was learned during the session, as well as what was discussed.
- 

## TEAM BUILDING ACTIVITIES

The following team building activities may be used to build trust and confidence in the group before implementing football3 sessions. A wide range of additional activities addressing a variety of skills and social topics are also available through our online resource library at [www.football3.info](http://www.football3.info).

### SHARED CHARACTERISTICS

**Location:** A classroom, meeting room, or outdoor space with chairs set in a circle.

**Duration:** 20 minutes

**Description:** Form a circle with chairs. There should be as many chairs as there are participants.

Each participant sits in a chair. One participant gets up and stands in the middle of the circle. The participant then proceeds to state one fact about themselves (e.g. I play centre midfield). All of the other participants who share that characteristic (e.g. they also play centre midfield) must stand up and move to a different chair. The last person to sit down must then go back to the middle of the circle and state a fact about themselves, thus repeating the process as above.

This activity should go on until at least each participant has made 1–2 statements about themselves.

**Materials:** As many chairs as there are participants

### HANDSHAKE GAME

**Location:** In a safe, open space such as a field or gym

**Duration:** 20 to 30 minutes

**Description:** Participants run around the designated area. The facilitator calls out numbers and a piece of information that the participants must find out (e.g. name, favourite athlete, etc.). So, when the facilitator calls out “Number 1”, participants must find a partner, shake hands and obtain the required information. This is partner “Number 1”.

Participants leave their partner and run around the area once more, and this time the facilitator calls out “Number 2” and the participants must find a different partner, shake hands, and find out a different fact about the person, as called out by the facilitator.

This process is repeated up to “Number 5”. The numbers are then called out at random, where participants must then find the partner that corresponds to that number.

Optionally, at the end, the facilitator can call out one final number and have participants present what they have learned about that partner to the group.

**Materials:** None required



## CLAP BALL

**Location:** In a safe, open space such as a field or gym.

**Duration:** 15 minutes

**Description:** Participants tap or volley the ball (with their hands, their feet, or both, at the discretion of the trainer) between each other as quickly as possible. However, before making contact with the ball, the participants must clap their hands. If a participant is not able to do that, they simply pick up the ball and get the game going again by putting the ball back into play.

After 5 to 7 minutes of clap ball, the participants stretch, discuss, and get ready for the day.

**Materials:** Football, volleyball or another ball

## COUPLE FOOTBALL

**Location:** In a safe, open space such as a field or gym

**Duration:** 15 minutes

**Description:** A quick game of football is organised. The rules for the football3 match do not necessarily apply here. Rather, participants are paired into pairs and must hold hands for the duration of the match. If the number of participants is uneven, the facilitator can join.

After a short game of 5 to 7 minutes, the participants stretch and discuss the activity.

**Materials:** Football or another football-sized ball; Nets or cones or another makeshift goal

# THE MEDIATOR AND MEDIATION SKILLS



Handbook: p. 22-23, p. 30-35



## OVERVIEW

The mediator is fundamental to the success of football3. The mediator role can be undertaken by social workers, educators, coaches or young leaders that have grown through your organisation. Mediation is often done in pairs and, as such, the mediators should represent different genders to reflect the gender composition of the teams. This section aims to generate an understanding of the role of the mediator and develop skills associated with good mediation.



### OBJECTIVES

For the participants, the objectives of this section are:

- To understand the role of the mediator
- To understand and develop key mediation skills
- To practically experience the mediation process
- To think about challenges of mediation and potential solutions

### TIME

This section should take approximately **120 minutes**, though this will vary depending on the group, trainer, and depth of the session.

### MATERIALS

The materials needed to complete this section are:

- A classroom with chairs or another quiet space for participants to sit and gather.
- Balls
- Cones
- Whistle
- Stopwatch
- Clipboard
- Flipchart/whiteboard and markers
- Match Forms (enough to complete all of the matches)
- Pens
- football3 handbooks

**THIS SECTION TRAINS PARTICIPANTS TO MEDIATE FOOTBALL3**



## WARM UP

5 MINUTES

1. Quickly review the contents of the previous session and present the purpose of the current session. Afterwards, if desired, conduct an ice-breaker to energise the participants and give them a chance for further bonding. You can use an ice-breaker game that you know, or you can pick one from the selection of activities at the end of Section I.

## FIRST HALF

45 MINUTES

1. Present the role of the mediator, including the preparation of football3 sessions, pre- and post-match discussions, supervision of the matches and the match forms.

- *Preparation:* Explain that the mediators have to make sure that the playing field/pitch is safe and ready for use, that they must identify a quiet place for the discussions, and that they must have all materials ready before the game.
- *Pre-match discussion (first half):* Explain that this is where the mediators have a chance to bring the teams together, set the rules for the match and initiate dialogue on a specific social topic. Mediators want to engage the participants in a discussion about the significance of the match and the open rules they want to use. For example, if the topic is peacebuilding, then the teams could be encouraged to use specific related rules, such as entering the pitch with everyone holding hands. Once the rules are agreed upon, it is important that the mediator note them on the match form.
- *Match (second half):* Remind participants that football3 matches belong to the players and, thus, it is the players' responsibility to ensure that it is played fairly. Mediators are there to support the process, take note of key moments in the match, and record the results of a match on the match form. Mediators should not intervene in the match unless there is a risk of physical harm (e.g. injuries, potential violence). This is also a good occasion to present the match form (either from the handbook or the one used by your organisation) and illustrate how each section should be filled in by the mediator.
- *Post-match discussion (third half):* Emphasise the importance of the post-match discussion as a unique feature of football3. Explain that this is where players can come together, reflect on their behaviour and evaluate their opponent's behaviour. Teams discuss the match and its key moments, and each team is requested to award their opponents fair play points (which are added to the match points to



TIP

**Potential pre-match discussion questions could include:**

- Why is the match you are about to play important? How is it different from previous matches?
- Do you want to promote certain values through the match? Which rules would you use to promote that?
- Are there any other open rules you would like to suggest? Why?
- Do you have any concerns about the match ahead? How can we address those concerns together?

then determine the overall winner). This is also a good opportunity to explain that, sometimes, teams may award fair play points in order to gain an advantage instead of based on fair play and review different point systems that can address this issues.

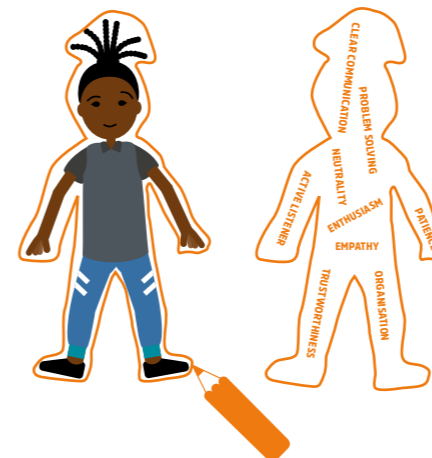
2. The **'Mediator Body'** – Once the different steps of the mediation process have been outlined, ask the participants to think about what skills, abilities, environment, and materials are necessary for successful mediation.



TIP

Pages 30 to 35 of the football3 handbook feature detailed instructions for mediators. If desired, you can also use these pages to support this part of the session.

