

football3 handbook

How to use football for social change



Imprint

This work is licensed under the Creative Commons Attribution-Non-commercial-Share Alike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/>.

Attribution – you must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.

Non-commercial – you may not use the material for commercial purposes.

Share alike – if you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original.

No additional restrictions – you may not apply legal terms or technological measures that legally restrict others from doing anything the license permits.



Published by:

streetfootballworld gGmbH
Waldenserstr. 2–4
10551 Berlin – Germany

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

www.streetfootballworld.org
www.football3.info

Compiled by:

Laura Fox, Maja Hebel,
Bert Meijers, George Springborg

Curriculum design support:

Jamison Merrill
jamisonmerrill@gmail.com

Design:

Lucid. Berlin
www.lucid.berlin

Photo credits:

Cover: Caio Vilela (Instituto Formação, Maranhão, Brazil); p. 2 Paula da Silva; pp. 4–5 Slum Soccer, India; pp. 10–11 Peter Dench (Fundação EPROCAD, Brazil); pp. 44–45 Sarah Mbinja (MYSA, Kenya); pp. 52–53 Yusuf Suliat (Search and Groom, Nigeria)

football3 handbook

How to use football for social change

Welcome to the football3 handbook

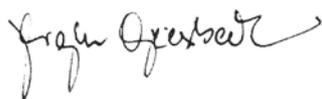
Andrés Escobar was the captain of the Colombian national team and a true professional, both on and off the pitch. He was known as the 'Gentleman of Football' but, at the 1994 FIFA World Cup, he made a mistake. He scored an own goal that led to the elimination of his team. Eleven days later, he was shot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

It worked brilliantly, and has since been further developed by streetfootballworld network members worldwide into a methodology to address social issues in a range of local contexts, united under the term 'football3'. The football3 toolkit is an attempt to share the methodology with a wider community, and the streetfootballworld network members have been the core contributors.

Referring to his own goal, Andrés stated, "Life doesn't end here". 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 the football3 toolkit and join us in changing the world through football!



Jürgen Griesbeck
Founder and CEO of streetfootballworld



The Copa Andrés Escobar,
awarded at the streetfootballworld festival 06

Table of Contents

SECTION I

Introduction	5
Introduction to football3	6
How to use the football3 handbook	7
football3: the basic concept	8
Objectives of football3	9

SECTION II

Playing football3	11
PLANNING	
Select the rules	12
Create the points system	14
Draft the match form	18
Prepare the ground	20
TRAINING	
Train the mediators	22
Train the coaches	26
Train the players	27
A FOOTBALL3 MATCH	
First half: pre-match discussion	30
Second half: the match	32
Third half: post-match discussion	34
BUILDING ON YOUR SUCCESS	
Organise a football3 tournament	36
Engage your surroundings	38
Track your results	39

SECTION III

Beyond the pitch	45
Tackling social issues	46
Expand football3	49
Annex	53
Questions & Answers	54
Glossary	56
football3 resources	56
Develop the football3 toolkit	61
Acknowledgements	61



SECTION I

Introduction



football3 is a unique way of playing football that is changing lives across the world. It is based on the principle that the basic values of fair play, gender equality, teamwork and respect are just as important as football skill.

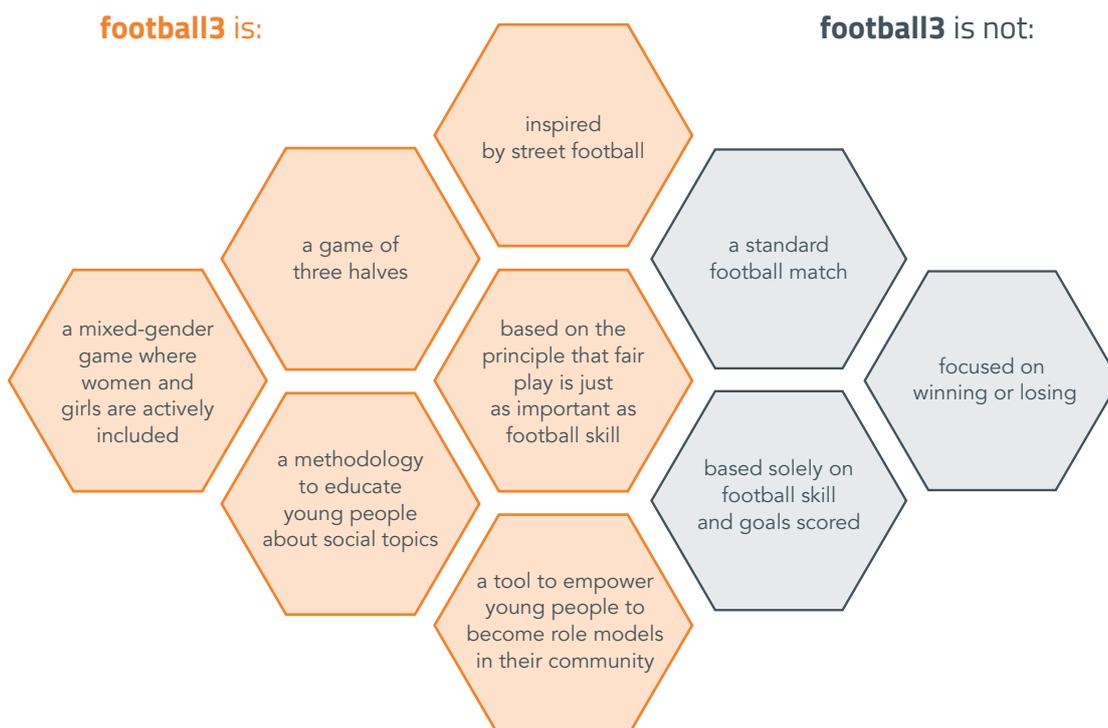
Introduction to football3

Named after its 'three halves' – a pre-match discussion, football game, and 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, with points 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.

Since its origins in Medellín, Colombia, football3 has been further developed by streetfootballworld network members around the world into a comprehensive methodology to address a range of social topics, such as 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.

streetfootballworld is an international network of more than 100 non-profit organisations in more than 60 countries that use football to strengthen communities and improve the lives of young people.

Around half of the over 100 organisations in the streetfootballworld network currently use some form of football3. It is an integral part of all streetfootballworld festivals, and was a key element in the Football for Hope Festivals held during the 2010 and 2014 FIFA World Cups. football3 also featured prominently in the 2008 and 2012 UEFA European Championships as part of the Eurocamps. football3 has steadily gained in popularity throughout the world and streetfootballworld network members have adapted the rules to fit their specific context. The central idea always remains the same: using the game of football itself to educate and empower young people.



How to use the football3 handbook

The football3 handbook is designed for any individual, group or organisation that is interested in using football as an educational tool, including programme managers, educators, coaches and young leaders. The handbook comprises the following sections:

- SECTION I Introduction**
 - » background information on the methodology
- SECTION II Playing football3**
 - » a step-by-step explanation of how to implement football3
- SECTION III Beyond the pitch**
 - » a description of how streetfootballworld network members have contextualised football3 to suit their communities
- ANNEX**
 - » additional information and materials on football3

The handbook is designed to be used in conjunction with the tools and information available on the [football3 website](#). On the website, you can create rules, produce match forms and generate tournament schedules. Browse through profiles of streetfootballworld network members and find out how they use the methodology to address a variety of social issues. Read personal stories from people who have experienced the impact of football3 and make use of session plans created by experts in the field.

One of the strengths of football3 is its adaptability. Rather than providing a rigid curriculum, the intention of the handbook is to inspire you to use football3 to suit the needs of your programme and community. Try out football3 sessions that are already being successfully implemented around the world and create your own materials to address topics that are relevant to your programme's context. football3 is constantly evolving and you are invited to contribute to its further development!



football3: the basic concept

football3 is inspired by street football. Across the globe, players meet, form teams, agree on rules and play football. football3 harnesses the educational potential of street football by ensuring that dialogue and fair play are integral to the game. It can be played by anyone, anywhere and it can be used to address any social topic. There are no referees. Instead, mediators facilitate discussions between the two teams and monitor the match.

football3 incorporates 'three halves'

The third half: post-match discussion



Following the match, the teams are brought together by the mediator to reflect on the match and how well they respected the rules. The teams have the opportunity to award their opponents fair play points based on their conduct. The mediator adds the fair play points to the match points resulting from goals scored to determine the final outcome.

The first half: pre-match discussion



Prior to the match, the two teams come together to agree on the rules they want to use. Special rules are selected to tackle relevant social issues, such as increasing female involvement in sports (refer to the [football3 website](#) for more rules). The discussion is facilitated by a trained mediator, e.g. a young leader, coach or teacher. The mediator uses a match form to record the rules players have agreed on.

