



TeamUp Project

Project 101090417

ERASMUS-SPORT-2022-SCP

Work Package 3

**Coaches Program Content for
European Football and Basketball(F&B)
grassroots clubs**

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Table of contents

Table of contents	2
Table of figures	3
Table of tables	3
1 Overview	4
2 Team Up project concept	6
3 Methodology for Team Up coaches program in football and basketball	7
3.1 Developmental background	7
3.1.1 Characteristics of age groups	7
3.1.2 Characteristics of locomotor development	7
3.1.3 Cognitive and social characteristics of development	8
3.1.4 Current trends in brain research view brain development as an experience-dependent process. 8	
3.2 Team Up methodology	9
3.2.1 Introduction	9
3.2.2 General considerations	9
3.2.3 Physical background	9
3.2.4 9-11 year-olds	10
3.2.5 12-13 year-olds	11
4 Content of the program	12
4.1 The Hybrid Digital Tool	12
4.2 The eLearning program	12
4.2.1 Module description	13
4.3 Example presentations	16
4.4 The mobile application	23
4.5 Examples of mini games	23
4.5.1 Who is faster	25
4.5.2 Secure the ball	26
4.5.3 Round run	27
4.5.4 Around the ball	28
4.5.5 Slalom with ball	29
4.5.6 Rolling ball	30
4.5.7 Rolling ball around feet	31
4.5.8 Tiger foot ball	32
4.5.9 Sharks and fish	33
4.5.10 Dog and hare	34
4.5.11 The wolf and the sheep	35
4.5.12 Follow the leader	36
4.5.13 Land to the moon	37
4.5.14 Waves	38
4.5.15 Tic-Tac-Toe	39
4.5.16 Steal the ball	40



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Table of figures

<i>Figure 1 – Team Up project partners</i>	4
<i>Figure 2 - Team Up project concept</i>	6
<i>Figure 3 - Screenshot of the eLearning platform as a part of the Hybrid Digital Tool</i>	15
<i>Figure 4 - Example slide</i>	16
<i>Figure 5 - Example slide</i>	17
<i>Figure 6 - Example slide</i>	17
<i>Figure 7 - Example slide</i>	18
<i>Figure 8 - Example slide</i>	18
<i>Figure 9 - Example slide</i>	19
<i>Figure 10 - Example slide</i>	19
<i>Figure 11 - Example slide</i>	20
<i>Figure 12 - Example slide</i>	20
<i>Figure 13 - Example slide</i>	21
<i>Figure 14 - Example slide</i>	21
<i>Figure 15 - Example slide</i>	22
<i>Figure 16 - Example slide</i>	22

Table of tables

<i>Table 1 - Legend to follow the diagrams of this chapter</i>	24
--	----



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



1 Overview

The fundamental objective of Team Up is to promote education in and through sport with a particular focus on developing the quality of coaching in grassroots football and basketball. An interdisciplinary trans-European network of sport and education stakeholders has been established to develop, test, evaluate, and disseminate a sustainable European training and education model. Through this, the capabilities of sports organizations for the education and training of coaches will be expanded. The project is funded by the Erasmus+ program of the European Union and follows the European policies and priorities in sport, education, environment, social inclusion, and gender equality.

The project aims to develop a training program in the form of a digital learning platform and an app based on a cross-sport methodology for innovative youth training in grassroots sports clubs in football and basketball. Experts from the fields of sport, education, science, health and business have been involved. As a pilot project, Team Up will be carried out with 90 coaches and 480 athletes (at least 50% female respectively) from 30 EU sports clubs and, according to the estimates of the participating countries, will reach 250 football and 65 basketball clubs and 2000 athletes. The newly developed training methodology consists of cross-sport training modules and focusses on the general sport development of the young athletes in order to increase their knowledge about and interest in sport as well as their physical activity.

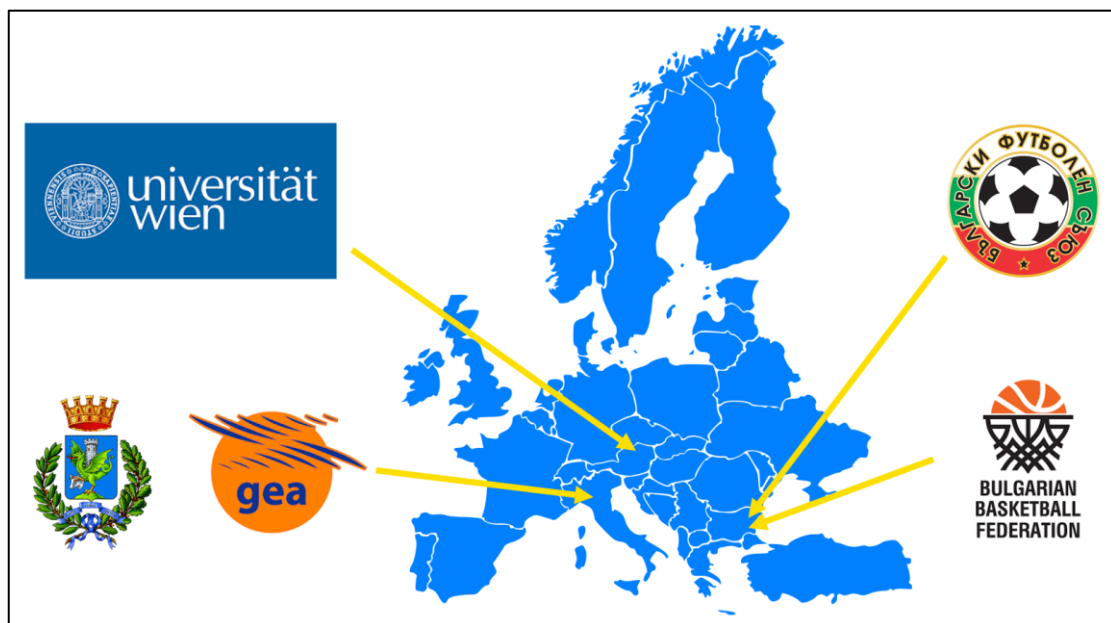


Figure 1 – Team Up project partners



Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



The greatest challenge at Team Up was the elaboration of inter sports playing methodology which only recently appeared in sports scientific literature and some professional sports clubs started to apply in youth trainings. The new methodology is focused on the young athletes' overall sports development, raising their knowledge and interest in sports as well as their physical activity level.