- Place participants in pairs and give them a large sheet of paper (e.g. flipchart or butcher paper). Tell the participants to draw the outline of a human body on the large sheet.
- Once the participants have drawn their outlines, tell them to fill out the sheets of paper and to include both important elements within the mediator (e.g. skills, attitudes, materials) and elements around the mediator (e.g. location, environment, materials).
- Afterwards, have the pairs present their mediator outlines to the rest of the group. Take note of common themes and mention any other relevant skills that were not listed, including:



<b>Empathy</b> Sensitive to the emotions, values, identity, and background of others.	<b>Neutrality</b> Is impartial and objective, does not take sides.	<b>Trustworthiness</b> Maintains confidentiality and makes others feel comfortable	<b>Active Listener</b> Shows genuine interest and gives the feeling that players are heard.
<b>Enthusiasm</b> Energetic and light-hearted, creates a fun atmosphere	<b>Patience</b> Accepts delays, problems or conflicting opinions without becoming annoyed or judgemental	<b>Clear communication</b> Speaks loudly and clearly so that everyone can understand	<b>Problem solving</b> Contributes ideas that help others find mutually agreeable solutions
<b>Organisation</b> Ensures that things are well-prepared and timely	<b>Observation</b> Monitors actions closely and notes important moments, and behaviours	<b>Gender sensitivity</b> Makes sure that all genders are equally involved in the process	

- Before going on the pitch and allowing participants to mediate their own football3 matches – or in a separate session – you may choose to implement an additional activity meant to sharpen one of the abovementioned mediation skills. These activities are presented at the conclusion of this section.



**TIP**

The length of the football3 matches can be adjusted in order for you to play more matches within the time available and to make sure all participants can act as mediators.

**EXTENSION (OPTIONAL):** In order to facilitate discussion and mimic real life situations, you can also secretly give roles to certain players for the different matches. These roles aim to imitate some of the real-world behaviour and challenges that occur on the football3 pitch. These roles could include:

- The Shy One:* This player lacks confidence and is not sure how to participate in the game. Instead of proactively putting himself in position to receive the ball, the player hangs back on the sidelines and does not communicate with his or her teammates.
- The Aggressive One:* This player is overly competitive and this competitiveness leads to aggressiveness. Thus, this player engages in unnecessary physical contact, raises his or her voice and criticises his or her teammates. Be careful if you choose this role-play, as we do not want to injure other participants or actually insult anyone. Here, give clear instructions to the role player to, for example, only verbally criticise certain plays (e.g. that shot was terrible! What an awful pass!).
- The Ball Hog:* This player possesses a high-level of confidence and belief in her own abilities, but has not yet learned the value of teamwork. Therefore, when this player has the ball, he or she always tries to make individual plays and does not look to make passes to his or her teammates.

**You are free to create any other roles that reflect the realities and challenges faced in your local communities!**

- During each match, keep track of the mediators and take notes about their performance.

- Repeat the process with new mediators to ensure everyone has the opportunity to mediate a match.

## SECOND HALF

45 MINUTES

- football3 game with participants as mediators** - Head out to the pitch, park or gym to implement what has been presented in the first half. Create two teams and designate pairs to act as mediators. Have the mediators collaboratively run through a match including the pre-match discussion, match and post-match discussion.

## COOL DOWN

5 MINUTES

- Take a quick break for the participants to stretch, have a drink and discuss informally amongst themselves.

## THIRD HALF

20 MINUTES

- Reflection** – Return to the classroom or another quiet space. Reflect and discuss what the participants have learned and achieved so far, putting special focus on the mediation process. Potential reflection questions could include:

- How did you feel as a mediator and how did you feel as players?
- How did you feel about the different role plays (if applicable)?
- What aspects of the mediation did you enjoy, and what aspects were more challenging?
- How can you improve next time? What have you learned about mediation?
- What challenges did you face as a mediator and what challenges could other mediators face? What solutions can address these challenges?

- Collect some of the main themes based on the discussion above and, using that and the notes from the matches, provide some advice on how to combat the main challenges present in the mediation process.

- Afterwards, wrap-up the discussion and summarise what was learned during the session, as well as what was discussed.

Common Challenges in the Mediation Process and Potential Solutions		
Challenge	Description	Solutions
Allocating Fair Play Points / Making FPPs important	Participants do not give the necessary importance to Fair Play Points, or they award the points based game results or on how many points the other team gives	<ul style="list-style-type: none"> <li>- Give greater weight to Fair Play points to emphasise their importance and to increase their role in determining the overall match winner.</li> <li>- In the third half, initially separate each team for the allocation of points. Once points are allocated, they are locked in and cannot be changed. Then bring the two teams together again and discuss the point allocation.</li> <li>- Award extra Fair Play Points specifically for participation in discussions.</li> </ul>
Lack of integration and participation of girls	Female players are underrepresented or unengaged during matches and discussions	<ul style="list-style-type: none"> <li>- Propose a rule that all players have to touch the ball before a goal</li> <li>- Propose a rule that each goal should be scored 'Boy-Girl' (e.g. boy passes, girl shoots, or vice-versa)</li> <li>- Provide strong female examples by having a female mediator.</li> </ul>
Lack of depth during discussions	Not all of the players reflect or communicate meaningfully.	<ul style="list-style-type: none"> <li>- Listen carefully, respectfully and without judgement so as to ensure all participants feel comfortable to speak up.</li> <li>- Exaggerate statements or questions to provoke reactions (e.g. 'So the game was completely fair?' or 'So absolutely nothing bothered you?')</li> <li>- Ask questions about a specific, noteworthy situation from the game.</li> <li>- Make clear what the goals of the pre- and post-match discussions are, and make clear connections between those two discussions.</li> <li>- Award extra Fair Play Points specifically for participation in discussions.</li> </ul>
Difficulty setting Open Rules	Participants have difficulty understanding and setting Open Rules	<ul style="list-style-type: none"> <li>- Use a whiteboard, chalkboard and/or visual aids to list and illustrate rules.</li> <li>- Suggest rules based on previous match situations (if the players have played football3 before)</li> </ul>
Participants are overly competitive	Participants are overly competitive on the pitch or in the discussions	<ul style="list-style-type: none"> <li>- Give greater weight to Fair Play points to emphasise their importance and to increase their role in determining the overall match winner.</li> <li>- Propose rules that encourage team to celebrate together (e.g. shake hands before and after the match of both teams must celebrate each goal, for or against)</li> </ul>
Discussions are led by a few dominant participants	Pre- and post-match discussions are dominated by a few participants	<ul style="list-style-type: none"> <li>- Identify the most outspoken candidates at the beginning of the match.</li> <li>- Give enough time to pre- and post-match discussions so that everyone has time to become comfortable and participate.</li> <li>- Specifically engage less talkative participants.</li> <li>- Award extra Fair Play Points specifically for participation in discussions.</li> </ul>

## ADDITIONAL ACTIVITIES

These additional activities are meant to develop some of the key skills associated with high-quality mediation. You are free to do these activities as part of the session above or during another session where you want to continue developing the skills of your mediators.

A wide range of additional activities addressing a variety of skills and social topics are also available through our online resource library at [www.football3.info](http://www.football3.info)

### QUESTIONS – PROBING QUESTIONS

This activity is designed to practice the ability of participants to ask probing, pertinent questions<sup>3</sup>.