The second half: the football match

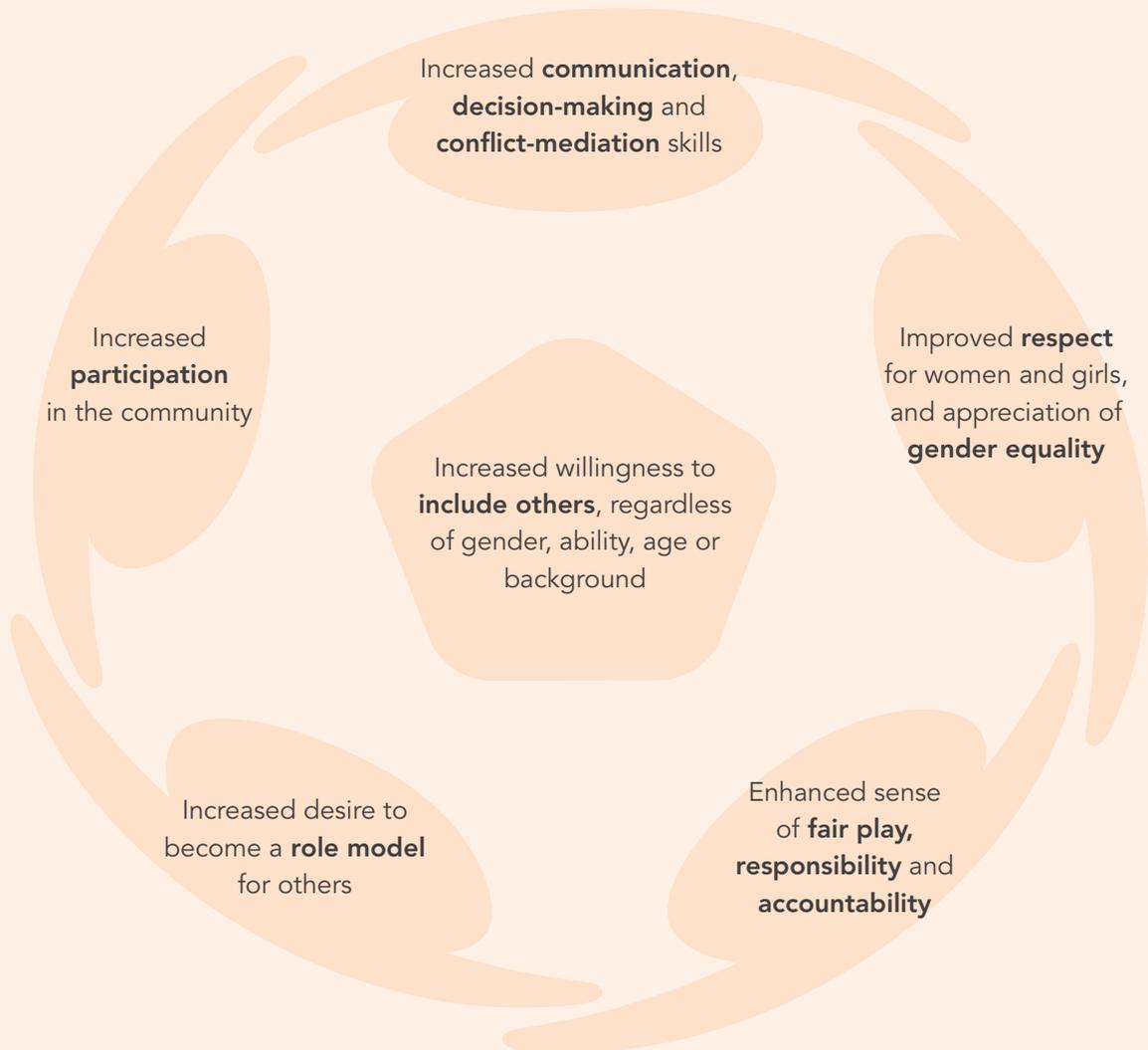


football3 matches usually feature smaller teams (e.g. between five and seven players on each team) and are shorter (e.g. between 10 and 20 minutes). They are played on smaller and improvised pitches (e.g. 40 x 20 m or smaller), on the street, at a park or on a football field. Teams are mixed-gender and matches are played without referees. Players take responsibility for their match and comply with the rules they agreed upon. During the match, they agree among themselves on fouls, free kicks and goals scored. The mediator monitors the match and intervenes only if the two teams cannot come to an agreement on their own.

football3 can be used for one-off matches and tournaments or to create a month or year-long programme. The pre- and post-match discussions should ideally be used to address topics beyond the pitch, from personal issues facing players to challenges in their communities.

Objectives of football3

The overall objective of football3 is to promote key life skills and empower youth to become leaders in their communities. With its strong emphasis on dialogue and conflict resolution, football3 provides both players and mediators with knowledge and life skills, including the following:



You can define additional goals depending on your aims in delivering football3 and the messages you are seeking to transmit.



Track your results: Refer to [Section II](#) to learn more about how to track your results based on the short- and long-term outcomes of the football3 programme.



Tackling social issues: Refer to [Section III](#) to learn more about how streetfootballworld network members are using football3 to tackle social topics such as gender, health, employability and peacebuilding.



SECTION II

Playing football3



Preparation is key to running a successful football3 programme. Follow these steps to ensure that your football3 match, tournament or programme is properly planned and implemented.

Select the rules

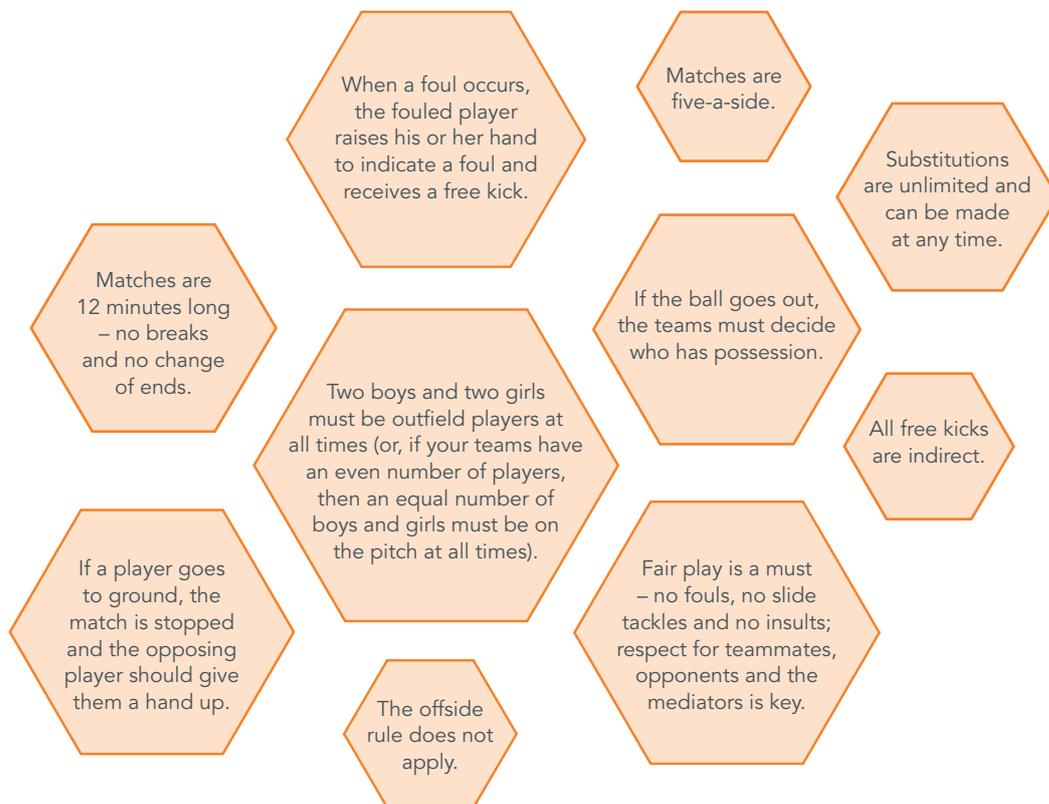
There is not one correct set of football3 rules. streetfootballworld network members around the world have created their own rules to suit their needs and local conditions. Make the programme more educational by adapting the rules to meet the desired outcomes of your programme by, for example, emphasising female involvement or the integration of participants from different backgrounds. Just be sure that the rules fit within the methodology's main tenants: the three halves, smaller and mixed-gender teams, smaller pitches, shorter matches and mediators instead of referees.

STEP
1

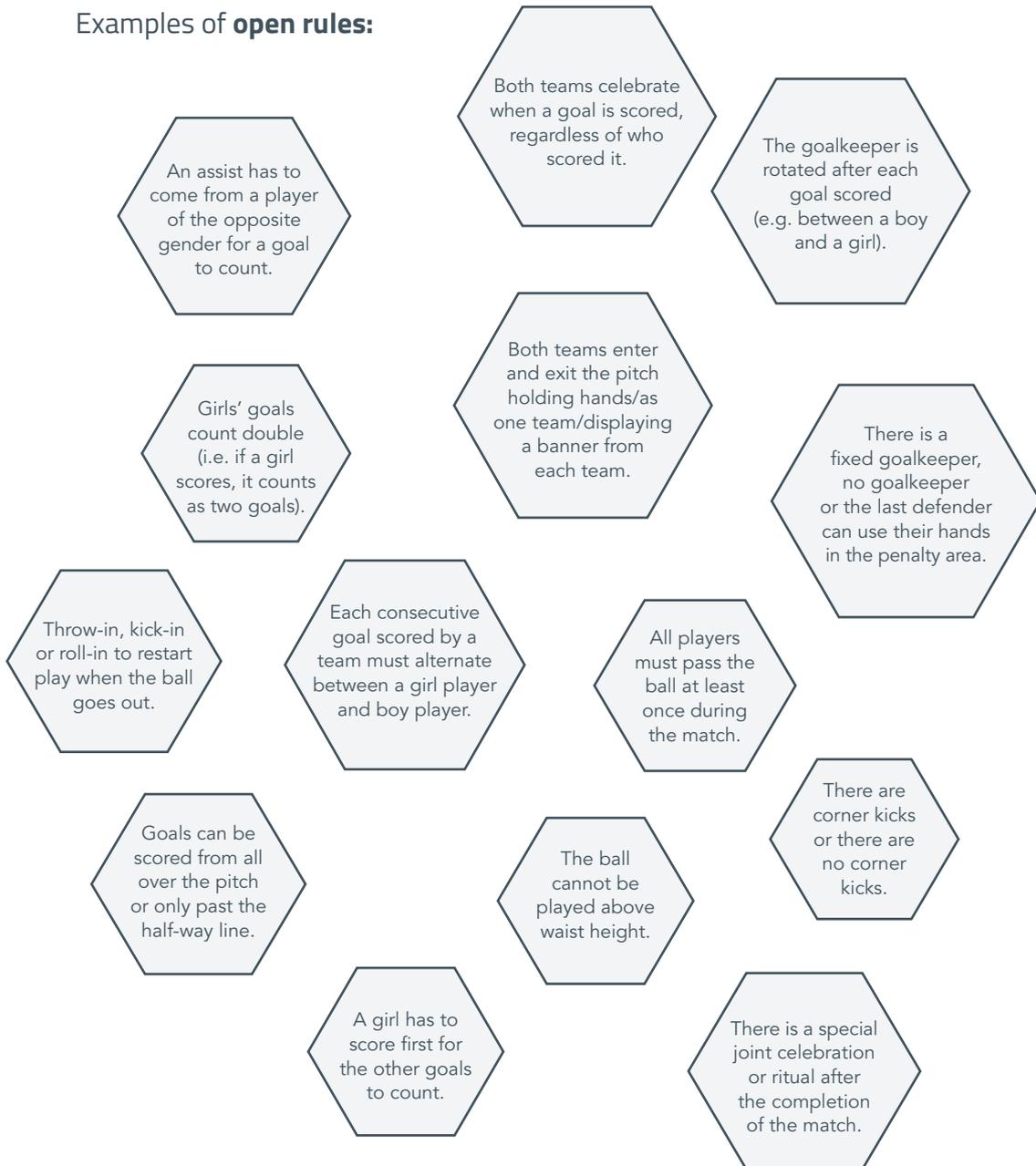
Fixed and open rules

The rules of a football3 match are a combination of 'fixed rules', which are the same for every match, and 'open rules', which are open to negotiation in the pre-match discussion. Select the fixed rules at the start of a football3 programme or tournament and apply them in every match. Open rules differ from match to match, depending on what the teams agree upon, and are a powerful tool to emphasise fair play and the specific social topics you want to address. Encourage your players and mediators to be creative in selecting the open rules and develop new rules that will enrich the game.

