The Power of Soccer: A Promising Tool for Youth Empowerment A Case of Soccer-Based Health Program at El Nacional Public School in Ecuador

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The Power of Soccer: A Promising Tool for Youth Empowerment

A Case of Soccer-Based Health Program at El Nacional Public School in Ecuador

Haruna Higa

Concordia University
Acknowledgements

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Abstract

The purpose of this culminating project was to identify the power of soccer in the context of international development and apply it to soccer-based youth empowerment programs, specifically an after-school program at El Nacional public school in Ecuador. Soccer is becoming one of the best approaches to connect various peoples who do not share the same language or cultural traditions because of its universal popularity, as evidenced by the more than one billion people who watched coverage of the FIFA World Cup 2014 Final Match (numbers to be consolidated) (“The 2014 FIFA World Cup,” n.d.). Given the evidence that soccer has the power to attract people, one can use it as a tool for social change. Among the literature researched, soccer-based projects and related studies showed the effectiveness of the use of soccer as a tool to tackle various social issues, even while some also mentioned the necessity of deeper study as this is still an emerging field (Tannenwald, 2013; UN Inter-agency Task Force, 2011). Therefore, further research is needed to affirm the potential power of soccer approach to social issues among youth. This culminating project further identified the role of soccer in an international development context and presented suggestions for applying soccer effectively in an after-school program at El Nacional public school in Ecuador.

Keywords: after-school curriculum, soccer, sports, youth empowerment, Ecuador, health, nutrition
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Introduction

Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does. It speaks to youth in a language they understand. Sport can create hope where once there was only despair. It is more powerful than governments in breaking down racial barriers. It laughs in the face of all types of discrimination. (Nelson Mandela, as cited “Racism Is a Monster,” n.d.)

The Republic of Ecuador, nestled in the northwest corner of South America, has a long history of social inequality, especially affecting its indigenous and Afro-Ecuadorian population. Although the country has enjoyed a state of relative stability since Rafael Correa ascended to the presidency in 2007, the Ecuadorian people are still struggling from the continuing effects of Spanish colonization. Garces (2000) noted that “in Ecuador, the citizen as a subject with universal human rights is missing. Only the specific person has value, with his/her friends and prestige, weighted with attributes: he has the right of being treated decently” (as cited in Roitman, 2008, p. 19). Although the constitution should protect all citizens, social inequality and discrimination still exist in Ecuador.

Ser Pa Hacer is the soccer-based organization that works with El Nacional public school, supported by the Ecuadorian professional soccer club in Tumbaco, Ecuador. More than 200 boys between 11 and 21 years old study and play soccer at El Nacional. Galo Flores, a founder of the organization, explained that “70% of El Nacional students are living at the poverty line. All the boys here want to become a professional soccer player and get their families out of poverty” (Galo Flores, personal communication, 2015). While Ecuador is identified as having an upper middle-income level (World Bank, 2015), 30.8% of El Nacional boys are Afro-Ecuadorian,
which is one of the populations facing discrimination in Ecuador. Flores aims to provide students with educational and vocational opportunities and several other programs in addition to the soccer program because only a few students can actually become a professional player, but only 10% of El Nacional students pursue an education beyond high school (Galo Flores, personal communication, 2015). Ser Pa Hacer’s research, which is available in Appendix A, has shown that El Nacional students are associated more with sexual intercourse and unhealthy eating habits but less with alcohol, tobacco, and gang activity than private school students. (Currently, El Nacional public school does not have its own building. Private schools use the classrooms in the morning, but these classrooms are open for El Nacional students in the afternoon. El Nacional public school is planning to build its own school building soon.) If soccer is programmed effectively in soccer programs, it may help to solve other social issues that El Nacional students are facing or will face when they finish school.

The review of the literature that follows explores how soccer could potentially benefit empowerment programs for youth. It consists of six sections: the role of sport and soccer as a development tool; the definition of youth empowerment; a brief history of soccer for development; the power of soccer; the limitations of soccer-based programs; and the role of soccer in Ecuador. The role of sport and soccer as a development tool section includes well-known definitions of sport and soccer in the context of international development and a discussion of the popularity of soccer to clarify the purpose of soccer use. The definition of youth empowerment section highlights several definitions of the term to elucidate the aim of this paper. The brief history of soccer for development section provides a context with which to better understand current trends of the correlation between soccer and social issues. The power of soccer section comprises four topics, health, education, peace building, and the empowerment
of girls, and explains how soccer has been used in these areas. The limitations of soccer-based programs section demonstrate difficulties in the use of soccer use as a development tool, which will be useful to know to avoid issues when designing such a project. The role of soccer in Ecuador section describes the importance of soccer for Ecuadorians, helping to determine whether soccer-based programs in Ecuador could have a positive impact.

Based on the findings from the literature review and Ser Pa Hacer’s survey, in this paper, I will propose a curriculum for soccer-based youth empowerment programs. This curriculum would ideally empower youth (El Nacional students) by maintaining health conditions through soccer in an after-school program. The proposed application is an overview of a resource guide for a soccer-based nongovernmental organization (NGO) designed to provide El Nacional educators with information on the following sections: coach training, a curriculum overview, weekly and daily lesson plans, and toolkits. Following the proposed curriculum portion of the paper, the discussion part explains why soccer should be universally recognized as a development tool for youth empowerment and suggests that Ser Pa Hacer consider utilizing the proposed curriculum for El Nacional’s after-school program. The culminating project then concludes with closing remarks and recommendations for future areas of study to expand on this topic.

Literature Review

The Role of Sport and Soccer as a Development Tool

Definitions of the term “sport” vary. The United Nations (UN) defined sport as “all forms of physical activity that contribute to physical fitness, mental well-being and social interaction, such as play, recreation, organized or competitive sport, and indigenous sports and games” (Sport for Development and Peace [SDP] International Working Group, 2008, p. 5). Nelson
Mandela proclaimed that sport possessed “the power to change the world.” He added, “[i]t has the power to inspire, it has the power to unite people in a way that little else does…. It is more powerful than governments in breaking down racial barriers” (as cited in Tannenwald, 2013, p. 68). Interestingly, however, one of the largest international sporting organizations, the International Olympic Committee (IOC), has not yet defined the term “sport” (“Olympic Programme Commission,” 2002). This paper will use the fact that the UN recognizes sport as a tool to improve physical and psychological conditions and Nelson Mandela’s view that sport is a tool for positive social change, which seems intuitive, as the basis for its purpose and aim, that is, to show that a sport may play an important role in individual or community improvement.

The combined conclusions of several articles raise the possibility that soccer is the most effective sport in the international development field. Secretary-General of the UN Ki-moon (2011) noted that “sport has become a world language, a common denominator that breaks down all the walls, all the barriers. It is a worldwide industry whose practices can have a widespread impact. Most of all, it is a powerful tool for progress and development” (as cited in Gásquez & Royuela, 2014, p. 828). Hansen et al. (2013) added that soccer requires less equipment than other sports; it is inexpensive and offers youth opportunities to enjoy a physical activity with health benefits (as cited in Seabra et al., 2014). Soccer can also offer “an achievement context for pleasant and rewarding experiences for youth participants” (Seabra et al., 2014, p. 14). In addition, Kruz (2007) has proved the popularity of soccer. About 265 million people, or 4% of the world’s population, are playing soccer around the globe. The popularity of soccer has led to the awareness of the power of sport and the acceptability of soccer-based programs in developing countries. One can hope then that soccer will play a crucial role in programs that support youth
in various ways and serve as a catalyst to connect communities that share different beliefs, languages, nationalities, and religions in inexpensive and effective ways.

**The Definition of Youth Empowerment**

Several different literature reviews revealed trend words in definitions of youth empowerment, specifically “participation,” “capability,” and “determination.” The Commonwealth Plan (2007) interpreted youth empowerment as follows:

1) Young people are empowered when they acknowledge that they have or can create choices in life, are aware of the implications of those choices, make an informed decision freely, take action based on that decision and accept responsibility for the consequences of those actions; 2) Empowering young people means creating and supporting the enabling conditions under which young people can act on their own behalf, and on their own terms, rather than at the direction of others. These enabling conditions fall into four broad categories. (p. 15)

The UN (2001) defined youth empowerment as “a greater awareness of both the constraints to economic, political, social and cultural participation and an increased capacity to make the most of available opportunities to overcome those constraints” (p. 3). Similarly, Morton and Montgomery (2010) defined youth empowerment programs as “interventions that regularly involve young people as partners and participants in the decision-making processes that determine program design, planning, and/or implementation” (p. 3). Hart (1992) focused on and further explored the term “participation,” introducing eight levels of engagement in youth empowerment programs: 1) young people are manipulated, 2) young people are decoration, 3) young people tokenized, 4) young people are assigned and informed, 5) young people are
consulted and informed, 6) adult-initiated shared decisions with young people, 7) young people lead and initiate action, and 8) young people and adults share decision making. Youth empowerment programs that fall within the first to third levels are considered as mal-participation and the sixth to eighth levels as better participation (as cited in Morton and Montgomery, 2010).

Regarding the term “youth” itself, the United Nations Development Programme (UNDP, 2014), in its “Youth Strategy,” defined it as the ages between 15 and 24. However, taking into account socio-cultural and contextual issues as well as the variety in different countries’ definitions, the UNDP is flexible in defining youth, depending on country policies and programming. For this culminating project, youth is defined based on El Nacional middle school and high school aged students, who are between 13 and 18 years old. Still, among these targeted students, the under 14 (U14) and the under 18 (U18) curricula are designed separately, considering the UNDP’s definition of youth and the two groups’ psychological and physical differences.

In summary, youth empowerment can be understood as youth participation in groups that are designed to give them the ability and opportunity to make decisions. As Hart’s (1992) levels of participation have shown, youth empowerment neither means adults leading a program for youth nor shifting all the responsibility to youth. It means that youth and adults are both able to participate in a program and help determine program design, planning, and/or implementation. Following this definition of youth empowerment, the present thesis will propose an after-school program that is designed for a group of youth (El Nacional students) to allow them to help make decisions about their soccer program with the assistance of a soccer-based organization (Ser Pa Hacer), teachers, and coaches.
A Brief History of Soccer for Development

While some researchers discussed soccer as a development tool is an emerging field, some challenged that idea. Still, the origin of soccer use as a development tool remains uncertain. Representatives from Belgium, Denmark, France, Spain, Sweden, Switzerland, and the Netherlands established the first international soccer organization, the Federación Internacional de Football Association (FIFA), in 1904. FIFA was motivated to establish its own tournament at the international level after the success of the Olympic Football Tournament in 1908. The result was the first World Cup tournament, held in Uruguay in 1930 (“All about FIFA,” n.d.; “FIFA,” n.d.). Girginov (2008) argued that the Olympic games were established at the end of the 19th century to promulgate an educational doctrine aimed at countering negative trends, or as a reaction to capitalist accumulation and the poor fitness of youth. The concept of sport’s being linked to development can thus be dated to that time. Since FIFA was inspired by the Olympics, FIFA might have recognized soccer as a development tool. However, since FIFA elected to run its own program, it is also possible that soccer might not have had any correlation with international development at that time. Nevertheless, FIFA started showing its concern for social issues more explicitly in the Buenos Aires Resolution established during the Extraordinary FIFA Congress in 2001. FIFA’s Anti-Discrimination Days have taken place during FIFA competitions since 2002 (“All about FIFA,” n.d.).

While the origin of soccer as a development tool may not be such a new field, the UN’s official recognition of sport is not too long ago. According to the SDP International Working Group (2008), the UN recognized sport and physical activity as a fundamental human right in 1978 and every child’s right to play as a human right in 1989. In 1991, the commonwealth heads of government acknowledged the unique role of sport in eliminating poverty and promoting
development. Then, the SDP agenda promoted this position when former UN Secretary-General Kofi Annan nominated former President of the Swiss Confederation, Adolf Ogi, as his Special Advisor in SDP in 2001. In 2003, the secretary-general published the report “SDP: Towards Achieving the Millennium Development Goals (MDGs),” which pointed out that sport at all levels, from play and physical activity to elite and competitive sport, is a powerful and cost-effective way to approach the MDGs that consist of eight goals to improve the lives of the poorest people. In 2008, the integration of the Secretariat of the SDP International Working Group into the United Nations Office on Sport for Development and Peace (UNOSDP) under the leadership of the Special Advisor occurred (SDP International Working Group, 2008). Since the UN started promoting awareness of soccer and development, soccer-based NGOs and studies have been more popular than ever.

**The Power of Soccer**

The idea of using soccer as a development tool is becoming better known and popular, but some articles pointed out barriers to soccer-based programs. Below is a table showing the following: soccer-based organizations, years funded, missions, project locations, major outcomes/impacts, and partnerships (see Table 1). Looking at it, one can observe certain trends in the programs.
# Table 1
List of Soccer-based Organization