1. Ask participants to think of a question that will make another person smile. Ask participants to move around the room and ask people this question.
2. After three minutes, ask participants to change the question to a question that will make the people they ask feel proud. Repeat the process two or three times; each time, participants should think of a question to trigger a particular emotion or reaction: make the other person think or feel motivated to take action.
3. Ask the group if there were any powerful questions expressed and write down the answers on a flipchart, whiteboard or chalkboard for all to see.
4. Ask participants what they understand by the term 'powerful question'. For example, a question that makes me think deeply or differently or which triggers an emotional response.
5. Give the participants one or two minutes to think individually about a powerful question they've been asked and which they're willing to share.
6. Reflect on the activity and the power of questions collectively as a group. Potential reflection questions include:
  - Can a question change the way we think about something?
  - What makes you want to ask questions?
  - What makes you want to answer questions?
  - How can 'powerful' questions be integrated in the mediation process?





**TYPES OF QUESTIONS**

**Analysis:**

These begin with “Why...” “How would you explain...” “What is the importance of...” and allow for open reflection and discussion.

Example: What is the importance of passing the ball? Why was the tackle unfair? Why did you give that number of fair play points?

**Compare and Contrast:**

“What is the difference between...” “What is the similarity between...” and allows the questioner to illustrate differences/similarities

Example: What is the difference between regular football and football3? What are the similarities?

**Cause and Effect:**

“What are the causes/results of...” “What is the link...” What makes...”

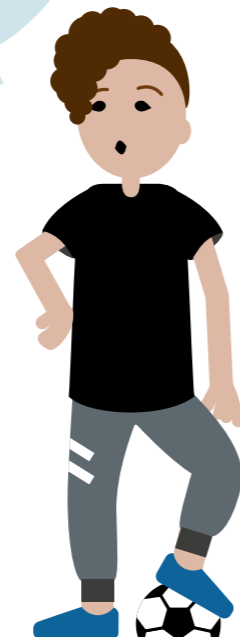
Example: What makes a play unfair?

**Clarification:**

These begin with “What is meant by...” “Could you explain how...” and seek to more precisely clarify or define what the speaker was saying.

Example: What is meant by fair play?

**WHAT IS MEANT BY FAIR PLAY?**



**ACTIVE LISTENING – HEAD, HEART AND FEET**

Active Listening is a way of listening and responding to another person that improves mutual understanding. The listener attends to the speaker fully, and then repeats, in the listener’s own words, what he or she thinks the speaker has said. The listener does not have to agree with the speaker - he or she must simply state what they think the speaker said. This enables the speaker to find out whether the listener really understood. If the listener did not, the speaker then has the chance to clarify and offer additional explanations.

In this activity<sup>4</sup>, we explore the idea and value of listening at three levels: the facts, the feelings, and the purpose. This is also known as listening with the head (the facts), the heart (the feelings) and the feet (the purpose).

1. Split the group into groups of four. One person volunteers a story that they are comfortable to share: an incident or situation that is not yet settled or where they would have wanted a different outcome. If the group is still getting to know one another, ask them to avoid deeply emotional experiences.
2. Ask the three remaining participants to choose one of the following roles and explain that they will be asked to share what they heard afterwards:
  - one person in the group should listen only for the facts (head)
  - one person should listen only for the feelings (heart)
  - one person should listen only for the purpose – why the storyteller is telling this story (feet).
3. Invite the storyteller to share their story. Afterwards, ask the participants to share what they heard. Here, we do not want the participants to simply retell the story, but rather focus on just giving the information (facts, feelings or purpose) related to their role.
4. Take time to reflect on the different roles and the overall value of the activity. Repeat if necessary, changing the groups and/or storytellers.

Demonstrates that you have been listening and understand what was said (Restating)

Shows that you are listening and understand how they feel (Empathising)

Example:

“SO YOU SEE THE PROBLEM AS...”

“I HEAR YOU SAYING THAT...”

Example:

“THAT MUST HAVE BEEN DIFFICULT FOR YOU”

“I THINK I SEE WHY YOU FELT THAT WAY”



<sup>4</sup> Activity adapted from British Council (2017).

### COMMUNICATION – COMMUNITY CIRCLE

The Community Circle is an activity designed to train overall communication skills, including talking, listening and empathy.

1. Before beginning this activity, choose a “talking piece” – this is an object that will be passed around the group, and shows that the holder has exclusive speaking rights. You can use a football, a toy or any other object that is easy to hold and pass around.

---

2. Arrange the chairs in a circle or sit on the floor with the whole class.

---

3. Tell participants that in the Community Circle, only one person may talk at a time and everyone must listen quietly and respectfully to whoever is speaking. Show the class the talking piece you have chosen, and explain that only the individual holding the talking piece may speak.

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4. Do a first, short round and have participants pass the talking piece around the circle. This is an opportunity for everyone to hold and pass the talking piece, as well as an opportunity for participants to say a few quick words about how they are feeling or what is on their mind.

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5. After the first round, introduce a topic or ask a question that you would like the circle to respond to. For example, you can ask the participants about what fair play means to them, about how they feel when they are playing football, or about challenges in their communities.

---

6. After you have sparked the conversation, make sure to take your seat in the circle and become a member rather than a leader.

---

7. Ensure that everyone gets a chance to speak at least once. Continue the activity as time allows, or until the participants run out of things to say.

---

8. Afterwards, reflect on the activity, including on how it felt to have to wait until being able to speak and how the skills here can apply to the mediation process.

### COMMUNICATION – PICK A PICTURE

Pick a picture is designed to foster an open exchange between two participants while also working on many important communication skills, including listening, asking questions and clear communication,

1. Have each participant pick a photo that is meaningful to them. You can either print out a selection of appropriate photos, or, if feasible, allow the participants to find a photo online using their smartphones.

---

2. Pair the participants in teams of two.

---

3. One participant asks questions to the other person and tries to understand why their counterpart chose the selected photo and why it is important to them. The questioning participant should ask appropriate, open ended questions – but without ever simply directly asking ‘why did you choose this photo?’ or ‘why is this important’. Rather, they must build upon their previous questions to reach the answers. The answering participant should only answer the questions asked to him/her and should let the questioner ask further questions.

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4. Repeat the exercise while reversing the roles.

---

5. Reflect with the group on the challenges they faced during the activity, what kinds of questions were the most successful, what kind of answers were the most helpful and what they can do better in the future.





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# PLANNING AND IMPLEMENTING A FOOTBALL3 TOURNAMENT

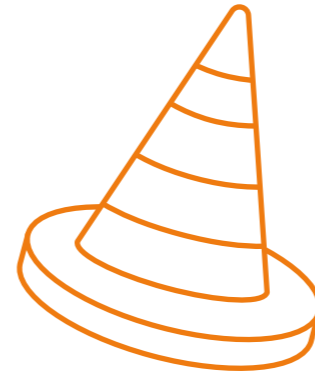
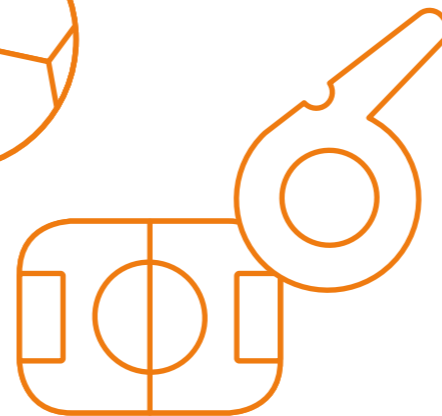


Handbook: p.36-37

## OVERVIEW

Once participants have gained a solid foundation in football3, it is time to take a step back and present the different ways football3 can be implemented in their communities and organisations.

One way to implement football3 is to organise a football3 tournament. Here, different players from different groups, clubs, or organisations can be mixed together and take part in festive, fair-play oriented football3 tournament. Such tournaments are also excellent platforms to introduce football3 to new audiences.