Examples of fixed rules:



Examples of **open rules**:



Establish your football3 rules together with your mediators, coaches and players and summarise them in a document to be shared with everyone.



If players don't understand the rationale of the rules, they will find it difficult to comply with them. Make sure to leave enough time and space to discuss the rules with the players.



Refer to the football3 website for an overview of the rules that [streetfootballworld](http://streetfootballworld.com) uses for football3 tournaments.

Create the points system

You are encouraged to modify the points structure of traditional football to emphasise positive competition and personal accountability. football3 combines match points (i.e. points for goals scored) with fair play points (i.e. points awarded by teams during the post-match discussion) to determine the winner of the match.

The weight assigned to each category of points places significance on both winning and playing fairly. In many forms of football3, it is possible for teams to lose on the pitch, but to receive sufficient fair play points in the post-match discussion to win the match.

Establish clear criteria

It is crucial to establish clear criteria for how the fair play points are awarded to ensure transparency in the post-match discussion.



If players do not understand why they have received a certain number of fair play points, they will lose respect for the process.

Find the right balance

When determining your points system, consider closely the emphasis you want to place on competition and fair play respectively. The more weight given to fair play points, the more importance is placed on the pre- and post-match discussions and the mediators facilitating the process. It is important to strike a balance between the two to generate healthy competition and ensure that players enjoy the experience and keep returning to play.

When starting out with football3, consider a limited number of fair play points to introduce players to the concept and build the confidence of mediators to facilitate the post-match discussions effectively. Try out different points systems (see options on the following pages) and the criteria for awarding points to determine what fits best.

Fair play points can also be used as a fun tool to reinforce the social topic you are addressing using football3. For example, if you are raising awareness about HIV/AIDS through football3, include a quiz in the post-match discussion for teams to gain extra fair play points.



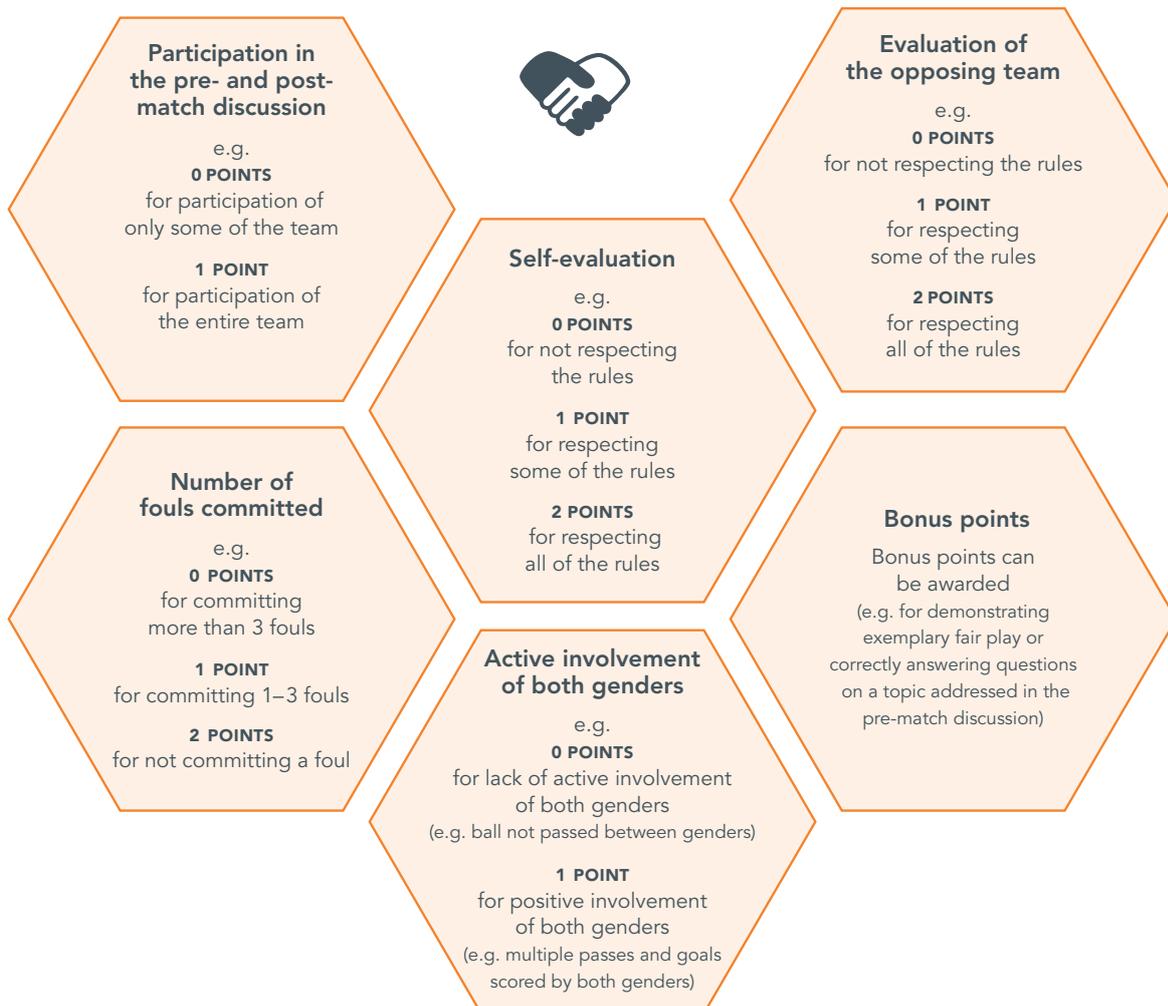
Refer to the [football3 website](#) for more information about the points system used by streetfootballworld for [football3 tournaments](#).

The football3 points system



STEP
2

Choose one or more of the following options or create your own fair play points:



Examples of points systems

Here are three options of points systems that progressively place more emphasis on fair play. Most streetfootballworld network members use variations of options II and III. You are welcome to use or adapt them to suit your needs.

STEP
2

Option I: basic

	1 to 3
	0 to 2
	1 to 5

Option II: intermediate

	1 to 3
	0 to 3
	1 to 6



+

Match points

1 POINT
for participating

2 POINTS
for a draw

3 POINTS
for a win

Option III: advanced

	1 to 3
	0 to 5
	1 to 8



+



+

Match points

1 POINT
for participating

2 POINTS
for a draw

3 POINTS
for a win

Evaluation of the opposing team

e.g.

0 POINTS for not respecting the rules, **1 POINT** for respecting some of the rules, **2 POINTS** for respecting all of the rules.

In options II and III, a team that loses but receives all possible fair play points could defeat a particularly unfair team that scores more goals but receives no fair play points. While this is unlikely, it demonstrates the importance of playing fairly to the overall success of a team.

STEP
2


+

=


Match points

1 POINT for participating

2 POINTS for a draw

3 POINTS for a win

Evaluation of the opposing team

e.g.

0 POINTS for not respecting the rules, **1 POINT** for respecting some of the rules, **2 POINTS** for respecting all of the rules.

Total points

Teams can achieve between **1** (one match point for a loss and no fair play point) and **5 POINTS** (three match points for a win and two fair play points).

EXAMPLE MATCH RESULTS

	TEAM A	TEAM B
SCORE	1	0
	3	1
	2	2
	5	3

TEAM A WINS


+

=


Evaluation of the opposing team

e.g.

0 POINTS for not respecting the rules, **1 POINT** for respecting some of the rules, **2 POINTS** for respecting all of the rules.

Participation in the pre- and post-match discussion

e.g.

0 POINTS for participation of only some of the team, **1 POINT** for participation of the entire team.

Total points

Teams can achieve between **1** (one match point for a loss and no fair play points) and **6 POINTS** (three match points for a win and all three fair play points).

EXAMPLE MATCH RESULTS

	TEAM A	TEAM B
SCORE	1	0
	3	1
	0	3
	3	4

TEAM B WINS


+

=


Participation in the pre- and post-match discussion

e.g.

0 POINTS for participation of only some of the team, **1 POINT** for participation of the entire team.

Self-evaluation

e.g.

0 POINTS for not respecting the rules, **1 POINT** for respecting some of the rules, **2 POINTS** for respecting all of the rules.

Total points

Teams can achieve between **1** (one match point for a loss and no fair play point) and **8 POINTS** (three match points for a win and five fair play points).

EXAMPLE MATCH RESULTS

	TEAM A	TEAM B
SCORE	1	0
	3	1
	3	5
	6	6

DRAW

Draft the match form

The match form is the most important tool for mediators. It is used to record the basic match information, the open rules agreed to before the match, goals scored and final points. The mediator must complete a form for every match they mediate.

STEP
3

Here is an **example of a match form** created on the football3 website, along with an explanation of how the mediators should fill it out:



- * Record the **match information**.
- * Enter the **number of goals** scored during the match.
- * Record the **number of match points**, fair play points and total points for each team.
- * Provide a summary of the **most important fixed rules** prior to the match.
- * Record the **open rules** that the two teams agree upon in the pre-match discussion.
- * Take notes on the **behaviour of each team** during the match for the post-match discussion.



You can draft a match form after you create the football3 rules and points system on the [football3 website](#), which can then be completed by the mediators.



Match info

Organisation name

Mediator

Region

Country

Pitch

Date

Start time

Match length

Match score

Teams

Goals scored

Match points

Fair play points

Total points

Rules

Description

Options

Mediator observations

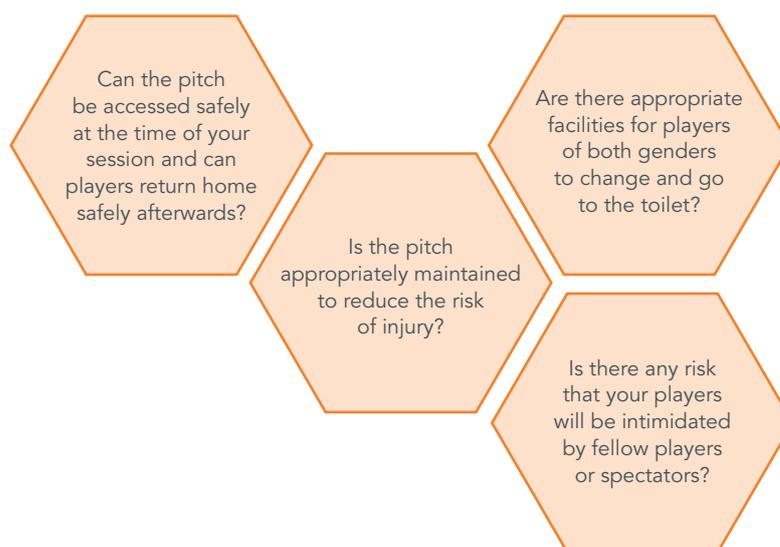
STEP
3

Prepare the ground

Consider the following when preparing a football3 session, match or tournament.