Project partners of Team Up include the Bulgarian Football Union (BFU), the Bulgarian Basketball Federation (BBF), the University of Vienna, the non-profit organization GEA Cooperativa and the Italian municipality of Trani, which is coordinating the project.

Team Up promotes education in and through sports and implementation of the EU Work Plan (WP) for Sport (2021- 2024) by:

- a) Promoting the quality of coaching and PE teachers by assisting them with new coaching methodology and program along with on trending sports-training science.
- b) Supporting skills development in youth football and basketball athletes through a coaching program in football and basketball based on digital technology, media, and sports training science.

The Team Up coaching program and its methodology reveals the common techniques shared by the two sports, as well as the main differences in their demands, thus, reaching better athletes' interest and engagement. The program has been evaluated and the final version of its methodology, coaches' educational modules and athletes' programs content will be uploaded on the especially elaborated Team Up web platform and mobile application (together they represent the Team Up hybrid digital tool) that has been prepared to help the coaches and athletes in practice.



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



2 Team Up project concept

Team Up will reach this aim through education of coaches and increasing their competences in designing and monitoring of athletes training programs by elaboration of coaches' program (modules) in football and basketball based on the new methodology and using the new hybrid digital tool. Attention has been focused on an interplay approach, making the coaches' program accessible for both sports.

Based on the project systematic evidence review research (see the Team Up Report on "Research on the digital training tools in European Football and Basketball(F&B) grassroots clubs"), evaluation and conclusions, a new training methodology and program along with a new hybrid digital tool for designing and monitoring of F&B trainings of young athletes have been drafted by the project experts. Team Up is further presenting the newly elaborated tool in the form of an electronic guide for coaches.

The project has elaborated a new Team Up platform for containing the educational resources as well as the mobile app. The new platform includes a statistic module allowing for registration of coaches in grassroots F&B in PPC, including their qualifications as well as main educational needs and requirements in favor of improving personal and professional level and quality of work. Another valuable part plays the platform communication module allowing for direct communication between the coaches and athletes and the sports organizations and coaches, as well as between PE teachers and students and parents in real time. The new coaching methodology and education modules will be uploaded and disseminated on Team Up platform as open-source education resources to reach as many as possible grassroots F&B organizations and their coaches, teachers, students, and athletes.

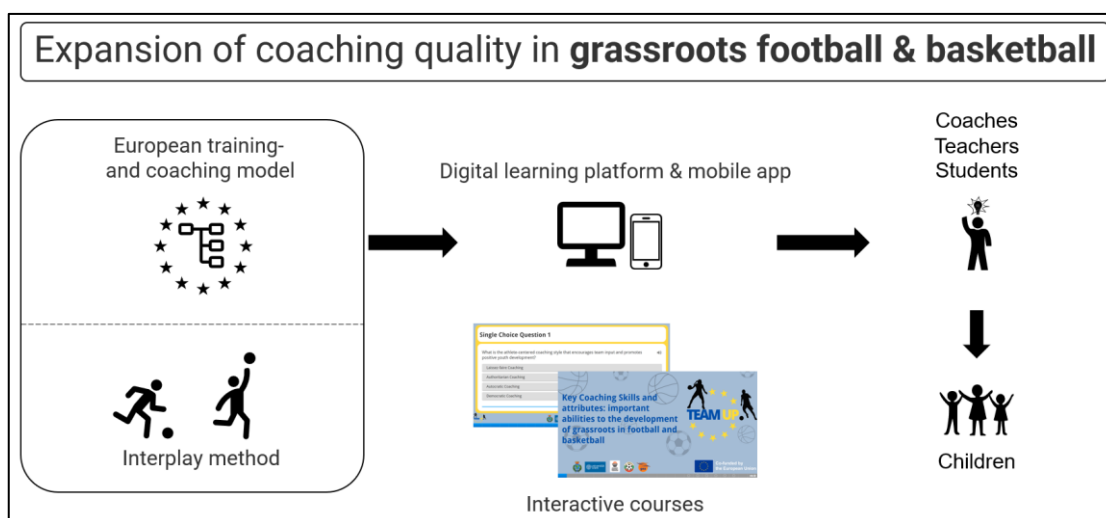


Figure 2 - Team Up project concept



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



3 Methodology for Team Up coaches program in football and basketball

3.1 Developmental background

3.1.1 Characteristics of age groups

7-9 years of age is the phase in which the motor apparatus develops and makes rapid progress. It follows that in this age group children grow at the same pace, coordination gaps are rather not due to growth. Stamina and speed growth also happen at the same rate. Since there is still no significant increase in strength due to the lack of hormone production, development in the area speed is still possible.

10-13 years of age represents the phase of the best development of the motor skills. While boys usually experience a growth spurt at the end or after this period, girls tend to have their age of peak height velocity during this time period which might explain coordination gaps. In general, biological age (maturation) can differ for every child individually resulting in earlier or later onset of the growth spurt.

3.1.2 Characteristics of locomotor development

Even in childhood, there is a significant increase in the volume of the heartbeat and a continuous decrease in the heart rate in a calm state. These functional changes are caused on the one hand by the increase in the absolute weight of the heart or the expansion of the heart cavities, and on the other hand by the decrease in peripheral arterial resistance.

In trained children and adolescents, compared to untrained children, there is a marked development of oxygen uptake capacity, which is a criterion for endurance, so that in general endurance training can be done in these age groups.

