

COACHES' GUIDE

1 INTRODUCTION

Welcome to the award-winning¹ Girls & Football SA! This guide is designed to help new coaches, facilitators and trainers become familiar with the Girls & Football SA mandate and mission, the context of our workshops and a selection of the drills we work on with our all-girl teams. You will find background information on how to keep your girls engaged, small tips on how to manage large groups with plenty of energy, and most importantly, a selection of drills and activities tailored to the girls' skill level. That said, do go ahead and adjust the drills to the individual group you are working with; mixing up the sequences and perimeters keeps it interesting, fun and fresh!

To learn more about the organization, don't hesitate to speak to any of the Girls & Football SA staff. They can answer all your questions, and give you access to two guides; Girls & Football SA Girls-Only Spaces and Girls & Football SA Making Media Work. These might help answer any other questions you may have.

QUICK TIP

It's important to remember that first and foremost, Girls & Football SA emphasizes the need to provide girls with a safe girls - only space, free from judgment and harassment.

¹ Girls & Football SA is a winner in the first annual Girl Effect Challenge through the Nike Foundation. We received a "Best Research" award from the Interdisciplinary Centre of Excellence for Sports Science and Development for our academic research on girls' sport. The Sports and Business plan which reflects Girls & Football SA's development strategy was awarded by Nike, Ashoka Changemakers and the National Committee for International Cooperation and Sustainable Development. Our documentary, "Can I Kick It?" won "Best Documentary" at the Festival du TV et Cinema in Beirut, Lebanon, the second biggest film festival in the Middle East. Our founder has been recognized through the Bill & Melinda Gates Foundation and Women Deliver 2013 as a 100 Young Leader.



The nature of the schools and communities working with Girls & Football SA varies in terms of location, history, and demographic. Both regarding background and group dynamics there are notable differences between the groups of girls, their teachers and their wider support networks.

To date, three schools in the Western Cape have primarily been involved with football projects facilitated by Girls & Football SA. These schools have shared a similar experience in working with our team of volunteers, yet research conducted by Girls & Football SA workshop leaders has highlighted a number of issues relating to the specific dynamics of each group². This illustrates the potentially different challenges facing girls in South Africa, dependent on their backgrounds.

Examples of such different challenges can include:

- Variations in the perception of gender roles
- Level of responsibility placed on the girls
- Opportunities/prospects for future social and economic advancement
- Access to support systems of various kinds

To learn more about these topics, we can provide you with in-depth research conducted by the Girls & Football SA team. Just let us know if you want access to a copy of the documentation and research.

The following two sections will elaborate on the situation of the girls and their background in two of the existing Girls & Football SA communities.

2 The research was conducted over a period of six weeks in an informal key informant setting.

2 IKHAYA PRIMARY SCHOOL

Situated in Kayamandi, an informal settlement on the outskirts of Stellenbosch, the dynamics we observed at Ikhaya Primary School represent an excellent example of the effects of urban poverty. The bustling settlement is home to South Africans, and African foreign nationals, living below the poverty line. The township has two primary schools, but is reported to require an additional six to provide education for all the children. Despite the good quality of the school buildings and the teaching staff, the economic constraints affecting most families in this area are quite apparent on the school grounds. Many challenges are directly related to this, highlighted by, for example, recent police reports indicating that girls are harassed at school by boys and teachers.

QUICK TIP

Sport is becoming increasingly recognized as a beneficial tool to provide girls with strong body ownership, self-esteem and a sense of responsibility.

Unfortunately, qualities associated with sport are frequently solely allocated towards the development of boys, thus girls are not benefitting from the skills sport can provide. Girls & Football SA recognizes this, and emphasizes sport programming dedicated uniquely towards the development of girls and young women, presenting them with important skill-sets to further their development.

Fortunately, the school has several after class programs focused on education and tutoring facilitated by Stellenbosch University. However, these do not specifically utilize sport as a tool for development, nor do they effectively include or encourage the girl child. Programs run by the international department and other groups on campus include a boys' basketball team, yet this project and others work - intentionally or not - either with mixed groups or just boys.