Safe place

The safety of the players is the most important consideration when deciding where to play.



Players should have access to drinking water and a first aid kit. Ideally, mediators and coaches are trained first aiders who can respond appropriately in the case of an injury. football3 can only be successful if all players feel comfortable in their environment.

Pitch

football3 can be played anywhere: on the street, a dirt pitch or a grass field. Ideally it is played on a small pitch (e.g. 40 x 20m and smaller) with small goals (e.g. 2m high by 3m wide or smaller), which reduces the number of players on a team (e.g. between five and seven-a-side). Smaller pitches are easier and cheaper to secure and maintain, and smaller teams ensure that players are more involved in the match, regardless of their ability. It is encouraged to have an extra space for players to warm up properly.

Discussion area

In addition to a pitch, it is important to identify a place where players can take part in the pre- and post-match discussions. This can be done on the pitch itself or, if the pitch is in constant use, at a location close by. The discussion area should be quiet and clearly marked so that players can engage in conversation without distraction or interruption.

 **If the discussion area is not secluded and observers can listen to the discussion, players might feel uncomfortable speaking their minds.**

Materials

Apart from a ball, you don't need much. Mediators should have a match form, clipboard, stopwatch and whistle. They should wear a bib or t-shirt so that they can be clearly identified. Players should wear appropriate clothing, but should not use football shoes with hard studs or cleats in order to reduce the risk of injury from a mistimed tackle.

Facilities

You just need a safe pitch, a ball, players and a mediator to get started. By providing high quality facilities and materials, you will increase the enjoyment of players and keep them coming back to play.

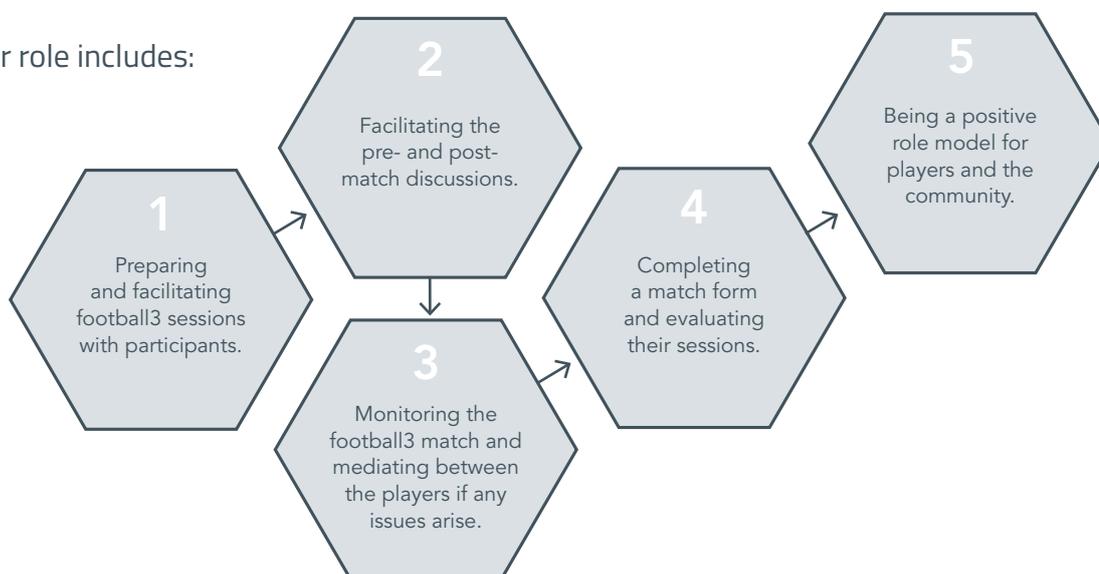
STEP

4

Train the mediators

Mediators are fundamental to the success of football3.

Their role includes:



Mediators can be young leaders, coaches or teachers and should represent both genders to reflect the gender balance of the teams.

It is important to train mediators in order to help them understand and explain football3 to players, and to successfully fulfil their tasks. Refer to the introductory session plan on the following pages to start this process. Training must be on-going and is valuable both for the mediators personally and your football3 programme. Develop a longer-term training programme for your mediators to improve their skills. You can also provide the opportunity for experienced football3 players to act as mediators, which will give them a sense of the role and inspire them to fill it.



Refer to the football3 website for additional materials that will help you design a training programme for your mediators.

A mediator is:

Empathetic

is sensitive to the emotions, identities and values of others, including differences in gender, ethnicity, religion, culture, etc.

Trustworthy

maintains confidentiality and makes others feel comfortable with confiding in them

Neutral

remains impartial or objective, without imposing their own opinion or taking sides

Enthusiastic

energetic and engages others light-heartedly to create a fun atmosphere for players

An active listener

shows genuine interest in what others are saying and gives all players the feeling that they are being heard

A clear communicator

speaks loudly and clearly so that everyone can understand

Patient

accepts delays, problems or conflicting opinions without becoming annoyed, anxious or judgemental

Organised

ensures that everything is well prepared and is on time

A problem solver

contributes good ideas that help others find a solution that is both effective and mutually agreeable

Gender sensitive

ensures that both genders are equally involved in the process

Observant

monitors actions closely and notes important moments and behaviour of individuals



STEP
5



If the mediator is a dominant person, participants might not feel comfortable talking in their presence. Carefully select mediators to make sure they are willing and able to encourage players and praise positive behaviour rather than punishing negative behaviour.

SESSION PLAN

Page 1

Name of the session:

Mediator Training

Created by:

streetfootballworld network

Social topics addressed: (e.g. gender, peacebuilding, health, etc.)

Communication and conflict mediation skills

Length of the session:



Reason for the session: (e.g. why is this subject being addressed with this group using this method?)

To prepare individuals for their responsibilities as football3 mediators, including the training of players in football3 and the mediation of football3 matches.

Objectives: (e.g. by the end of the session, participants will be able to...)

1. Provide potential mediators an introduction to football3
2. Ensure potential mediators have a clear understanding of their role in the mediation process
3. Empower potential mediators to train others in football3

Number of participants:

up to 12 per trainer,
max. 24 for 2 trainers

Age:

any age but ideally
youth from 15 to 30

Details: (e.g. gender split, etc.)

ideally an equal gender balance,
football skills are irrelevant

Materials: (e.g. space, balls, cones, etc.)

Space: one classroom with chairs or quiet space to sit, one pitch of approx. 40 x 20 m
Materials: two balls, 20 cones, whistle, stopwatch, clipboard, match forms

Required knowledge, skills and preparation of the trainer:

The trainer needs to have detailed knowledge of football3 and experience as a mediator of a football3 match. The trainer can be a former participant that learned how to become a mediator, knows how to play football3, and wants to use it in order to generate personal and collective transformation among their peers and community. The trainer should set up the classroom and pitch to run the practical part of the session.

Involvement of the participants in the preparation and delivery of the session:

Invite participants to define the topic or social issue by asking what is happening in their lives and their families, schools, communities in that week. Use the most significant topics raised to promote the educational outcomes in the session. Engage participants by involving them in the set-up of the facilities and distribution of materials. During the session encourage them to take on responsibility for the organisation of certain activities.

Notes:

Given the complexity of the mediator role, plan plenty of time for the session to ensure that your mediators are properly trained.

This is a basic introductory session and should be complemented by additional training for mediators over time.

Warm-up:

Commence in the classroom by introducing yourself and the purpose of the session. Conduct a name-game so that everyone is introduced to each other, followed by a fun ice-breaker to generate some positive energy among the participants.



First half:

The theory of football3 - Start the session by agreeing on the rules of the day and what you want to achieve together, just like you would in the first half of a football3 match. For example, you can invite participants to agree that everyone will mediate a match for five minutes that includes a conflict situation created especially to test the mediator, everyone has the opportunity to play and everyone evaluates the conflict mediation. Record the results on a flipchart for everyone to see. Once the rules have been agreed on, commence with creating a strong understanding of football3 by following these steps:

Step 1: Introduce football3 to the participants.

Step 2: Introduce the concept of 'three halves', the basic rules and those open to discussion and the points system.

Step 3: Explain the responsibilities of a mediator in each of the three halves and the basic skills of a mediator (as outlined in the football3 handbook). Ask participants what they know about mediation and what they want to know about mediation.

Make use of the resources available in the football3 handbook and on the website, including the presentation on football3.



Second half:

football3 in practice - Head out to the pitch for the second half to implement what has been learned in the first half. Create two teams and ask two participants to act as mediators. Run through an example match, including the pre-match discussion, the match and the post-match discussion. Intervene when appropriate in order to reinforce the information provided in the theory part of the session and to provide additional tips to mediators. Following the post-match discussion, have the mediators complete the match form. Repeat the process with new mediators to ensure everyone has the opportunity to mediate a match.



Cool-down:

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



Third half:

Reflection – Return to the classroom or quiet space and encourage the participants to reflect on what they have learned and practiced, and discuss whether they have achieved what was established in the first half. Example questions could be:

- » What aspects of mediation were particularly enjoyable and what were particularly difficult?
- » How did you feel as mediators and how did you feel as players?
- » How can you improve next time?
- » What have you learned about mediation?

Try and collect some of the main themes and provide advice as to how to combat the main challenges in the mediation process.

Conclude with a summary of how the mediators can now run a similar introductory session on football3 for players and tell them what resources are available. The participants now have the basic skills to train players and act as mediators in football3 matches. In order to develop those skills further, define follow-up sessions with the mediators and direct them to useful resources on mediation.



Evaluation process for the session:

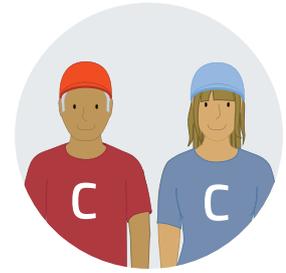
Following the session, the trainer should complete the session evaluation form which can be found on the football3 website. If possible, conduct focus group discussions with the participants several months after the session to assess its impact and determine what can be improved.

Train the coaches

The role of a coach in football3 is very different from standard football. Their primary concern should not be to ensure their team wins but to make a positive contribution to the match, regardless of the final outcome.