### OBJECTIVES

For participants, the objectives of this section are:

- To understand how to plan a football3 tournament and integrate social issues into the tournament
- To think about how to plan a football3 tournament
- To understand how to implement a football3 tournament

### TIME

This section should take approximately **90 minutes**, though this will vary depending on the group, trainer, and depth of the session.

### MATERIALS

The materials needed to complete this section are:

- A classroom with chairs or another quiet space for participants to sit and gather
- Flipchart paper and coloured markers
- Tape or 'blue tack'
- football3 handbooks
- Audio/visual equipment (optional)

**THIS SECTION TRAINS PARTICIPANTS TO PLAN AND IMPLEMENT FOOTBALL3 TOURNAMENTS**



## WARM UP

 5 MINUTES

1. Quickly review the contents of the previous session and present the purpose of the current session. Afterwards, conduct an ice-breaker to energise the participants and give them a chance for further bonding. You can use an ice-breaker game that you know, or you can pick one from the selection of activities at the end of Section I.

## FIRST HALF

 25 MINUTES

1. Present the overall concept behind a football3 tournament. Explain that, generally, a football3 tournament can be a one or multi-day event featuring mixed teams from your organisation, community, region – or even be international! These tournaments are a great way to introduce football3 to participants and to a broader audience, while also helping raise awareness of specific social issues.
2. Brainstorm with participants what elements are important in the planning, preparation and implementation of a football3 tournament. Example discussion questions include:

- What needs to be prepared and communicated before the tournament?
- How do you prepare players and mediators?
- How can you integrate a social issue into a tournament?



### TIP

You can use the handy football3 tournament tool at [www.football3.info](http://www.football3.info) to create schedules and groups.

3. Explain the different steps involved in planning and preparing for a football3 tournament, including:

- Select the rules, points system, and guidelines of the tournament, and communicate them in advance to participants. When thinking about the rules and points, it is important to keep in mind what social issues you want to address and what importance you want to give to fair play points

- Use the tournament to promote fair play and equal participation. For example, you can increase interaction between the players by having players from different backgrounds, organisations or clubs play together on the same team. Make sure to determine the procedure for mixing the teams before the tournament. You can also use fair play points as the first tiebreaker when two teams are tied in the standings.
- Consider the costs of your event. Make a budget of the potential costs of the event, for example for sport equipment, staff, music, food or medical support.
- Set guidelines for team formation (e.g. age, gender balance, background) and ensure those guidelines are respected.
- Strive to make sure that all teams play as many games as possible, and ideally an equal number of games. For example, you can use group stages and placement games (as opposed to elimination games).
- Schedule the match tournament and factor in sufficient time for the pre- and post-match discussions. Remember, if a team is playing back-to-back games, they must complete the mediation process for the first match before moving on to the next. Also make sure to schedule in break for the teams (and mediators!) and time to warm up.
- Identify a theme for the tournament that mediators can address during the discussion (e.g. 'Playing for Peace' or 'Tackling Racism')
- Engage with sponsors to provide financial and material support. Tournaments are a great way to show them football3 and your organisation's work.
- Recruit well-trained mediators and ensure there are sufficient mediators to mediate each match. Ensure that the mediators can communicate in the language of the participants, or secure translators to do so.
- Train the participants in football3 before the tournament dates or as part of the tournament activities.

4. Explain the different steps involved in **implementing** a football3 tournament, including:

- Promote the tournament in the community using banners, flyers, meetings, social media, newspapers or radio. Inform local and national media well in advance and invite them to attend.
- Ensure all of the participants are properly cared for by ensuring medical support, meals, snacks and water.

- Ensure that the pitch or venue has a clearly identified, secluded pre- and post-match discussion area.
- Establish a central tournament direction desk where mediators can submit their match forms and results can be updated.
- A football3 festival is more than just about winning and losing. Create a positive, festive atmosphere by having music, an MC to announce results, commentators to provide match commentary. You can also add to the festival activities by having the teams participating in excursions, fair play games or other activities.
- Organise photo and video documentation to promote your work and secure additional support for future events.

## SECOND HALF

 35 MINUTES

1. Group the participants into teams of 3–4 people, depending on the size of your group. Give each team the responsibility of planning a football3 tournament. Specifically, each team should take into consideration the following while planning:

- What rules, guidelines and point system do you want to apply? For example, how long will the games be, how many players will be on the field at once, what other fixed rules will you have?
- How many teams should take part in the tournament and how many players should be on each team? How will the teams be composed?
- What will the format (group stage, placement games, knockout, etc.) of the tournament be?
- What other activities will surround your tournament?
- What will be the theme of your tournament?
- How will you fund the tournament? What sponsors or supporters could you reach out to?
- How will you promote the tournament? What media or organisations could you reach out to?

2. Give each team a piece of flipchart paper, different coloured markers and 20 to 30 minutes to plan their tournament. They should present the main highlights and plans for their tournament on the flipchart paper, as outlined with the topics above. Encourage participants to be creative and visual in how they choose to present their tournament. Once they are done, using tape or blue tack, they should stick their tournament plan on the wall for all to see.

3. Collectively walk around the class area and have each group present their tournament plan to the rest of the participants. While presenting the tournaments, teams should explain their reasoning behind their choices. During each presentation, encourage the other participants to discuss and ask questions about the plans.

## COOL DOWN

 5 MINUTES

1. Take a quick break for the participants to stretch, have a drink and relax.

## THIRD HALF



1. **Reflection** – Reflect and discuss what the participants have learned and achieved, putting special focus on the process of planning a football3 tournament

- What was challenging about designing a tournament? What was easy?
- What challenges or problems do you think could arise during a football3 tournament? How would you address these?
- Would a football3 tournament benefit your community or organisation? Why or why not?



### TIP

In 2016, streetfootballworld and Sport dans la Ville organised the streetfootballworld festival 16 in Lyon, France which featured a football3 tournament with close to 300 participants from around the world. If you want to see what that looks like, check out the Festival 16 video playlist on our YouTube channel.

Likewise, RheinFlanke hosted a smaller, European-scale festival in 2017 and videos of that can also be found on our YouTube channel. You can also use some of the videos here to present the concept of a tournament to your group. And, at the end of the section, we have also included some tournament descriptions from our partners to help you present this topic.

2. Afterwards, wrap-up the discussion and summarise what was learned during the session, as well as what was discussed.

## FOOTBALL3 TOURNAMENT EXAMPLES

The following pages contain examples of football3 tournaments from some of the partners that contributed to this manual. These examples can help supplement your explanations for the above section by providing concrete examples from actual tournaments, giving your participants an overview of time and resources needed to stage such an event.

For more ideas, you can visit our football3 webpage at [www.football3.info](http://www.football3.info) or by going to [www.streetfootballworld.org](http://www.streetfootballworld.org). And, for even more inspiration, you can find videos from some of the previous festivals organised by streetfootballworld and our partners on our YouTube channel.





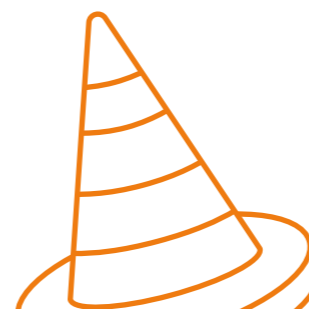
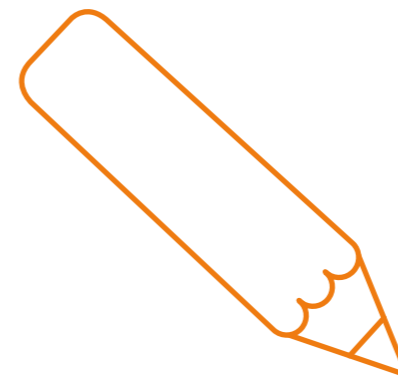




## OVERVIEW

Once participants have gained a solid foundation in football3, it is time to take a step back and explore how to properly develop and plan broader football3 programmes.