2.1 BEHAVIORAL PATTERNS

The girls from Ikhaya Primary face several challenges derived from their community setting. Compared to girls at the Girls & Football SA Lynedoch workshops (introduced in the next section), the girls at Ikhaya Primary are more assertive, come across as more self-assured and are in some contexts more aggressive in their search for attention. We found that the group as a whole performed best when the workshops had consistent structure and discipline, which places a lot of responsibility on the coaches. By being strict and fair, less time was lost to arguments between participants, and the training sessions progressed without trouble. It had also been noticed by several of the trainers that the dynamic of the workshops changed significantly when there were teachers present; although it can make conducting the workshops easier, it does diminish the level of comfort of the girls. With teachers around, the girls seemingly hold back and have less freedom to be themselves.

A NUMBER OF APPROACHES WERE FOUND TO BE BENEFICIAL FOR THE GROUP, SUCH AS:

- Always praising the girls on their achievements
- Establishing clear boundaries, revisiting the 'workshop rules' at regular intervals

- Consistently taking attendance (which has the added benefit of making it easier to learn the girls' names, promoting better contact and trust between coaches and players)
- Alternating group members when working in teams (preferably done in a fashion that is perceived by everyone to be random and fair)

- Providing incentives for participation, such as a reward if they have performed well
- With an isiXhosa speaker present, it was easier to explain the drills, and girls were less likely to argue.



QUICK TIP

A girl between the ages 10 - 14 is at a crossroad between childhood and adulthood. The changes her body is going through might make her feel vulnerable and uncomfortable, and as she enters puberty she may become more susceptible to being sexually targeted. At Girls & Football SA there is the potential to make a positive contribution during this part of a girl's life, by providing her with a safe space to grow, to develop and to talk about the challenges she is facing.

Because the group is active, engaged, dedicated and consistently shows their excitement with regards to partaking in football, the challenges listed above can easily be overcome and worked around. The girls swiftly pick up on new mini-games and warm quickly to new faces in the 'coaching staff'. As a coach in a girls-only space, it is your responsibility to consistently act as a positive role model in order to gain trust from the participants.

AREAS THAT STILL NEED IMPROVEMENT INCLUDE:

- Understanding and implementing the general rules of the game (throw-ins, fouls, center kicks)
- Team work and collaboration
- Spacing and positioning
- Ball procession and control

2.2 FACILITIES & ROAD FORWARD

In terms of equipment and facilities, the Ikhaya team is used to practicing on a small cement courtyard. Because of the constraints of the limited space, it is important to note when playing on a larger field or in a game setting, that the girls' concept of covering space is not very good; they have a tendency to cluster together

3 LYNEDOCH PRIMARY SCHOOL

The community of Lynedoch is located 30km outside of Cape Town near Stellenbosch in the Western Cape. Lynedoch Primary School accommodates 475 children, predominantly from farm worker families. This gives the school a more pronounced rural feel. It is financially supported by Spier, a commercial wine farm, and is attached to a Stellenbosch University research facility called the Sustainability Institute. The buildings are reasonably new and well-kept, and they are surrounded by large, green, open spaces. This provides for more area to play on, and if the drills demand it, the group can be divided and work on two adjacent fields.

The girls are surrounded by the beautiful landscape of the Western Cape, in contrast to living conditions that still pose several problems and challenges.

During the apartheid era in South Africa, the 'dop' system (when wine farm staff was paid for their labor in wine) has led to entrenched alcoholism, particularly in the wine lands of the Western Cape. This often leads to abuse, with young girls having to take on bigger roles within the home and the responsibility that comes with caring for younger siblings. Exposure to intoxication and inappropriate displays of sexual behavior by parents and other adults often leads to an unhealthy body perception.

CONSEQUENTLY, THESE GIRLS WILL FREQUENTLY ASSUME A MORE MATURE PERCEPTION OF THEIR SURROUNDINGS THAN WHAT THEIR AGE SHOULD IMPLY.

Further, drinking during pregnancy is commonplace and many of the children from Lynedoch have Fetal Alcohol Syndrome (FAS). A large amount of the children are exposed to infectious diseases and conditions concerning the respiratory system. This is caused by exposure to carbon dioxide from fires within the home and improper ventilation. Most children from the school come from single parent households due to relationship breakdowns and high mortality rates.



3.1 BEHAVIORAL PATTERNS

As for behavioral patterns, there is a notable difference between the girls at Lynedoch Primary and the girls at Ikhaya Primary. There is considerably less in-group fighting, and their general attitude can at times make them easier to work with. The school has a Christian bias with religion taught as a class, in addition to religion-based activities, such as prayer groups. It is important to note that Girls & Football SA is not affiliated with any religion, does not conduct religious activities and will maintain religious neutrality.