<table>
<thead>
<tr>
<th>Soccer-Based Organizations, Year Funded</th>
<th>Missions/ Goals</th>
<th>Main Project Locations</th>
<th>Major Outputs/Outcomes/Impacts</th>
<th>Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colombianitos (“Colombianitos,” 2012)</td>
<td>Improve the quality of life of children and youth and their communities through sport, recreation, education, and health.</td>
<td>Colombia</td>
<td>In 2014: About 4,500 youth involved in programs. Offered 8,747 training sessions for the teaching of values through play. Presented 608 strengthening values and skills workshops for participants and their parents, with an average participation of 125 adults a month. Eight participants of Colombianitos and Time to Play attended FIFA’s Festival of Football for Hope in the framework of the World Cup in Brazil.</td>
<td>A Ganar, Adidas, Beyond Sport, Body Tech, Casa Vieja, Cavipetrol, CNN, Coca Cola, Colombina, Delta, FIFA, Radisson, Johnson and Johnson, United for Colombia, Peace and Sport, SONY, Street Football World etc.</td>
</tr>
<tr>
<td>Football 4 Peace International (“Football 4 Peace,” 2013)</td>
<td>1) Provide opportunities for social contact across community boundaries, 2) promote mutual understanding, 3) engender in participants a desire for and commitment to peaceful coexistence, and 4) enhance sporting skills and technical knowledge.</td>
<td>Africa, Europe, Middle East</td>
<td>Israel: programs offered for 1500 children in 40 Jewish and Arab communities. Jordan: programs offered for 200 children in six communities throughout the year.</td>
<td>University of Brighton</td>
</tr>
</tbody>
</table>
| **Football for Water**  
| **Grassroot Soccer**  
(“Grassroot Soccer,” 2015) | Grassroot Soccer uses the power of soccer to educate, inspire, and mobilize young people to stop the spread of HIV. | West Africa, South Africa, Zimbabwe, Zambia | Offered HIV educational programs to over 1.2 million participants in 40 countries. | USAID, NIKE, Bill & Melinda Gates Foundation, Elton John Aids Foundation, Barclays Spaces for Sports, Exxon Mobile, etc. |
| **Kicking Aids Out**  
(“Kicking Aids Out,” 2013) | To provide a platform for information sharing, cooperation, and visibility among organizations that use sport to empower and positively influence the lives of young people. | 35 African, Asian, and European countries | In 2010: 36250 male and 22553 female participated in the program.  
*Outcomes depend on their network organizations.* | Swaziland National Sport Council, CHRISC International, Commonwealth Games Canada, EduSport, etc. |
| **Mathare Youth Sports Association (MYSA)**  
(“MYSA,” 2011) | To change the lives of Mathare youth through sports. | Kenya | In 2010: 18,996 boys and 5,712 girls on 1,750 teams involved in MYSA self-help youth sports, slum and environmental cleanup, AIDS prevention, leadership training and awards, and other community development activities. | East Africa Cup, FIFA, ILO, Laureus, Nike, Norway Cup, Sportanddev.org, WHO, USAID, Street Football World, SDP, |
| **Right to Play International**  
(“Right to Play International,” n.d.) | To use sport and play to educate and empower children and youth living in adversity to overcome the effects of poverty, conflict, and disease. | Africa, Asia, the Middle East, Latin America, North America | Operate programs in 20 countries. One million children have participated in play-based programs. 15% of the children increased school attendance at the primary school of Houeton, Benin in 2013. 82% of children who participated in the program in Uganda reported that they regularly wash hands after the latrine in 2011. 98% of the children who participated in the program in 2012 in Liberia reported developing cooperation and communication skills. | Microsoft, Polycom, International Ski Federation, DFATD, Norad, USAID, UNICEF, UNHCR, UNRWA, ETFO, Save the Children, World Vision, Goldman Sachs Gives, IKEA Foundation, etc. |
| **Soccer without Borders**  
(“Soccer without Borders,” 2015) | To use soccer as a vehicle for positive change, providing under-served youth with a toolkit to overcome obstacles to growth, inclusion, and personal success. | USA, Nicaragua, Uganda | In 2014: Provided 45 school scholarships and daily homework supports. 97% of seniors graduated from high school as compared to a national average of 58% for youth with limited English proficiency. 88% of youth at SWB Boston and Oakland reported they knew more about how to be healthy and made healthier choices. Provided year-round free English instruction to 337 refugees of all ages in Kampala, Uganda. | US Soccer Foundation, FIFA, Positive Tracks, Street Football World, Up2Us Sports, Activyst, Trust Law, Teach Soup, Constant Contact Cares 4 Kids, Global + Rescue, etc. |
| **Street Football World**  
| 2002 | More than 100 communities in Africa, Asia, Europe, Latin America, the Middle East, North America | 1,195,000 socially disadvantaged youth have participated in programs every year. *Outcomes depend on their network organizations. | Adidas, Ashoka, Avina Stiftung, BMZ, CAF, Coca Cola, European Commission, FIFA, German Foreign Office, Populous, Premier League, Pro Sky, SAP, Schwab Foundation, etc. |
| **The Homeless World Cup**  
| (“The Homeless World Cup,” 2015) | To inspire homeless people to change their lives through the power of football. | - | 94% say the Homeless World Cup positively impacted their lives. 83% improved social relations with family and friends. 77% changed their lives because of their involvement with football. 71% continue to play the sport. | UEFA, Women Win, FIFPro, Act Global, Ever Sport, South Fields |
| **WhizzKids United**  
| 2004 | Through the power of football, services empower and educate youth to be healthy, happy, and secure – able to determine their own future. | South Africa | In 2014: 17,123 health, education, and empowerment services were delivered. | FIFA, SONY, CTAOP, Oxfarm, Meal a Day, GIZ, Winter in Venice, etc. |
According to Table 1, most of the soccer-based organizations emerged in the 2000’s, when the UN and FIFA started recognizing the power of sport as a development tool. Therefore, the majority of soccer-based organizations may still lack sufficient experience and studies to arrive at definitive answers. Although not all the organizations clearly mention their focuses, the majority target youth on health, education, and peace building. Health, especially HIV/AIDS education, is the most popular topic among soccer-based organizations. None of them focus specifically on girls’ empowerment, but many of them have programs for only girls and try to get girls involved. The majority of projects are implemented in African and Middle Eastern countries and are supported by European NGOs and/or governments, whereas Latin American and Asian countries have received less attention. The geographical factor may have contributed to the soccer-based project’s popularity gap. European countries have multiple soccer leagues and the headquarters of soccer-based international organizations, which lead soccer-based organizations: the UEFA, Premier League, FIFA, SDP, etc. Major outcomes and impacts are difficult to compare because some of the organizations do not regularly publish annual reports, and scholars have researched only a few soccer-based programs.

Based on the trends of soccer-based organizations (Table 1), the power of soccer section discusses the relationship between soccer-based programs/studies and the most popular focuses among soccer-based organizations: 1) health, 2) education, 3) peace building, and 4) girls’ empowerment. In addition, since this field is still new, limitations to using soccer as a development tool and the role of soccer in Ecuador must be identified to find an appropriate way to design and implement soccer-based programs for El Nacional public school.

1) **Health effects.** Among literature reviews on soccer-based projects for health and Table 1, HIV/AIDS was the most targeted mission. Clark, Friedrich, Ndlovu, Neilands, and
McFarland (2006) and Kaufman et al. (2012) described HIV/AIDS prevention programs led by Grassroot Soccer, a soccer-based NGO, aiming to educate, inspire, and empower youth to prevent HIV/AIDS through soccer in areas with a high HIV/AIDS rate among youth (“Grassroot Soccer,” 2015). Clark et al. found the program promising, whereas Kaufman et al. did not see the sustainable positive effect of soccer use. Balfour et al. (2013) reported on HIV/AIDS education programs led by Africaid Trust, an African soccer-based NGO that engages youth in HIV prevention through soccer. WhizzKids United, Africaid Trust’s primary program, carried out a 12-week program in South Africa and found the program effective and feasible. Szto (2013) demonstrated the role of the large sport brand Nike in collaborating with Product (RED), which is the corporate sector program to fight against HIV/AIDS in Africa.

Clark et al. (2006) surveyed 155 Zimbabwean children aged 12 to 14 years old, at four schools in Bulawayo, Zimbabwe. According to UNICEF (2001), most participants were approaching sexual activity. They were currently HIV-negative, but they were at high risk of becoming HIV-positive in the next decade (as cited in Clark et al., 2006). Clark et al. compared the responses of students experiencing the new curriculum led by Grassroot Soccer to those in same-school classrooms with the traditional curriculum. Clark et al. found that the use of soccer for HIV/AIDS prevention education was effective; the percentage of students who could correctly answer that condoms are effective in preventing HIV increased from 53% to 78%, the percentage who could list three people who they could talk to about HIV increased from 48% to 64%, and the percentage who reported that they would not avoid a classmate who is HIV-positive increased from 49% to 60%. The effects were sustained at 5 months after the intervention (Clark et al, 2006).
Kaufman et al.’s (2012) research on similar Grassroot Soccer HIV/AIDS programs was carried out in the Dominican Republic, which has the highest HIV prevalence in the world outside of sub-Saharan Africa because Kaufman et al. did not find any similar study in the Caribbean. The program consisted of 10 hours of instruction, typically administered over the course of five days, aiming to improve youth knowledge about HIV/AIDS, engender a feeling that they can protect themselves from contracting the virus, and foster an open environment in which they feel comfortable discussing sexual and reproductive health issues (Kaufman et al., 2012). The program had 99 participants aged 10 to 20. Participants were tested on HIV/AIDS knowledge, and they reported attitudes toward and communication about HIV/AIDS prior to, immediately following, and four months after the intervention. The results indicated the positive impact of the program; however, the percentage declined in HIV/AIDS knowledge, self-reported attitudes, and self-reported communication from the post-intervention to four months follow-up. The authors highlighted the limited funding and short-term period of the study as contributing factors to the decline (Kaufman et al., 2012).

Balfour et al. (2013) conducted another soccer-based program for HIV/AIDS education in South Africa. The purpose of this research was to compare children who participated in the program and children who only received traditional classroom-based HIV education on health behaviors and HIV-related knowledge and stigma. The researchers pointed out the importance of this study, as 55.6% of youth in ninth to twelfth grades who attended in the program reported that they had sexual relations, while only 29.9% of them have taken HIV tests in the high HIV prevalence region of South Africa. A total of 972 children (99% South African black, 498 boys and 472 girls with missing data on two regarding sex) who attended fifth to twelfth grades across 10 schools in South Africa took part in the research. The researchers divided them into a
WhizzKids United group and a control group. They found that children between fifth and eighth graders who participated in the WhizzKids United program had higher levels of HIV knowledge with mean 49%, compared to 37% for a control group. The WhizzKids United program participants also had lower levels of HIV stigma with mean 27%, compared to 33% for participants in a controlled group. These results illustrate the potential positive impact of further soccer-based HIV/AIDS education.

Szto (2013) was pessimistic about the collaborative project of Nike and Product (RED) called the Lace Up, Save Lives Campaign, which sells shoelaces for four US dollars in Nike stores and online stores to help fund HIV/AIDS prevention and treatment programs in African countries. As RED (2011) noted, Nike is the only (RED) partner that directs 100% of its profits to the HIV/AIDS epidemic (as cited in Szto, 2013); thus, Nike seems to have positively contributed to the HIV/AIDS educational program. Nonetheless, Szto argued that the Nike (RED) web site leads us to imagine Africa as helpless, uncivilized, and in need of Western guidance, but fails to address core social issues, such as poor governance, postcolonial effects, or racism that keep many African countries poor. The author also pointed out that Nike (RED) does not provide much project data; thus, its impact is unclear.

Several articles stated that being physically active itself has the power to prevent various diseases and maintain health. According to Pedersen and Saltin (2006), physical activities are an effective treatment for heart and pulmonary-related diseases, metabolic syndrome-related disorders, muscle, bone, and joint disease and cancer, depression, asthma, and type 1 diabetes (as cited in Blatter and Dvorak, 2010). Goldberg and Elliot (2000) reported on the effect of physical activity at length; researchers have found a 20% to 25% reduction in age-adjusted death rate from heat attack when studies of physical activity are combined. Such activity also helps in
burning calories, allowing for the prevention of metabolic syndrome and overweight. Aerobic exercise and weight training reduce high blood pressure; systolic and diastolic pressure can be lowered an average of 10 mm HG, reducing stroke rate by about 25%. Diabetes can also be prevented by physical activity even among people with a family history of this disorder or those who are overweight. Insulin can be lowered with physical activity, and some people can even control their sugar levels in this way.

Seabra et al. (2014) and Barene, Krstrup, Jackman, Brekke, and Holtermann (2014) selected soccer among the various physical activities for their studies and tested the effectiveness of soccer use in different populations. Seabra et al. mentioned that many researchers have studied the correlation between physical activity and overweight, yet not so much the psychological effects. Seabra et al. examined the effects of a five-month soccer program on perceived psychological status and body composition of 12 overweight boys. Barene et al. explored whether soccer and Zumba exercises could improve the health condition of 107 female hospital employees. Blair and Church (2004), Church et al. (2007), Berg et al. (2009), and Cash et al. (2012) pointed out that low cardiorespiratory fitness, overweight, and hypertension may cause cardiovascular disease and mortality, which might affect work ability and sickness leave (Barene et al., 2014). Based on the study, the authors suggested that companies provide a physical activity program during work hours in the workplace.

Seabra et al.’s (2014) study showed that a soccer-based program could offer a positive psychological effect but not the desired physical effect among overweight boys. Seabra et al. carried out a five-month soccer intervention, 60-90 minutes four times in a week, for 12 overweight boys in Portugal aged between 8 and 12. Seabra et al. found that participants improved their image, self-esteem, and attractiveness through physical activity. Overweight boys
often experience social discrimination. Their low self-esteem impaired school function in comparison with non-overweight children significantly. Thus, soccer participation was an effective approach to improve the psychological status of overweight boys. In contrast, participants gained in weight, lean body mass, and height. As several previous similar studies also found weight gain among boys during interventions, by way of explanation, Weintraub et al. (2008) and Faude et al. (2010) noted that an increase of weight and height is normal growth for their age (as cited in Seabra et al., 2014). Hence, further research is needed over a longer period and on a larger scale.

Barene et al. (2014) have proved that soccer and Zumba exercise are effective for female hospital employees in terms of improving their health condition. The researchers chose female hospital employees as subjects because absence due to sickness rates among nurses are higher than those for other occupations. They selected 107 employees and carried out two to three-hour exercise sessions for three months outside working hours. Participants were divided into three groups: a soccer group, a Zumba group, and a control group. The soccer and Zumba groups showed significant improvement in cardiovascular and musculoskeletal health compared to the control group. According to Han et al. (1997) and Blair and Church (2004), the prevalence of obesity and lifestyle diseases, such as cardiovascular disease and diabetes, have increased, especially in Western countries (as cited in Barene et al., 2014); thus, the researchers concluded the study recommending that companies promote physical activity to help prevent obesity and lifestyle diseases.

Therefore, the correlation between soccer and health has potential to bring benefits, but further study is still needed. As Clark et al.’s (2006) research on Grassroot Soccer HIV/AIDS programs found soccer effective as a development tool, Kaufman et al.’s (2012) study also could
have been succeeded if they had enough grants and time. Furthermore, in spite of Szto’s (2013) negative comment on the Nike (RED) project, Nike (RED) does work with the expert in the development field, SDP. As a result, the credibility and effectiveness of the project is assumed to be reputable. Seabra et al. (2014) and Barene et al. (2014)’s studies also contributed to the potential positive effect of soccer use in health; soccer-based programs may ease psychological problems, cardiovascular and musculoskeletal-related diseases. These diseases are on the rise especially in Western countries (Barene et al., 2014; Seabra et al., 2014); thus, a further study should be how soccer-based programs can be introduced in our daily lives.

2) Peace-building effect. Within the literature and from Table 1, peace building was also one of the most targeted missions along with health. The SDP International Working Group (2008) described soccer as being able to reduce social tensions. Soccer-based projects have been successfully used to introduce socially excluded groups to community services and supports, enhance their human and social capital, rebuild their self-confidence and self-esteem, and shine a spotlight on the structural causes of their exclusion and provide solutions. Soccer also has the potential to build empathy and erase the dehumanizing effects of persistent negative characterizations by opposing groups, as shared soccer experiences lead participants to feel that they are alike rather than different. In addition, popular athletes can serve as highly influential role models, speak for peace, and act as “icebreakers” between hostile communities.

Several articles on soccer-based projects and peace building indicated that soccer has the potential to ease tension and build a bridge for peace between hostile communities when implemented by trained coaches in a safe environment. Dyck (2011) examined whether soccer can assist the disarmament, demobilization, and reintegration efforts for youth combatants and rebuild inter-community relations between ex-combatants and communities in Sierra Leone. The
researcher concluded that soccer has the potential to bring peace, although this study also highlighted the negative impact of soccer-based projects as enforcing a gender gap within communities.

Dyck (2011) mainly discussed the positive impact and a few limitations of soccer-based projects for peace building by examining how ex-youth combatants and camp administrators and other development workers perceive the importance of soccer activity in interim care centers or in the disarmament, demobilization, and reintegration camps in Sierra Leone. According to the Sierra Leone Truth and Reconciliation Commission (2004), Sierra Leone is a country that has experienced an 11-year civil war, in which 6774 children and youth were estimated to serve as soldiers and in various other roles for the government, militias, and rebel forces (as cited in Dyck, 2011). Betancourt and Khan (2008) noted that since the civil war ended, child and youth combatants have suffered from various post-war after-effects, such as depression, violent behavior, and disturbing memories of anxiety and fear (as cited in Dyck, 2011). In these circumstances, ex-combatants devote long hours to soccer in the camp because, in doing so, they can forget about issues they are facing at least while playing soccer.

