



# Coaches Across Continents

## *Peace Day, 21 September* *Football Resource Packet*

In support of the

# One Day One Goal Initiative

---

**Peace One Day**'s objective is to institutionalize Peace Day, 21 September, making it a day that is self-sustaining, an annual day of global unity, a day of intercultural cooperation on a scale that humanity has never known.

**One Day One Goal** is a football/soccer initiative launched by Peace One Day in 2008 to raise awareness of Peace Day and to unify people on the day through a shared love of the sport. This year, together with Coaches Across Continents, we encourage your organization to play the football activities in this resource in the build-up to Peace Day, culminating in a One Day One Goal tournament on the day.

**Why Is It Important:** Since 2008, thousands of One Day One Goal matches have been played in each of the 193 UN member states to mark Peace Day. Using the power of football to bring people together in peace, this resource will enable you to integrate conflict resolution skills into your football practice.

## *Table of Contents*

<b>What To Do When Faced With a Problem</b>	<b>3</b>
<b>Teamwork and Respect</b>	<b>5</b>
<b>Respect for Women and Girls</b>	<b>7</b>
<b>Understanding Stereotypes and Challenging Them</b>	<b>10</b>
<b>Understanding Violence</b>	<b>13</b>

## *Illustration Key*

Symbol		Meaning
Blue Arrow		Dribble
Yellow Arrow		Running
Dotted Arrow		Pass
Red Arrow		Custom Movement

## *Directions on Using This Packet*

We encourage all coaches, teams and organizations to begin playing these games as soon as possible to integrate peace building and conflict resolution skills into your practices. Use these games as a build up to Peace Day and your One Day One Goal event on 21 September. See page 15 on how to send your photos, videos, and stories for publication!

## What To Do When Faced With a Problem



**Theme:** What to Do When Faced with a Problem

**Organization:** Place cones in a triangle or a square depending on how many players there are. Teams sit down in a line behind the cone. Each player on the team is given a number and players sit in that order. When the coach yells a number, all players with that number have to run around their team and then around all the other teams and back to their original position (like #3 of team 1). The first one back to their original position gets a point for their team.



**Organization:** Next, coach calls out two or three numbers (2 and 4 in the diagram). Coach gives different instructions. Instructions can include: players have to run in pairs, players must hold the ball with their hands, ball can't touch the ground, two or more players have to carry the ball with their feet, heads, backs, etc.

**Coaching points:** Players have to solve their problems and find creative solutions. When faced with a problem, some players might decide to cheat to win the race.

**Discussion questions:** What are some of the problems in this game? What can you do to solve these problems? Is cheating a good way to deal with a problem? What are examples of problems in your community and what have you learned that would help you deal with those problems?

**Length of game:** 15-30 minutes

**Learning outcomes:** How to find creative solutions to solve a problem. There are often many different solutions for one problem. **Cheating is never a solution.**

## Teamwork and Respect



**Theme:** Teamwork and Respect

**Organization:** Organize your team into five lines as diagramed above. At the beginning each line should have 2 or 3 players. If you have more players, you may need to add extra lines or play the games with multiple fields. A player passes the ball and then has to run to the end of a DIFFERENT line. The entire team must understand the rules and work together or they will fail. If a ball is lost, everyone on the team has to dance. If a line becomes empty, everyone on the team has to dance. You can only move and change lines after you pass the ball.

**Coaching points:** Do not tell the players how to solve the problem. Allow the players to come up with different strategies in order to play by the rules of the game. The coach should only encourage them to solve their problem and to make sure that they abide by the rules.

**Discussion questions:** What is difficult in this game? How can you work as a team to keep the ball? What solutions can you find to do better?





**Organization:** Once teams have found a strategy to make the game easier, add rules to make it more difficult. You can either add restrictions to the number of touches (one or two touches) or add one or two balls. Teams still have to dance when they lose the ball.

**Coaching points:** As the game becomes more difficult, it is important for teammates to work together, communicate, and respect each other.

**Discussion questions:** What happens when the team does not work together? If a mistake is made, who is at fault? Why is teamwork and respect important on the football field? Why is teamwork and respect important in the community?

**Length of the game:** 15-30 minutes

**Learning outcomes:** Working together to achieve a goal. Learning to solve problems collectively to be more successful. **Understand the importance of respecting our teammates and other members in the community.**

## Respect for Women and Girls



**Theme:** Respect for Women and Girls

**Organization:** Play on a large field that could hold 8v8. Initially, only allow half the players to participate on the inside (4v4) and half the players have to watch on the outside (4 watching for each team). Players inside represent the male population, players outside the female population. The players on the inside play a normal game of football. Substitutions are not allowed.