Most of the girls' mother tongue is Afrikaans, yet compared to the Ikhaya group, their English is very good. Despite being quite shy, they are a lot more comfortable express-

ing themselves in English, and they also have a greater ability to do so. This makes mini-quizzes and other classroom activities a rewarding experience, and less time is taken up by explaining drills. Conflict resolution is also easier, which is very beneficial, and allows for significantly less teacher involvement. That said, at the school both the female and male teachers as well as the male administration support the program. If there are any types of requests from coaches, these are usually readily solved, frequently with the support of the school administration.

In addition to many of the approaches already mentioned for the Ikhaya group, such as taking attendance and alternating who gets to be in a group together, there are a number of little tricks that make the training sessions more enjoyable for the group.

THESE INCLUDE:

- Having the girls facilitate the stretching sessions, trying to have as many as possible have a go at leading the group
- Actively asking them questions, they will be quite happy to show you how much they know
- Using the bibs and the whistle, it makes your job a lot easier
- Although time is short, try to let the girls play an actual game for at least 10 minutes, if not more. This is where they shine, and it's what most of the girls look forward to
- Decide between each other who will explain each drill/segment of the session. The girls find it easier to focus on one coach at a time
- Incorporating the involvement of the school staff to the extent that it is possible. Talk to them, and let them know what is going on and planned for workshops

immediate Lynedoch grounds, the children have to commute to and from school. This results in the Lynedoch workshops being a lot more pressed for time, especially compared to the Ikhaya sessions. This places even more emphasis on efficient time management throughout the workshops, but can result in the sessions feeling a bit rushed at times - especially when the goal is to leave time at the end of the workshop for a game or a match. This is where the logistics pose a challenge; gearing the girls up in their kit after class can be time consuming. Like the girls at Ikhaya, the players at Lynedoch have been provided with training gear. The girls have either a green tournament kit or blue and white training kit, shoes, socks and shin pads. They know that they are expected to wear them to every practice, but will often forget, and, similarly to the Girls & Football SA Ikhaya team, need to be reminded at the end of each training session.

Despite having been part of the program for a shorter period of time, the girls have a good understanding of both the general rules of the game, and of game dynamics. Their positioning on the field is a lot better (particularly when there are four smaller teams playing, compared to two very large ones).

HOWEVER, AREAS THAT NEED IMPROVEMENT INCLUDE:

- Ball possession and control (some of the girls are very good, but we want them all at that level, so this still needs a lot of work)
- Team work and collaboration (focus on drills that hone in on this skill, they still need to improve on communicating on the field)
- Position specific skills, tackling for defenders, shooting for strikers, etc.

3.2 FACILITIES & ROAD FORWARD

Due to the school's location and the students' homes in various areas away from the



4 ROLES OF VOLUNTEER COACHES

Volunteers and workshop leaders play an integral role in the workshops every week. Through their commitment to the team, Girls & Football SA is able to keep building and expanding into more communities. Consistency is important, as this allows the girls to become accustomed to the workshop leaders and to build a trusting relationship with the coaches. After a few short weeks, seemingly shy girls become energetic, open and

engaged, particularly when they feel comfortable with the workshop leaders. Girls & Football SA strongly encourages a diverse group of workshop leaders, as this allows the girls to look up to different role models.

Volunteers participating in Girls & Football SA with significant football experience are encouraged to step up and lead the workshops in drills they have found helpful. Volunteers with more experience in role-playing games, leadership games or life skills based education are encouraged to take a lead role in those sections of the workshops. All volunteers are encouraged to assist in organizing the players and maintaining a comfortable and effective work environment to ensure the drills run smoothly. This includes one coach taking aside a girl who has hurt herself, or who is upset and needs to talk. The aim is to have enough facilitators present for the session to progress smoothly, even if one or two coaches are engaged on the sidelines. To ensure quality of the workshops, and that everyone is comfortable with their roles and what is expected of the workshops, the volunteers are trained and provided with the appropriate resources to prepare.

Taking all of this into account, the main task of any Girls & Football SA coach remains to provide positive encouragement, praise and support for the girls.