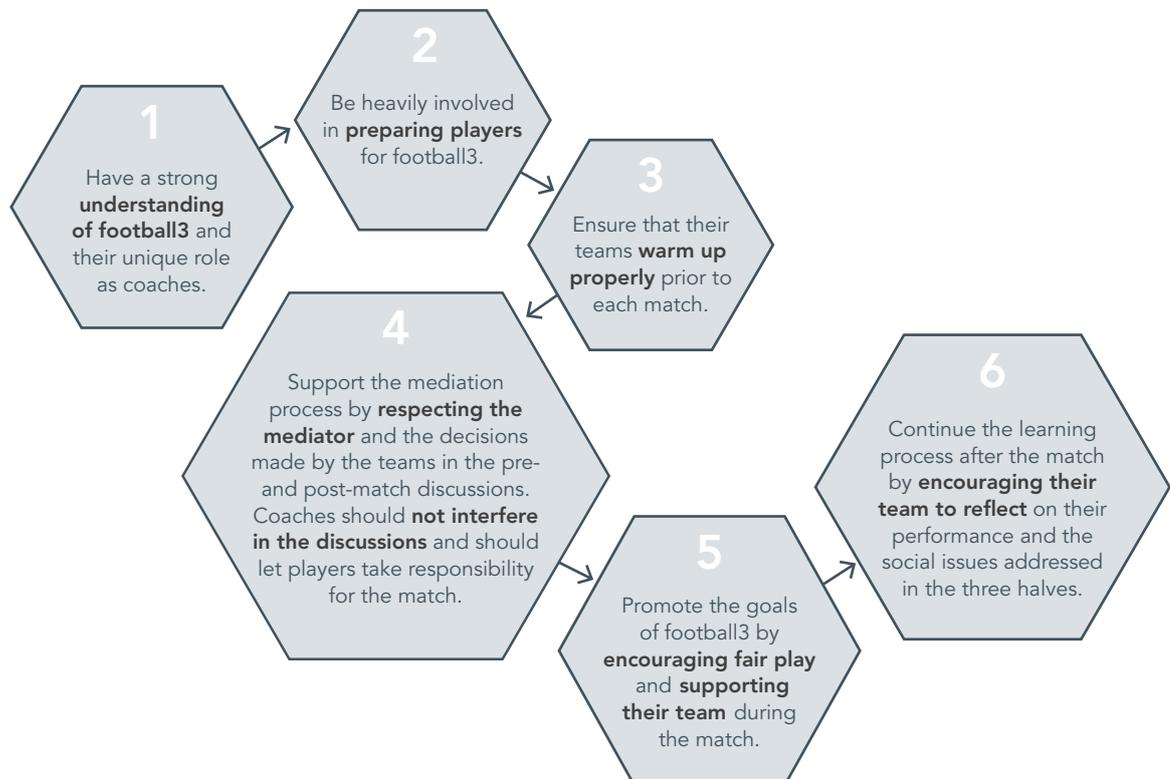
For many coaches, this is a difficult shift to make and they require encouragement in order to embrace their new role. Ensure that you engage with coaches positively by involving them in the development of your football3 programme. Incorporate them in the training of mediators and players prior to a football3 match or tournament so that they can support the process. Good coaches know their players well and are able to provide useful insights on how to improve your football3 programme.

For many organisations, the coach is the main facilitator of football3 programmes. They run sessions or even act as a mediator for matches. Define the role you want your coaches to fill and provide them with the necessary training and tools to be successful.



STEP
6

In order to support the implementation of football3, coaches need to:



Over-competitive coaches can pose one of the biggest challenges to successfully implementing football3. Involve them from the start to ensure that they support the process.



Train the players

Before a ball is kicked, it is crucial that players are first introduced to football3 and understand its aims. For many who have previously only played standard football, it will take some adjustment to get used to football3 and its emphasis on dialogue, fair play, gender equality and personal responsibility.

Once the mediators are trained, have them deliver an introductory session on football3 for the players. Run the session prior to the start of a football3 tournament or as the first session in a new football3 programme. By the end of the training, players will understand the objectives of football3, the three halves, the rules and their role.

On the following pages is an example of a session plan introducing football3 to players. For further resources refer to the [football3 website](#).



Without proper training, players will not understand football3 and will quickly become frustrated and lose interest in the methodology.



SESSION PLAN

Page 1

Name of the session:

Introduction to football3 for players

Created by:

streetfootballworld network

Social topics addressed: (e.g. gender, peacebuilding, health, etc.)

Communication and conflict resolution

Length of the session:



Reason for the session: (e.g. why is this subject being addressed with this group using this method?)

To prepare players who have not previously played football3 for a football3 match and/or tournament to ensure that they have a strong understanding of football3 before they take part in their first pre-match discussion.

Objectives: (e.g. by the end of the session, participants will be able to...)

1. Provide players a brief introduction to football3
2. Ensure players have a clear understanding of the three halves
3. Empower players to negotiate their own rules and take responsibility for their own match

Number of participants:

up to 12 per trainer,
max. 24 for 2 trainers

Age:

any age

Details: (e.g. gender split, etc.)

ideally an equal gender balance

Materials: (e.g. space, balls, cones, etc.)

Space: one or two pitches of approx. 40 x 20m
Materials: two balls, 20 cones, whistle, stopwatch, clipboard, large match form, flipchart

Required knowledge, skills and preparation of the trainer:

The trainer(s) needs to have detailed knowledge of football3 and experience as a mediator of a football3 match. The trainer should prepare all the materials and set up the pitch prior to the session.

Involvement of the participants in the preparation and delivery of the session:

Engage participants by involving them in the set-up of the pitch.
During the session, encourage them to take on responsibility for the creation of their own mixed teams.

Notes:

This is a basic introductory session – players will develop a stronger understanding of football3 as they play matches and gain experience.

It is vital that before playing in a football3 match or tournament players are provided an introduction to football3 – otherwise they will not understand the structure of the match.

It is recommended to involve the coaches in the session as observers so that they develop a better understanding of football3 and support the process.

Warm-up:

Start by introducing yourself and the purpose of the session.
Conduct a name-game so that all players are introduced to one another and then agree on the rules of the day and what you want to achieve together, just as you would in the first half of a football3 match.
Record the results on a flipchart for everyone to see.
Then it is time to play some football! Form two mixed teams and organise a quick game of partner football, where couples are formed, ideally mixed-gender, and have to hold hands for the duration of the match.
After five minutes, stop the match and bring the players together to rest, stretch and reflect briefly on the experience of playing partner football, emphasising teamwork, communication and interaction.



First half:

Create a strong understanding of football3 by following these steps:
Introduce football3 to the participants using the visual aids.
Explain the concept of 'three halves', the basic rules and those open to discussion and the points system.
If possible, use a large version of the match form to do this.
Form two mixed teams and initiate a pre-match discussion using a match form.
If you have a lot of players you can create four teams and have two games in parallel.



Second half:

Start the match and allow the teams to get a better sense of football3. Wait for an instance when a player or team does not understand the rules to bring the two teams together and clarify the situation.
Encourage all players to participate in the match and use the match form to record goals and other important moments.
After 15 minutes, conclude the match and instruct players to the cool-down.



Cool-down:

Take a quick break for the players to rest, have a drink and stretch.



Third half:

Bring the teams together for the post-match discussion and announce the number of goals scored.
Encourage the teams to reflect on the behaviour of their team and their opponents.
Encourage each team to provide their reflections on the match by asking questions like:
» Was the match different from the matches you have played in the past?
» Was it enjoyable? Was there anything that you would not like to experience again?
» Did your team follow the rules agreed to prior to the match?
» Did your opponents follow the rules agreed to prior to the match?
Identify moments in the match where the teams misunderstood or forgot about the rules of football3.
After the teams have had a chance to reflect, request that they award each other fair play points and tally these points with the match points to determine the overall winner.
Conclude the session by completing the match form and offering the opportunity for players to ask questions.
Congratulate them on playing their first football3 match and wish them the best of luck for their next match!



Evaluation process for the session:

Following the session, complete the session evaluation form which can be found on the football3 website.
Over time, conduct focus group discussions with select participants to assess the impact of the session and determine what can be improved.



First half: pre-match discussion

After the teams have warmed up, the mediator brings them together for the pre-match discussion where they discuss and agree on the rules they want to use. Use the pre-match discussion creatively to engage your players and stimulate the learning process.

The pre-match discussion is the ideal space to initiate a dialogue on a specific social topic. For example, if the topic is peacebuilding, teams could be encouraged to select rules specific to peace, such as having to enter the pitch holding hands or jointly celebrating all goals scored. If the topic is improving sanitation and hygiene, the mediator could introduce important messages on hand washing which could be part of a quiz in the post-match discussion to earn extra fair play points.

Once an agreement on the rules has been reached, the results of the pre-match discussion are recorded on the match form by the mediator and the match can start. The pre-match discussion involves only the players from each team and should take place in a quiet space (e.g. on the pitch or close by) where players can engage in conversation without distraction or interruption.



STEP
8



Tips for coaches



- * Encourage your team to **think about the rules** they want to use prior to the pre-match discussion.
- * Encourage **all members** of your team to **fully engage** in dialogue with the other team.
- * Ensure that your team has **properly warmed up** and arrives on time for the pre-match discussion. Build a **positive atmosphere between teams** by involving your opponents in your warm-up.
- * **Do not interfere** in the discussion—let the players **take responsibility** for their match.
- * **Show the mediator respect**—they have a challenging job and your support is crucial.



Instructions for mediators



- * **Allow enough time** for the discussion. It is helpful if teams are present at least twenty minutes before the match.
- * Welcome both teams and create a **positive atmosphere** by doing a quick activity that encourages them to interact.
- * Make sure that both teams are **complete** and **ready** for the match.
- * Ensure all players have **received training in football3** and remind both teams of the **fixed rules**.
- * Engage them in a **discussion** on the **significance of the match** and which **open rules** they want to use. You can do this by asking the following example questions:
 - » *Why is the match you are about to play important?*
 - » *Is it different from matches you have played previously? How?*
 - » *Do you want to promote particular values through the match (e.g. teamwork and honesty)? Which rules do you find promote teamwork and honesty?*
- » *Are there any other open rules you would like to suggest and why?*
- » *Is there a more technical rule that you would like to define (e.g. relating to corner kicks, goalkeepers, etc.)?*
- » *Do you have any concerns in regards to your own team or the match ahead? How can we address these together?*
- * When a team states their desired rules, make sure to ask the other team if they **agree to the proposal** and continue with the process until you have reached the desired number of open rules.
- * Once the teams have agreed on the open rules, **record** them **on the match form** and **repeat them clearly** for players and coaches.
- * Wish both teams **good luck** and **guide them to the pitch** for their match.



