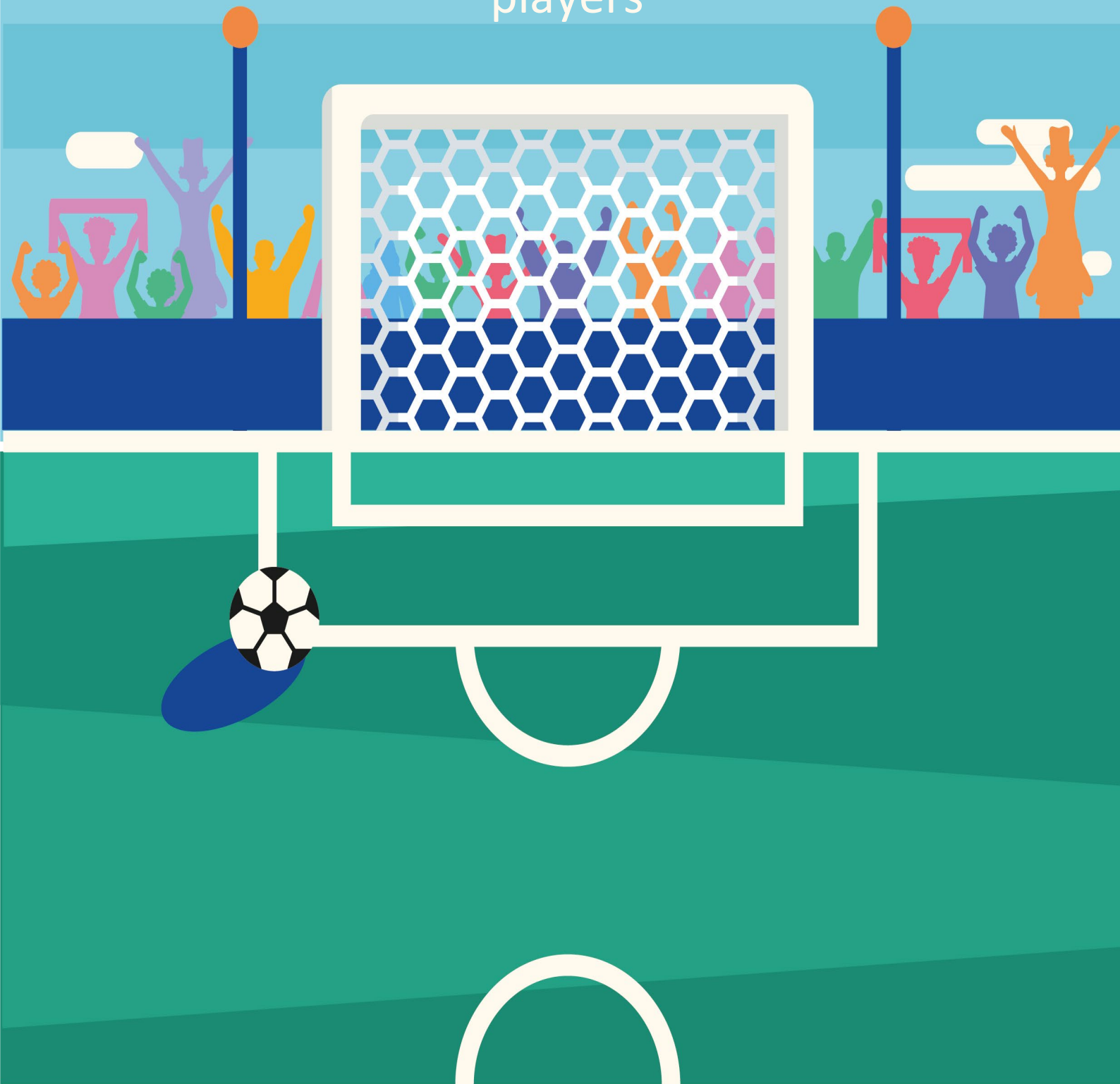


Module 5

Resilience and Character Development of players





Lesson Plan

Module Title	Resilience and Character Development of players
Target Group	Football Coaches, Football Officials, Grassroot Football Club Staff, Stakeholders
Learning Outcomes of the Lesson Plan	<p>Upon delivering this Lesson Plan, your learners should be able to:</p> <ul style="list-style-type: none">• Employ methods that support and empower players, at a personal level, to overcome obstacles and develop their resilience against adversities;• Apply practices through which they can support their players in developing their character and resilience;• Choose conditions that embrace a culture of positive change, moral reasoning, moral judgement and proactive behaviours within their clubs, their local and European communities.
Module duration	2 hours
Topics	Resilience; Bystander intervention; Empowerment; Empathy
Preparation	<ul style="list-style-type: none">○ Go through Module 5 of the Curriculum○ Gather the material required for the training/workshop○ Make arrangements for coffee/catering for the participants.