THE G&FSA MANDATE

IS CENTERED ON CREATING A SAFE SPACE,
WHERE EVERY GIRL IS ACCEPTED, AND
WHERE IT IS OKAY TO EXPRESS YOURSELF,
HAVE FUN, RUN AROUND, FALL DOWN,
AND GET BACK UP.

5 WORKSHOP LAYOUT

Please note that workshop schedule depends on time availability at each location, and that the date of the week is dependent on the school schedule.

As a volunteer or workshop leader, you have the responsibility to check what times you need to be available for workshops and tournaments.

Being a role model means that you are available, on time and ready to be a leader. Don't worry if you're feeling unsure of working in a group of girls at first - it's normal to be nervous! Just remember that the players look up to you, and that you have the immense power to make a positive change.

During the first workshop of each season it is important to set out G&FSA Team Rules. This is an interactive activity ensuring all participants and workshop leaders are on the same page, ready to have fun yet aware that they are at the workshops to learn, share and teach. The workshop leader should start by titling a large sheet of paper (or if available, the chalk board) "Team Rules" and write the numbers 1 to 6. The workshop leader then explains rules are made; which include 'serious' rules, and 'fun' rules. One of the first G&FSA Team Rules emphasized is "No Boys Allowed". As the name suggests, this enforces the girl-only space, part of Girls & Football SA main mandate. It is important to explain why these rules are made, and to take the time to answer any questions the girls may have. The concept of a 'safe-space' is uncommon to most girls, thus emphasizing this is done to create a trusted and open space, free of judgment and harassment, is very important.

Some girls may be a bit shy about participating in making rules, as it is unusual for the girls to be included in these types of activities at school. Stressing their opinion and insight is important as it encourages them to contribute and feel 'heard'. Furthermore, the workshop leader can explain that in order for the entire team to have fun together during the workshop season, it is important everybody contributes to and respects the rules.

Consistently encouraging the girls to contribute their own thoughts and ideas is crucial in the next steps of making the rules.

SHOULD THERE BE LIMITED IDEAS, IT IS ALWAYS BENEFICIAL TO INCLUDE RULES SUCH AS:

- All team players must come every week
- Always listen to each other
- Always listen to workshop leaders and coaches
- No hurting each other or saying mean things
- End every week with a game
- Support each other and create a safe space

It is particularly useful and strongly recommended to go over these rules briefly every week to ensure the girls remember them, and to refer back to them as needed. Having introduced two of the existing Girls & Football SA communities, and what is expected of volunteer coaches, the rest of this manual will cover a number of drills and mini-games that you can play during your workshop. If you do have football experience however, feel free to introduce new games and drills that you feel are skill-appropriate, fun and beneficial. Our curriculum is based on skills and drills meant to enhance girls' self-esteem so it is important to remember that all activities encourage girls to feel good about their achievements.

6 DRILLS & SKILLS & HOW TO WORK WITH GIRLS

#1 WARM- UP DRILLS & SKILLS

Check In/Check out

Equipment: One ball

Number of participants: 20 - 35

This exercise is most easily conducted with all the workshop participants sitting in a circle or at their desks, facing each other. During the exercise, the ball is passed around from one participant to the other. The participant who receives the ball must state her name, how she is feeling, and ends her statement with, "...and I check in". As a response and to show attentive listening, the group responds, with energy and enthusiasm, "Yo!". After each participant has had a chance to share her name and how she is feeling, the training session is ready to start.

The exercise is repeated at the end of the workshop. However, instead of stating how they are feeling, participants are encouraged to also share something they enjoyed, that they learned, or that they may not have liked about the workshop. The statement is ended with, "...and I check out!", and the group answers with "Yo!". The Check Out is particularly useful in that it provides a framework for discussing or clarifying any issues or problems that have come up during the session.

TYPICAL SCRIPT:

- Individual girl: "Hello my name is _____ and I am very happy to be playing soccer today. I check in!"
- Group responds loudly: "Yo!"

After the Check In, the girls focus their attention back on the workshop leaders, making this a perfect opportunity to update them on up-coming events, recap the rules, remind them of game times, and to answer any questions they may have.