**Coaching points:** Players will get tired quickly because of the size of the field and the players on the outside will feel isolated and marginalized. Allow the game to continue for 5-10 minutes.

**Discussion questions:** How did the players on the outside feel? Did they feel involved in their team? Did they feel respected?

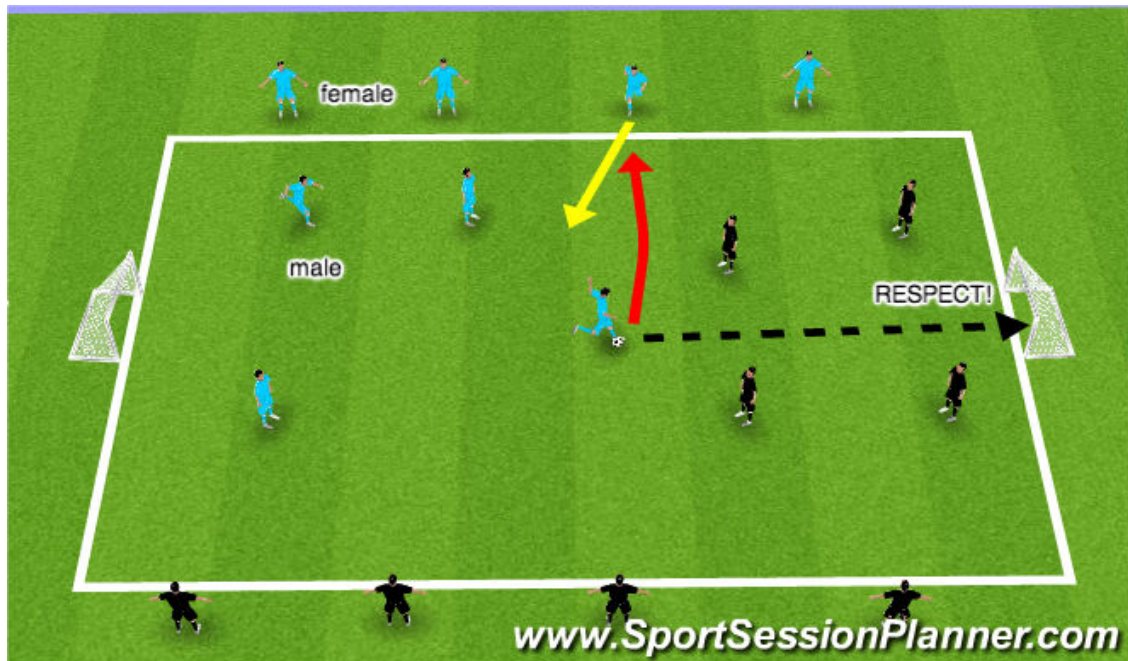


**Organization:** Next, one team can play with all its players on the inside. The other team still only has 4 players on the inside, so it is a game of 8v4. At halftime, change which team has 8 and which team has 4.

**Coaching points:** The team of 8 should be able to keep possession of the ball, have more shots, and score many goals. The team of 4 needs to work hard to recover the ball and try to score. Situations of numeric superiority or inferiority often arise during a football game and players must know how to play in each situation.

**Discussion questions:** How difficult was it to play a game against a team with twice as many players? Each team represents a community. Which community is more successful: the one using all of its resources by involving men and women equally or the one that is excluding half of its population? Compare this situation to your community: are women and girls being respected or are they prevented from participating in the community? Does everyone in your community (boys and girls) have the right to play sports? Does everyone (men and women) have the right to vote and the right to an education? Does everyone in your community have equal rights?





**Organization:** Begin a new game with 4v4. If a player scores, they have to yell out a way to help integrate women in the community and physically go and invite one of their teammates on the outside to join them on the field. So it becomes a game of 5v4. Some ideas to help girls and women in the community would include the right to play, the right to vote, equal education opportunities, and access to health care. There are many other examples you may come up with.

**Coaching points:** Teams will be in situations of numeric superiority or inferiority and will have to react to the situation.

**Discussion questions:** How can we ensure that everyone in the community is respected as an equal participant? What are ways to ensure that everyone has equal access to all the resources in the community?

**Length of game:** 15-30 minutes

**Learning outcomes:** It is important to **respect women and girls within your community**. Boys and girls should be **equally involved in all activities in your community**. Discuss ways to integrate women and girls in the community.

## Understanding Stereotypes and Challenging Them



**Theme:** Understanding Stereotypes and Challenging Them

**Organization:** Split the field into three zones. Each team has the same number of players in each zone. The two teams play against each other but players must stay in their own zone and cannot run into the other zones.

**Coaching points:** Players must move around in their zone to get the ball. However, because of the restrictions, it is difficult for a team to be consistent and develop a fluid style of play.