However, the development of aerobic and anaerobic endurance capacity is not only influenced by the quality level of the group, but also by the degree of biological maturity. Early developed children are more capable of high scores than late developed children. Although biologically mature children show an increased capacity for anaerobic energy production, the ability to eliminate the resulting lactate (lactic acid) is not increased compared to untrained children. Since aerobic and anaerobic capacity have a mutually beneficial effect on each other (endurance training of moderate intensity leads not only to an increase in aerobic capacity, but also in anaerobic metabolism), the anaerobic component of endurance capacity in childhood should mainly depend on improving aerobic capacity. In terms of age-appropriate and motivational support, the process should primarily consist of different game or competition forms and isolated training forms to improve endurance should be avoided.



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Contradictory trends are observed in the development of mobility in children of this phase of childhood (7-13). On the one hand, the ability to bend in the hip and shoulder joints increases, on the other hand, a decrease in the ability to open the legs in the hip joint and the posterior mobility in the shoulder joint can already be determined. Consequently, specific stretching exercises should be considered in the mobility training of children playing football and basketball, especially to improve hip extension ability. Exercises to improve the mobility of the shoulder joint should also not be neglected, as they directly affect throwing power. When addressing excessive mobility, emphasis should be placed on strengthening the muscles. Coordination can be trained extremely effectively in childhood due to the high plasticity of the cerebral cortex. As a result, in almost every session in the 7-13 training stage, there must be different stimuli that require general coordination.

Fine motor learning ability in early and late childhood justifies extensive technical training. In childhood (7-13) this should be done in a child-appropriate way (demonstrating and imitating), purposefully and based on a variety of general learning.

3.1.3 Cognitive and social characteristics of development

In this phase of childhood (7-13), rapid changes occur in brain structures and functions. By the time children start school, their brain weight has already reached 90% of that of adults. The increased rapid transport of neurons also allows for faster transmission of stimuli and the number of synaptic connections also increases. By the age of eight, these processes reach a relatively stable level. Although causal relationships have yet to be empirically (observationally) proven, these developments are generally assumed to be related to more complex mental processing mechanisms, such as the first appearance of self-reflection and expanded memory.

3.1.4 Current trends in brain research view brain development as an experience-dependent process.

Based on these physiological processes, the child's understanding of reality changes: the ability to perform concrete actions is acquired - a stage in which the child remains until about eleven years of age. It can now perform logical operations on its internal understandings, i.e. to influence them mentally. The child recognizes cause-and-effect mechanisms and can now understand some of the more complex relationships. It is also able to perform mental transformations.

It becomes possible to mentally cancel actions or compensate them with other actions (reversible thinking). The child is no longer bound to look at one dimension on which it previously focused its attention but can look at multiple dimensions at the same time. The child's imagination and thought actions no longer bind it only to the current context. In addition, at an early school age, the child overcomes egocentrism and can perceive another person's point of view. Increasingly understands that other people have different emotions and can also show varying emotions in different situations.



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



3.2 Team Up methodology

3.2.1 Introduction

Physical education is an integral part of the overall educational process. As a general mandatory subject of physical education and sports, football and basketball education starts during this period of childhood, with many physical and sports-preparatory games being used in the previous years of primary education. In the primary stage, students are taught naturally applied skills, structure exercises and simple motor actions, in moving games and dances. The age of the children determines the sports games to be "mini" - mini basketball, mini football, mini handball and mini volleyball. The period of pre-school, primary and first years of primary school age (6-13 years) is characterized by high rates of growth and development in all parameters of morphological and functional characteristics of adolescents.

3.2.2 General considerations

In the following sections, we pinpoint some specific suggestions and explain appropriate drills with (mini-) football and basketball players. First, the physical background of children will be addressed since this represents the basis of physical literacy coaches and teachers have to work with in the following age groups. Following, suggestions for the projects target age groups will be presented. The Team Up methodology addresses the importance of a general physical education of children by the use of an interplay concept.

3.2.3 Physical background

At the age of 6-8 children's sensory-perceptive abilities, motor and postural patterns and motor abilities need to be trained and developed by playing with the body, small props and larger equipment.

The more gestures and movements are introduced the more a child's motor skills will improve.

Drills and games must be presented in a general form, asking to the players questions like «Let us see who can...?»

The practice must be held in a tranquil, relaxed climate. Children must make their own «guided» discoveries (music helps a lot and facilitates learning).

The analytical teaching of football and basketball fundamentals should be avoided at all costs at this age, proposing instead the performance of motor patterns in a playful form:

- running
- jumping
- throwing and catching



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



3.2.4 9-11 year-olds

At this age, it is necessary to continue training and developing basic motor patterns (perfecting techniques) so that they can be (gradually) transformed into specific motor abilities through the training and development of motor abilities (especially coordination capacity, joint mobility capacity, as well as conditional capacities).

Children must play doing dribbling, passing, shooting, defending; all of these activities should be presented by the coach or teacher in a general form, taking as their starting point the playing rules of mini-football and basketball.

However, before analysing mini-football and basketball «playing rules», it is important to make children able to understand:

- the movements they can perform in space and time;
 - the space available to play;
 - what they must do when playing offense;
 - what they have to do when playing defense;
 - the rules of the games.
 - When a child is «ready», playing rules can be presented, from which football and basketball fundamentals can later be drawn:
- ✓ «You cannot walk or run while holding the basketball; so in order to move on court you must dribble».
 - ✓ «To win the game you must score more goals/baskets than your opponents; therefore, you have to shoot in the opponent's goal/basket».
 - ✓ «You cannot always play alone against everybody but having team-mates; you need to pass them the ball».
 - ✓ «The opposing team must not score more goals/baskets than your team; therefore, you have to defend your own goal/basket».

From the base-game (global training), which is not only 1 on 1, 2 on 2 or small groups (global form) but can also be any drill-game or pre-sporting game, the coach can observe what is happening on court, assessing the players' progress.