Warm Up Drill: Rosie in the Woods

Equipment: Pitch/field

Number of participants: 20 - 35

This is an alternative to merely jogging around the pitch (although that can also be useful, particularly if, for whatever reason, workshop leaders are pressed for time). Everyone stands in a circle around the instructor leading the exercise. She will begin telling the story of Rosie, who is out running in the woods. It can go something like this: "On a beautiful afternoon, Rosie was out jogging in the woods". Everyone then runs on the spot, including the instructor, who is 'showing' the different actions as she goes through them in her story. She may continue with, "Suddenly, there was a stone on the path!" The instructor has to jump, and the participants do as well. "Then there was an even bigger stone!" and all the girls have to jump higher.

SEVERAL EXAMPLES OF PHYSICAL ACTIVITIES TO CARRY OUT:

- Branches - duck
- Lava - high knees
- Low branches - down on their backs (sit-up)
- Ants - butt kicks with tip-toes
- Birds - on their belly (push up)
- Berries - left/right hand to the ground
- Lion - jumping jacks/star jumps
- Time to get home - sprint.

This activity ends when the story is done and the actions have been completed.

QUICK TIP

Re-affirm that being part of a sport program is meaningful by sharing personal experiences and highlighting successes of admirable girls and women.

Warm Up Drill: Tag

Equipment: Pitch/field

Number of participants: 20 - 35

There are two variations of this game played with the Girls & Football SA teams, both stemming from the plain version of tag; the first is called Partner Tag and the second is called Link Tag. In Partner Tag, all participants pair up, with one pair having to tag another, who then become the 'taggers' or 'it'. In the other version, Link Tag, each participant is on her own. When she gets tagged however, she has to hold hands with the one who is "it", and they together have to tag the next girl. They end up forming a long chain, and the last one standing is the winner.

Warm Up Drill: Kicking Away The Balls

Equipment: Pitch/field and one ball per player

Number of participants: 20 - 35

This game can only be played if there is a ball available for each girl. Within the demarcated area, each girl jogs slowly with her own ball. While controlling it, the object of the game is to kick away the ball of another player, but maintaining control of one's own ball. The last person with her ball wins the game.

QUICK TIP

Give girls leadership roles by encouraging them to learn from each other and make decisions. Offer them choices whenever possible; even if this is between two options for workshop games or activities. Being presented with the option of choice encourages dedication to the activity and gives a sense of ownership.



#2 FOOTBALL DRILLS

After checking in, updates, and warm up, but before the football drills, it is important to ensure the girls stretch. This prevents injuries, and is a good way of encouraging the girls to practice their leadership skills by asking them to facilitate this section of the training session. One coach can stay with the girls to oversee the stretching, while the other coaches prepare for the rest of the workshop, by for example, getting the pitch ready, putting out cones, etc. Have the girls stand in a wide circle around the workshop leader who stays behind, and make sure that they stretch all the large muscles, emphasizing the legs.

After stretching, it's time to start working on football skills. The drills are designed to enhance the girls' technical abilities with the ball, their understanding of official football rules, and most importantly about the dynamics of the game - such as scoring, passing,

defending, tackling and team spirit. The following are some examples of drills to work on with the girls.

QUICK TIP

During the technical skills, it is of course important the emphasis lies on technique. But, at Girls & Football SA we want to ensure that the players also learn other lessons that they can apply to life outside of football. These include team work, collaboration, leadership, ownership and playing a fair game.

#3 TECHNICAL DRILLS & SKILLS

The following section highlights skills that emphasize football techniques.

Technique Based Drill: Ball Control and Passing

Equipment: Pitch/field and one ball per pair

Number of participants: 20 - 35

This drill focuses on passing and practicing ball control. The girls are split into pairs - either by having them team up with a partner, or if the experience is that this should be problematic, by naming the girls "A" and "B" or "1" and "2". (It is worth mentioning at this point that dividing the girls into larger groups, e.g. two or four teams, might be harder for them to do by themselves. Pairs, however, are usually not a problem.) The pairs are asked to take one ball each from the ball bag, and made to stand on a line with about 4 meters between each other. The girls pass and control the ball with the inside of their foot. Ideally, the focus is placed on correct execution of the stop and pass, and the coaches are encouraged to walk between the pairs and answer questions, make suggestions and praise the girls when they are doing well. Highlight that one touch with the foot is made to control the ball (for example, to slow it down or to

stop it) and the other touch is to pass the ball. Start the drill off with the girls using their dominant foot (usually right) and as they progress they can be asked to use their other (usually left).