Tips for mediators



- * Encourage players to **be creative** and **have fun** with their selection of open rules, and ensure that they are not always selecting the same rules.
- * Ensure that both teams and **all players are involved** in the dialogue. If one team or player is dominating the discussion, request the opinion of others.
- * Don't let coaches, spectators or parents influence the discussion – make sure it is **just the teams involved** in the dialogue. If someone is interfering, politely request that they move away.
- * You can use more than one mediator. This can be particularly helpful if the teams speak **different languages** and translation is required. If you are using **more than one mediator**, ensure that they speak a common language and work in partnership to avoid misunderstandings.
- * Encourage the teams to agree on how they want to **enter the pitch together** (e.g. mixed together, holding hands, etc.) to emphasise their unity.



If the rules are not clearly defined and understood by the teams in the pre-match discussion, both the match and the post-match discussion will be very challenging for the players and mediator.



Second half: the match

After all the preparations, it is time to play football! football3 matches are short, intense and a lot of fun. The mixed-gender teams interact in a spirit of healthy competition. The match belongs to the players and it is their responsibility to ensure that it is played fairly. If a ball goes out, the players decide who has possession. If a player is fouled, they raise their hand to indicate a free kick. The intention of football3 is to ensure that everyone enjoys the experience regardless of winning and losing, while still maintaining the thrill of a competitive match.

Mediators are there to support the teams in this process and record the results of the match. Coaches, parents and spectators should provide encouragement and, together with the players, celebrate the power of football to develop new skills and transform behaviour.



STEP
9



Tips for coaches



- * Provide your team with **positive encouragement** so that they respect the rules and embrace the spirit of fair play.
- * Show **respect to the mediator** by allowing them to do their job – **do not question their decisions** or demand free kicks, etc.
- * Emphasise the importance of **playing as a team** and ensure that all your players get **equal playing time**, regardless of their ability.
- * **Substitute players** out who are intentionally **ignoring the rules** of the match period.
- * Ensure that all players, parents and supporters are **encouraging the team**. If someone is being a negative influence, politely ask them to stop or move away.
- * **Congratulate your team** and your opponents at the **end of the match**, regardless of who won and who lost.



Instructions for mediators



- * Blow a **whistle or horn** to start the match and be sure to **take the time** (e.g. with a stopwatch).
- * **Record each goal** as it is scored. If there are rules **regarding goals** (e.g. girls' goals count double) then take these into account when recording the goals.
- * In cases of **disagreement on the pitch** (e.g. regarding a foul), allow the two teams to **first** attempt to resolve it themselves through **dialogue**. If they can't, stop the clock, enter the pitch and facilitate a **discussion to resolve the situation**. In most cases, teams want to continue playing and therefore come to an agreement quickly. If it is clear that neither team is willing to compromise, you have the **authority to make a final decision** so that the match can resume.
- * Players and mediators can call a **fair play time-out** when they feel that the match is not being played fairly. If a time-out is called, stop the clock and enter the pitch to facilitate a **discussion between the teams** about how they can improve the level of fair play, **emphasising the rules** they agreed upon. Fair play time-outs must not be used tactically and can **only be called when the ball is out of play**.
- * If one player is **repeatedly fouling** their opponents or commits an intentionally **dangerous foul** and his or her coach does not take action, you have the authority to have that player **substituted for the rest of the match**.
- * When the allotted time for the match ends, blow the **final whistle**. Give both teams time to **shake hands**, get a drink and rest for a few minutes before guiding them to the post-match discussion.



Tips for mediators



- * Encourage players to **decide how** they want to **start the match** (e.g. with a kick-off, passing the ball to the opposing team, etc.).
- * Monitor the game closely and don't let yourself be distracted by coaches, spectators or substitutes – your **focus is on the pitch**.
- * **Take notes on things you observe** during the match, such as positive examples of fair play or situations where teams do not adhere to rules or play particularly aggressively. The **notes will be important** to refer to in the post-match discussion.
- * Encourage players to take **responsibility for their match**. If a player is fouled, they should clearly raise their hand to indicate a free kick and **not rely on the mediator** to call a foul.



Judging when it is appropriate to intervene in a conflict on the pitch is one of the biggest challenges for mediators. While allowing players the time to reach a consensus is important, it is also crucial to ensure that the confrontation does not become aggressive.



Third half: post-match discussion

The third half is unique to football3 and is crucial to the transformative power of the methodology. Following the final whistle, players from both teams have the opportunity to reflect on their behaviour and that of their team, and to evaluate the behaviour of their opponents with the support of a mediator. Each team is requested to award their opponents fair play points, which are added to the match points to determine the overall winner.

The post-match discussion emphasises the importance of accountability and reaching consensus. It is also the ideal environment to address topics that are important to your players and your community—explore its potential!



STEP
10



Tips for coaches



- * Ensure your team has a quick rest and drink before the post-match discussion and encourage all players to **take part constructively** in the post-match discussion.
- * **Do not try to manipulate** the discussion or the number of fair play points your team awards their opponents – it is their responsibility.
- * **Do not undermine the mediator** by criticising their actions. If a player tries to involve you in the discussion, refer them to their teammates, opponents and the mediator.
- * Demonstrate your support of the process by **seeking out your opposing coach** and observing the post-match discussion together.
- * **Congratulate** both teams and the mediator on the match once the results of the match have been announced.
- * If you feel that a mediator acted partially, **discuss the matter calmly** with the mediator well after the post-match discussion or raise it with the programme or tournament manager. Mediators make mistakes and it is important to **provide them with constructive feedback** for them to improve their mediation skills.
- * **Reflect on the experience** with your team and consider how they can improve to receive maximum fair play points in their next match.



Instructions for mediators



- * Be aware that post-match discussions have **no set time limit**. Take the time necessary for a **meaningful discussion**.
- * Bring the players together in the discussion area and instruct them to **sit down in a circle to discuss** the match. Play a **fun cool-down activity** to release any tension between teams.
- * **Announce the number of goals** scored by each team and encourage each team to provide their **reflections** on the match by asking questions like:
 - » *Did the match promote the values you identified in the pre-match discussion (e.g. teamwork and honesty)? Why or why not?*
 - » *Was the match different from the matches you have played in the past?*
 - » *Was it enjoyable? Was there anything that you would not like to experience again?*
 - » *Was there a player who demonstrated exceptional fair play? How?*
 - » *Did your team follow the rules agreed to prior to the match?*
 - » *Did your opponents follow the rules agreed to prior to the match?*
- * Refer to your **notes from the match**. If you feel that teams are forgetting instances of particularly **fair or unfair behaviour**, point these situations out to them.
- * After the players have had a **chance to reflect**, ask each team to award the **fair play points**. This can be done in a variety of different ways, for example:
 - » *Ask the winning team of the match to award the fair play points first, followed by the losing team.*
 - » *Establish a rule that the home or away team award the fair play points first, followed by the other team.*
 - » *Ask each team to decide amongst themselves on how many fair play points they want to award, and have them announce the result one after another.*
- * Once the fair play points have been awarded, announce the match points, fair play points, total points and the winning team and **congratulate both teams** on their contribution. A successful football3 match is the result of both teams and the mediator **working together**.
- * **Complete the match form** and ensure that it is submitted to the appropriate person – it is the official record of the match.



Tips for mediators



- * One team may **disagree** with how many fair play points they have received or with how you interpreted an incident during the match. It is therefore important to **give both teams the opportunity to have their say**. Try to reach a point where both teams **feel comfortable with the final result** and do not leave the third half frustrated.
- * If one or both teams are **not contributing constructively to the discussion**, are **using inappropriate language** or are clearly **being manipulative** in the number of fair play points they award, the mediator has the authority to take a **final decision on the number of fair play points** to be awarded. This option should only be used if all avenues for a compromise have been exhausted and should be noted clearly in the match form.
- * If it becomes clear in the pre- or post-match discussion that a **player is suffering from a problem** that you are not able to resolve (e.g. difficulties at home or at school), assist the player in approaching someone who is able to **provide appropriate support**.



Teams sometimes award fair play points based not on how fairly their opponents played, but on how many fair play points they received or to gain an advantage over their opponents (e.g. in a tournament). Explore the different options for awarding fair play points to ensure that the spirit of football3 is respected and players do not manipulate the awarding of fair play points.

Organise a football3 tournament

Use the following steps to assist you in planning and implementing a successful football3 tournament:

Plan the tournament

1.

Select the **rules, points system and guidelines** of the tournament well in advance and **communicate** these to the participating teams.



Refer to the **football3 website** for an example of football3 rules and tournament guidelines that streetfootballworld uses for its tournaments.

2A.

Increase the **interaction** between players by organising a full tournament or group stage in which players from various teams **play together** on the same team.

2B.

When it comes to progressing from the group stage, if the situation arises that **two teams are on equal points**, then the number of **fair play points** received should be the deciding factor. If that is also equal, then the winner of the **head-to-head match** should go through. If that **match ended in a draw**, a **coin-toss** should decide on which team progresses. Goal difference or the number of goals scored should not be considered.

2.

Use the **tournament structure** to emphasise **fair play** and **equal participation** of all teams. For example:

2c.

In the **knock-out stage**, if the match ends in a draw, the teams first conduct the post-match discussion. If they award each other **equal fair play points**, the teams return to the pitch to conduct a **penalty shoot-out** to determine the winner.

3.

Strive to ensure that all teams play **as many matches as possible** by predominantly using group stages as opposed to elimination matches.



Use the **tournament feature** on the **football3 website** to create, save and print a tournament schedule and blank match forms.

4.

Factor in **sufficient time between each match** for the pre- and post-match discussions.

5.

Ensure teams have **plenty of time** between their matches so that they are not forced to rush from one match to the other without **having a break** and the chance to **warm up properly**. Mediators should ensure that their matches start on time to **avoid delays**.

6.

Identify a **theme for the tournament** (such as "Playing for Peace" or "Tackling Tuberculosis") which mediators can **address during the first and third halves** of the matches.

7.

Engage with sponsors to provide **financial and material support** – tournaments are an excellent way to convince them of the strength of the methodology.

Prepare the mediators and players

8. Recruit **well-trained** mediators and ensure there are **sufficient** to mediate each match. Pre- and post-match discussions will be going on in parallel and it is important that mediators **have a break between matches** so that they can prepare for the next one – it is a challenging task!

9. **Train** the participating teams in **football3** (see previous chapters on training mediators and players).



10. Ensure teams have the **appropriate number of players of both genders** and of the **correct age**.

A football3 tournament will not be successful without trained mediators and well-prepared teams.