Beyond individual activities or tournaments, it is important for participants to understand how to build a broader, cohesive, long-term football3 programme. And it is essential for participants to understand how such programmes can affect change.



**OBJECTIVES**

**To understand how to plan a football3 programme**

- To understand how to use Theory of Change models
- To understand how to plan a set of cohesive sessions
- To understand how to integrate social issues into a programme
- To understand how to set and measure programme objectives

**TIME**

This section should take approximately **105 minutes**, though this will vary depending on the group, trainer, and depth of the session.

**MATERIALS**

**The materials needed to complete this section are:**

- A classroom with chairs or another quiet space for participants to sit and gather
- Flipcharts and coloured markers
- football3 handbooks
- Audio/visual equipment (optional)



**THIS SECTION TRAINS PARTICIPANTS TO PLAN AND IMPLEMENT FOOTBALL3 PROGRAMMES**



## WARM UP

 5 MINUTES

1. Quickly review the contents of the previous session and present the purpose of the current session. If desired, conduct an ice-breaker to energise the participants and give them a chance for further bonding. You can use an icebreaker game that you know, or you can pick one from the selection of activities at the end of Section I.

## FIRST HALF

 40 MINUTES

1. Explain to participants that, when building a football3 programme, it is important to think beyond individual sessions and to plan all of the different elements that fall into a programme. Begin by brainstorming with participants what different elements should be part of programme planning and implementation. Potential discussion questions include:

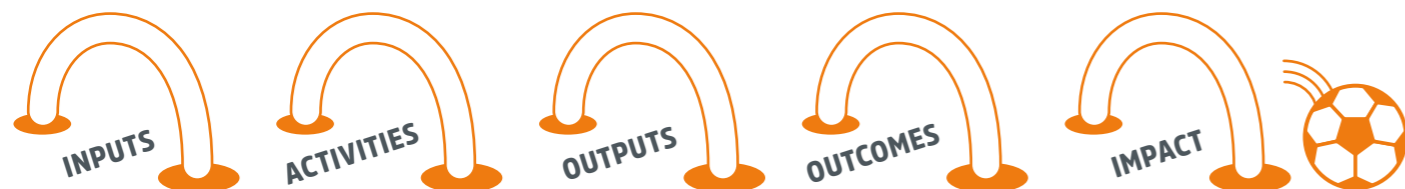
- What issues would you like to address in your community?
- What long-term goals would your programme have? Why?
- What kind of activities would help address these goals? Why?
- What physical and human resources do you need for your programme? How do you obtain them?

2. Explain to participants that it is important to identify the desired impact of your programme and to work your way back from that desired impact in order to determine the inputs, activities, outputs and outcomes of the programme. One way of doing that is by using a Theory of Change model.

3. Theory of Change<sup>5</sup> explains how activities are understood to produce a series of results that contribute to achieving the final intended impacts. It is often broken down into a series of inputs, activities, outputs, outcomes and impact.

- Inputs are the financial, human and material resources used in a programme. For example, training materials, staff or facilities.
- Activities are the concrete interventions you plan on delivering. For example, weekly football3 sessions or after school homework clubs.
- Outputs are the immediate effects of programme activities. For example, the number of participants in a football3 sessions.
- Outcomes are the likely short-term and medium-term effects of a programme's outputs, such as a regular participation in football3 programmes.
- Impact refers to the positive or negative, primary and secondary long-term effects produced by the programme.

4. Explain that Theory of Change should begin with a good situation analysis. This involves identifying the problem that you seek to address, the causes and consequences of this problem; and the opportunities that can be leveraged. The next stage is to clarify which aspects of the problem the intervention will address, and to make explicit the outcomes and impacts that it seeks to produce. Finally, one must develop a theory about how to get from the current situation to the desired situation. This includes two parts – a theory about how this change will come about and a theory about how the intervention will trigger this change. Some examples of different potential change mechanisms are in the table<sup>6</sup> in next page.



<sup>5</sup> Adapted from Rogers (2014)

<sup>6</sup> Adapted from Church and Rogers (2006) and Rogers (2014).

Change Mechanism	Description	Example
Individual Change	Transformative change of a critical mass of individuals	Investment in individual change through training or counselling
Relationships and connection	Break down isolation, polarisation, division, prejudice and stereotypes between/among groups	Promotion of inter-group dialogues and cooperation
Root causes	Address underlying issues of injustice, oppression/exploitation, threats to identity and security, and people's sense of injury/victimization	Long-term campaigns for social and structural change
Institutional Development	Establish stable/reliable social institutions that guarantee democracy, equity, justice and fair allocation of resources	New institutional and governance arrangements, rules, structures or policies
Grass Roots mobilisation	Mobilising the community so that politicians have to pay attention	Media mobilisation and non-violent direct action campaigns

5. In football3, we use the football3 logic model (handbook p. 40–41) to describe this theory of change. In this model, the 'activities' described earlier are referred to as a football3 components. The outcomes are also divided into short-term and long-term outcomes.

**EXTENSION (OPTIONAL):** Along with the logic model, you can also present your local football3 programme to participants to help them obtain a concrete example. You can also use the example football3 programme descriptions from our partners to give participants an overview of real-world football3 programmes.

Or, even better, you could organise a site visit to a running football3 programme in your area and learn more about their activities. You can find a full list of streetfootballworld network members at [www.streetfootballworld.org](http://www.streetfootballworld.org)

## SECOND HALF

 40 MINUTES

1. Before the activity, engage the group in a short, informal discussion about the challenges in their community and how does challenges can be addressed. Potential discussion questions can include:

- What are the biggest challenges for people in your community? Do individuals face challenges related to discrimination, employment, integration?
- What effect do these challenges have on people in the community?
- How can those challenges be addressed – and, specifically, how can they be addressed through football3 programming?

2. **Logic Model Design** – Now, split the participants into 3 or 4 smaller groups. Explain that they now need to build a football3 logic model keeping in mind what they learned about Theory of Change and addressing the challenges brought up in the initial discussion. In other words, from that discussion, they need to decide on the necessary inputs, activities, outputs and outcomes that can help address one of the challenges they identified.

3. Give each team a piece of flipchart paper and different coloured markers to design their logic model. They should design their logic model on the flipchart. The participants are free to use the model from the football3 handbook or create their own. Once they are done, using tape or blue tack, they should stick their model on the wall for all to see. The length of this activity will vary according to the size, age, and experience of your group. Make sure to support the different groups and give everyone a chance to finish.