In this way the coach will work more on what has not been properly learned or understood (analytical form), using drill-games to improve incorrect situations, before returning to the global game to verify whether playing ability (individual and team) has improved.





3.2.5 12-13 year-olds

At this age the work to train and develop motor abilities continues; football and basketball fundamentals are perfected, and corrections become more analytical in nature.

It is even more important at this stage, to start from a global situation (1 on 1, 2 on 2, small group situations) before going on to an analytical work and then returning to the global situation. However, specialist roles must not be established, gestures and movements must not be extremely technical yet, the game must be in a free form, the playing ideas (in offense and defense) presented by the coach or teacher should be simple at the beginning.

The final aim should be that of bringing children to play the games in their respective team sizes (5 on 5 for basketball, 11 on 11 for football) in a slightly more organized way.

Depending on the complexity of the games and the possibilities for improving them, we recommend to implement them with accordingly:

- Simple games, for younger children;
- Games with other difficult elements than football and basketball, for a more developed level of physical skills;
- Games with a good level of football basketball skills and knowledge with good physical condition.



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



4 Content of the program

4.1 The Hybrid Digital Tool

Team Up aims to create a hybrid digital tool for education of football and basketball coaches. A hybrid digital tool is a combination of different technologies and platforms that enable flexible and efficient delivery of services. Team Up's Hybrid Digital Tool consists of an eLearning program and a mobile application that teach users valuable information and methods for coaching based on scientific data and media. Both technologies used complement each other seamlessly to provide a holistic educational experience.

The following subchapters will describe each of the Team Up Hybrid Digital Tool's technologies as well as provide examples of the contents utilized respectively.

4.2 The eLearning program

This website offers three learning modules that cover different aspects of coaching in grassroots football and basketball. You can choose the unit/module that suits your needs and interests.

Module 1: Teaching Ability

This unit consists of two parts, focusing on the key coaching skills and attributes that make up coaches' teaching ability.

Part 1: Key coaching skills

Part 2: Key coaching attributes

Module 2: Social and Emotional Competencies

This unit addresses the development of coaches' social and emotional competencies and how to teach these skills to young talented athletes. This module will support coaches in increasing their social and emotional competencies for their own well-being and to improve athletes.

Part 1: Coaches' social and emotional competencies development

Part 2: Teaching social and emotional skill to young talented athletes

Module 3: Sport Performance

This unit provides information on performance analysis as well as training and coaching techniques and methods for team sports.

Part 1: Performance analysis

Part 2: Training and coaching techniques and methods for team sports



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Further, the website offers the possibility of communication in the form of a communication module. The forums will allow for direct communication between different users such as coaches, teachers, students, and athletes as well as with the admins of the platform. The ability to communicate with others is an important factor of a successful learning process.

General Module

This module offers information on the project and the hybrid digital tool as well as the opportunity to communicate with others.

Forum 1: General information on the project as well as useful links

Forum 2: Forum to participate in discussions, ask questions or chat with other users

4.2.1 Module description

Our program is designed to elevate the skills of coaches specializing in training athletes aged 9-13. It comprises three comprehensive modules aimed at fostering a holistic approach to coaching.

Module 1: Teaching Ability

Part 1: Key Coaching Skills

This section delves into essential coaching skills such as goal setting, observation, active listening, empathy, effective questioning, providing constructive feedback, intuitive understanding, and thorough assessment.

Part 2: Key Coaching Attributes

Explore crucial coaching attributes such as positivity, supportiveness, focus, goal orientation, knowledge proficiency, keen observation, respectfulness, patience, and clear communication. These attributes collectively contribute to creating a positive and effective coaching environment.

Module 2: Social and Emotional Competencies

Part 1: Coaches' Social and Emotional Competencies Development

This part focuses on enhancing coaches' social and emotional competencies for their personal well-being and, in turn, for the betterment of the athletes they train.

Part 2: Teaching Social and Emotional Skills to Young Athletes

Empower coaches to impart social and emotional skills to young athletes, fostering improved communication with peers and adults. The outcomes include heightened self-awareness, persistence, emotional management skills, enhanced active listening, improved climate, greater safety, and fewer health issues.



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Module 3: Sport Performance

Part 1: Performance Analysis

Performance analysis is a crucial aspect of understanding sports actions, informing decision-making, optimizing performance, and supporting both coaches and players on their journey towards optimal results. This module covers tactical assessment and qualitative movement analysis as well as performance testing for various physical capacities. Coaches will be trained to work with results obtained from performance tests, utilizing them to achieve higher sports goals.