12. If the participating teams speak **different languages**, make sure your mediators are able to translate or secure **translators for the pre- and post-match discussions**.

11. When playing with **mixed teams**, ensure that they have **equal numbers of boys and girls** and encourage them to create their own team names.

Implement the tournament

13. **Promote** the tournament in the community using **banners, flyers and community meetings**. Inform **local and national media** of the tournament well in advance and invite them to attend.

14. Conduct a **draw for the tournament** as a fun way to generate excitement and introduce the teams to one another.

15. Ensure that your participants, mediators, volunteers and staff are well cared for by providing them appropriate **medical support**, access to **drinking water, meals and snacks**.

18. **Creating a dedicated space** at the festival venue **where players can give feedback** and participate in **educational sessions** run by experienced mediators. Here they can reflect on how lessons learned at the tournament can be translated to challenges experienced in daily life.

17. Ensure that each pitch has a **clearly identified and secluded pre- and post-match discussion area**, such as a tent if the tournament is outside.

16. Establish a **central tournament direction desk** at the tournament venue where mediators can **submit their match forms and results can be updated and displayed**.

19. A football3 tournament is about more than just winning and losing – it is a **celebration of football**. Add to the enjoyment by having DJs or bands play music, MCs announce the results and commentators provide live match commentary.

20. Complement the tournament with **additional activities** to increase the interaction between the participating teams, such as a joint excursion or teambuilding games.

21. Organise **photo and video documentation** and use the material to promote your work with football3 and **secure additional support** for the next tournament.

STEP 11

football3 tournaments are fun and generate a strong spirit among participating teams, ensuring that they engage in dialogue with one another and develop respect for their team and opponents.

Engage your surroundings

football3 is most effective if it is understood and embraced by the whole community. The information below will help you understand how to create a safe and supportive space for football3 and its players. Be patient – it will take time for people to fully understand football3 because it is not the same as standard football.

Engage parents and the community

Parents have a big influence on how their children approach a new experience. When initiating a football3 programme, make sure to introduce parents to the methodology. For example, organise an exhibition match that explains football3 and the intended outcomes of the programme and give them the chance to try it out themselves.

In places where girls playing sport is still not common, this process is particularly important for securing parental support for the involvement of girls in mixed-gender teams. The more engaged the parents are, the greater the chance you will successfully engage the players.

Support parents and community members in setting up their own matches or tournament. Involve them in creating new spaces to play or promoting your events by circulating flyers and bringing their friends to watch. With the support of the community, you are in a much better position to achieve the change you want to see.



Involve partners

Be sure to also involve your partners in the process. Depending on your context, this could include other NGOs, schools and teachers, youth associations, football clubs, local government and funding partners. Introduce them to football3 and demonstrate what you are trying to achieve by inviting them to take part in a football3 session or tournament. When they experience it first-hand they may want to implement it themselves or, in the case of a funder, provide financial support for a football3 programme or tournament.

Once you have developed football3 expertise, share your experiences with other organisations, schools or partners so that they can develop and improve their own football3 programmes. This will ensure that football3 continues to grow and improve.

Track your results

It is essential to monitor and evaluate football3 programmes to assess whether the methodology is achieving the goals you established. In this section, you can make use of a number of tools that will help with measuring your impact.

Be sure to define:



Once you have collected your data, make sure to allocate time to discuss the findings and adapt your football3 programme accordingly.

Consider collaborating with a local partner to support this process, such as an experienced streetfootballworld network member or a university. The inFocus training and support can also assist you with reviewing or developing your impact measurement system and processes.

Short-term outcomes	Long-term outcomes	Overall goal / impact
<p>Increased sense of responsibility and accountability</p> <p>Increased ability to compromise and find consensus</p> <p>Increased communication skills</p> <p>Positive/healthy competition on the pitch</p> <p>Increased respect for women and girls</p> <p>Increased willingness to include others</p> <p>Increased confidence to play sport</p>	<p>Increased conflict mediation skills</p> <p>Increased youth participation in programme design and implementation</p> <p>Decrease in aggressive and violent behaviour</p> <p>Increased positive interaction between diverse groups</p> <p>Increased gender equality</p>	<div data-bbox="1005 716 1356 1075" style="border: 2px solid gray; border-radius: 50%; padding: 20px; text-align: center;"> <p>Youth are empowered to act as role models and young leaders in their communities</p> </div> <div data-bbox="1005 1142 1340 1612" style="background-color: #f0f0f0; padding: 10px;"> <p>Outputs</p> <p>Number of :</p> <ul style="list-style-type: none"> * mediators trained in football3 * players trained in football3 * participants in regular football3 sessions * fair play points awarded </div>

*football3 promotes **key life skills** and aims at **empowering young people to become young leaders in their communities.***

Data collection tools

Below are some examples of data collection tools that you can use to assess the quality and impact of your football3 sessions.

Match form

Use the match form to collect basic data on the football3 programme outputs. Track how many fair play points are awarded and request that your mediators record how often they intervene during the match. Format the match form according to the data you want to track.

Session evaluation form

The session evaluation form should be completed by the mediator after each session to collect data and provide initial recommendations. On the next page is an example of how the form can be used.

The evaluation form offers a qualitative approach to evaluating the session. If you are interested in using more quantitative information, e.g. to be able to enter data more easily into an excel spreadsheet, you might want to develop some rating scales as shown below.

Example rating scales:

- * Overall the pre-match discussion was...
Very good–good–neither good nor bad–poor–very poor
- * Overall the match was...
Very fair–fair–neither fair nor unfair–unfair–very unfair
- * The girls were actively involved in the match.
Strongly agree–agree–neither agree nor disagree–disagree–strongly disagree
- * The post-match discussion was...
Very respectful–respectful–neither respectful nor disrespectful–disrespectful–very disrespectful
- * The message of the session was well understood by the participants.
Strongly agree–agree–neither agree nor disagree–disagree–strongly disagree

Additional tools:

- * **Surveys**, e.g. using validated scales to assess the defined outcomes
- * **Interviews**, e.g. asking questions directly to groups involved in football3 such as players, mediators, coaches, parents, teachers, etc.
- * **Focus group discussions**, e.g. learning more about the perspectives of those involved in football3 through a group discussion
- * **Direct observation**, e.g. seeing and listening to football3 sessions and matches to observe the behaviour of participants
- * **Storytelling**, e.g. capturing information on how the programme affects young people's lives
- * **Photography and video footage**, e.g. illustrating how your programme works and creating testimonials that can also be used for communication purposes

SESSION EVALUATION

Name of the session:

Session led by:

Date and time:

Location:

PARTICIPANTS:

Number:

Gender split:

Age range:

Details: (e.g. knowledge of football3, language differences, etc.)

What went well? (e.g. level of engagement of the participants, activities that they enjoyed, messages that were well understood, etc.)

Describe aspects of the session that went well

(e.g. level of engagement of the participants,
activities that they enjoyed,
messages that were well understood, etc.)

What can be improved? (e.g. activities that participants did not enjoy, messages that were not understood, conflict within the group, etc.)

Describe aspects of the session that need improvement

(e.g. activities that participants did not enjoy,
messages that were not understood,
activities that took too long,
conflict within the group, etc.)

Additional comments: (e.g. recommended follow-up or additional support required for a participant)

Any additional comments from the trainer or participants on the session



SECTION III

Beyond the pitch



football3 is a highly adaptable methodology that can be aligned with the specific needs and social topics of a particular context. While football3 intrinsically addresses topics such as respect, honesty, teamwork and communication, it can be used to do much more.

Tackling social issues

Below are examples of social topics that streetfootballworld network members address in their communities using football3.

Gender equality

All over the world, girls and women are faced with discrimination, gender-based violence, limited education and economic dependence. They often grow up without the self-confidence and knowledge they need to take charge of their own lives, and many lack the opportunity to play. By having both boys and girls play together and engage in dialogue, football3 teaches players that all genders are equal, not only on the pitch, but in life.

Asociación Civil WARA uses football3 to strengthen female participation and bring women to the forefront in Peru.

Instituto Formação promotes gender equality in Brazil by implementing football3 and other sports using the 'three halves' approach.

SALT Academy promotes equal opportunities for girls through football3 in Cambodia.

Trans-Nzoia Youth Sports Association uses football3 to get more girls onto the pitch in Kenya, increasing their access to and completion of education.

Youth Football Club Rurka Kalan increases female participation in football and tackles gender inequality in India through football3.

Health

The pre- and post-match discussions in football3 provide a space for players to learn and ask questions about their health. It is an effective way to teach players about a variety of health issues, including HIV/AIDS, malaria, tuberculosis, or hygiene and sanitation.

Altus Sport uses football3 to educate players about the dangers of tuberculosis and other diseases in South Africa, a country with high rates of HIV infection among youth.

Bauleni United Sports Academy from Zambia implements football3 to teach players about HIV/AIDS, sexually transmitted infections and management of malaria and other diseases.

Moving the Goalposts Kilifi teaches girls and young women in Kenya about sexual and reproductive health through football3.

Vijana Amani Pamoja uses football3 to spread messages about HIV/AIDS, tuberculosis, hygiene and reproductive health to young Kenyans.

Social integration

The football pitch can serve as a safe and inclusive environment, which is particularly important for marginalised groups like refugees, ethnic minorities, people with disabilities or the homeless. Experiencing teamwork and respect on the pitch enables all players to feel they are part of a collective whole.

Football Friends plays football3 to foster social integration across former Yugoslavia.

Oltalom Sport Association uses football3 to help players of different backgrounds meet each other as equals in Hungary and beyond.

SEPROJOVEN uses football3 tournaments like its Liga FEM and Copa Indigena to bring together young people from different indigenous communities around Costa Rica.

Soccer in the Streets brings different communities together through their football3 programme in the USA.

Soccer Without Borders implements football3 in Kampala to bring together Ugandans and refugees from across East Africa.

Sport Against Racism Ireland uses football3 as part of the SARI Soccernites programme to address racism and promote cultural integration and social inclusion in inner-city Dublin, Ireland.



Learn more by visiting their profiles on the football3 website where you can read personal stories from their programmes and make use of session plans they have created.

Peacebuilding



Many young people face violent conflicts every day, whether it's gender-based violence, post-election tensions, gang warfare or ethnic clashes. Since football3 is based on dialogue, it provides an ideal platform for teaching players how to prevent violence and resolve conflicts peacefully.

Association des Jeunes Sportifs de Kigali "Espérance" uses football3 to foster reconciliation across Rwanda.

Centres des Jeunes pour la Paix uses football3 to bridge ethnic divides in parts of the Democratic Republic of Congo ravaged by ethnic warfare.