The Lesson Plan for F2F Learning					
Nr.	Topics and Sub-topics	Learning Activities	Duration (minutes)	Training Methods	Materials/ Equipment Needed
1	Introduction	<p><u>Presentation</u></p> <ul style="list-style-type: none"> Using a PowerPoint presentation provide a short overview of the workshop, its objectives and the themes it will cover <p>Give participants the opportunity to share with the group their expectations from the workshop and any initial ideas and views they have on the topic and the themes to be covered</p>	10 minutes	Presentation- Discussion	<ul style="list-style-type: none"> Powerpoint Presentation Laptop/PC Projector
2	Resilience & Empowerment	<p><u>Presentation</u></p> <ul style="list-style-type: none"> Using a PowerPoint presentation present the definitions of Resilience & Empowerment to participants Ask Participants to share examples of resilience and empowerment they have witnessed in football (You can use the examples illustrated in Module 5 Unit to kick off the conversation) Discuss with the group the examples they have shared asking them to share their thoughts on what makes them stand out, their effect and importance <p><u>Discussion</u></p>	20 minutes	Presentation - Discussion	<ul style="list-style-type: none"> Powerpoint Laptop Projector Flipchart/Board Markers





		<ul style="list-style-type: none"> • Ask participants to share their thoughts on how can they build their players' resilience on racism • Note down their suggestions and thoughts on a board/flipchart • Conclude this session with a short presentation through which you present the information steps/concepts illustrated in Module 5 Unit 1 			
3	<p><u>Bystander intervention</u></p> <p>a) Concept – Actions taken</p> <p>b) Factors that boost/stop individuals from intervention (including Diffusion of responsibility, Theory of planned behaviour, Social norms theory)</p>	<p><u>Group Work</u></p> <ul style="list-style-type: none"> • Inform participants of the definition and importance of the 'Active Bystander' i.e. 'being aware of when someone's behaviour is inappropriate or threatening and choosing to challenge it. Active bystanders are advocates for preventing further harm towards others by taking action.' • Divide participants into two groups. Each groups is to discuss and note down in an A3 paper their thoughts and views on the following questions: <ul style="list-style-type: none"> ○ The actions that witnesses of racist incidents can take to act as active bystanders ○ The factors that will empower or discourage a person to be an active bystander in an incident of racism • One representative from each group will present to the 'plenary' the views and suggestions noted down by their group. Once the presentations are completed, you should offer the opportunity to the participants to 	20 mins	Presentation	<ul style="list-style-type: none"> - Laptop - Microphone - PowerPoint presentation - Projector board - Video projector - Markers - A3 papers



		<p>share their views on what was discussed and add to the presentations of their colleagues.</p> <ul style="list-style-type: none"> Briefly mention some of the points illustrated in Module 5 Unit 1 and were not covered by the groups and the discussion. Ask participants to further study the Module 			
4	Coffee Break		<i>10 minutes</i>		
5	<p><u>The role of sports in Resilience and Empowerment Development</u></p> <p>a) Opportunities offered</p> <p>b) Potential challenges</p>	<p><u>Group activity</u></p> <ul style="list-style-type: none"> Divide participants into groups of 5 and give them post-its in two colors and pens. Ask the groups to discuss and write their views on the following: <ul style="list-style-type: none"> What opportunities sports offer for the development of both resilience and empowerment? Why do sports constitute an ideal field to cultivate resilience and empowerment? What challenges may arise in sports that will possibly jeopardize the successful resilience and empowerment cultivation? Ask participants to use different colors of post-its for each question. Each post-it will include one idea/concept. At the end of the working session, ask the teams to share their ideas by sticking their post-its on the whiteboard. Once the process is completed add to the aforementioned ideas any relevant concepts that have not been mentioned 	<i>25 mins:</i>	<p>Group activity and Presentation</p>	<ul style="list-style-type: none"> - Post-its (2 different colors – 1 for challenges, 1 for opportunities) - Pens - Tape (optional) - Whiteboard - Laptop - PowerPoint presentation - Projector board - Video projector



		and are presented in the Curriculum and/or in the relevant bibliography (PowerPoint presentation is optional).			
6	<p>Empathy</p> <p>a) Terminology</p> <p>b) Key approaches</p>	<ul style="list-style-type: none"> Briefly present the definition(s) of empathy and key ideas that will help participants understand the concept Divide participants into 3 groups – each assigned a specific theme/approach to promote and teach empathy in their team i.e. Role Modeling, Praise and empathetic listening). Each group should discuss and note down in an A3 paper what do they understand by the term and identify two examples (one positive and one negative) of that concept-approach (their examples may be from their experience as coaches or something they have witnessed/read) One representative from each group will present to the ‘plenary’ the definition and examples noted down by their group. Once the presentations are completed, you should offer the opportunity to the participants to share their views on what was discussed and add to the presentations of their colleagues. 	25 mins	<p>Presentation</p> <p>Group work</p>	<ul style="list-style-type: none"> Flipchart or Board Markers A3 papers Pens
7	<p>Reflection</p>	<p>Reflection</p> <ul style="list-style-type: none"> Ask the participants to share with the group their thoughts and views on what was discussed during the workshop <p>Ask them to think of all the things discussed during the workshop whether they think that ‘Racism or exclusion are compatible in any way with the values of sport or the position and effect of football in society’</p>	5 Minutes	Discussion – Reflection	



8	Feedback	Give out the workshop evaluation forms and ask the participants to fill them out	5 minutes		
Duration of the Module		2 hours			
Training Material for F2F Learning (list any material a trainer will need to deliver the training)		<ul style="list-style-type: none"> - Laptop - PowerPoint presentation - Projector board - Video projector - Flipchart - Papers - Pens/Highlighters - Post-its (different colors) - Tape - Whiteboard 			
Sources – Additional Reading		<ul style="list-style-type: none"> ○ Preventing Violent Extremism through Sport: Technical Guide. https://www.unodc.org/documents/dohadeclaration/Sports/PVE/PVE_TechnicalGuide_EN.pdf ○ Bystander Anti-Racism Project. Retrieved from https://www.westernsydney.edu.au/challengingracism/challenging_racism_project/our_research/bystander_anti-racism 			