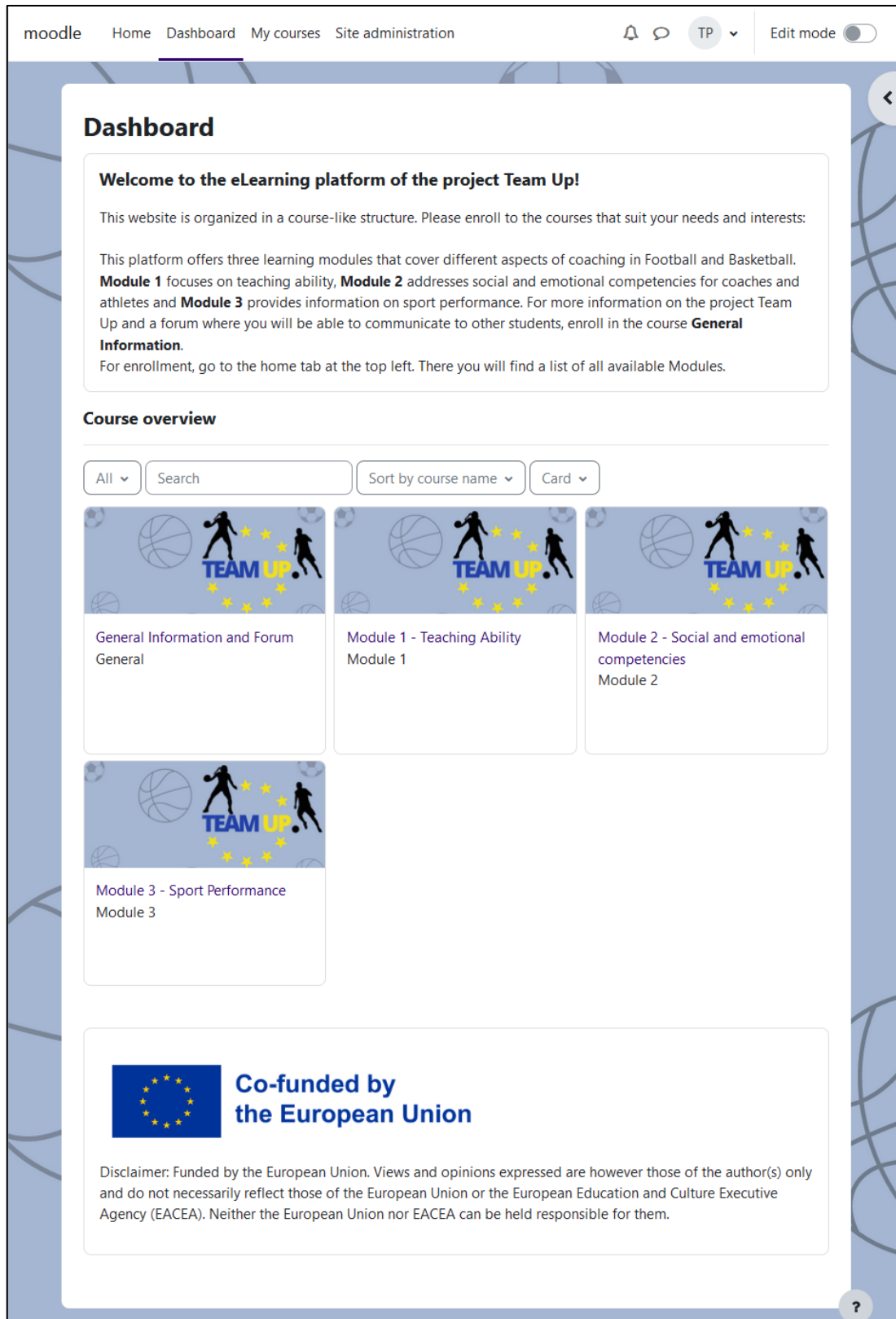
Part 2: Training and Coaching Techniques for Team Sports

This section focuses on fundamental training and coaching techniques applicable to team sports, with an emphasis on football (F&B) and other team sports. Special attention will be given to foundational teamwork development techniques. Common football and basketball techniques will be highlighted, with the Interplay Concept serving as a tool to educate coaches on game intricacies.



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



moodle Home Dashboard My courses Site administration TP Edit mode

Dashboard

Welcome to the eLearning platform of the project Team Up!

This website is organized in a course-like structure. Please enroll to the courses that suit your needs and interests:


This platform offers three learning modules that cover different aspects of coaching in Football and Basketball. **Module 1** focuses on teaching ability, **Module 2** addresses social and emotional competencies for coaches and athletes and **Module 3** provides information on sport performance. For more information on the project Team Up and a forum where you will be able to communicate to other students, enroll in the course **General Information**.

For enrollment, go to the home tab at the top left. There you will find a list of all available Modules.

Course overview

All Search Sort by course name Card

- General Information and Forum
General
- Module 1 - Teaching Ability
Module 1
- Module 2 - Social and emotional competencies
Module 2
- Module 3 - Sport Performance
Module 3

 **Co-funded by the European Union**

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Figure 3 - Screenshot of the eLearning platform as a part of the Hybrid Digital Tool



4.3 Example presentations

The following figures show representative slides of example presentations that make up the Team Up coaches program content on the eLearning platform. These presentations provide educational content including scientifically based text, figures, tables and videos, as well as the opportunity of testing your newly acquired knowledge through interactive elements. Once a presentation is finished, the total score is presented on the last slide. Every interactive learning module can be redone in order to further improve the score reached and therefore the knowledge acquired.



Figure 4 - Example slide



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Disclaimer

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Co-funded by
the European Union

Figure 5 - Example slide

The Role of Coaches as Leaders in Grassroots Sports

- Coaches teach skills and life lessons to young athletes.
- They assist in developing players' abilities, such as dribbling, shooting, passing, and collaboration.
- Coaches teach sportsmanship, teamwork, perseverance, and respect.
- They mentor players, providing guidance and support.
- Coaches can plan events to foster community, such as team-building activities and volunteer events.

Overall, coaches play an essential role in shaping young athletes' lives and helping them thrive on and off the field.



Co-funded by
the European Union

Figure 6 - Example slide



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Conclusion

- **Emotional and social competencies** are important for coaches in football and basketball.
- These skills help **build trust, create positive team dynamics, and improve mental toughness, injury prevention, and teamwork.**
- In **football**, emotional and social competencies are critical for **mental toughness, injury prevention, and teamwork.**
- In **basketball**, these are essential for a **strategic team environment, stress management, and risk-taking.**
- Players who develop these competencies set a positive example for future coaches.
- Coaches must receive proper training and support to acquire these skills.



Co-funded by
the European Union

Figure 7 - Example slide

Multiple Choice Question 1

Which social and emotional competencies should a coach have?

- Empathy
- Expertise in every sports
- Conflict resolution
- Motivation



Co-funded by
the European Union

Figure 8 - Example slide



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



**Congratulations,
you have completed
this course!**

Your quiz results will be shown on the following slide

TEAM UP

Co-funded by
the European Union

Figure 9 - Example slide

Slide	Score/Total
Slide 18: Multiple Choice Question 1	3/3
Slide 19: Multiple Choice Question 2	2/2
Slide 20: Multiple Choice Question 3	2/2
Slide 21: Multiple Choice Question 4	2/2

Total Score 9/9

[Show solutions](#) [Retry](#)

Figure 10 - Example slide



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Key Coaching Skills and attributes: important abilities to the development of grassroots in football and basketball

TEAM UP

Co-funded by the European Union

Figure 11 - Example slide

Disclaimer

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Co-funded by the European Union

Figure 12 - Example slide



Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Coach

"You are a teacher, amateur psychologist, substitute parent, and important role model — in other words, you are a coach!"