Fundación Colombianitos implements football3 to build peace in conflict areas of Colombia.

Mathare Youth Sports Association promotes community cohesion and violence prevention through football3 in Kenya.

The Peres Center for Peace uses FairPlay Football, their version of football3, to build peace between Jewish and Arab, Israeli and Palestinian children.

Fundación Tiempo de Juego uses football3 to promote respect and peaceful coexistence, even among rival Colombian football fans prone to violence.

Employability



Many young people have dropped out of school, are forced to stay home and work, or lack access to education, thereby reducing the likelihood of finding meaningful employment. By playing football3, they can build their communication, social and leadership skills – all which are vital for future employment.

Fundación de las Américas para el Desarrollo (FUDELA) incorporates football3 as part of its employability and leadership development programme in Ecuador.

Fundación Educere uses football3 for the personal and capacity development of young people in Chile.

KICKFAIR has developed the “Straßenfußball für Toleranz” (Street Football for Tolerance) method into a comprehensive educational concept which it implements as the central element of its work within the formal educational sector in schools and in various youth leadership programmes in Germany.

RheinFlanke teaches leadership skills through football3 in Germany.

Civic engagement



Active citizens help to foster and maintain democracy by engaging themselves in their country’s policy and decision-making processes. Through football3, players learn to respect the opinions of others and to take responsibility for their own actions, which are key lessons that can be applied to citizen engagement and the protection of human rights.

Associação Cristã de Moços do Rio Grande do Sul (ACM-RS) uses football3 in Brazil to promote the development of society, through its Social Development Area.

Centro de Educación y Desarrollo Comunitario uses football3 to promote equality and develop active citizens in Peru.

Organización Juvenil RECREARTE delivers football3 programmes in Costa Rica to develop self-sufficient citizens who know how to resolve conflicts through dialogue.

Fundação EPROCAD contributes to the development of children and adolescents in Brazil, teaching values and positive behavior that promote their participation in society.

Asociación Civil Gurises Unidos teaches young people in Uruguay about human rights and social inclusion through football3.

Expand football3

Use these examples as inspiration to adapt football3 to suit the needs of your programme and community. As you create your own version of the methodology, share your expertise with others and foster the growth and development of football3.

On the next page is a description of how you can use the session plan template to come up with your own football3 sessions, which you can compile to create a programme over weeks or months.

SESSION PLAN

Page 1

Name of the session:

Created by:

Social topics addressed: (e.g. gender, peacebuilding, health, etc.)

Length of the session:



Reason for the session: (e.g. why is this subject being addressed with this group using this method?)

Objectives: (e.g. by the end of the session, participants will be able to...)

Number of participants:

Age:

Details: (e.g. gender split, etc.)

Materials: (e.g. space, balls, cones, etc.)

Required knowledge, skills and preparation of the trainer:

Involvement of the participants in the preparation and delivery of the session:

Notes:

Warm-up:

Provide a description of an appropriate introduction and warm-up activity for the session.



First half:

Provide a description of the activity addressing the social issues of the session including the role of participants and trainer (ideally with a graphic) and the preparation of the match form for the second half. Include key questions and any other tips for the mediator.



Second half:

Play a football3 match, potentially including teachable moments, during the game relating to the activity in the first half and the social issues addressed by the session.



Cool-down:

A quick break to stretch, have a drink and relax.



Third half:

This is the period for reflection and evaluation. Provide examples of what questions can be asked of the participants so that the lessons from the session can be translated into their everyday lives. Ensure that the results are captured and the match form completed. Include key questions and any other tips for the mediator.



Evaluation process for the session:

Explain the suggested evaluation steps following the session. For example, the completion of the session evaluation form, the involvement of an external evaluator, etc.



Annex



Additional information and tools
to start playing football3.

Questions & Answers

Here are answers to the most common questions about football3.

When can football3 be played?

At any time, but you must first ensure that you have a trained mediator, trained players and a safe space to play for football3 to be successful.

Where can football3 be played?

It can be played in any safe space, from the street to a football pitch. There is no set size for a football3 pitch, but it is generally played on mini-pitches, approximately 20 x 40m with small goals (3m wide and 2m high). A smaller pitch is easier to secure and increases the involvement of all players, regardless of their ability. Some organisations use kickboards around their pitches to increase the speed of the game and reduce stoppages, but they are not a requirement.

How long is a football3 match?

There is no set length, but football3 matches are generally between 10 and 20 minutes long. Shorter matches are exciting, players are more engaged and technically inferior teams are less likely to become demoralised if there is a large gap in skill level.

Who can play football3?

football3 is for everyone, regardless of age, gender or football ability. streetfootballworld network members use football3 with players from the age of six to adults. The emphasis is on fun and fair play as opposed to developing football talent.

How many players are there on each team?

Teams are usually five or six-a-side, depending on the size of the pitch – the smaller the pitch, the fewer players on each team. When deciding on the number of players, take the gender balance into consideration. Some play football3 with goalkeepers and some do not – there is no set rule.

Is it a requirement to play with mixed-gender teams?

The positive outcomes of football3 are heavily linked to the involvement of mixed-gender teams and the methodology was developed with this in mind. For some, involving boys and girls in equal numbers can be extremely challenging due to cultural or other reasons. It is still possible to use football3 with an unequal gender balance or only single-gender teams, but the long-term benefits will be less powerful.

How can football3 be used with players who speak different languages?

Dialogue is at the heart of football3 and it is therefore important to ensure that players are able to communicate. However, football3 is particularly powerful when players who do not speak the same language play together. Provide simultaneous translation if possible, but if players have a good understanding of football3, they will find a way to come to an agreement.

Who can be a mediator?

Mediators can be anyone of any age, as long as they have the skills and knowledge required for the task. The mediator is generally the same age or older than the players to ensure that they are respected. Many organisations using football3 engage young people from the ages of 15 to 30 to act as mediators to develop their leadership skills. It is important that there is also a gender balance among mediators.

Can mediators make a decision?

Mediators are not referees, but in cases when two teams are not able to reach a compromise, they do have the authority to make a final decision.

Who wins the game?

The winning team is the team that secures the highest number of match points and fair play points. Therefore, the winner is not decided immediately after the match, but only after the post-match discussion.

Isn't it boring to play football with a non-competitive approach?

football3 embraces the positive aspects of healthy competition, including learning how to win and accepting defeat, while emphasising values such as fair play and respect. Far from being boring, it unites the excitement of competition with the opportunity for players to take responsibility for their own match.

Is football3 a replacement for standard football?

No, you can decide if you want to use football3 on its own or in partnership with standard football or other styles of football. Many organisations use football3 to complement their standard football programmes and witness the benefits of football3 on the behaviour of players in standard football.

Can the three halves approach be used in other sports?

Absolutely! streetfootballworld network members have adapted the three halves approach to be used with a number of different sports, including athletics, basketball, handball and rugby.

Where is football3 played around the world?

Different versions of football3 are played by streetfootballworld network members and other organisations on five continents. Find out more about how they use football3 on the [football3 website](#).

Who created football3?

football3 was not created by any single individual or organisation, but has instead been developed over time by many different contributors, the majority of whom are members of the streetfootballworld network.

Who owns football3?

football3 is not owned by anyone or any organisation – it is a shared methodology that can be used and further developed by anyone interested in generating social change through football.

How can I learn more about football3?

If you are interested in learning more about football3, explore the [football3 website](#) and get in touch with streetfootballworld network members in your region or working on a social topic that is important to you. You are also welcome to contact streetfootballworld at football3@streetfootballworld.org.

Glossary

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 organised by streetfootballworld and its network members both regionally and globally. The key feature of a festival is a multi-day football3 tournament.

Fixed rules

Rules that are set prior to the start of a football3 match.

football3 session

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

Healthy competition

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

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

(Young) 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.

Open rules

Rules that emphasise fair play, are open to discussion and need to be agreed upon by all players.

Post-match discussion

The third part of a football3 match, in which players discuss their behaviour during play; often used to discuss other educational topics.

Pre-match discussion

The first part of a football3 match, in which players jointly decide on the rules of the match; often used to discuss other educational topics.

Three halves

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

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.

football3 resources

On the following pages you can find football3 resources that you can photocopy and complete by hand.



On the football3 website you can create a football3 match form and download a match form, session plan or session evaluation form that you can fill in.

Match info

Organisation name

Mediator

Region

Country

Pitch

Date

Start time

Match length

Match score

Teams		
<input type="text"/>	Goals scored	<input type="text"/>
<input type="text"/>	Match points	<input type="text"/>
<input type="text"/>	Fair play points	<input type="text"/>
<input type="text"/>	Total points	<input type="text"/>

Rules

Description

Options

Mediator observations

SESSION PLAN

Name of the session:

Created by:

Social topics addressed: *(e.g. gender, peacebuilding, health, etc.)*

Length of the session:



Reason for the session: *(e.g. why is this subject being addressed with this group using this method?)*

Objectives: *(e.g. by the end of the session, participants will be able to...)*

Number of participants:

Age:

Details: *(e.g. gender split, etc.)*

Materials: *(e.g. space, balls, cones, etc.)*

Required knowledge, skills and preparation of the trainer:

Involvement of the participants in the preparation and delivery of the session:

Notes:

SESSION PLAN

Warm-up:



First half:



Second half:



Cool-down:



Third half:



Evaluation process for the session:

SESSION EVALUATION



Name of the session:

Session led by:

Date and time:

Location:

PARTICIPANTS:

Number:

Gender split:

Age range:

Details: (e.g. knowledge of football3, language differences, etc.)

What went well? (e.g. level of engagement of the participants, activities that they enjoyed, messages that were well understood, etc.)

What can be improved? (e.g. activities that participants did not enjoy, messages that were not understood, conflict within the group, etc.)

Additional comments: (e.g. recommended follow-up or additional support required for a participant)

Develop the football3 toolkit

The toolkit is a living tool and we invite you to contribute to its further development. Share your knowledge by uploading rules and submitting football3 sessions you create using the session plan template to football3@streetfootballworld.org so that they can be shared via the football3 website. If you have any feedback on how we can improve the toolkit, please send us an email—we would be delighted to hear from you!

Acknowledgements

The development of the football3 toolkit was made possible through a partnership between streetfootballworld and Sony Corporation. The streetfootballworld team has created the handbook and, while we take responsibility for its shortcomings, we cannot claim any of its successes. They are the result of the remarkable contributions made by streetfootballworld network members around the world since the very first matches of football3.

Their stories are featured on the [football3 website](#), and their enthusiasm has led to the creation of a unique resource that can change the world through football. Particular thanks goes to all those who provided their invaluable comments on the handbook.