Dyck (2011) illustrated several benefits of soccer-based programs: a reduction in the level of violence among ex-combatants, the creation of a framework for ex-combatants to interact with surrounding communities, the building of social networks and new friendships among ex-combatants, and a distraction from psychological stress and trauma relating to their war experience. For instance, in commenting on the reduction in the level of violence among ex-combatants, the project administrators and development workers noted,

When they were [at the] warfront, they would get into really aggressive actions. Actions that would really involve violence and hurt. We didn't want that to
continue. But you know when you are playing football [soccer], it is a violent
game as well. Sometimes when they were playing they would fight, but we would
always be around to say ‘no wounding’ – ‘not that much violence.’ And we saw
that it was helping. (Dyck, 2011, p. 404)

Although acts of violence during play could be a problem, administrators and coaches in the
camp were provided the opportunity to teach participants the importance of accepting defeat and
the decisions of the referee. The second benefit, the creation of a framework for ex-combatants
to interact with surrounding communities, has also been brought about by soccer-based
programs. Soccer games created a reason for the community and the ex-combatants to work
together, and the game itself provided a framework for this first-step interaction. An
administrator highlighted the third benefit, the building of social networks and new friendships
among ex-combatants, as follows:

The youth would form a football [soccer] team, and then start to open up to each
other, build connections and start communication with one another. Then,
afterwards, we had those same teammates involved in various short-term projects
together, like a carpenter who exchanges his services with someone trained in
masonry. (Dyck, 2011, p. 407)

Soccer helps ex-combatants to build a relationship and human connection, which later extend
beyond their time at the camp. The last benefit, a distraction from psychological stress and
trauma relating to their war experience, can be observed from a program participant’s comment:

Football [soccer] helped me to stop thinking of other things from my past.

Whenever I am on the pitch I will be fully concentrating on the game. After the
game, I will come back and for two to three hours, sit down with friends to
discuss the football game. So it doesn't give [me] much time to think about past issues. So after finishing the discussion, I would wash up and go to bed. It is only after some time that I might begin to think about these issues. By that time, before daybreak, I will be back in school, occupying my mind and by the end of the day, be back on the football pitch. So there [is] no time to be sitting down and thinking about the past. (Dyck, 2011, p. 407-408)

Based on these testimonials, Dyck believed in the power of soccer as a development tool to provide temporary relief from psychological suffering caused by post-war after-effects.

On the other hand, Dyck (2011) also pointed out the negative aspect of soccer-based programs. More specifically, soccer has become a masculinized sport within the camp. Particularly older male youths tend to get more of the benefits of soccer than female combatants because women are allowed to play sports only after they finish housework. Similarly, soccer in the disarmament, demobilization, and reintegration camps could encourage hierarchical relations among ex-combatants because soccer requires dividing into teams by age and gender. Therefore, administrators, development workers, and coaches should be well trained and understand what ex-combatants have been through to minimize negative impacts.

In light of Dyck’s (2011) research, the need for training administrators, development workers, and coaches became the subject of another study. Rookwood (2008) and Blom et al. (2015) studied several soccer-based peace-building projects. Rookwood explored two soccer-based projects, the Football for Peace (F4P) project and the STAR project, which involved young people who live in places with recent experiences of conflict. Blom et al. evaluated the training of coaches of soccer-based peace-building programs in Jordan based on the sport-for-development theory. Rookwood and Blom et al.’s studies have shown the importance of well-
managed soccer-based programs and made some recommendations for further soccer-based peace-building programs.

Rookwood (2008) reported on the F4P project for Arab and Israeli children and the STAR project for Liberians, which both focus on conflict resolution because Israel and Liberia are both in need of peace promotion and social development. According to Rookwood, the F4P project accords central importance to trust, respect, neutrality, responsibility, and inclusion, whereas the STAR project focuses on self-discipline, truthfulness, appreciation, and respect. For the F4P project, coaches intentionally created a conflict situation during the coaching session because they could thus experience the positive aspects of conflict resolution in a safe and controlled environment. Operators of the STAR project disagreed with this tactic. For them, causing such situations might produce a violent reaction, as many participants had not fully recovered from their unstable psychological status caused by their war experience. Furthermore, the F4P organized tournaments on festival days, managed by the participants and competed in by mixed Jewish and Arabic teams to remind participants of the core values of the F4P program and encourage participants to reflect those attributes in their conduct. The STAR project did not hold such tournaments; all its sessions had competitive units integrated within participants instead. Finally, Rookwood demonstrated the various difficulties these projects faced, including language barriers; the multilingual structure of the project, which caused confusion and struggles among coaches and participants, especially with regard to selecting teams; and the prevention of participants’ viewing winning as a triumph over another conflicting identity by mixing identities. This last challenge, mixing teams, was difficult but crucial. In summary, even though these two projects did not share the same values or strategies, their goal was same: “making positive changes in the lives of the participants” (Rookwood, 2008, p. 476).
Blom et al. (2015) evaluated the effectiveness of coach training for a soccer-based peace-building project in Jordan based on the sport-for-development theory, which derives from the reinforcement of human development and inter-group acceptance. Blom et al. explained the importance of their research, as soccer could be “more than just a sport” in Jordanian society due to its popularity. FIFA (2014) reported that 121,191 people were estimated to play soccer in Jordan in 2013 (as cited in Blom et al., 2015). Hence, providing proper training for coaches is a necessity. Blom et al. surveyed 115 Jordanian coaches for this study, measuring their knowledge gains, mutual understanding, perceived abilities, and satisfaction using a pre/post-test descriptive design. The coach training program was designed to teach coaches how to encourage citizenship behaviors and peaceful living skills in their athletes through soccer games. As a result of the program, 88% of the coaches responded that they were ready to incorporate the soccer skills they had learned into their coaching, 100% stated that they were able to incorporate the peaceful living skills learned during the training, 93% reported being confident with respect to soccer skills, and 91% of coaches reported a high positive rating for the coach training program. Blom et al. added that mutual understanding on one item related to comfort when working with someone of the opposite gender increased; hence it may be possible to reduce the gender gap at least in the context of soccer in a male-dominated country, Jordan.

In summary, a soccer-based program for peace building has the potential to ease tension and build a bridge for peace between hostile communities. Dyck (2011) proved the possibility of the use of soccer as a development tool, even while pointing out one of the limitations (i.e., the gender gap). Blom et al.’s (2015) study showed that limitations can be minimized through the proper training of coaches using sport-for-development theory. Blom et al. also proved the importance and effectiveness of a coach training program by conducting a survey among
program participants. Rookwood (2008) explored two soccer-based projects on peace building. Although the two projects did not pursue the same strategy, they did share the same goals. However, the program’s effect was not discussed in the study. Rookwood suggested further study on the subject of whether soccer can be used for peace promotion and social development. Overall, one can conclude that using soccer for peace building is promising but requires further study.

3) Academic achievement effects. Soccer-based programs may have the potential to improve academic performance. “The skills learned through play, physical education (PE) and sport are foundational to the holistic development young people. These skills, such as cooperation and confidence, are essential for social cohesion and are carried throughout adult life” (UN Inter-agency Task Force, 2011, p. 8; see Figure 1)

![Skills and values learned through sport](image)

*Figure 1. Skills and values leaned through sport. Adapted from “Sport As a Tool for Development and Peace: Towards Achieving the United Nations Millennium Development Goals” (UN Inter-agency Task Force, 2011, p. 8).*

Bradley, Keane, and Crawford (2013) examined how participating in a particular sport influences academic achievement in Ireland, suggesting that school-organized sports could lead to improve academic performance. Similarly, Dwyer and McCloskey (2013) carried out a one-
month intensive summer literacy camp for 35 teenage refugee boys in the United States. They observed significant academic achievements in participants. In the context of school academics, subjects not tested as part of the state assessments are often reduced in hours, and PE is one of these (Wilkins et al., 2003). Therefore, proving whether soccer could impact academic performance positively or negatively not only affects individuals but also school programs.

Bradley et al. (2013) demonstrated that PE and school sport are beneficial to educational achievement. Bradley et al. described the importance of their study as follows: While the Department of Health and Children recommends at least 60 minutes of physical activity every day, only 12% of current post elementary school children meet the recommendation, and only an average 77 minutes per week are spent for PE. In this study, 402 students graduating from an all-boys secondary school in Ireland between 2008 and 2011 participated. The average test score of students who participated in a sport (soccer, rugby, or rowing) was 431.5 points out of 600, as compared to 406.1 points for students who did not participate in any sport activity. In addition, 58.3% of participants who played sports reported that they exceeded the school average score, as compared to 47.1% of participants who did not play any sport. Bradley et al. wrote that those students who can maintain participation in a sport benefit in terms of both their sport and academic performance. Nonetheless, Bradley et al. mentioned that parents’ academic and socioeconomic levels may contribute to sport participation rate. In their study, participants were from a relatively wealthy school and thus were able to access sport activities.

Dwyer and McCloskey (2013) studied the correlation between soccer and academic performance among refugee boys in a suburban southern city in the United States. A coach started the one-month intensive summer literacy camp because he found the refugee students had little to do during summer vacation, as most parents were busy with work, with some at more
than one low-paying job. Also, the refugee students’ families could not afford summer camps and did not have much time to spend with their children after work. The parents were often English learners themselves, so the refugee students did not receive support for language development from their parents. A total of 35 teenage refugee boys participated in a one-month intensive summer literacy camp for the study, which requires participants to follow enforced restrictions, including no smoking, no drugs or alcohol, no missed practices, no gang-related activity, and no grade average lower than C. Participants were required to both study and play soccer (see Figure 2). During the camp, some health issues were reported, such as poor eyesight and hearing. In addition, bullying and theft were also noted as a concern from both students and teachers. Overall, Dwyer and McCloskey observed positive academic achievement in participants.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00–10:30 am</td>
<td>Workout 1</td>
</tr>
<tr>
<td>10:30–12:00 noon</td>
<td>Small group class time, including Book Club, journals, and content activities</td>
</tr>
<tr>
<td>12:00–12:30 pm</td>
<td>Workout 2</td>
</tr>
<tr>
<td>12:30–1:00 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00–1:30 pm</td>
<td>Independent Silent Reading Time</td>
</tr>
<tr>
<td>1:30–3:00 pm</td>
<td>Art Club or Green Club</td>
</tr>
<tr>
<td>Some weekday afternoons</td>
<td>Field trips to content-related sites</td>
</tr>
<tr>
<td>Friday afternoon</td>
<td>Fun field trips and activities</td>
</tr>
</tbody>
</table>

*Figure 2. Camp schedule. Adapted from “Literacy, Teens, Refugees, and Soccer” (Dwyer & McCloskey, 2013, p. 90). Copyright 2013 by Refuge.*

One can conclude that PE and soccer do have the potential to improve academic performance. Skills and values learned through sport (see Figure 1) may be useful skills for improving school life. Bradley et al. (2013) and Dwyer and McCloskey (2013) showed how
these skills could contribute to academic achievement. In contrast, Bradley et al. and Dwyer and McCloskey also found difficulties in using soccer for the improvement of academic performance, such as the social inequality gap, health issues, and delinquency. Also, both studies focused on boys. Therefore, in organizing any program, one must consider students’ backgrounds, and the inclusion of girls in school sport clubs may be important to improve the correlation between soccer-based programs and academic achievement effects.

4) Girls’ empowerment effects. Although most soccer-based organizations and articles on soccer and international development attach importance to the inclusion of girls, only a few articles focused on girls in soccer. According to the SDP International Working Group (2008), sport can “enhance girls’ and women’s health and well-being, foster self-esteem and empowerment, facilitate social inclusion and integration, challenge gender norms, and provide opportunities for leadership and achievement” (p. 7). Pelek (2010) explored women’s participation in soccer in South Africa, illustrating that black women have had the least access to soccer. Brady and Khan (2002) examined MYSA’s program for girls in slums in Kenya. In Kenya, girls are excluded from sport activities. Thus, MYSA needed to work much harder to implement the girls’ program as compared to the boys’. Brady and Khan mentioned some limitations of the soccer-based program for girls, from MYSA’s experiences of getting girls into the program. These will be discussed below.

Pelek (2010) highlighted the history of South African women’s participation in soccer from the 1970s to the present. Given the historical constraints on women in sport, soccer has been seen as a male-only sport. Hence, women, especially those of the lower class during apartheid, that is, black women, had less privilege to enjoy soccer. Pelek noted that white women of the middle class were the first to join organized soccer in the late 1906s and early 1970s,
whereas Colored or African women started joining organized soccer only in the late 1970s and early 1980s, but black women experienced the harshest treatment under apartheid rule. Very few black women enjoyed access to soccer. In the late 1980s and early 1990s, with the support of Nelson Mandela and the African National Congress, women’s rights activists gained access to a remarkable array of institutional settings to address gender-related issues in South Africa. The 1990s also saw another turning point. As more Colored and African women participated in soccer, white people started leaving the field. White people started playing indoor soccer instead in white-dominated areas as only they could access these facilities. Women’s participation in soccer has been gradually recognized in Africa; in 1988, Ivory Coast was invited to represent the continent at the FIFA trial tournament for women’s soccer in China. TV also helped to promote soccer for women in South Africa. The match between South Africa and Nigeria for the World Cup qualifying tournament in 1994 was played on TV and it promoted recognition of soccer as a development tool. A top soccer administrator commented,

Nigeria qualified to play in the first World Cup in 1991 and that was good for South Africa because we saw women playing soccer on the television, black women. Suddenly there was huge interest. Everyone wanted to play soccer. These girls got to travel; it was now not just running around in the streets. Black women could now see that maybe there is a future in this sport. (Pelek, 2010, p. 70)

In 1994, women started facing some issues with men due to the rapid growth of women’s soccer. Until 1994, male coaches, managers, and referees organized women’s soccer. It was a male-dominated area. Sexual harassment and mismanagement of funds were reported, but the South Africa Football Association (SAFA) did not address these issues for several years. Until a national women’s soccer administrator asked the minister of sport and the national government
to help them, female players faced issues with men. From 2000 to the present can be described as a period when soccer became institutionalized in South Africa. However, despite the increased popularity in international matches for national teams, the number of local women’s teams seem to be declining because many players have started looking for other jobs, as soccer cannot feed them every day (Pelek, 2010).

Brady and Khan (2002) explored a MYSA program for girls in a slum in Kenya. MYSA was established in 1987, aiming “to change the lives of Mathare [a slum in Kenya] youth by starting with sports” (“MYSA,” 2011). MYSA initially offered a boys program but started organizing matches and leagues for girls in 1996. All the girls’ teams used to be managed and coached only by males, and male coaches are still the majority today. Girls’ programs are popular especially among younger girls, under 12 years old, because older girls, 17 or 18 years old, have already taken on adult roles as expected in their communities. Playing soccer is still a new trend for the community. Participants’ comments reflected both positive and mixed feelings about the MYSA program. Brady and Khan reported positive feelings as follows:

I have learned how to have my own principles and not be blown and tossed around by the wind. (p. 17)

Before playing football [soccer] I was fearful; now I am not because I am used to mixing with people, and I know what is good and what is bad. (p. 17)

I learned about AIDS through the training, and now I formed a group that I give advice to. (p. 17)

I have learned many things, especially from the counseling session that we attend. We have learned a lot and we use this to counsel kids on the danger of drugs, glue sniffing, and other vices when they come for our drama on Saturday. (p. 18)
Nevertheless, it is not easy for MYSA and female participants to continue the program. Female participants’ comments reflect these difficulties:

I do chores in the morning before leaving the house because those who come after me are boys and still young. I wake up as early as 5:00 a.m. to clean, wash clothes, and prepare lunch before going for practice to avoid trouble with my parents. (p. 18)

They [the boys] take our ball and throw it away intentionally. (p. 22)

Sometimes they like inciting us and they throw stones at us. Then we tell the coach and he stops it. (p. 22)

Sometimes when a girl is pressed [has to urinate] and she goes to the toilet, boys come to peep. (p. 22)

To improve the situation, Brady and Khan suggested teaching boys to be more respectful to girls because they will be the future husbands and partners of the girls the programs wish to reach.