(Smith & Smoll, 2012, p. 21)

Coaches are essential to the sports environment, and their actions have an impact on athletes' cognitive, strategic, technical and psychological growth.

TEAM

Co-funded by the European Union

Figure 13 - Example slide

Single Choice Question 1

What is the athlete-centered coaching style that encourages team input and promotes positive youth development?

- Laissez-faire Coaching
- Authoritarian Coaching
- Autocratic Coaching
- Democratic Coaching

TEAM

Co-funded by the European Union

Figure 14 - Example slide



Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



**Congratulations,
you have completed
this course!**

Your quiz results will be shown on the following slide

TEAM UP

Co-funded by the European Union

Figure 15 - Example slide

Slide	Score / Total
Slide 15: Single Choice Question 1	1/1
Slide 16: Single Choice Question 2	1/1
Slide 17: Single Choice Question 3	1/1
Slide 18: Single Choice Question 4	1/1
Slide 19: Single Choice Question 5	1/1
Slide 20: Single Choice Question 6	1/1

Total Score 6/6

[Show solutions](#) [Retry](#)

Figure 16 - Example slide



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



4.4 The mobile application

This application aims to provide a toolbox for training methods and engaging learning resources for football and basketball coaches.

As an ideal complementary supplement to the web-platform, the mobile application provides a concise and intuitive layout. It is focused on content that coaches can directly apply in training, like training drills and tests. This helps coaches to use it in the field as a convenient way to look up content.

The application consists of multiple sections, each corresponding to a physical capacity that can be trained. The capacities are “speed & agility”, “mobility”, “strength”, “technique” and “endurance”. For each section exercises are listed that train the respective capacity. The exercises are either universal according to the interplay concept, football specific or basketball specific. This allows coaches to find specific drills, but also to enrich the training with more diverse exercises to promote fun, engagement, and holistic development of the children. Besides exercises, tests are listed that can be used to assess the respective capacity.

When clicking on an exercise or test, a new page with more information appears. This contains all information at a glance that a coach needs to implement it in the training. It can consist of a mix of videos, images, and texts.

4.5 Examples of mini games

The following subchapter will present representative examples of exercises that make up the Team Up coaches program content presented in the mobile application of the Team Up Hybrid Digital Tool. These exercises are easy to implement into training, make use of the interplay concept and are suitable for children in the project’s target age group.











Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Table 1 - Legend to follow the diagrams of this chapter

Players	 
Basketball	
Movement of player without the ball	
Pass	
Dribbling	
Cone	
Hoop	



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

4.5.1 Who is faster



Objective	CONTACT WITH THE BALL
Duration	10 minutes
Participants	12+
Materials	12 balls, 9 cones, 3 hoops

GAME DESCRIPTION

Divide into three equal groups (if you want into more, you can do 4,5 or 6 players in each group). You can use 1/2 court. Each one is holding a ball with both hands behind the back. On teacher's signal, first one sprints between cones, leaves ball in hoop and returns by running backwards. The first team to move all the balls wins.

VARIATION

Different types of movement can be used, rolling the ball, can be played in pairs, holding hands.

The player jumps with both feet like a bunny while holding the ball with his ankles to the hoop without dropping it.

Running, the ball is tossed and the player claps in between throws.



4.5.2 Secure the ball

Objective	DRIBBLING
Duration	10 minutes
Participants	10
Material	balls, cones

GAME DESCRIPTION

A square of cones measuring approximately 15 × 15 meters is constructed. All players receive a ball and dribble it back and forth across the square. The aim of the game is to protect your own ball from other people and to shoot the other players' ball out of the cone square. If the ball rolls out of the square, the person who was not paying close attention to their ball must quickly dribble to a predetermined hall wall and touch it. The student is then allowed to get back in.

VARIATION

The players whose ball rolls out of the square are eliminated.

The way the ball is handled is specified. Players may only handle the ball with the sole of their foot or their weaker foot.

The ball is not guided with the foot, but rather bounced.



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



4.5.3 Round run

Objective	PASSING
Duration	about 10 minutes
Material	Balls, possibly cones, possibly party ribbons

GAME DESCRIPTION

Small groups (approx. 4 – 5 people) are formed. These are divided again into positions and divided into equal numbers opposite each other. Then the players pass the ball to each other and line up again on the opposite side. A circular motion is created. The fewer players there are in a group, the more intensive and quicker the exercise becomes.

VARIATION

A bench is placed in the middle, or a zone is marked over which the students should pass the ball to each other.

The players are only allowed to pass with the weaker foot.

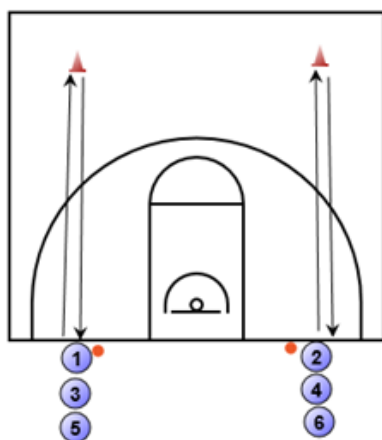
The ball is not accepted but is played straight back.