- 
- Collectively walk around the class area and have each group present their model to the rest of the participants. While presenting the models, teams should explain how and why they believe change will occur. During each presentation, encourage the other participants to discuss and ask questions.
- 

## COOL DOWN

 5 MINUTES

- 
- Take a quick break for the participants to stretch, have a drink and relax.
- 

## THIRD HALF

 15 MINUTES

- 
- Reflection** – Reflect and discuss what the participants have learned and achieved, putting special focus on the process of planning a football3 programme.
- 

- Is Theory of Change useful? Why or why not?
  - What was challenging about mapping out the football3 logic model? Why? What was easy?
  - What challenges or problems do you think could arise in planning and implementing a football3 programme?
  - If your organisation has a football3 programme, what could be done to improve it?
  - Afterwards, wrap-up the discussion and summarise what was learned during the session, as well as what was discussed.
- 

- Afterwards, wrap-up the discussion and summarise what was learned during the session, as well as what was discussed.
- 

# FOOTBALL3 PROGRAMME EXAMPLES

The following pages contain examples of football3 programmes from some of the partners that contributed to this manual.

These examples are presented in the form of football3 Logic Models, as well as through descriptions and schedules of individual programmes. These examples present the nuts-and-bolts and are meant allow you and your participants to get a feeling for the logic and logistics behind such programmes.

Of course, this is only a limited sampling of the football3 activities taking place around the world. For more ideas and news, you can visit our football3 webpage at [www.football3.info](http://www.football3.info) or find a streetfootballworld network member member in your region by visiting [www.streetfootballworld.org](http://www.streetfootballworld.org).

## CAIS – LISBON, PORTUGAL

CAIS was founded in 1994 to support people suffering from poverty and social exclusion to regain independence and control of their lives. For nearly 15 years, CAIS has run the Futebol de Rua programme, which is a football3-inspired programme aiming for personal and social development. The programme is divided into 2 fields of intervention: inclusion through sports and access to sports.

Inclusion is facilitated through professional skills training, life skills training, and non-formal education activities. Access to sport, on the other hand, is supported by various Futebol de Rua events, including local tournaments bringing together local organisations and a national grand final that takes place over the summer, bringing together each district representative delegation for a 5-day festival with cultural, recreational activities and workshops and an inclusive street football tournament.

Inputs	football3 components	Outputs	Short-term outcomes	Long-term outcomes	Overall goal/impact
<ul style="list-style-type: none"> <li>• Social workers, youth trainers, mediators, coaches and volunteers</li> <li>• futsal courts for training sessions, 2 portable street football courts for local and national tournaments and festivals and training camps.</li> <li>• Workshop rooms for life skills training sessions.</li> <li>• Monitoring and Evaluation Materials such as questionnaires, writing material, and audio recording devices.</li> </ul>	<ul style="list-style-type: none"> <li>• football3 is used in the training camps to address like skills development; in the move yourself make it happen workshops to address like skills development and yearly a workshop is given to our network including coaches, young leaders, youth workers, youth trainers, social workers on the use of football 3 for their local communities development.</li> </ul>	<p>Number of:</p> <ul style="list-style-type: none"> <li>• participants and frequency in training sessions</li> <li>• participants and frequency in local festivals and tournament</li> <li>• participants in the national tournament</li> <li>• participants in training camps</li> <li>• participants in international festivals</li> <li>• participants and frequency in workshops</li> <li>• participants in the referee programme</li> <li>• participants whom develop their life skills</li> <li>• former participants whom become young leaders, coaches or delegation leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Promotion of regular access to practice of sports (street football)</li> <li>• Promotion of Life skills development</li> <li>• Promotion of access to cultural activities</li> <li>• Promotion of access to recreational activities</li> </ul>	<ul style="list-style-type: none"> <li>• Regular access to sports</li> <li>• Overall Life skills development</li> <li>• Overall Personal development</li> <li>• Improvement of life conditions including reintegration in formal education and integration in training and employment</li> <li>• Empowerment of coaches and social workers</li> <li>• Progression pathways (former participants whom become volunteers, young leaders, coaches, delegation leaders and referees)</li> <li>• Promotion of awareness towards social exclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Promotion of life skills development, personal development, progression pathways (inside and outside the programme) and active citizenship.</li> </ul>

<p><b>Programme Location:</b> Various locations throughout Portugal</p>	<p><b>Sessions per week:</b> Varies according to different programme components</p>
<p><b>Programme Duration (in weeks):</b> Year round</p>	<p><b>Participants per session:</b> Varies according to location, as low as 10 and as high as 100</p>

<p><b>Monitoring tools and methods:</b></p> <ul style="list-style-type: none"> <li>• Training, Workshop, and Tournament Registration and Attendance Sheets</li> <li>• Self-Assessment Surveys</li> <li>• Questionnaires</li> <li>• Open-ended interviews</li> <li>• Match results and fair play points</li> </ul>
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## RHEINFLANKE – COLOGNE, GERMANY

As society becomes more rich and diverse, it is increasingly essential to make sure that youth from different social and ethnic groups are well integrated with each other. Otherwise, this can create societal divisions that can push youth towards criminality and radicalisation. In order to prevent this scenario, local youth from different backgrounds need to meet, get to know each other, learn together, play together, and grow with each other. By playing football together they meaningfully spend their leisure time and are also able to receive further support from qualified RheinFlanke staff. Using football3 to create this meaningful, leisure-based engagement, the project focuses on 13- to 17-year-olds, with and without refugee backgrounds.

Inputs	football3 components	Outputs	Short-term outcomes	Long-term outcomes	Overall goal/impact
<ul style="list-style-type: none"> <li>Balls and bibs</li> <li>Making public football cages a safe space and positive setting where youngsters can meet</li> <li>Staff (1 person per session as facilitator and contact of trust)</li> <li>Regular football sessions</li> <li>Match forms and writing materials</li> </ul>	<ul style="list-style-type: none"> <li>3 halves</li> <li>No referee</li> <li>Small pitch and teams</li> <li>In how far fair play rules and points are applied depends on group and purpose of the session. Especially when introducing in a new location, it is important to make people come regularly. That requires a lot of play and less discussions</li> </ul>	<ul style="list-style-type: none"> <li>Players experiencing football3</li> <li>Fair play points</li> <li>Participation of refugees in the sessions</li> </ul>	<ul style="list-style-type: none"> <li>Youth meet and get to know each other</li> <li>Youth meaningfully spend their leisure time</li> <li>Promotion of social competences such as fair play, respect, responsibility, self-control, frustration tolerance</li> </ul>	<ul style="list-style-type: none"> <li>Reduction of prejudices</li> <li>Prevention of crime and radicalisation</li> <li>Provision of positive future perspectives</li> <li>Creation of a supportive environment</li> </ul>	<ul style="list-style-type: none"> <li>Integration in social surrounding</li> <li>Social peace</li> </ul>

<p><b>Programme Location:</b> Different "football-cages" across Cologne</p>	<p><b>Sessions per week:</b> 6</p>
<p><b>Programme Duration (in weeks):</b> Open</p>	<p><b>Participants per session:</b> 15-30</p>

<p><b>Monitoring tools and methods:</b></p> <ul style="list-style-type: none"> <li>Match forms</li> <li>Facilitator observations</li> <li>Interviews and surveys of participants</li> </ul>
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## INEX - ASSOCIATION FOR VOLUNTARY ACTIVITIES/ FOTBAL PRO ROZVOJ – PRAGUE, CZECH REPUBLIC

In Prague we run a football3 league in cooperation with 8-10 local youth centres and clubs. Each of them has a dedicated youth leader/worker. Our program always starts with the training of those youth workers on the football3 methodology and on the role of mediator, as many of them will then be responsible for mediating and implementing football3 during matches and tournaments.

Those youth centres/clubs are mainly visited by at risk youth. These youths are more likely to be afflicted by poverty, early school drop-out, or social segregation. Furthermore, these youths often view each other as competitive “clans” and, at first, they meet on a football pitch with animosity and for the first time.