As mentioned above, although girls and women’s participations in soccer have been on the rise, girls and women have not been able to fully enjoy soccer. Pelek (2010) and Brady and Khan (2002) demonstrated this in their study of girls’ soccer-based programs in South Africa and Kenya, which are male-dominated countries. Pelek illustrated both the progress and limitations of women’s participation in soccer by looking at the history. Soccer is available to the majority of South African women today, but it has not been used as a development tool. Local women’s teams have been losing popularity as soccer itself does not solve the social issues they are facing. Brady and Khan also highlighted that the male-dominated environment keeps girls and women from joining soccer teams. Nevertheless, a positive correlation between soccer and girls’ well-
being has been observed in MYSA’s programs, and thus, creating safe spaces for girls to play soccer should be given priority.

**Limitations of Soccer-Based Programs**

The literature has revealed positive effects of soccer-based programs, but further improvements are being and still need to be made. Researchers have highlighted socioeconomic status (Bradley et al., 2013; UN Inter-agency Task Force, 2011) and gender discrimination (Brady & Khan, 2002; Pelek, 2010), which affect accessibility to soccer facilities, as barriers when carrying out soccer-based programs. Furthermore, Tannenwald (2013) argued that soccer is a new focus in the field of development, and some point out that it brings negative impacts (UN Inter-agency Task Force, 2011). The SDP International Working Group (2008) also pointed out that soccer itself does not have the power to solve social issues. It has to be combined with other sectors and governments.

Bradley et al. (2013), Pelek (2010), and Brady and Khan (2002) demonstrated that the social environment can affect soccer participation. Bradley et al. also argued that adult socioeconomic status affects childhood soccer participation. Lunn (2007) and White (1982) noted that children who do not play sports tend to have parents who do not participate in any sport and that parents’ education and income are related to sports participation (as cited in Bradley et al., 2013). Pelek and Brady and Khan highlighted that soccer is seen as a male sport, especially in male-dominated countries. Although soccer programs for girls have increasingly appeared, men still remain in administrator and coaching positions. Thus, girl participants are at risk of sexual harassment and mistreatment. Nevertheless, the fear of losing administrative management of teams keeps men on girls’ teams as coaches.
Another limitation is that the correlation between soccer and development is uncertain. Tannenwald (2013) argued that since researchers have conducted only a few studies on soccer and development, soccer as a development tool is loosely defined and unregulated and lacks proof of its effectiveness. For instance, according to the UN Inter-agency Task Force (2011), schools have not recognized soccer as a development tool, and physical activities are often seen as non-productive and non-intellectual, which is why schools have been reducing PE hours. As patterns of physical activity are formed in childhood, losing opportunities of being active at schools could cause negative impacts in the long term.

Based on the limitations mentioned above, one can conclude that soccer itself cannot solve social issues. According to the SDP International Working Group (2008), today, soccer focuses on competition and winning at all costs, reflecting a failure to set the healthy development of children and youth at the center of the experience. This can even cause negative experiences. Exclusion, tolerance of violent rivalry among opposing teams and their supporters, and the focus on victory or defeat may discourage soccer participation. Sugden (2006) noted, “[s]port is neither essentially good nor bad. It is a social construct and its role and function depend largely on what we make of it and how it is consumed” (as cited in SDP International Working Group, 2008, p. 208). In fact, soccer could promote nationalism, which may lead to increased conflict, hooliganism, racism, and violence.

Therefore, soccer-based programs will only be successful when combined with other interventions and programs because soccer itself does not solve social issues (SDP International Working Group, 2008). As socioeconomic status and gender affect the accessibility of soccer participation (Bradley et al., 2013; Brady & Khan, 2002; Pelek, 2010), providing soccer programs alone may create a gap between socially advantaged and disadvantaged populations.
Tannenwald (2013) argued that the use of soccer in an international development context requires deeper studies, as it is an emerging field. Nevertheless, soccer can be seen to be a promising tool if these limitations are fixed.

**The Role of Soccer in Ecuador**

Soccer is more than just entertainment, at least for the majority of Ecuadorians. Viatori (2008) discussed the World Cup, outlining how it has affected Ecuadorian society. The World Cup brought integration and a sense of “oneness” to Ecuador’s multicultural society, but the World Cup celebrations also clearly revealed inequality in Ecuador. Rahier (2008) illustrated the social position of Afro-Ecuadorians in the context of soccer because a majority of professional soccer players are Afro-Ecuadorian, yet, oddly, they are also the targets of discrimination. The constitution recognizes Ecuador as a multicultural society, but Afro-Ecuadorians, indigenous peoples, and women still lack the same privilege a white or Mestizo Ecuadorian has. Nevertheless, soccer in Ecuador is not just a sport. Soccer has the power, maybe more than the government, to inspire society and people.

Soccer has a long history in Ecuador. It represents a significant aspect of social life. According to Radcliffe and Westwood (1996), Ecuador has more than 20 professional clubs, and no other sport can beat its popularity. The national team’s games are the most watched TV programs in Ecuador, with 90% of the country’s viewers sometimes engaged in watching it (as cited in Viatori, 2008). In 2006, Ecuador qualified for the FIFA World Cup for the second time, which sparked public celebrations throughout the nation (Viatori, 2008). El Comercio (2006) noted that some indigenous communities postponed their traditional celebrations to watch the national game (as cited in Viatori, 2008). Former President Alfredo Palacio even joined the
party; he declared an asueto (little holiday) for Ecuadorians to celebrate the victory. The FIFA World Cup in 2006 offered Ecuadorians a reason to celebrate nationality over race or gender.

Some white and Mestizo elites are still against the idea of multiculturalism as a fundamental national identity, although the fact that the majority of FIFA World Cup stars in Ecuador are Afro-Ecuadorian has undermined visions of Ecuador as a homogenous society. Viatori (2008) also illustrated that soccer is a masculine sport in Ecuador. The majority of players and fans are men, and women are often excluded from participation. Furthermore, socioeconomic status renews inequalities during national games. El Comercio (2006) reported that Ecuadorian national jerseys were produced by Marthon Sports, an Ecuadorian multinational company, for $29.90. Since 51% of the population, mostly indigenous Ecuadorians, live below the poverty line, and the average salary was $237 per month in 2006 (as cited in Viatori, 2008), the symbol of national identity for the FIFA World Cup was only available to the upper and middle classes.

Rahier (2008) also argued that Afro-Ecuadorian professional soccer players are still experiencing exclusion from mainstream society, even though soccer is the most popular sport in Ecuador. Rahier further noted that this goes against the Ecuadorian Constitution of 1998, which recognized, for the first time, Ecuador as a multiethnic nation. This document emphasized,

Keeping, developing and strengthening indigenous people’s identity and their traditions; respecting their community land property; guaranteeing indigenous participation in the gains, administration and conservation of the exploitation of the natural resources located within their territory; keeping developing and strengthening their traditional way of living, organizing and authority. (Sanchez, 2005, p. 24)
17 years have passed since then, yet people’s minds have not changed. According to Comercio (2004) and Hoy (2003), some articles during the FIFA World Cup of 2002 and 2006 showed white and Mestizo’s interest in exploring the Afro-Ecuadorians in their midst (as cited in Rahier, 2008). Moreover, when Ecuador beat Costa Rica by 3-0 with two goals from Afro-Ecuadorians and one goal from a non-Afro-Ecuadorian player, a few comments on a blog mentioned the player’s race:

You go my beautiful black guys, I love you, and you're becoming interesting.

Continue to fight with these clutches and strengths, put your heart into this for your country. Here in Ecuador, we are all proud of you, and from here we send you strength, because it is we who marked the goals.

I'm an Ecuadorian woman who resides in Spain, and I feel very proud of my country. I'm sorry that I'm not home now to celebrate the victory the proper way. I miss my country a lot, and its beautiful people. They are my little Ecuadorian blacks (negritos ecuatorianos)!!!!! Thanks a lot negrito. I hope that you continue as you have begun. Kisses from Spain. (Rahier, 2008, p. 168)

These comments reminded Ecuadorians of common stereotypes and social inequalities.

Furthermore, the comments of an Argentine ex-soccer player, nicknamed Loco Ghatti, published on his blog forced Ecuadorians to deal with race in relation to national identity. Loco Ghatti (2006) commented,

Ecuadorians are not a surprise, at least not for me. They were selected twice in a row to play in a Mundial [the FIFA World Cup], and in the South American competitions they classify without problem and relatively close to Argentina and Brazil. They play good soccer, without mysterious or strange things, and they
have put together a team of nationalized Nigerians... But weren’t Ecuadorians 
Indians like me? Well, not at all, now they are almost all negritos. Where did they 
get that skin color? If I were working for the FIFA I would investigate this, 
because these banana producers [bananeros] (that’s how we call Ecuadorians in 
Argentina), they are cheating. (as cited in Rahier, 2008, p. 169)

If such influential tools and people are used to maintain or promote negative opinions like this, 
racism and social inequality will likely continue to increase. To change people’s mind sets, those 
in power should do what is right. Rahier offered a story that gives one hope; during the soccer 
match between two Ecuadorian club teams, Barcelona and Deportivo Quito, Barcelona’s fans 
shouted monkey sounds every time opponent Afro-Ecuadorian players had the ball. In response 
to the situation, Barcelona’s management was punished with $2,000 for the first time in 
Ecuadorian soccer history.

Soccer is not just a game in Ecuador. Viatori (2008) described national unity during the 
FIFA World Cup while Rahier (2008) highlighted racism against Afro-Ecuadorian soccer 
players. Soccer does play an important role in Ecuadorian society, but the power of soccer could 
trigger another issue absent regulation and control of soccer matches or programs. Soccer could 
unify Ecuador and promote multiculturalism. Thus, soccer may have the potential to make a 
positive change if soccer is introduced properly into soccer-based programs.

This literature review discussed the role of sport and soccer as a development tool, the 
definition of youth empowerment, a brief history of soccer for development, the power of soccer, 
limitations of soccer-based programs, and the role of soccer in Ecuador. One can say that soccer 
may play a crucial role that supports youth in various ways and connects communities that share 
different beliefs, languages, nationalities, and religions in inexpensive and effective ways.
Successful youth empowerment can be achieved by offering a model program designed for a group of youth (e.g., El Nacional students), which, with their participation in its planning and implementation and the help of soccer-based organizations (e.g., Ser Pa Hacer), teachers, and coaches, can not only improve their leadership skills but also offer all the other benefits that soccer program have proved to deliver.

The history of using soccer to promote development is uncertain, but the UN and FIFA recently recognized soccer as a development tool, and the number of soccer-based organizations has been on the rise since then. Trends seen in soccer-based organizations’ missions are projects targeting youth in health, education, peace building, and girls’ empowerment. While most projects showed the effectiveness of soccer use, some did not produce positive sustainable results. Some articles stated that soccer itself does not have the power to solve social issues, adding that the sport must be effectively combined with other interventions. Since socioeconomic status and gender affect the results of soccer-based programs, this field requires deeper studies to minimize negative impacts. In the case of Ecuador, soccer also plays an important role in society, but it could cause both positive and negative effects. To make good use of the power of soccer, soccer matches or programs should be regulated and controlled.

**Project Design**

This culminating project is designed for development workers/educators/coaches who are dedicated to soccer-based youth empowerment programs, specifically an after-school program at El Nacional public school. The completed curriculum is available in Appendix B, which includes coach training, a curriculum overview, weekly and daily lesson plans, and toolkits. The literature review above has proven that soccer, the world’s most popular sport, is becoming a popular and effective tool in the context of international development. Soccer-based programs have the
potential to deliver positive impacts on health, education, peace building, and girls’ empowerment. However, one of the negative effects is incorrect implementation stemming from the newness of the field. This curriculum should minimize the negative effects and provide proper ways to introduce soccer into youth empowerment programs.

Different communities have different needs. This curriculum focuses on health issues, as El Nacional students now face or may face them in the future, but current programs at the school do not address these issues. Health, specifically nutrition education, is identified as an intervention that will help to maintain El Nacional students’ health because Ser Pa Hacer’s survey revealed students’ unhealthy eating habits. Moreover, nutrition education could prevent the most common cause of death in Ecuador: diabetes mellitus (World Health Organization [WHO], 2013). As healthcare resources are limited, especially for low-income populations (Baldeón et al., 2012), El Nacional students have a greater risk of developing diabetes mellitus. About 30.8% of El Nacional students identify as Afro-Ecuadorian, which is one of the most vulnerable populations in Ecuador. Hence, nutrition education intends to encourage El Nacional students to eat healthy to prevent diabetes from an early age. Integrating nutrition education into soccer programs is important, as a high level of physical activity could also reduce diabetes risk by 20-30% (Gill & Cooper, 2008). This project intends to empower youth by introducing soccer efficiently in an after-school program at El Nacional public school.

The project’s logic model is below (see Table 2). Ser Pa Hacer, El Nacional public school, people, and materials are the necessary resources to implement this program. For activities, coach training may increase the positive effects. Soccer education and nutrition education could provide youth with an opportunity to have fun and learn how to maintain their health. Youth who participated in the program for 6 weeks should mainly run the Health
Awareness Soccer Festival. They can invite family members and people in their communities, and each team can create a booth to introduce what they learned during the program. Inviting El Nacional alumni who are professional soccer players could also be an opportunity to raise funds, besides giving current students real examples of what they, too, might someday become.

Creating and revising rules for in school and on the field behavior are also important, as current rules are not strict enough to reduce disrespectful behavior, such as cheating and stealing. As a result, this curriculum aims to raise awareness, knowledge, and skills related to the effective use of soccer over a period of one year, to increase participants’ attendance and create a sustainably well-managed soccer-based youth empowerment program within three years, and to improve health practices in communities within five years.