As the girls gain more confidence and need more challenges, they can be encouraged to pass on the first touch, or increase the distance between them. This might easily become disorganized though, so the level of the girls' skills will have to be evaluated. Eventually, it is hoped that they will be confident enough to try hitting long balls or crosses, which are typically achieved using the instep, lifting the ball off the ground.

Technique Based Drill: Ball Control: Head and Chest

Equipment: Pitch/field and one ball per pair

Number of participants: 20 - 35

Again, this drill requires that the girls are put into pairs and made to stand facing each other at a 4 meter distance. All the girls on the left hand side start by picking up the ball and throwing it carefully at their partners, aiming first for the head. The girl receiving the ball will then head the ball back into the first girls arms. Repeat the exercise five times, then swap roles. Having done headers, the girls will then proceed to control the ball with their chests, and passing it back, again swapping after five repetitions.

It is advisable the coaches illustrate the proper way to use the chest or head, and if the girls seem confident, the coached can also show how to control the ball using the thigh, and then passing it back, or passing it back directly, hitting the ball on the volley using the inside of the foot or the instep.

A further variation of the exercise can be done in small groups of 4 or 5 in a circle around a facilitator. The person in the middle carefully throws the ball towards each player, showing her how to control the ball with, feet, thigh, chest and head. Each participant surrounding the facilitator gets several turns to practice controlling the ball with different parts of her body.

QUICK TIP

To make sure your training and games stay relevant, don't hesitate to ask girls for their feedback in a trusted and comfortable setting. This ensures their voices are heard.



Technique Based Drill: The Passing-Train

Equipment: Pitch/field and one ball per group

Number of participants: 20 - 35

The participants are organized into groups of 4-7 players. Within each group, the girls are made to form two queues, or "trains". If the group has five players in it, three girls will be standing behind each other facing the queue containing the other two. If there are six girls, there will be a queue of three facing another queue of three, etc. The girl first in line in queue A passes to the first girl in queue B, and then runs to the back of queue B. The girl who received the ball in queue B then passes back to the girl who was originally second in queue A, but who now is first. Keep this going for 5-10 minutes. If you want to vary the exercise, you can change the distance between queues, which foot should be used, etc.

Technique Based Drill: Rosie in the Middle

Equipment: Pitch/field, cones and one ball per group

Number of participants: 20 - 35

This exercise is ideally done with five girls per group, but can easily be adjusted if the math doesn't add up. Using cones, set up one square per group. Each girl gets a side (which she can move freely up and down), and one girl is in the middle. The objective of the game is for the four girls in the square to pass the ball between each other. The girl in the middle is supposed to intercept the ball. If she is successful, she trades places with the girl who made the faulty pass. If the ball is passed outside the square, the one who made a mistake must trade places with the girl in the middle too.

Variations of this game include: a bigger square with two "Rosies" in the middle, and other geometric shapes, such as triangles or circles instead of squares.

Technique Based Drill: Passing-Game

Equipment: Pitch/Field, bibs or coloured ribbons and one ball per team

Number of participants: 20 - 35

This is a very fun mini-game in which the girls are divided into two teams, ideally with one wearing bibs or colored ribbons. The purpose of the game is to practice passing, tackling and quick thinking, and it's set up like a match, except that a team is awarded points by reaching a certain number of uninterrupted passes, and not by scoring goals. Within a fairly large area demarcated with cones, the two teams should try to make as many passes within their team as possible, counting aloud each successful pass. If the other team manages to acquire the ball, they immediately start counting their own passes. Encourage players to run around and spread out, using all the space. The team that first achieves the target of eight passes gets one point.

Variations: If the teams are achieving the target number of passes too easily, or it's

proving to be too hard (it's supposed to be a little bit hard!), the number of passes needed for one point, or the size of the playing area, can be adjusted.

Technique Based Drill: Relay Dribbling

Equipment: Pitch/field, cones and one ball per team

Number of participants: 20 - 35

For this relay-like game, set up two lines of about 7-10 cones with approximately 1 meter distance between them. Split the girls into two teams and have each team line up in front of the first cone. Each girl must dribble through her team's cones in a slalom-like fashion, turn round the last cone and continue back.

Upon return to her teammates, the girl tags the person next in line and the drill is repeated until the entire team has had a go. It's important to note that if a ball goes awry or a girl misses a cone, a facilitator or coach must make sure she goes back to that cone and continues from there. This may seem strict, and even be a bit difficult when emotions are flying high because of competitive spirits, but it's in order to encourage them to complete tasks fully rather than to cheat or take the easy way. The first team to get all the players back in a line wins.