However, through this league the youth learn to get to know each other and adopt a non-violent communication style. Beyond that, the youth realise the added reward in having a tolerant, fair and respectful

approach towards their “opponent”. The result being fun, friendships, the establishment of non-violent dialogues, and increased commitment of the youth to the activities of the youth clubs.

A minimum of 5 “Game Days” per year compose the league. During those match days, each team plays against each other in a round robin format. At the end of each match day a fair-play winner is designated based on the match and fair-play points they collected. After all the match days are played, an overall “fair-play league” winner is designated based on the total points won during each match days.

Alongside the “Game Days” we also support our partner youth clubs with football-for-development methodology in order to run their trainings on daily basis.

Inputs	football3 components	Outputs	Short-term outcomes	Long-term outcomes	Overall goal/impact
<ul style="list-style-type: none"> <li>Safe space and football pitch</li> <li>Cones, bibs, balls.</li> <li>football3 mediators (2/game)</li> <li>Match forms</li> <li>Players</li> <li>football3 handbook</li> </ul>	<ul style="list-style-type: none"> <li>Training of trainers/worker to the role of mediation and the usage of specific football for development methodology based on our toolkit</li> <li>General tournament introduction and explanation of the format to all the players</li> <li>Briefing with team captains and decision on main rules during the tournament</li> <li>1st half dedicated to pre-game discussion and agreement on game rules and clarifying ground rules if needed.</li> <li>2nd half: game with mediators observing the game and keeping the time.</li> <li>3rd half: post-match discussion, reflecting on specific game situations, respect of the rules, defining new rules if needed and awarding fair-play points.</li> </ul>	<ul style="list-style-type: none"> <li>Players experiencing football3</li> <li>Fair play points</li> <li>Commitment to football3 sessions</li> <li>Participation of girls in the football3 sessions</li> </ul>	<ul style="list-style-type: none"> <li>Increased leadership skills</li> <li>Fair competitive approach to the game</li> <li>Non-violent communication skills</li> <li>Increased ability to compromise and think for the community rather than for yourself</li> <li>Increased integration of less-skilled players</li> <li>Giving a voice to the voiceless people</li> <li>Decreased animosity between players</li> </ul>	<ul style="list-style-type: none"> <li>Increased social cohesion</li> <li>Increased gender-equality</li> <li>Decrease in youth street violence and delinquency</li> </ul>	<ul style="list-style-type: none"> <li>Spread a fair and responsible behaviour outside the pitch.</li> <li>Empowerment of youth to become social role models</li> </ul>

<p><b>Programme Location:</b> Prague</p>	<p><b>Sessions per week:</b></p> <ul style="list-style-type: none"> <li>2 mediation training per year</li> <li>Minimum of 5 game days per year</li> <li>Weekly football3 trainings in youth clubs</li> </ul>
<p><b>Programme Duration (in weeks):</b> Year round</p>	<p><b>Participants per session:</b> 50-60 teenagers (80% boys, 20% girls)</p>

<p><b>Monitoring tools and methods:</b></p> <ul style="list-style-type: none"> <li>Match forms</li> <li>Attendance sheets</li> <li>Post-session evaluation with individual youth in the form of informal interviews</li> <li>Match results (i.e. fair play points)</li> <li>Post-evaluation with youth workers.</li> </ul>
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## SPORT 4 LIFE – BIRMINGHAM, U.K.

Using football3 as part of a 10-week personal development programme for 12 to 16 year-olds who are at the margins of society – young people who live in deprived areas with low economic status and income - this programme is designed to lead youth to further opportunities once they finish school. This programme develops young people’s life skills such as confidence, communication, teamwork and leadership. These skills are at the centre of this programme as they have been proven to improve the chances of accessing employment or further education.

Below, we provide a short overview of how each 10-week cycle is structured.

### Week 1 to 3:

- Introduction to football3, feeding in rules slowly in a way that young people are able to digest and appreciate without overloading them with information. This is to ensure buy-in from the participants as well as ensuring they are fully understanding the different concepts (game of three halves) and rules (fixed, open, and fair play).

### Week 4:

- During this week, one day is a dedicated football3 day where young people as part of their learning challenge will learn to mediate and in the following weeks have the opportunities to put their new mediation skills to the test.

### Week 5 to 8:

- Young people play a more complete version of football3 in a league round robin format for the remainder of the programme. Young people also mediate some games.

### Staff:

- 2 members of staff, plus volunteers

### Days/Times:

- Weeks 1 to 3 – One session per week of 2 to 2.5 hours
- Week 4 – Four sessions during the week of 3 to 4 hours
- Weeks 5 to 8 – One session per week of 2 to 2.5 hours
- Weeks 9 and 10 – One Session per week of 3 to 4 hours

### Outcomes:

- Sports Leader UK accredited qualification
- Improved life skills
- football3 evaluation and questionnaires

### football3:

- The first three weeks of football3 would start off at an intro stage, playing exhibition matches as the players get used to the format.
- The remaining four weeks would be a more competitive league ending in a football3 tournament.

Two sessions per week. 2hr duration	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<ul style="list-style-type: none"> <li>• Time: 30–45 minutes</li> <li>• Location: Sports facility</li> </ul>	<b>football3</b> <ul style="list-style-type: none"> <li>• Intro</li> <li>• History</li> <li>• Game of three halves (Explanation)</li> <li>• Respect rules, Fair Play rules</li> <li>• The mediator (Explanation)</li> <li>• Exhibition matches</li> <li>• football3 study/ Control group</li> <li>• Football</li> <li>• Multi Sports</li> </ul>			<ul style="list-style-type: none"> <li>• Half Term Holiday</li> <li>• Learning Challenge</li> <li>• SLUK</li> <li>• Young</li> </ul>	<b>football3 Matches</b> <ul style="list-style-type: none"> <li>• football3 tournament</li> <li>• football3 study/ Control Group</li> <li>• Football</li> <li>• Multi Sports</li> </ul>			<ul style="list-style-type: none"> <li>• Social Action (Homeless Outreach)</li> </ul>	<ul style="list-style-type: none"> <li>• Trip/ Cross project link up</li> </ul>	
<ul style="list-style-type: none"> <li>• Time: 20–30 minutes</li> <li>• Location: Indoor facility</li> </ul>	<ul style="list-style-type: none"> <li>• Youth zone</li> <li>• Registration forms</li> <li>• Consent forms</li> </ul>				<ul style="list-style-type: none"> <li>• Youth zone</li> <li>• Registration forms</li> <li>• Social action Planning</li> </ul>					
<ul style="list-style-type: none"> <li>• Time: 30–45 minutes</li> <li>• Location: Indoor facility</li> </ul>	<ul style="list-style-type: none"> <li>• Code of conduct</li> </ul>	<ul style="list-style-type: none"> <li>• 1st Youth star</li> </ul>	<ul style="list-style-type: none"> <li>• 1st Youth star</li> </ul>		<ul style="list-style-type: none"> <li>• Catch up session</li> </ul>	<ul style="list-style-type: none"> <li>• Youth Forum</li> </ul>	<ul style="list-style-type: none"> <li>• 2nd Youth star</li> </ul>			<ul style="list-style-type: none"> <li>• 2nd Youth star</li> </ul>



# PROJECT PARTNERS



## ALBION IN THE COMMUNITY (AIRC)

Albion in the Community is the official charity of Brighton and Hove Albion Football Club. In the last 12 months, AIRC has worked with more than 30,000 people in Sussex and delivers 60 different projects and programmes. Through the power of football and the brand of Brighton and Hove Albion Football Club, AIRC is committed to delivering high-quality, accessible opportunities that improve the health and wellbeing, education and aspirations of its community.