Table 2
Logic Model for a Soccer-Based Youth Empowerment Program: The Case of El Nacional Public School Logic Model

<table>
<thead>
<tr>
<th>Inputs</th>
<th></th>
<th>Outputs</th>
<th></th>
<th>Outcomes -- Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ser Pa Hacer</td>
<td>El Nacional school</td>
<td>Coach training</td>
<td>Coaches</td>
<td>Raise awareness, knowledge, and skills of effective use of soccer.</td>
</tr>
<tr>
<td>El Nacional school</td>
<td>People</td>
<td>Soccer education</td>
<td>Players</td>
<td>Participants attend all the sessions.</td>
</tr>
<tr>
<td>People</td>
<td>Materials</td>
<td>Nutrition education</td>
<td>Parents</td>
<td>Create access to healthy foods for El Nacional students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Youth participation</td>
<td>Volunteers</td>
<td>Introduce nutrition education into the soccer-based youth empowerment program.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Soccer festival</td>
<td>Communities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Create/revise rules related to core elements within the team</td>
<td>Development workers</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assumptions</th>
<th>External Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>The disorganization of the program slows implementation.</td>
<td>Financial support from the government and foundations.</td>
</tr>
</tbody>
</table>
This curriculum serves as a guideline for development workers/educators/coaches at El Nacional public school, but it may apply to other soccer-based youth empowerment programs as well. El Nacional’s school year consists of six 6-week semesters, so this curriculum is designed as a 6-week program that should be repeated across six semesters per school year for a total of 36 weeks. The targeted population of this program is El Nacional middle and high school aged students, who are between 13 and 18 years old. The U14 curriculum and the U18 curriculum were separately designed considering the two groups’ psychological and physical differences. As mentioned above, the program aims to empower youth (El Nacional students) by maintaining health conditions through after-school soccer. Youth empowerment will be achieved when youth participating in groups are given the chance to express their opinions and play a part in the leadership and design of the program and sessions. Maintaining good health will be achieved through nutrition and soccer interventions for El Nacional students. This curriculum is designed to deliver fun soccer activities 3 days a week. The physical activities begin with mastery of basic soccer skills and then help youth hone and improve their skill sets. Nutrition education is integrated into each warm-up circle, activity, and closing circle (see Figure 3).

<table>
<thead>
<tr>
<th>Daily Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Staff Set-Up (15min)</td>
</tr>
<tr>
<td>2. Warm-up &amp; Opening Circle (U14: 15min, U18: 20min)</td>
</tr>
<tr>
<td>3. Activity (U14: 30min, U18: 25min)</td>
</tr>
<tr>
<td>4. Scrimmage (U14: 35min, U18: 30min)</td>
</tr>
<tr>
<td>5. Cool Down &amp; Closing Circle (U14: 15min, U18: 20min)</td>
</tr>
<tr>
<td>6. Staff Debrief (15min)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weekly Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1: Soccer Practice</td>
</tr>
<tr>
<td>Day 2: Soccer Practice</td>
</tr>
<tr>
<td>Day 3: Game day</td>
</tr>
</tbody>
</table>

Figure 3. Curriculum overview.
Each session should achieve at least 60 minutes of moderate-to-vigorous physical activity based on the recommendation of the Department of Health and Children. Coaches may spend about two hours on each session, which includes set-up, practice, and staff debriefing. Also, coaches should make teams of 11 players, after careful consideration of team members’ soccer skills and the mixing of ethnicities. Team members will play together throughout the six weeks of the program. Players will receive points for engaging in fair play, volunteering as a referee or a coach for other teams, or demonstrating other respectful behavior. Players will lose points for missing a practice/class/homework, making discriminatory comments, or demonstrating other disrespectful behavior. The points will be added to or taken away from teams’ ranking in the league. At the end of the 6 weeks, players will evaluate the coaches and the program.

In the curriculum, the weeks are separated by tabs with the first page after each tab providing key points of the week’s nutrition topic (see Table 3). Coaches should review and research these nutrition topics prior to starting the week. This nutrition education was designed based on the recommendations of the United States Department of Agriculture (USDA) and the U.S. Soccer Foundation. During each session, coaches will address the weekly nutrition topic in the opening and closing circles and integrate it into the activity. The nutrition topic in this program is not intended to be a standalone lecture. The soccer education topic is introduced in each lesson plan. Coaches will introduce the soccer topic for each session in the opening circle, demonstrate the soccer topic during the activity, reinforce the soccer topic during the scrimmages, and review the soccer topic in the closing circle. The soccer education was designed based on recommendations from U.S. Youth Soccer, the U.S. Soccer Foundation, and FIFA. The table below outlines the lesson plans for each session. In the seventh week, youth participants
will run the Health Awareness Soccer Festival to present what they have learned during the six-week program.

*Table 3*

Weekly and Daily Schedule

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Day 1</th>
<th>Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nutrition</td>
<td>Soccer</td>
</tr>
<tr>
<td></td>
<td>MyPlate</td>
<td>Dribbling</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>MyPlate</td>
<td>Dribbling</td>
</tr>
<tr>
<td></td>
<td>● Grain</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Nutrition</td>
<td>Dribbling</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Nutrition</td>
<td>Dribbling</td>
</tr>
<tr>
<td></td>
<td>● Mineral</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Carbohydrates</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Beverages</td>
<td>Dribbling</td>
</tr>
<tr>
<td></td>
<td>● Healthy drinks</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Healthy Body</td>
<td>Dribbling</td>
</tr>
<tr>
<td></td>
<td>● Calories</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Exercise</td>
<td></td>
</tr>
</tbody>
</table>
According to the U.S. Soccer Foundation (n.d.), Body Mass Index (BMI) is the most common measurement to monitor the health of children. Waist circumference is also a common indicator of stored fat, which, if too high, can lead to diabetes and heart disease. Therefore, to evaluate the effectiveness of the program, coaches will use BMI, waist circumference, nutrition knowledge, and the participants’ survey results. Coaches should conduct pre- and post-season surveys of participants and collect health and fitness data to analyze the effectiveness of the curriculum. Youth participants should also evaluate the coaches and the program as a way to share their opinions and comments.

Discussion

The purpose of this culminating project is to identify the power of soccer in the context of international development, since soccer has been shown to have the power to address various social issues, such as health, academic performance, peace building, and girls’ empowerment. My curriculum aims to apply health lessons, specifically nutrition education, to the soccer-based youth empowerment program for El Nacional students. I am doing this for the following reasons: poor health was the most mentioned topic needing addressing in the literature I researched; Ser Pa Hacer’s own survey revealed the unhealthy eating habits among students; and diabetes mellitus is the most common cause of death in Ecuador. I designed the curriculum to minimize negative effects and maximize positive effects based on findings from the literature review. As a result of the intervention, I anticipate that El Nacional students who participate in the program will experience greater empowerment and better health.
The section below evaluates the project, showing that my curriculum effectively addresses the problem noted. Nevertheless, my curriculum also has limitations considering El Nacional students and Ser Pa Hacer’s capabilities, which are discussed in the following section. Overall, I believe that soccer can be an effective tool for youth empowerment, addressing social issues. In the context of El Nacional students, my curriculum has the potential to create an environment in which youth enjoy soccer and use that to help improve health and empower students.

**Project Evaluation**

Based on the Physical Education Curriculum Analysis Tool (PECAT) Weschsler (2015) designed, Hart’s (1992) research (as cited in Morton and Montgomery, 2010), and findings from my literature review, my soccer-based youth empowerment program has the potential to effectively empower youth using soccer as a development tool. PEACT is a tool with which to evaluate physical activity based on national PE standards and the claim that four primary analyses of accuracy, acceptability, feasibility and affordability are important attributes when evaluating a physical activity curriculum. Additionally, Hart, as mentioned in the Literature Review section, demonstrated that youth empowerment programs are effective when “these are adult-initiated,” “shared decisions with young people,” in which “young people lead and initiate action” or “young people and adults share decision making” (as cited in Morton and Montgomery, 2010). Moreover, my literature review has proved that the power of soccer is best used when other interventions, like nutrition education, are integrated into it at the coaching stage. This means that coaches should be trained and each session effectively planned. Considering all the attributes above, if I evaluate my curriculum from the three perspectives of its being a sport program and a youth empowerment program that uses soccer as a development
tool, I view my curriculum as an appropriate way to introduce soccer into the youth empowerment program

Firstly, my curriculum is effective as a sport program. The accuracy of my curriculum is high, as I designed it based on reliable sources published by well-known organizations, such as FIFA, the U.S. Youth Soccer Foundation, and the USDA. The acceptability is also high, since soccer is the most popular sport in Ecuador, and El Nacional students love playing soccer. Moreover, El Nacional public school has enough soccer fields, time, and equipment to implement a soccer program, and the level of nutrition education in my curriculum is easily understandable for those who are not familiar with the subject. Thus, my curriculum is feasible. My curriculum is also affordable, since the soccer program is already provided and nutrition education materials can be accessed for free. Secondly, my curriculum can strongly empower youth as both youth and adults are given an opportunity to share decision making by creating and evaluating the program. Furthermore, although adults mainly lead the sessions, youth participants have the opportunity to run the Health Awareness Soccer Festival, serving as the major decision makers. As for the third category, my curriculum effectively introduces soccer as a development tool to address social issues. Soccer is integrated into the nutrition intervention, coaches are trained before the program, and each session gives detailed directions for coaches. For all these reasons, I feel my soccer-based youth empowerment program can be considered effective and appropriate.

Limitations

Nonetheless, my curriculum possesses potential limitations. These include the potential unreliability of the often untested curriculum sources, the lack of organizational skills on the part of Ser Pa Hacer as an institution, the food environment, and my language skills.
Firstly, Tannenwald (2013) argued that soccer is a new focus in the field of development; thus, I did not find many sources to help me design the curriculum. Only a few organizations that identify themselves as soccer-based organizations publish annual reports and their strategy for soccer-based interventions, or any evaluations of them. Table 1 shows that soccer-based programs are popular in Africa; however, fewer previous studies were found focusing on Latin America, especially in Ecuador. Soccer is definitely the most popular sport in Ecuador, but whether soccer-based interventions would be effective or not is uncertain in Ecuadorian communities. Additionally, since I do not have soccer coaching experience and did not live in Ecuador long enough to understand the community, my curriculum should be reviewed by experts in sports for development and Flores, the founder of Ser Pa Hacer, before applying this program.

From my experience at Ser Pa Hacer, the organization often has a hard time implementing projects smoothly due to corruption and a lack of staff and financial aid. Corruption often occurs, as some El Nacional students’ families are wealthy and have the power to manipulate teachers and administrators of El Nacional public school. As corruption always occurs under the table, this would be challenging to stop. Moreover, Flores runs Ser Pa Hacer mostly by himself with some short-term volunteers; thus, he might not be able to afford my new curriculum. Ser Pa Hacer also faces financial issues; I have seen school buildings closed due to payment delays. In addition, Flores does not get paid at all for what he does, which makes it harder for him to maintain school facilities.

Another potential limitation is that El Nacional students’ food environment may not allow program participants to change their eating habits. It is easy for them to access unhealthy foods, as the only shop in El Nacional sells snacks, sweets, soda, juice, and unhealthy lunch sets.
Healthy snacks are harder to access, and unhealthy drinks and foods are also cheaper than healthy ones. Therefore, El Nacional students may not be able to change their eating habits, even if they know that it is not good for their health. Additionally, street vendors that sell unhealthy drinks and foods are almost everywhere in Ecuador. These are affordable, which may create a difficult situation for students in terms of making the right decision for their health. Researchers have pointed out that socioeconomic status can affect the results of soccer-based programs (Bradley et al., 2013; Brady & Khan, 2002; Pelek, 2010), and this may be a factor here. Hence, providing soccer-based nutrition education without reforming the food environment around program participants may create a gap between socially advantaged and disadvantaged populations.

Lastly, my language skills in English and Spanish might not have been good enough to design the perfect curriculum. Since English is my second language, my researching skills were limited, as compared to conducting research in my native language. Also, if I were able to speak Spanish fluently, I might have been able to find proper sources for the curriculum for El Nacional public school. Furthermore, El Nacional staff members’ English was also limited; thus, I may have misunderstood or mistranslated when I collected El Nacional public school and students’ general information.

**Conclusion**

Soccer is more than just a sport – “[a]ccess to and participation in sport is a human right and essential for individuals of all ages to lead healthy and fulfilling lives” (UN Inter-agency Task Force, 2011, p. 1). According to the literature researched, soccer-based projects and related studies have shown that effectively managed soccer-based youth empowerment programs have the potential to deliver the following positive effects: better health, academic performance, peace
building, and girls’ empowerment. According to Table 1, the majority of soccer-based projects are implemented in African and Middle Eastern countries and are supported by European NGOs and/or governments. The literature also showed that soccer is still an emerging field (Tannenwald, 2013; UN Inter-agency Task Force, 2011). Table 1 showed that most soccer-based organizations were established relatively recently, in the 2000s, when the United States and FIFA started recognizing the power of sports as a development tool. Therefore, deeper study of existing projects and increased training of coaches from the international development perspective are needed. This should offer the scope for more discussion as well as future studies.

Ecuador is also one of many countries where soccer plays an important role in society. Nonetheless, Graces (2000) pointed out the inequality between advantaged and disadvantaged populations in Ecuador (as cited in Roitman, 2008) and asserted that this inequality can be observed in the context of soccer (Viatori, 2008). I anticipated that the soccer-based program in El Nacional public school could cause negative effects if not implemented properly, since about 30.8% of El Nacional students identify as Afro-Ecuadorian, one of the most vulnerable populations in Ecuador. This is why I designed the curriculum to empower all El Nacional students by maintaining their health through soccer in an after-school program.

My proposed project, a curriculum for a soccer-based youth empowerment program, was planned based on my findings to minimize the negative effects and provide proper ways to introduce soccer into youth empowerment programs. Different communities have different social issues; thus, when I chose El Nacional public school as an example for my curriculum, I identified nutrition education as the most effective intervention to integrate with the soccer program for El Nacional students. My curriculum is effective, as the accuracy, acceptability, feasibility, and affordability are all relatively high. Nevertheless, unreliable sources, the lack of
Ser Pa Hacer’s organizing skills, the food environment, and my language skills all form a challenge when implementing the program.

**Recommendations for Future Research**

This paper was based on many different sources of scholarly, practitioner-based research and annual reports issued by sport-based NGOs. However, while exploring the research and designing the curriculum, I had a difficult time finding previous case studies. As the literature review argued, soccer is still an emerging field in the context of international development, and the lack of research still leaves a question as to whether it actually works (Tannenwald, 2013; UN Inter-agency Task Force, 2011). In contrast, when I spoke with a development worker who uses soccer as a tool for social change in Kenya, he said that soccer is not a new tool and has positively impacted community development for decades. I assume that soccer has been used as a development tool for a while; however, the necessity of organized soccer-based projects and research has been recently recognized in the international development field as a result of some negative effects. In fact, many NGOs identify themselves as sport-based organizations, but the majority have failed to create a project description, conduct studies or an evaluation, or draft a report.

To conclude, I have two recommendations for future research. First, I recommend creating a soccer-based project evaluation tool for practitioners to easily and effectively implement programs. Secondly, I recommend studying and evaluating existing soccer-based projects, especially in Latin American and Asian countries, to improve project management. I believe that these two initiatives will benefit the use of soccer as a development tool.
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Appendix A

Ser Pa Hacer's Survey (2015)
This survey was created based on the Global School-based Student Health Survey and was conducted for 50 El Nacional students and 50 private school students in March 2015. 11 El Nacional students and 2 private school students out of 100 students did not participate in this survey. In this Appendix, questions that are only relevant to this culminating comprehensive project are listed below. The first line of each table is the El Nacional students’ answers and the second line is the private school students’ answers. Un-answered questions are not reflected in the data.