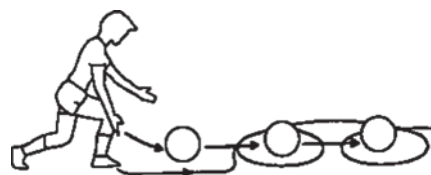
Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

4.5.4 Around the ball



a



b

Objective	CONTACT WITH THE BALL
Duration	10 minutes
Participants	12+
Materials	2 balls, 2 cones

GAME DESCRIPTION

The group divides into two equal groups (if more maybe 3, 4 or 5) and stand behind the baseline on the $\frac{1}{2}$ court (a). A cone is placed at 6m in front of each group. On a signal from the teacher the children let the ball roll forward while running around it (b). They have to reach the cone and return in the same way. Children should try to pass quickly around the ball and not kick it. The winner is the group that finishes first.

VARIATION

Performed at a slower pace around the ball, if the ball stops it can be rolled again.

Performed at a shorter distance (3-4m) and passed very quickly.

Performed at a shorter distance, passing very quickly and holding another ball with both hands.



4.5.5 Slalom with ball

Objective	DRIBBLING, COORDINATION
Duration	about 10 minutes
Material	Balls, cones, long bench, box section, standing poles

GAME DESCRIPTION

A slalom course will be set up in the sports hall (see illustration). The participants should first go through this at a slow pace and then at a fast pace. All students dribble a ball.

VARIATION

The students only dribble the ball with their weaker foot.

You complete the course as quickly as possible.

They are moving backwards.

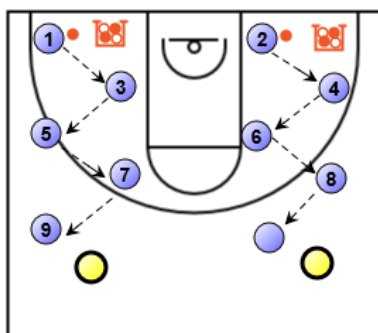
The students bounce, throw, and pass the ball.



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

4.5.6 Rolling ball



Objective	BALANCE, STAMINA
Duration	10 minutes
Participants	12
Materials	8 balls, 2 cones, 2 hoops

GAME DESCRIPTION

The group divides into two equal groups (if more maybe 3, 4 or 5) on $\frac{1}{2}$ court. Players stand in a zigzag pattern 1.5-2 m apart. The first player has one ball and 3 balls next to him. All take a push-up position and on the teacher's signal start passing the ball by hand, rolling it towards each other. The last player must leave the ball in the hoop next to him. The first team to carry 4 balls into the hoop is the winner. Children stand in push-up position at all times.

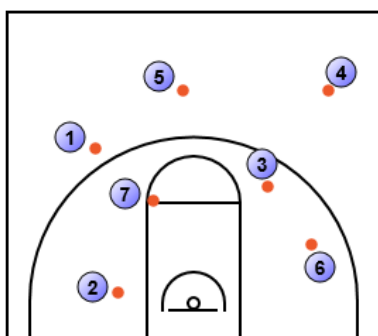
VARIATION

smaller balls are used

basketballs are used

all balls go and return to the start .

4.5.7 Rolling ball around feet



a



b

Objective	BALANCE, CONTACT WITH THE BALL
Duration	8 minutes
Participants	12
Materials	12 balls

GAME DESCRIPTION

Each child has a ball, the children stand scattered across the court (a). On the teacher's signal, they begin to roll the ball on the ground around their feet, describing the number eight (b). The winner is whoever makes a certain number first, set by the teacher. Players must keep their heads up at all times.

VARIATION

Dribbling low and describing the number eight

Describing the number eight with 4 dribbles (right side, between legs, left side, between legs)

Describing the number eight with 2 dribbles (very fast dribble between legs only)



4.5.8 Tiger foot ball

Objective	PASSING, ORIENTATION
Duration	about 10 minutes
Material	Balls, possibly cones

GAME DESCRIPTION

The students form a circle. 1 to 2 players are selected. Their goal is to touch the ball while the other players pass the ball back and forth. When the person in the middle has touched the ball, they switch positions with the person who passed or lost the ball.

VARIATION

The players in the middle have to control the ball instead of just touching it.

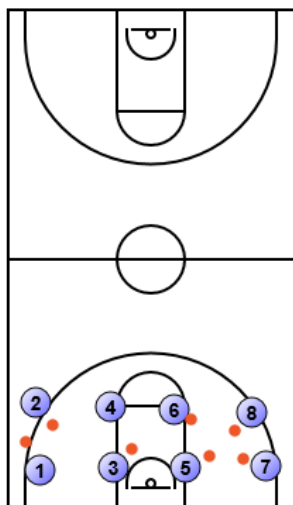
The players in the circle are only allowed to touch the ball once. So you have to pass the ball straight on.



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

4.5.9 Sharks and fish



Objective	DRIBBLING, PROTECT THE BALL, COORDINATION, AGILITY
Duration	10 minutes
Participants	14
Materials	14 balls

GAME DESCRIPTION

Every player has a ball. Split the children into pairs, one child being a shark and the other one a fish. The 'shark' must imitate anything that the 'fish' does. The teacher can shout out 'attack' then all the fish must run to a safe area (determined by the teacher) of one end of the hall before the sharks can catch them. The children can switch roles after a certain amount of time. Players must keep their heads up at all times. They keep the dribble from the side.

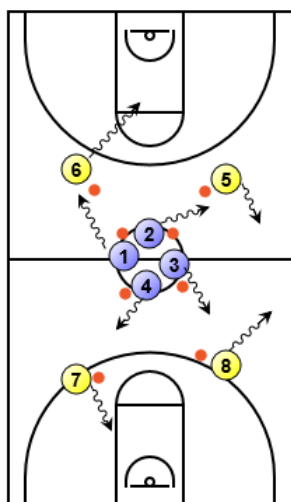
VARIATION

Sharks and fish dribble with strong hand

Sharks and fish dribble with weak hand

Everyone has two balls.

4.5.10 Dog and hare



Objective	DRIBBLING, COORDINATION, ATTENTION, AGILITY
Duration	8 minutes
Participants	12
Materials	12 balls

GAME DESCRIPTION

Divide the children into two teams (one ball each), giving each child (dog) a child to touch (hare). The dogs stand in the central circle and the hares in the middle of the court. When the teacher gives the go, the dogs dribble and must try to touch the hares. Those who are tagged must stop and sit. The child who manages in a set period of time to touch the most hares is the winner. Players must keep their heads up at all times. They keep the ball from the side.