## CAIS – ASSOCIAÇÃO DE SOLIDARIEDADE SOCIAL

CAIS is a Portuguese non-profit supporting people who live in extreme poverty to regain independence and take control of their lives. CAIS uses street football to annually engage 900 participants. Most participants are young people living in government housing, shelters, orphanages, illegal accommodations and settlements and many are immigrants or have a migrant background.



## BALON MUNDIAL

Balon Mundial is an Italian non-profit that uses sport as a vehicle for education to challenge intolerance and discrimination, to promote and disseminate values such as social solidarity, and practice healthy lifestyles. The organisation serves youth from both Italian and migrant communities who live in Turin and reaches over 3,000 youths through its sport activities.



## FUNDACION RED DEPORTE Y COOPERACIÓN (RDC)

RDC is non-profit based in Madrid and Barcelona that uses sport to address a range of issues including health, education, gender equality, social integration, and discrimination. RDC's runs its sports programs in Spain as well as developing countries in Africa, Latin America, and Central America. RDC places special emphasis on the social integration of girls and young women.



## MŁODZIEZOWE STOWARZYSZENIE INICJATYW SPORTOWYCH (MSIS)

MSIS is a Polish non-profit organisation based in the town of Mrągowo, a town where many families and children are at risk of social and economic exclusion. MSIS engages young people from disadvantaged backgrounds through sporting activities and encourages them to open dialogue between community members and institutions on the issues of poverty, addiction and crime.



## FARE NETWORK

Fare is a European NGO representing organisations that tackle discrimination in football and use football as a vehicle to foster social inclusion and promote diversity. United in the commitment to bring about positive social change, the strength of Fare springs from its diverse membership which comprises over 150 NGOs, ethnic minority groups, community groups, amateur, and professional football clubs, national football associations in nearly 40 countries.



## INEX - ASSOCIATION FOR VOLUNTARY ACTIVITIES / FOTBAL PRO ROZVOJ

INEX-SDA is a non-profit organisation in the Czech Republic that promotes intercultural education and supports international voluntary work including football for development programs. INEX-SDA strives to achieve tolerant and open societies, active and responsible citizens, and intercultural cooperation through non-formal education and volunteering activities.



## OLTALOM SPORT ASSOCIATION (OSA)

OSA is a Hungarian NGO based in Budapest providing disadvantaged youths – including refugees, ethnic minorities, and the homeless – to participate in sports and social activities. OSA offers sports programs designed to improve the health of participants, promote understanding and reduce crime.



## RHEINFLANKE

RheinFlanke is a German non-profit organisation based in Cologne with sport programs designed to address discrimination and racism and promote social integration. Its sports programs span across seven cities in North Rhine-Westphalia reaching more than 1,000 young people each week including young migrants and refugees.



## SPORT 4 LIFE UK

Sport 4 Life UK is a charity in Birmingham that aims to give every young person the chance to make a positive change in their lives through the power of sport. Sport 4 Life UK creates a better future for socially disadvantaged young people by improving their employability and key life skills through sports-themed personal development programs.



## SPORT AGAINST RACISM IRELAND (SARI)

SARI is an anti-racism NGO in Ireland which promotes and supports cultural integration and social inclusion through sport. SARI's football based program is delivered across all 26 counties of Ireland as well as Belfast and the border regions in Northern Ireland. SARI primarily serves socially disadvantaged youths from working-class families with both migrant and Irish backgrounds.



## SPORT DANS LA VILLE

Sport dans la Ville is a non-profit in France that helps underprivileged children from ethnically diverse backgrounds to achieve better life outcomes through innovative sports programs. Sport dans la Ville manages 31 sport facilities in the Rhône-Alpes and Ile-de-France regions. Each week, its sports activities reach 4,500 youths fostering teamwork, prosocial behaviours, and tolerance.



## KONSTANTIN PRESLAVSKY UNIVERSITY OF SHUMEN

The Konstantin Preslavsky University of Shumen is located in North-East Bulgaria, and its Department of Theory and Methodology of Physical Education and Sports has extensive experience conducting research and analysis on subjects related to sports including the development, implementation, and evaluation of educational and training modules and tools.

# GLOSSARY AND DEFINITIONS

## F

### **Fair play:**

No fouls, no slide tackles, and no insults; respect is shown to all involved, including teammates, opponents, mediators and spectators.

### **Fair play points:**

Points awarded by each team to their opponents in the post-match discussions based on how fairly they played and how well they respected the rules agreed to prior to the match.

### **Festival:**

A celebration of football for social change – including a football3 tournament – organised by streetfootballworld and its network members both regionally and globally.

### **Fixed rules:**

Rules that are set prior to the start of a football3 match (e.g. number of players, time, etc.)

### **football3 session:**

A training session that features three halves and transmits important social messages using football3.

## H

### **Healthy competition:**

Competition that is fun and constructive for all involved, regardless of who wins or loses.

## M

### **Match form:**

A form that is completed by the mediator for each football3 match with the match details (e.g. location, names of mediators and teams, etc.), fixed and open rules, number of goals scored and total points (including fair play points).

### **Match points:**

Points received by each team based on the number of goals scored in the match (i.e. for a win, loss, or draw based on goals).

### **Mediator:**

People who prepare and facilitate football3 sessions, mediate pre- and post-match discussions, and deal with conflicts that players cannot resolve themselves; used in a football3 match instead of a traditional referee.

## O

### **Open rules:**

Rules that are open to discussion and need to be agreed upon by all players.

## P

### **Post-match discussion:**

The third part of a football3 match, in which players discuss their behaviour during play and award each other fair play points. These discussions are led by a mediator and often used to broach other social or educational topics.

### **Pre-match discussion:**

The first part of a football3 match, in which players jointly decide on the rules of the match. These discussions are led by a mediator and often used to broach other social or educational topics.

## T

### **Three halves:**

The three parts of a football3 match: a pre-match discussion, the match, and a post-match discussion.

## Y

### **Young leader:**

A young person with skills and knowledge to lead civic engagement and community activities to benefit their fellow youth and the wider community.

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#### Development the football3 Trainer Manual

The manual is a living tool and we invite you to contribute to its further development. Visit our online platform at [www.football3.info](http://www.football3.info) to discover football3 news, our resource library, and other great resources. And feel free to contact us at [football3@streetfootballworld.org](mailto:football3@streetfootballworld.org) with any questions or comments. If you have any feedback on how we can improve, please send us an email – we would be delighted to hear from you!

#### Acknowledgements

The development of the football3 Trainer Manual was made possible thanks to Erasmus+ funding. The streetfootballworld team and the project partner organisations have created the manual. We take responsibility for any its shortcomings, but we cannot claim credit for any of its successes. These are the result of the work and dedication of streetfootballworld network members around the world and all organisations using football3 to transform football into a powerful force for social change.

#### Remark

It is our aim to make football3 accessible to all. Consequently, this publication is addressed to people of all genders and all physical and mental abilities. streetfootballworld works together with its partners and network members towards achieving diversity and inclusion regardless of a person's background, skin colour or beliefs, with the ultimate goal of using football to help craft a just and tolerant world.

For further information, please visit [football3.info](http://football3.info) or contact: [football3@streetfootballworld.org](mailto:football3@streetfootballworld.org)



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