1. What’s your race?

<table>
<thead>
<tr>
<th>Race</th>
<th>El Nacional</th>
<th>Private School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mestizo</td>
<td>59%</td>
<td>68.1%</td>
</tr>
<tr>
<td>White</td>
<td>10.3%</td>
<td>27.7%</td>
</tr>
<tr>
<td>Indigenous</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Afro-Ecuadorian</td>
<td>30.8%</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

2. During the past 30 days, how many times per day did you usually eat fruits, such as bananas, oranges, pineapple or apples?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>El Nacional</th>
<th>Private School</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 time in 30 days</td>
<td>2.6%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Less than 1 time</td>
<td>30.8%</td>
<td>19.1%</td>
</tr>
<tr>
<td>2 times</td>
<td>23.1%</td>
<td>21.3%</td>
</tr>
<tr>
<td>3 times</td>
<td>17.9%</td>
<td>17.0%</td>
</tr>
<tr>
<td>4 times</td>
<td>15.4%</td>
<td>19.1%</td>
</tr>
<tr>
<td>5 times</td>
<td>5.1%</td>
<td>4.3%</td>
</tr>
<tr>
<td>5 times or more</td>
<td>5.1%</td>
<td>14.9%</td>
</tr>
</tbody>
</table>

3. During the past 30 days, how many times per day did you usually eat vegetables?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>El Nacional</th>
<th>Private School</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 times in 30 days</td>
<td>7.7%</td>
<td>4.3%</td>
</tr>
<tr>
<td>Less than 1 time</td>
<td>20.5%</td>
<td>10.6%</td>
</tr>
<tr>
<td>2 times</td>
<td>33.3%</td>
<td>31.9%</td>
</tr>
<tr>
<td>3 times</td>
<td>17.9%</td>
<td>8.5%</td>
</tr>
<tr>
<td>4 times</td>
<td>10.3%</td>
<td>17.0%</td>
</tr>
<tr>
<td>5 times</td>
<td>5.1%</td>
<td>10.6%</td>
</tr>
<tr>
<td>5 times or more</td>
<td>2.6%</td>
<td>17.0%</td>
</tr>
</tbody>
</table>
4. During the past 30 days, how many times per day did you usually drink carbonated soft drinks, such as Coke, Pepsi, or Inka Kola?

<table>
<thead>
<tr>
<th>0 times in 30 days</th>
<th>Less than 1 time</th>
<th>2 times</th>
<th>3 times</th>
<th>4 times</th>
<th>5 times</th>
<th>5 times or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.6%</td>
<td>43.6%</td>
<td>25.6%</td>
<td>20.5%</td>
<td>7.7%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>19.1%</td>
<td>46.8%</td>
<td>14.9%</td>
<td>8.5%</td>
<td>6.4%</td>
<td>0%</td>
<td>6.4%</td>
</tr>
</tbody>
</table>

5. During the past 7 days, how many days did you eat at a fast food restaurant such as Salchipapas, hamburgers or other fast food?

<table>
<thead>
<tr>
<th>0 days</th>
<th>1 day</th>
<th>2 days</th>
<th>3 days</th>
<th>4 days</th>
<th>5 days</th>
<th>6 days</th>
<th>7 days</th>
</tr>
</thead>
<tbody>
<tr>
<td>33.3%</td>
<td>30.8%</td>
<td>12.8%</td>
<td>15.4%</td>
<td>5.1%</td>
<td>0%</td>
<td>0%</td>
<td>2.6%</td>
</tr>
<tr>
<td>27.7%</td>
<td>36.2%</td>
<td>14.9%</td>
<td>8.5%</td>
<td>10.6%</td>
<td>2.1%</td>
<td>2.1%</td>
<td>0%</td>
</tr>
</tbody>
</table>

6. During the past 7 days, how many days did you eat sugary or salty snacks between meals such as cookies, chips, cheetos, nachos, Fritolays or Tostitos?

<table>
<thead>
<tr>
<th>0 days</th>
<th>1 day</th>
<th>2 days</th>
<th>3 days</th>
<th>4 days</th>
<th>5 days</th>
<th>6 days</th>
<th>7 days</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.3%</td>
<td>23.1%</td>
<td>33.3%</td>
<td>17.9%</td>
<td>12.8%</td>
<td>0%</td>
<td>0%</td>
<td>2.6%</td>
</tr>
<tr>
<td>10.6%</td>
<td>21.3%</td>
<td>14.9%</td>
<td>21.3%</td>
<td>6.4%</td>
<td>8.5%</td>
<td>6.4%</td>
<td>12.8%</td>
</tr>
</tbody>
</table>

7. During the school year, were you taught in any of your classes how to handle stress in healthy ways?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>I don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.8%</td>
<td>66.7%</td>
<td>20.5%</td>
</tr>
<tr>
<td>27.7%</td>
<td>53.2%</td>
<td>19.1%</td>
</tr>
</tbody>
</table>
8. How old were you when you first tried a cigarette?

<table>
<thead>
<tr>
<th>Age Range</th>
<th>0%</th>
<th>2.1%</th>
<th>7.7%</th>
<th>10.3%</th>
<th>2.6%</th>
<th>0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>79.5%</td>
<td>0%</td>
<td>0%</td>
<td>7.7%</td>
<td>10.3%</td>
<td>2.6%</td>
</tr>
<tr>
<td>7 years old or younger</td>
<td>57.4%</td>
<td>0%</td>
<td>2.1%</td>
<td>0%</td>
<td>19.1%</td>
<td>10.6%</td>
</tr>
</tbody>
</table>

9. During the past 30 days, on how many days did you smoke cigarette?

<table>
<thead>
<tr>
<th>Days</th>
<th>0 days</th>
<th>1 or 2 days</th>
<th>3 to 5 days</th>
<th>6 to 9 days</th>
<th>10 to 19 days</th>
<th>20 to 29 days</th>
<th>All 30 days</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 days</td>
<td>97.4%</td>
<td>2.6%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1 or 2 days</td>
<td>76.6%</td>
<td>6.4%</td>
<td>2.1%</td>
<td>2.1%</td>
<td>10.6%</td>
<td>2.1%</td>
<td>0%</td>
</tr>
</tbody>
</table>

10. During the past 30 days, on how many days did you use any other form of tobacco, such as Havana or pipe?

<table>
<thead>
<tr>
<th>Days</th>
<th>0 days</th>
<th>1 or 2 days</th>
<th>3 to 5 days</th>
<th>6 to 9 days</th>
<th>10 to 19 days</th>
<th>20 to 29 days</th>
<th>All 30 days</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 days</td>
<td>94.9%</td>
<td>5.1%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1 or 2 days</td>
<td>83.0%</td>
<td>12.8%</td>
<td>4.3%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

11. During the past 30 days, have you ever tried to stop smoking cigarette?

<table>
<thead>
<tr>
<th>Attempt</th>
<th>Never</th>
<th>0 times in 30 days</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>79.5%</td>
<td>12.8%</td>
<td>2.6%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>66.0%</td>
<td>6.4%</td>
<td>17.0%</td>
<td>12.8%</td>
<td></td>
</tr>
</tbody>
</table>

12. At any time during the next 12 months, do you think you will smoke a cigarette?

<table>
<thead>
<tr>
<th>Thought</th>
<th>Definitely not</th>
<th>Probably not</th>
<th>Probably yes</th>
<th>Definitely yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>76.9%</td>
<td>7.7%</td>
<td>5.1%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>57.4%</td>
<td>12.8%</td>
<td>17.0%</td>
<td>12.8%</td>
<td></td>
</tr>
</tbody>
</table>
13. Is one of your best friends offered you a cigarette, would you smoke it?

<table>
<thead>
<tr>
<th></th>
<th>Definitely not</th>
<th>Probably not</th>
<th>Probably yes</th>
<th>Definitely yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>74.4%</td>
<td>12.8%</td>
<td>5.1%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>53.2%</td>
<td>21.3%</td>
<td>17%</td>
<td>8.5%</td>
<td></td>
</tr>
</tbody>
</table>

14. Do you think that smoking is bad for your physical appearance?

<table>
<thead>
<tr>
<th></th>
<th>Definitely not</th>
<th>Probably not</th>
<th>Probably yes</th>
<th>Definitely yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.7%</td>
<td>2.6%</td>
<td>12.8%</td>
<td>71.8%</td>
<td></td>
</tr>
<tr>
<td>8.5%</td>
<td>10.6%</td>
<td>23.4%</td>
<td>57.4%</td>
<td></td>
</tr>
</tbody>
</table>

15. Do you think the smoke from other people's cigarettes is harmful to you?

<table>
<thead>
<tr>
<th></th>
<th>Definitely not</th>
<th>Probably not</th>
<th>Probably yes</th>
<th>Definitely yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.6%</td>
<td>2.6%</td>
<td>20.5%</td>
<td>66.7%</td>
<td></td>
</tr>
<tr>
<td>2.1%</td>
<td>4.3%</td>
<td>21.3%</td>
<td>70.2%</td>
<td></td>
</tr>
</tbody>
</table>

16. Would you ask any of your best friends to put out a cigarette or go smoke somewhere else if they were smoking near you?

<table>
<thead>
<tr>
<th></th>
<th>Definitely not</th>
<th>Probably not</th>
<th>Probably yes</th>
<th>Definitely yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1%</td>
<td>5.1%</td>
<td>17.9%</td>
<td>66.7%</td>
<td></td>
</tr>
<tr>
<td>23.4%</td>
<td>21.3%</td>
<td>17%</td>
<td>36.2%</td>
<td></td>
</tr>
</tbody>
</table>

17. How old were you when you had your first drink of alcohol other than a few sips?

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>7 years old or younger</th>
<th>8 or 9 years old</th>
<th>10 or 11 years old</th>
<th>12 or 13 years old</th>
<th>14 or 15 years old</th>
<th>16 years old or older</th>
</tr>
</thead>
<tbody>
<tr>
<td>46.2%</td>
<td>2.6%</td>
<td>0%</td>
<td>10.3%</td>
<td>12.8%</td>
<td>17.9%</td>
<td>5.1%</td>
<td></td>
</tr>
<tr>
<td>38.3%</td>
<td>2.1%</td>
<td>2.1%</td>
<td>8.5%</td>
<td>21.3%</td>
<td>17%</td>
<td>10.6%</td>
<td></td>
</tr>
</tbody>
</table>
18. During the past 30 days, on how many days did you have at least one drink containing alcohol?

<table>
<thead>
<tr>
<th>Days</th>
<th>0 days</th>
<th>1 or 2 days</th>
<th>3 to 5 days</th>
<th>6 to 9 days</th>
<th>10 to 19 days</th>
<th>20 to 29 days</th>
<th>All 30 days</th>
</tr>
</thead>
<tbody>
<tr>
<td>71.8%</td>
<td>23.1%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>63.8%</td>
<td>10.6%</td>
<td>2.1%</td>
<td>14.9%</td>
<td>6.4%</td>
<td>2.1%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

19. During the past 30 days, on the days you drank alcohol, how many drinks did you usually drink per day?

<table>
<thead>
<tr>
<th>Drinks</th>
<th>N/A</th>
<th>Less than 1 drink</th>
<th>1 drink</th>
<th>2 drinks</th>
<th>3 drinks</th>
<th>4 drinks</th>
<th>5 or more drinks</th>
</tr>
</thead>
<tbody>
<tr>
<td>71.8%</td>
<td>2.6%</td>
<td>5.1%</td>
<td>2.6%</td>
<td>2.6%</td>
<td>2.6%</td>
<td>5.1%</td>
<td></td>
</tr>
<tr>
<td>66%</td>
<td>8.5%</td>
<td>4.3%</td>
<td>6.4%</td>
<td>4.3%</td>
<td>2.1%</td>
<td>8.5%</td>
<td></td>
</tr>
</tbody>
</table>

20. During the past 30 days, how did you usually get the alcohol you drank?

<table>
<thead>
<tr>
<th>Source</th>
<th>N/A</th>
<th>Bought it in a store</th>
<th>Asked someone else to buy it</th>
<th>Got it from friends</th>
<th>Got it from home</th>
<th>Stole it</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>74.4%</td>
<td>7.7%</td>
<td>0%</td>
<td>7.7%</td>
<td>0%</td>
<td>0%</td>
<td>2.6%</td>
<td></td>
</tr>
<tr>
<td>61.7%</td>
<td>17.0%</td>
<td>0%</td>
<td>10.6%</td>
<td>0%</td>
<td>4.3%</td>
<td>6.4%</td>
<td></td>
</tr>
</tbody>
</table>

21. During your life, how many times did you drink so much alcohol that you were really drunk?

<table>
<thead>
<tr>
<th>Times</th>
<th>0 times</th>
<th>1 or 2 times</th>
<th>3 to 9 times</th>
<th>10 or more times</th>
</tr>
</thead>
<tbody>
<tr>
<td>79.5%</td>
<td>12.8%</td>
<td>2.6%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>59.6%</td>
<td>29.8%</td>
<td>4.3%</td>
<td>6.4%</td>
<td></td>
</tr>
</tbody>
</table>

22. During your life, how many times have you ever had a hang-over, felt sick, got into trouble with your family or friends, missed school, or got into fights, as a result of drinking alcohol?

<table>
<thead>
<tr>
<th>Times</th>
<th>0 times</th>
<th>1 or 2 times</th>
<th>3 to 9 times</th>
<th>10 or more times</th>
</tr>
</thead>
<tbody>
<tr>
<td>84.6%</td>
<td>10.3%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>72.3%</td>
<td>23.4%</td>
<td>0%</td>
<td>4.3%</td>
<td></td>
</tr>
</tbody>
</table>
23. At any time during the next 12 months do you think you will drink alcohol?

<table>
<thead>
<tr>
<th>Option</th>
<th>Definitely not</th>
<th>Probably not</th>
<th>Probably yes</th>
<th>Definitely yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely not</td>
<td>69.2%</td>
<td>12.8%</td>
<td>7.7%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Proabably not</td>
<td>36.2%</td>
<td>14.9%</td>
<td>29.8%</td>
<td>17%</td>
</tr>
</tbody>
</table>

24. If one of your best friends offered you a drink of alcohol, would you drink it?

<table>
<thead>
<tr>
<th>Option</th>
<th>Definitely not</th>
<th>Probably not</th>
<th>Probably yes</th>
<th>Definitely yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely not</td>
<td>76.9%</td>
<td>7.7%</td>
<td>7.7%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Probably not</td>
<td>44.7%</td>
<td>14.9%</td>
<td>31.9%</td>
<td>8.5%</td>
</tr>
</tbody>
</table>

25. How many drinks in a single occasion do you think could be harmful to your health?

<table>
<thead>
<tr>
<th>Number of Drinks</th>
<th>Not harmful</th>
<th>1 or 2 drinks</th>
<th>3 or 4 drinks</th>
<th>5 or more drinks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not harmful</td>
<td>10.3%</td>
<td>33.3%</td>
<td>10.3%</td>
<td>35.9%</td>
</tr>
<tr>
<td>1 or 2 drinks</td>
<td>14.9%</td>
<td>14.9%</td>
<td>19.1%</td>
<td>48.9%</td>
</tr>
</tbody>
</table>

26. During your life, how many times have you used drugs, such as marijuana, cocaine, or extasis?

<table>
<thead>
<tr>
<th>Number of Times</th>
<th>0 times</th>
<th>1 or 2 times</th>
<th>3 to 9 times</th>
<th>10 or more times</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 times</td>
<td>89.7%</td>
<td>2.6%</td>
<td>2.6%</td>
<td>0%</td>
</tr>
<tr>
<td>1 or 2 times</td>
<td>83%</td>
<td>6.4%</td>
<td>2.1%</td>
<td>8.5%</td>
</tr>
</tbody>
</table>

27. Have you ever had sexual intercourse?

<table>
<thead>
<tr>
<th>Option</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>43.6%</td>
<td>56.4%</td>
<td>48.7%</td>
</tr>
<tr>
<td>25.5%</td>
<td>74.5%</td>
<td>74.5%</td>
</tr>
</tbody>
</table>
28. How old were you when you had sexual intercourse for the first time?