**Discussion questions:** Each zone represents a stereotype and players in the zone represent the group that is affected by the stereotype. What are common stereotypes affecting your community? What groups are victims of stereotypes (women, men, ethnic groups, physical traits, etc.)? What is the effect of stereotypes on your community?



**Organization:** One team is allowed to move freely around the field. The other team is restricted to their individual zones.

**Coaching points:** You can play two, 5-minute halves so each team feels what it is like to be restricted to their zones while the other team is free to play where they would like.

**Discussion questions:** Which team has more freedom? Has that made them more likely to have success? Is it better to have a society with no stereotypes and no restrictions on individuals or groups?





**Organization:** Next, players are free to run in all three zones.

**Coaching points:** Even though there are no restrictions, teams should keep some structure and have defenders, midfielders, and forwards. However these players are not restricted to stay in one area. A defender can run up the field to serve the ball in or a forward can come back to help defend. In a football game, these movements are very important and help create space, destabilize the other team, or put pressure on opponents.

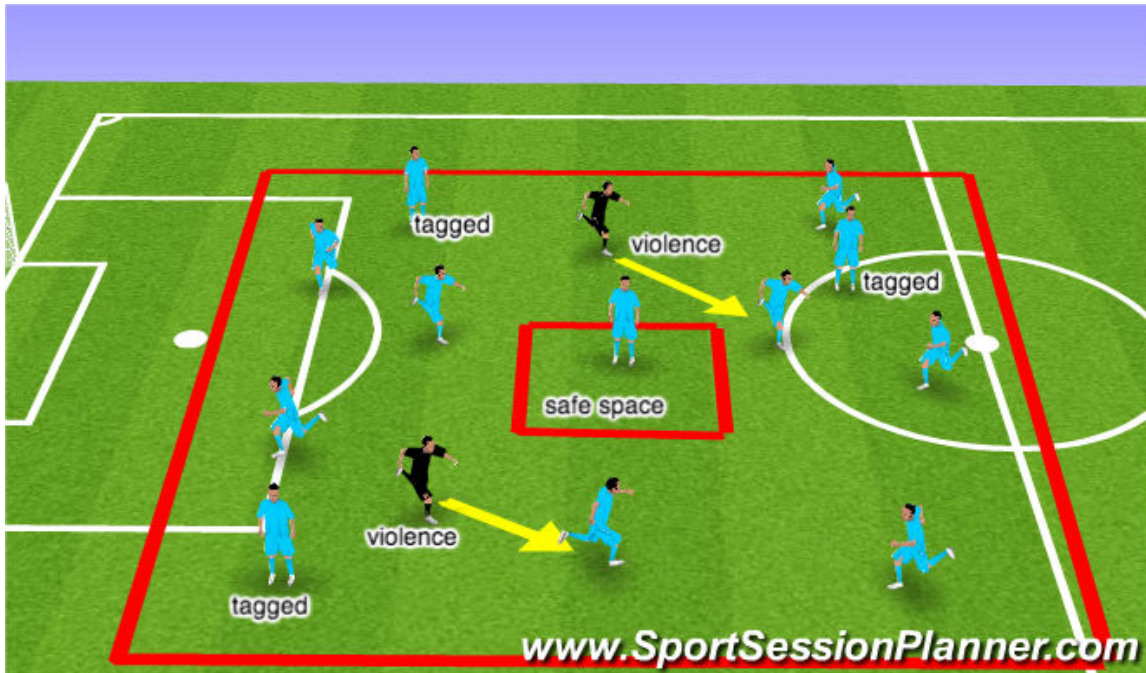
**Discussion questions:** How did the absence of restrictions change the game? How does the absence of stereotypes change the community? How can we challenge and get rid of stereotypes in our community?

**Length of game:** 15-30 minutes

**Learning outcomes:** Players should **understand stereotypes and how they affect our community**. We need to challenge stereotypes to improve our community.