Variations: This drill can be performed in several ways, for example by incorporating passing as well, by having the girls dribble one way, stop and pass the ball back to the start. If the groups are large it can be useful to have more teams, and by setting up the cones in a circle, square or other shape, the drill remains interesting and challenging.

Technique Based Drill: Defend, Attack!

Equipment: Pitch/field, cones and one ball per team

Number of participants: 20 - 35

This drill is designed to ensure the girls learn how to check, score, defend and in general, understand the roles of the different positions on the field. The participants are split into two groups. Using the cones, set up a goal at one end of the field, and use two more cones to indicate where you want the girls to line up. This should be at least 10 meters away from the goal, maybe more if there is too little room for them to dribble before shooting. You can put a volunteer in goal, a girl who is keen to play the position or it is possible to leave it open. Regardless, the girls should fetch their own balls after shooting.

One group of girls lines up facing the goal - these girls are the attackers - their objective is to move forward with the ball past a defender and shoot at the goal. The second group will play as defenders, and they start just to the side of the attackers, yet their task will be to tackle the attacker, clear the ball to the side or take it and dribble it in the opposite direction of "their" goal, successfully defending it. After their shot, the attackers will line up behind the defenders, and the defenders will line up behind the attackers, ensuring that each girl gets to try both roles the same number of times.

WRAP UP

End each session with at least a 5-10 minute game! This is where the girls get to apply the skills that they have acquired. Often times, it is their favorite part of the sessions. Having promised them game time, the rules are honored, and simultaneously it prepares them for any matches they may play in the future. Put bibs or colored ribbons on one team to avoid confusion, and use subs/consider running two parallel games if the group is very large. One coach is required to referee the game in order to avoid arguments. Ensure that you have the girls' attention, in this regard a whistle can be very useful.

Follow the game with a quick round of stretches, and then the aforementioned Check

Out game. Do a quick round-up of the updates you have already given them, remind them of the next training session, have them commit to bringing water bottles and training gear for next time, and resolve any conflicts that may have arisen.

HOW TO DEAL WITH CONFLICTS

Conflicts may arise within the teams from time to time. As a coach, it is important to remain impartial and deal with the situation in a way that will not negatively affect the team. Separating the girls into mixed teams (this can be done by numbering them off 1,2,3,4 etc.) is a good way to avoid conflicts and ensure that all the girls play together, rather than sticking in groups of friends. Sometimes there are objections, but sticking with the numbers is important and will make for a more cohesive team in the long run. Using the bibs is useful to ensure that the girls aren't "cheating" and joining a different team rather than the one initially assigned.

If a conflict has arisen during the workshop it is important to resolve it and follow up with it during the check out. If there has been a disagreement between girls, the first thing to do is to include the teacher liaisons that are present at the workshops. If they are not present, it is important to deal with the situation assertively and right away. Use whatever methods you see fit, separate the girls, talk to each one, come to a compromise and encourage apologies, etc. At the end of the session it is important to address the situation as a group. Make sure during the 'check out' to include some team building, such as having each player say one thing they like about the team.

In addition to the physical activities outlined above, the workshops frequently include games and activities that are not directly football related. These seek to teach the girls a number of useful skills not focused on in school. Emphasizing confidence and empowerment, the activities relate to public speaking and interview skills, and there are many different types of games to play.

7 THANK YOU!

Thank you for your interest in Girls & Football SA and for your interest in working with us in our girls-only spaces. We look forward to designing more games, drills and techniques with you as we can continue to expand our program.

QUICK TIP

Remember to enjoy your time and make sure that those around you are having a good time as well! We're glad to have you on board!

8 CONTACT

✉ FOR MORE PROGRAM RELATED MATERIALS, PLEASE EMAIL:
info@girlsandfootballsas.com

✉ FOR QUESTIONS, PLEASE EMAIL:
info@girlsandfootballsas.com

✉ TO SUPPORT GIRLS & FOOTBALL SA, PLEASE EMAIL:
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www.youtube.com/user/GirlsandFootballSA

If there are any ways you wish to contribute, if you want to send through tips or feedback, please let us know. We gladly welcome your input and look forward to hearing from you.