<table>
<thead>
<tr>
<th>Age</th>
<th>Never</th>
<th>11 years old or younger</th>
<th>12 years old</th>
<th>13 years old</th>
<th>14 years old</th>
<th>15 years old</th>
<th>16 years old or older</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages (in years)</td>
<td>51.3%</td>
<td>2.6%</td>
<td>0%</td>
<td>2.6%</td>
<td>15.4%</td>
<td>15.4%</td>
<td>7.7%</td>
</tr>
<tr>
<td>Ages (in years)</td>
<td>74.5%</td>
<td>2.1%</td>
<td>0%</td>
<td>6.4%</td>
<td>0%</td>
<td>4.3%</td>
<td>12.8%</td>
</tr>
</tbody>
</table>

29. During your life, with how many people have you had sexual intercourse?

<table>
<thead>
<tr>
<th>Number of People</th>
<th>Never</th>
<th>1 person</th>
<th>2 people</th>
<th>3 people</th>
<th>4 people</th>
<th>5 people</th>
<th>6 or more people</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages (in years)</td>
<td>51.3%</td>
<td>10.3%</td>
<td>15.4%</td>
<td>2.6%</td>
<td>2.6%</td>
<td>0%</td>
<td>12.8%</td>
</tr>
<tr>
<td>Ages (in years)</td>
<td>74.5%</td>
<td>14.9%</td>
<td>6.4%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>4.3%</td>
</tr>
</tbody>
</table>

30. The last time you had sexual intercourse, did you or your partner use a condom or preservative?

<table>
<thead>
<tr>
<th>Use</th>
<th>N/A</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages (in years)</td>
<td>51.3%</td>
<td>33.3%</td>
<td>10.3%</td>
</tr>
<tr>
<td>Ages (in years)</td>
<td>76.6%</td>
<td>17%</td>
<td>6.4%</td>
</tr>
</tbody>
</table>

31. If you wanted to get a condom or preservative, how would you most likely get it?

<table>
<thead>
<tr>
<th>Source</th>
<th>Vending machine</th>
<th>Store</th>
<th>Pharmacy, Clinic</th>
<th>Ask someone</th>
<th>Other</th>
<th>I don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages (in years)</td>
<td>12.8%</td>
<td>0%</td>
<td>56.4%</td>
<td>5.1%</td>
<td>2.6%</td>
<td>15.4%</td>
</tr>
<tr>
<td>Ages (in years)</td>
<td>6.4%</td>
<td>6.4%</td>
<td>61.7%</td>
<td>2.1%</td>
<td>4.3%</td>
<td>14.9%</td>
</tr>
</tbody>
</table>

32. During the past 12 months, how often did you or your partner use any method of birth control?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>N/A</th>
<th>Not in 12 months</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Most of the time</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages (in years)</td>
<td>51.3%</td>
<td>10.3%</td>
<td>7.7%</td>
<td>7.7%</td>
<td>7.7%</td>
<td>7.7%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Ages (in years)</td>
<td>76.6%</td>
<td>8.5%</td>
<td>6.4%</td>
<td>2.1%</td>
<td>0%</td>
<td>4.3%</td>
<td>2.1%</td>
</tr>
</tbody>
</table>
Appendix B

A Curriculum for Soccer-Based Youth Empowerment Program

A Case of El Nacional After-School Program
Acknowledgement

Firstly, I would like to thank my advisor, Dr. Ted Engelbrecht, for his guidance, understanding, and patience. Additionally, I would like to thank Dr. Joel Schuldheisz for his support and expert advice on exercise and sport science. Also, I would like to acknowledge my supervisor at Ser Pa Hacer, Galo Flores, for giving me an opportunity to gain my very first experience with the soccer-based organization. I extend special thanks to the El Nacional staff members, coaches, and students, who welcomed me with smiles and generous support.

A curriculum of soccer-based youth empowerment program: a case of El Nacional after-school program is designed based on findings from my thesis “A promising tool for youth empowerment: A case of El Nacional Public School in Ecuador.” For the portion that includes the training of coaches and soccer skills, I used the training guidelines of the Fédération Internationale de Football Association (FIFA), the US Soccer Foundation and the US Youth Soccer as references, which are available in the Toolkits and References sections. For nutrition education, I used the United States Department of Agriculture (USDA)’s recommendations, which are also available in the Toolkits and References sections.

Haruna Higa
Concordia University
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Introduction

This culminating project is designed for development workers/educators/coaches who are dedicated to soccer-based youth empowerment programs. Soccer, the world's most popular sport, is also becoming popular in the context of international development. Research has proved that effectively managed soccer-based youth empowerment programs have the potential to deliver the following positive effects: health, academic performance, peace building and girls’ empowerment. These interventions must be implemented carefully as some research as shown that they could also cause negative effects when implemented incorrectly. This curriculum intends to minimize the negative effects, based on those studies, and provide proper ways to introduce soccer into youth empowerment programs.

Different communities have different needs, which is why this curriculum focuses on health issues, as El Nacional students now face or may face them in the future, but current programs at the school do not address these issues. Health, specifically nutrition education, is identified as an intervention that will help to maintain El Nacional students’ health because Ser Pa Hacer’s survey revealed students’ unhealthy eating habits. Moreover, nutrition education could prevent the most common cause of death in Ecuador: diabetes mellitus. Hence, nutrition education intends to encourage El Nacional students to eat healthy to prevent diabetes from an early age. Integrating nutrition education into soccer programs is important, as a high level of physical activity could also reduce diabetes risk by 20-30%. This curriculum, therefore, is designed to empower youth by introducing soccer efficiently in an after-school program at El Nacional public school.
Coach Training

Coaches should not only have knowledge of soccer, but also of how to interact with players, especially considering the social environment and backgrounds of their charges. The lack of proper training of coaches could cause a negative impact in the programs, so it is important to train coaches before any implementation takes place. This section provides the coaches a guideline to follow to maximize positive effects and minimize negative ones.

Preparing the Session

**Know Your Roles**
The youth soccer-based program should be all about the youth and their health, so being an effective coach requires them having certain traits. Coaches should know the first line of defense in the treatment of athletic injuries and reducing risks. Following is a list of the risks that coaches need to take into account and the characteristics of effective youth coaches.

**Risk Management**
- Providing proper instruction for the activities. Attending coaching courses and clinics will help improve coaching abilities.
- Providing proper equipment for the activities. Always check the field and any equipment before every practice and game.
- Make a reasonable selection of players. Be certain that players match ups don’t result in an injury. Using standard age groupings of height, weight and skill level will help reduce this probability.
- Provide proper supervision of training and games. Be in a position where you can see what all of the players are doing.
- Take proper precautions to guard against post-injury aggravation. Make certain that when a player is injured that s/he receives proper medical care and has been cleared to return to practice and play.

**Characteristics of Effective Youth Coaches**
- High moral and ethical standards
- Honesty
- Respect of players, parents and community
- Understanding of readiness factors for participation
- Communication skills
- Development of an appropriate temperament for coaching children
- Ability to motivate positively
- Possession of leadership qualities
Know Your Participants
Coaches need to understand the complexities that exist within youth of different ages, gender and background. Characteristics of youth may depend on their background but general characteristics are below:

General Characteristics of U14
• The most advanced U-14 players are able to execute the whole range of skills, but most others are still developing previously taught skills and are now being exposed to these additional skills
• Important psychosocial implications exist for a child entering puberty – early or late
• Popularity influences self-esteem
• These players will test limits – show a know it-all attitude
• Fertile period to learn – full of eagerness
• Tend to be quite self-critical and may need regular positive reinforcement
• Bodies are going through physical changes that affect personal appearance
• There will be significant differences in physical maturation rates between individuals
• Rapid growth of the skeleton leave ligaments, tendons and muscles catching up, so coordination and balance are astray. Temporary gangly movement may result in a loss of touch on the ball. Players do not always make the connection between their growth spurt and the temporary loss of form; they need help realizing that everything will come back into synch in six to 18 months.

General Characteristics of U18
• Emotions can still overcome tactical and logical decisions
• Players are likely to solve soccer problems with their legs first and their brains second
• Players may have bad diet and sleep habits, and as a result, low energy levels
• The skeleton is close to full maturation, but peak athleticism is still a few years off
• Very concerned with what others say and think about them
• Developing a team consciousness – want and need a strong voice in planning their activities/game plans
• May try to manipulate others to get what they want
• Loud behavior may hide their lack of self-confidence
THE POWER OF SOCCER

- Look at the world more objectively – look at adults more subjectively and are critical of them, yet they still want adult leadership
- Go to extremes – often appear to be unstable emotionally while having a know-it-all attitude
- Vulnerable – emotionally insecure, fear of rejection and mood swings
- Social needs and desires are high attitude
- Many will leave the game for employment and many who go to college will not return to the game after graduation
- There is a strong desire to be part of a team

General Characteristics of El Nacional Students
As mentioned above, the characteristics of each youth may depend on their background and social environment. Therefore, coaches should be familiar with participants’ communities and families. General characteristics of El Nacional students are illustrated here based on Ser Pa Hacer’s survey and my four-month experience with El Nacional students.

- Very sensitive to praise and recognition; feelings are easily hurt
- Fear of ridicule and being unpopular
- Dress and behave like their friends in order to belong
- Have a strong interest in sex
- Majority live at the poverty line
- Have unbalanced meals
- Some live by themselves; being independent
- Cheating and stealing often occur

Know Your Space
Coaches should visit the playing sites and assess the amount of available space, the surface, the weather and safety conditions. Training should not be scheduled during the hottest time of the day. Ensure water and restrooms are easily accessible to players. Each coach should have access to a first aid kit and ice at practices and games.

Know Your Curriculum
Coaches should read through the curriculum carefully and familiarize themselves with the soccer and health topics and the week’s plan.

Organizing the Session
- Coaches should arrive early and give themselves enough time to set up for the practice.
- Ensure all parents/guardians have signed the necessary forms prior to practice.
• Take attendance everyday and keep a record of the attendance sheets.
• Gather all necessary equipment; make sure every player have a ball to use at every practice.
• Ensure other coaching team members arrive on time and make appropriate arrangements if a coach is unable to make practice.
• Assess weather conditions and walk the playing area before practice to assess conditions regarding safety concerns.

Concluding the Session

• Explain to participants the rules and policy on the field. The Laws of the Game and the Fair Play Code issued by FIFA are available in the Toolkits section.
• Bring the participants back together after practice and allow for a calming down period.
• Evaluate and discuss the session of the day; provide a space for players to express their opinions.
• Introduce the next session.
• Oversee the players’ departure.
• Put equipment away.
• Have a staff meeting.
Curriculum Overview

This curriculum serves as a guideline for development workers/educators/coaches at El Nacional public school, but it may apply to other soccer-based youth empowerment programs as well. El Nacional’s school year consists of six 6-week semesters, so this curriculum is designed as a 6-week program that should be repeated across six semesters per school year for a total of 36 weeks. The targeted population of this program is El Nacional middle and high school aged students, who are between 13 and 18 years old. The U14 curriculum and the U18 curriculum were separately designed considering the two groups’ psychological and physical differences.

As mentioned above, the program aims to empower youth (El Nacional students) by maintaining health conditions through after-school soccer. Youth empowerment will be achieved when youth participating in groups are given the chance to express their opinions and play a part in the leadership and design of the program and sessions. Maintaining good health will be achieved through nutrition and soccer interventions for El Nacional students. This curriculum is designed to deliver fun soccer activities 3 days a week. The physical activities begin with mastery of basic soccer skills and then help youth hone and improve their skill sets. Nutrition education is integrated into each warm-up circle, activity, and closing circle.
Each session should achieve at least 60 minutes of moderate-to-vigorous physical activity based on the recommendation of the Department of Health and Children. Coaches may spend about two hours on each session, which includes set-up, practice, and staff debriefing. Also, coaches should make teams of 11 players, after careful consideration of team members’ soccer skills and the mixing of ethnicities. Team members will play together throughout the six weeks of the program. Players will receive points for engaging in fair play, volunteering as a referee or a coach for other teams, or demonstrating other respectful behavior. Players will lose points for missing a practice/class/homework, making discriminatory comments, or demonstrating other disrespectful behavior. The points will be added to or taken away from teams’ ranking in the league. At the end of the 6 weeks, players will evaluate the coaches and the program. The following briefly describes six steps of a session.

1. **Staff Set-Up**
   Coaches should be at the program 15 minutes in advance to prepare for a productive practice session. This includes organizing equipment, setting up the practice field and meeting with co-coaches.

2. **Warm-Up & Opening Circle**
   Let a team select this from FIFA’s 11+ Complete Warm-Up Program in the Toolkits section and lead the Warm-Up. A warm-up should be run about 10 minutes for U14 and 15 minutes for U18. Use this time for players to get out some of the energy saved up from a long hours in classes. Then, have the players form a circle for the Opening Circle. During the Opening Circle, introduce the health topic of the day. Check in with players how then are doing emotionally. A unified Opening Circle allows players to start practice in a more relaxed state. The Warm-Up and Opening Circle should last about 15 minutes for U14 and 20 minutes for U18.

3. **Activity**
   The chosen skill/activity basically introduces and prepares the players for the specific soccer skills that they will be working on during practice. It is important to
explain why they are learning these skills as it helps them engaging in the exercise. Activity should run about 30 minutes for U14 and 25 minutes for U18.

4. Scrimmage
During the Scrimmage, players should play and enjoy applying the skills they practiced in drills. Coaches should make limited points and not stop the flow of the game. Rather, coaches should use this opportunity to teach soccer rules and regulation while the game is going on and debrief after the scrimmage is over. 11v11 by teams, and should run about 35 minutes for U14 and 30 minutes for U18.

5. Cool Down & Closing Circle
Let a team select an activity from FIFA's 11+ Complete Warm-Up Program in the Toolkits section and lead the Cool Down. The Cool Down helps players to take an emotional break from the practice/scrimmage and lower their heart rate. The Cool Down should last 10 minutes for U14 and 15 minutes for U18. Then, have the players form a circle for the Closing Circle. During the Closing Circle, review the nutrition education of the day. The Closing Circle also gives a second chance to check in with the players to see how they are doing emotionally. Make this association positive as this is the last one of the program each day. The Warm-Up and Opening Circle should last about 15 minutes for U14 and 20 minutes for U18.