## Understanding Violence

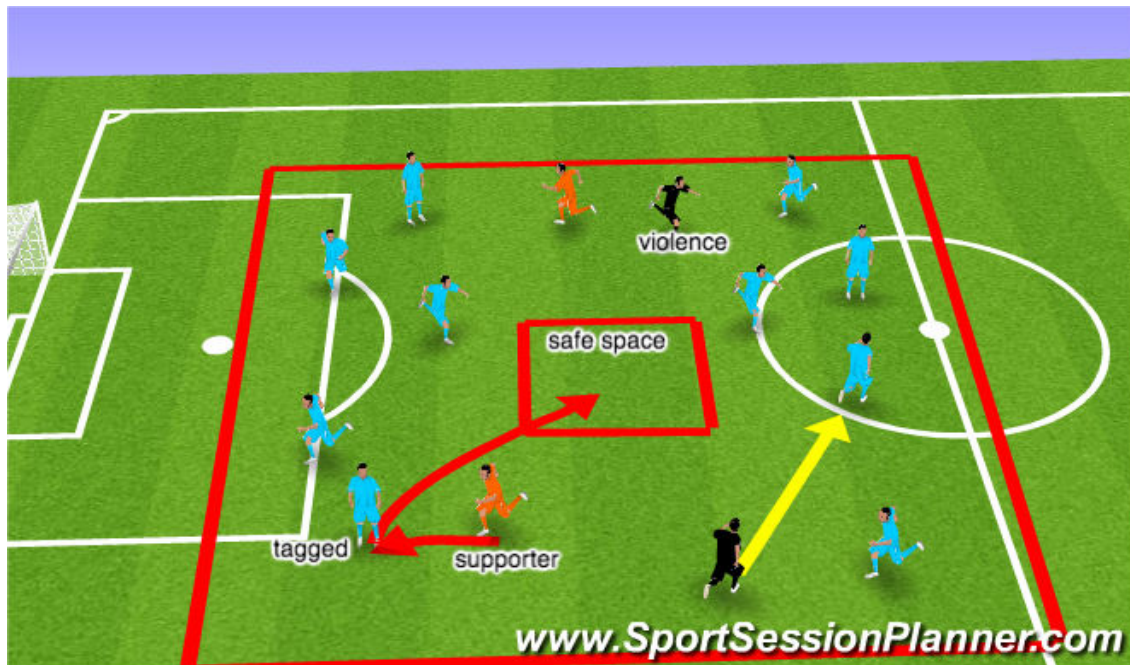


**Theme:** Understanding Violence

**Organization:** Set up an area that is made to represent a community. In the middle there is a square marked with cones that is the safe space. Three taggers each represent a type of violence (sexual, physical, and psychological). Taggers try to tag people. When a player is tagged, they have to put their hand over their mouth and can't move. A player can run into the safe space, it is the only place where they can't get tagged but they can only stay in the safe space for five seconds at a time.

**Coaching points:** Play until everyone is tagged.

**Discussion questions:** What are different types of violence? Types of violence can be physical, emotional, sexual, psychological, or even can be more specific, like gender based violence, bullying, etc. What is a safe space? Where are safe spaces in your community?



**Organization:** Introduce three support players. These players have cones because they can't be tagged. Support players can free tagged players by taking their hand and bringing them to the safe space.

**Coaching points:** Tagged players can call for help. It is important to have a voice and be confident to ask for help.

**Discussion questions:** What is the effect of violence on individuals and on the community? Who in your community can offer support to victims of violence (coach, teacher, parent, etc.)?

**Length of game:** 15-30 minutes

**Learning outcomes:** Learning about the **different types of violence and their effect.**



## **Publish Your Photos, Videos, and Stories**

We would love to hear about your experience coaching with these football activities. We also would be delighted to publish your One Day One Goal photos and videos on both the Coaches Across Continents and Peace One Day social media sites.

**Please send any footage, stories, or queries to Emily Lambert:**  
[elambert@coachesacrosscontinents.org](mailto:elambert@coachesacrosscontinents.org)

## **Follow the One Day One Goal Stories**

### **Coaches Across Continents**

[www.coachesacrosscontinents.org](http://www.coachesacrosscontinents.org)

@CoachesAcross

[www.facebook.com/coachesacrosscontinents](http://www.facebook.com/coachesacrosscontinents)

### **Peace One Day & One Day One Goal**

[www.peaceday.org](http://www.peaceday.org)

@PeaceOneDay

[www.facebook.com/peaceday](http://www.facebook.com/peaceday)

**Coaches Across Continents** is a global leader in the sport for social impact movement. We partner with local organizations to implement our award-winning 'Hat-Trick Initiative' that focuses on local social issues such as: female empowerment, including gender equity; conflict resolution, including social inclusion; health and wellness, including HIV behavior change; and other life skills. Our key to success is a unique self-directed learning model that is based on our 'Chance to Choice' curriculum. In 2013, we worked in 20 countries with 51 implementing community partner programs. Overall, we educated 2,152 community coaches who impacted a further 171,785 young people.

## **For more information on either organization please visit:**

### **Coaches Across Continents**

[www.coachesacrosscontinents.org](http://www.coachesacrosscontinents.org)

[info@coachesacrosscontinents.org](mailto:info@coachesacrosscontinents.org)

### **Peace One Day & One Day One Goal**

[www.peaceday.org](http://www.peaceday.org)

[emma.kennedy@peaceday.org](mailto:emma.kennedy@peaceday.org)