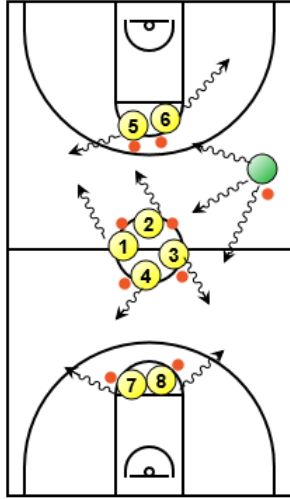
VARIATION

Dribble with a strong hand only

Dribble with weak hand only

Playing on the small area.

4.5.11 The wolf and the sheep



Objective	DRIBBLING, COMPETITION, ATTENTION, AGILITY
Duration	10 minutes
Participants	14
Materials	14 balls

GAME DESCRIPTION

Put the children (sheep) in the three circles of the court (one ball each) and one child (wolf) outside of circles (with the ball). When the Teacher says, «The wolf isn't here», the sheep can move freely throughout the court (the wolf can move too but cannot touch the sheep). When the Teacher says, «Here comes the wolf», the wolf can touch all of the sheep's that are outside of the circles (the sheep in the circles are safe). The sheep who are touched outside of the circle become wolves and the game continues. Care is taken that children do not bump into each other.

VARIATION

Dribble with strong hand only

Dribble with weak hand only

Playing with two or three wolves at the beginning



4.5.12 Follow the leader

Objective	DRIBBLING
Duration	10 minutes
Participants	10
Materials	balls, cones

GAME DESCRIPTION

Entire Group, Area 20 x 20 yards, Supply of Balls, Cones

Divide the group into pairs with each player having a ball. The group is positioned in a grid 20 yards x 20 yards. First player is the “truck” the second player the “trailer”. On the coach’s command the “trailer” must follow the “truck” as closely as possible around the grid. The “truck” must change speed and direction as much as possible. Players reverse roles when the coach shouts ‘change’. Players must avoid colliding with other teams within the grid.

The coach should emphasize the following coaching points:

Maintain control over the ball at all times.

Use a change of speed and direction.

Keep your head up and scan the field.



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



4.5.13 Land to the moon

Objective	PASSING AND ACCURACY
Duration	10 minutes
Participants	10
Materials	balls, cones

GAME DESCRIPTION

Area 10 x 15 yards. Small group of players, balls and cones.

A grid is marked off approximately 10 yards by 15 yards and a circle is made with cones at one end of the grid. A group of players with a ball each are positioned at the opposite end of the grid. In turn, players have to try and land their rocket (ball) onto the surface of Mars (circle marked off by cones). A point is awarded for each successful mission. No points are awarded if the ball lands outside the circle.

Repeat practice several times and total up points. To challenge the players the size of the circle may be reduced each time.



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



4.5.14 Waves

Objective	DRIBBLING, PASSING
Duration	10 minutes
Participants	10 per group
Materials	balls, cones

GAME DESCRIPTION

Up to 12 players, working in pairs. Distribute cones randomly around the field. One partner starts with the ball, the other stands with fellow “resting” players on the field amongst the cones.

INSTRUCTIONS

Go – players with the ball begin dribbling freely around the field,

Listen – follow the coaches’ instruction – Weave! – Dribble around the resting players, weaving in and out. Circle! – weave around a resting player then fully circle one cone. Change! – leave your ball where it is, run to teammate’s ball and continue dribbling. Legs! – pass the ball through your partner’s legs from wherever you are then crawl through his/her legs to continue.



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



4.5.15 Tic-Tac-Toe

Objective	DRIBBLING
Duration	10 minutes
Participants	6-18 players
Materials	balls, cones

GAME DESCRIPTION

Set two cones about 3 yards apart as the starting point.

Using cones, create a tic-tac-toe board about 10 yards from the starting cones.

Divide the team into two groups.

Give the first three players in group one yellow pinnies, and the first three players in group two red pinnies.

This will be a relay style race to win tic-tac-toe.

On the coaches command, the first player in each line, player 1, race to the tic-tac-toe board and drop a pinnie in one of the nine spaces.

These players race back to the line and after slapping hands with the next player in line, player 2 starts.

Player 2 race to the tic-tac-toe board and drops a pinnie in one of the spaces.

These players race back to the line and after slapping hands with the next player in line, player 3 starts.

Player 3 races to the tic-tac-toe board to drop a pinnie in one of the spaces to block or attempt to win the game.

If the game is not won, these players race back to the line and after slapping hands with the next player in line, player 4 starts.

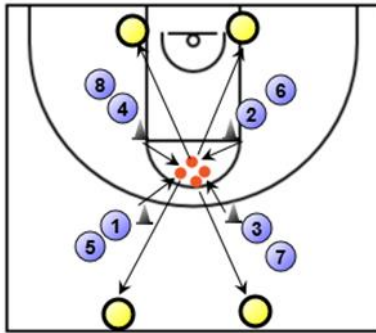
Since player 4 does not have a pinnie in hand, this player races to the tic-tac-toe board and can move ONE of their colored pinnies to an open space.



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

4.5.16 Steal the ball



Objective	CONTACT WITH THE BALL, ATTENTION, REACTION
Duration	10 minutes
Participants	12
Materials	12 balls, 4 cones, 4 hoops

GAME DESCRIPTION

Four teams, one team behind each cone. In the hoop there are balls (4,8,12): After a signal from the teacher, the first player of each team sprints to get a ball and places it in the hoop next to them. The winner is the team, which moves their balls first. Make sure the children do not bump into each other when picking up the ball.

VARIATION

The ball is held with two hands

The ball is held with one hand

Dribble.