6. Staff Debrief
As a member of the staff, it is important to take time at the end to reflect the day's session. If any problems are found during the session, share this with other staff members to help them prepare for the next session. This Staff Debrief should be done after clearing up the field and equipment and the players’ departure. The Staff Debrief should run about 15 minutes.
Logic Model

Ser Pa Hacer, El Nacional public school, people, and materials are the necessary resources to implement this program. For activities, coach training may increase the positive effects. Soccer education and nutrition education could provide youth with an opportunity to have fun and learn how to maintain their health. Youth who participated in the program for 6 weeks should mainly run the Health Awareness Soccer Festival. They can invite family members and people in their communities, and each team can create a booth to introduce what they learned during the program. Inviting El Nacional alumni who are professional soccer players could also be an opportunity to raise funds, besides giving current students real examples of what they, too, might someday become. Creating and revising rules for in school and on the field behavior are also important, as current rules are not strict enough to reduce disrespectful behavior, such as cheating and stealing. As a result, this curriculum aims to raise awareness, knowledge, and skills related to the effective use of soccer over a period of one year, to increase participants' attendance and create a sustainably well-managed soccer-based youth empowerment program within three years, and to improve health practices in communities within five years.
## Logic Model for a Soccer-Based Youth Empowerment Program: The Case of El Nacional Public School

<table>
<thead>
<tr>
<th><strong>Inputs</strong></th>
<th><strong>Outputs</strong></th>
<th><strong>Outcomes -- Impact</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ser Pa Hacer El Nacional school People Materials</td>
<td>Coach training Soccer education Nutrition education Youth participation Soccer festival Create/revise rules related to core elements within the team</td>
<td>Coaches Players Parents Volunteers Communities Development workers</td>
</tr>
<tr>
<td><strong>Activities</strong></td>
<td><strong>Participation</strong></td>
<td><strong>Short</strong></td>
</tr>
<tr>
<td>Raise awareness, knowledge, and skills of effective use of soccer. Introduce nutrition education into the soccer-based youth empowerment program.</td>
<td>Participants attend all the sessions. Create access to healthy foods for El Nacional students.</td>
<td>Participants can make better decisions for their health. Education on other social issues, such as sex education and lifestyle improvement education, are introduced into the soccer program. Improve health practices in communities.</td>
</tr>
</tbody>
</table>

### Assumptions
The disorganization of the program slows implementation.

### External Factors
Financial support from the government and foundations.
Measurement and Evaluation

Evaluation is important to improve any program. Coaches should conduct pre- and post-season surveys of participants and collect health and fitness data to analyze the effectiveness of the curriculum. Body Mass Index (BMI), waist circumference, nutrition knowledge and the participants’ survey results may be attributes to measure the effectiveness of the program. Using the Measurements of Success in Youth Soccer survey can also be a useful tool to evaluate the program, and this is available in the Toolkits section.
Soccer and Nutrition Education Plans Overview

In the curriculum, the weeks are separated by tabs with the first page after each tab providing key points of the week’s nutrition topic. Coaches should review and research these nutrition topics prior to starting the week. This nutrition education was designed based on the recommendations of the USDA and the U.S. Soccer Foundation. During each session, coaches will address the weekly nutrition topic in the opening and closing circles and integrate it into the activity. The nutrition topic in this program is not intended to be a standalone lecture. The soccer education topic is introduced in each lesson plan. Coaches will introduce the soccer topic for each session in the opening circle, demonstrate the soccer topic during the activity, reinforce the soccer topic during the scrimmages, and review the soccer topic in the closing circle. The soccer education was designed based on recommendations from U.S. Youth Soccer, the U.S. Soccer Foundation, and FIFA. The table below outlines the lesson plans for each session. In the seventh week, youth participants will run the Health Awareness Soccer Festival to present what they have learned during the six-week program.

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<tr>
<th>Week</th>
<th>Day 1</th>
<th>Day 2</th>
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<td>Nutrition</td>
<td>Soccer</td>
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<td>Week 1</td>
<td>MyPlate</td>
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<td>Week 2</td>
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<td>● Grain</td>
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<td>Week 3</td>
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<tr>
<td>Week 4</td>
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<td></td>
<td>● Mineral</td>
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<td>● Carbohydrates</td>
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<td>Week 5</td>
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<td>Week 6</td>
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<td></td>
<td>● Calories</td>
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<td></td>
<td>● Exercise</td>
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</tbody>
</table>
Week 1 & 2 Objectives
Participants are able to...

- Introduce the five food groups of MyPlate and a variety of examples from each.
- Explain how MyPlate serves as a reminder to eat from all five-food groups.
- Describe a healthy meal containing foods from each food group.
- Discuss the importance of physical activity to maintain health.

Nutrition Teaching Points

Day 1
- Introduce the program to the participants. (The Goal is to learn soccer skills and learn about nutrition.)
- Begin the lesson by asking participants to think about their favorite meal or dish. Encourage them to think about the taste, texture and colors of their favorite meal.
- Display the MyPlate poster and explain that this icon shows the five different food groups: Fruits, Vegetables, Grains, Protein and Dairy. By eating a variety of foods from each of the food groups, we can make sure we are feeding our bodies what we need to have energy, play hard, learn, grow and stay healthy. (The MyPlate poster is available in the Toolkits section.)

Day 2
- Review the five different food groups: Fruits, Vegetables, Grains, Protein and Dairy.
- Explain that the vegetable group has five subgroups: Dark-Green, Red and Orange, Beans and Peas, Starchy and other. Give examples of vegetables from each vegetable subgroup.
- Explain that eating vegetables from all of the subgroups helps us get different kinds of nutrients.
Week 1: Day 1

Today's Topics

Soccer: Dribbling
Nutrition: Myplate

- Introduce the program to the participants and divide them into teams of 11 players. (The goal is to learn soccer skills and learn about nutrition.)
- Begin the lesson by asking participants to think about their favorite meal or dish. Encourage them to think about the taste, texture and colors of their favorite meal.
- Display the MyPlate poster and explain that this icon shows the five different food groups: Fruits, Vegetables, Grains, Protein and Dairy. By eating a variety of foods from each of the food groups, we can make sure we are feeding out bodies what we need to have energy, play hard, learn, grow and stay healthy. (The MyPlate poster is available in the Toolkits section.)

1. **Staff Set-Up** (15min)
2. **Warm-up & Opening Circle** (U14: 15min, U18: 20min)
   Let a team select from FIFA's 11+ Complete Warm-Up Program in the Toolkits section and lead the Warm-Up.
3. **Activity** (U14: 30min, U18: 25min)
   **Purpose:** To be familiar with five food groups of MyPlate and dribbling skills.
   **Phase 1** (U14: 15 min, U18: 10 min)
   Set-Up: 4 large cones – 30x20 yard grid, divide participants into 2 groups of 3 using in different colored pinnies. 1 ball per player in one group.
   - Attacking players must dribble past defending players. The defending players should try to gain possession and (if they do) then dribble past an opponent. Players may dribble in any direction inside the grid to start.
   **Phase 2** (U14 & U18: play 5-minute rounds.)
   Set-Up: 4 large cones – 30x20 yard grid (draw 5 goal lines in the grid); 2 groups of 3 in different colored pinnies. 1 ball per player in one group.
   - Attacking players dribble to each specified goal line. When crossing each goal line, the player must yell out a food group. Play a round for a set amount of time. After a round the groups switch roles.
4. **Scrimmage** (U14: 35min, U18: 30min)
5. **Cool Down & Closing Circle** (U14: 15min, U18: 20min)
6. **Staff Debrief** (15min)
Week 1: Day 2

Today's Topics
Soccer: Passing
Nutrition: MyPlate

- Review the five different food groups: Fruits, Vegetables, Grains, Protein and Dairy.
- Explain that the vegetable group has five subgroups: Dark-Green, Red and Orange, Beans and Peas, Starchy and other. Give examples of vegetables from each vegetable subgroup.
- Explain that eating vegetables from all of the subgroups helps us get different kinds of nutrients.

1. **Staff Set-Up** (15min)
2. **Warm-up & Opening Circle** (U14: 15min, U18: 20min)
   Let a team select from FIFA’s 11+ Complete Warm-Up Program in the Toolkits section and lead the Warm-Up.
3. **Activity** (U14: 30min, U18: 25min)
   **Purpose:** To be familiar with vegetable groups of MyPlate and work on passing skills.
   **Phase 1**
   Set-Up: 4 large cones – 20x30 yard grid, 1 ball per player, players lines up on one end of the grid.
   - Each player makes a pass so that the ball stops as close as possible to the opposite line without going over the line. Players can pass all at once or take turns. Depending upon the distance between the end lines the activity can be used to teach long or short push pass technique. If the grid is small, toe or heel passes can be made. Passing Activities I are available in the Toolkits section.
   **Phase 2**
   Set-Up: 4 large cones – 20x30 yard grid, 1 ball per player, players line up on one end of the grid, sort players by teams of 11 players.
   - Do a passing relay. When one player reaches the end line, the player must yell out a food from vegetable groups. The next players must yell out the food that the previous player said and add one more food from grain groups. After 11th player finished the relay, the first player must say all 11 foods that all his teammates mentioned.
4. **Scrimmage** (U14: 35min, U18: 30min)
5. **Cool Down & Closing Circle** (U14: 15min, U18: 20min)
6. **Staff Debrief** (15min)
Week 1: Day 3

**Game Day**

- Use the “small-sided” strategy (Preferably U14: 5v5, U18: 8v8), which encourages physical activity and inclusion of all players. Players should be made into smaller groups from within the team of 11 players. Remind players who skipped or were late for practices cannot play on the field on the game day.
- Create a tournament format that allows each player to play as much as possible. Each game should be 10 minutes, have a break in the action and continue or rotate to a new field. (See four figures below.)
- Integrate a review of the weekly nutrition topic. Label fields with five-food names. Conduct activities of Day 1 or Day 2 for those who do not in the game.
Week 2: MyPlate (2)

Week 1 & 2 Objectives
Participants are able to...
• Introduce the five food groups of MyPlate and a variety of examples from each.
• Explain how MyPlate serves as a reminder to eat from all five-food groups.
• Describe a healthy meal containing foods from each food group.
• Discuss the importance of physical activity to maintain health.

Nutrition Teaching Points
Day 1
• Review the five different food groups: Fruits, Vegetables, Grains, Protein and Dairy.
• Explain that the grain group is divided into two subgroups: whole grains and refined grains. Explain that whole grains contain more nutrition. Give examples of grains from each grain subgroup.
• Explain that eating grains from both subgroups helps us get different kinds of nutrients.

Day 2
• Review the five different food groups: Fruits, Vegetables, Grains, Protein and Dairy. Give examples of foods from Fruits, Protein and Dairy.
• Explain that eating foods from different groups helps us get different kinds of nutrients.
• Ask participants to think about how their favorite meal fits MyPlate. If all five food groups are not represented in their meal, think of substitutions to make their favorite meal more balanced.
Week 2: Day 1

Today's Topics
Soccer: Dribbling
Nutrition: Myplate (2)

- Review the five different food groups: Fruits, Vegetables, Grains, Protein and Dairy.
- Explain that the grain group is divided into two subgroups: whole grains and refined grains. Explain that whole grains contain more nutrition. Give examples of grains from each grain subgroup.
- Explain that eating grains from both subgroups helps us get different kinds of nutrients.

1. **Staff Set-Up** (15min)
2. **Warm-up & Opening Circle** (U14: 15min, U18: 20min)
   Let a team select from FIFA’s 11+ Complete Warm-Up Program in the Toolkits section and lead the Warm-Up.
3. **Activity** (U14: 30min, U18: 25min)
   **Purpose:** To be familiar with grain groups of MyPlate and work on dribbling skills.
   **Phase 1** (U14 & U18: 10min)
   Set-Up: 4 large cones – 20x20 yard grid, 2 pinnies, 1 ball per player, 2 volunteers (no ball).
   - 2 volunteers outside the grid wear pinnies, players dribble inside the grid. When a coach says “go,” the volunteers tag as many players as possible. A tagged player dribble to boundary, and do 10 ball touches and return to the game.
   **Phase 2** (U14 & U18: play 30-second, 1-minute, 2-minute games and rotate taggers)
   Set-Up: 4 large cones – 20x20 yard grid, 2 pinnies, 1 ball per player, 2 volunteers (no ball).
   - 2 volunteers pick unhealthy food names. When a coach says “go,” the volunteers tag as many players as possible. A tagged player is frozen and must yell out 3 food item from grain groups in order to become unfrozen and return to the game.
4. **Scrimmage** (U14: 35min, U18: 30min)
5. **Cool Down & Closing Circle** (U14: 15min, U18: 20min)
6. **Staff Debrief** (15min)
Today's Topics
Soccer: Passing
Nutrition: Myplate (2)

- Review the five different food groups: Fruits, Vegetables, Grains, Protein and Dairy. Give examples of foods from Fruits, Protein and Dairy.
- Explain that eating foods from different groups helps us get different kinds of nutrients.
- Ask participants to think about how their favorite meal fits MyPlate. If all five food groups do not represent in their meal, think of substitutions to make their favorite meal more balanced.

1. **Staff Set-Up** (15min)
2. **Warm-up & Opening Circle** (U14: 15min, U18: 20min)
   Let a team select from FIFA's 11+ Complete Warm-Up Program in the Toolkits section and lead the Warm-Up.
3. **Activity** (U14: 30min, U18: 25min)
   **Purpose**: To be familiar with fruits, protein and dairy groups of MyPlate and work on passing skills.
   **Phase 1** (U14 & U18: 10min)
   Set-Up: 4 large cones – 25x40 yard grid, 4 goals on the outside.
   - Play 2v2 inside a grid. A goal is scored when a pass or shot from inside the grid goes into the goal outside. This activity allows for the possibility of instep pass, bent pass, chip pass and/or flick pass. Passing Activities II is available in the Toolkits section.
   **Phase 2** (U14: 20min, U18: 15min)
   Set-Up: 4 large cones – 25x40 yard grid, 4 goals on the outside.
   - Name each four goal as Fruit, Protein I, Protein II and Dairy. When a player scores a goal, one must yell out a food depending on name of the goal.
4. **Scrimmage** (U14: 35min, U18: 30min)
5. **Cool Down & Closing Circle** (U14: 15min, U18: 20min)
6. **Staff Debrief** (15min)
Week 2: Day 3

Game Day

- Use the “small-sided” strategy (Preferably U14: 5v5, U18: 8v8), which encourages physical activity and inclusion of all players. Players should be made into smaller groups from within the team of 11 players. Remind players who skipped or were late for practices cannot play on the field on the game day.

- Create a tournament format that allows each player to play as much as possible. Each game should be 10 minutes, have a break in the action and continue or rotate to a new field. (See four figures below.)

- Integrate a review of the weekly nutrition topic. Label fields with five-food names. Conduct activities of Day 1 or Day 2 for those who do not in the game.
Week 3 & 4 Objectives
Participants are able to...
• Identify the six main nutrients and a variety of foods that contain them.
• Explain how nutrients help us grow and stay healthy.
• Apply knowledge of healthy foods and food groups to create a healthy meal or snack.

Nutrition Teaching Points
Day 1
• Begin the lesson by asking participants to think about their definition of a “healthy” food. Ask them how they think “healthy” foods can benefit them.
• Explain that a nutrient is something found in foods that help us grow and stay healthy. Different nutrients do different things for our bodies and help us be healthy.
• Explain to participants that there are six main categories of nutrients: carbohydrates, proteins, fats, vitamins, minerals and water.

Day 2
• Review the six different categories of nutrients: carbohydrates, proteins, fats, vitamins, minerals and water.
• Explain that the vitamin group has four subgroups: vitamin A, vitamin B, vitamin C and vitamin. Give examples of foods from each vitamin subgroup.
• Explain that eating foods from all of the subgroups helps us get different kinds of nutrients.
Week 3: Day 1

Today's Topics
Soccer: Dribbling
Nutrition: Nutrients (1)

• Begin the lesson by asking participants to think about their definition of a “healthy” food. Ask them how they think “healthy” foods can benefit them.
• Explain that a nutrient is something found in foods that help us grow and stay healthy. Different nutrients do different things for our bodies and help us be healthy.
• Explain to participants that there are six main categories of nutrients: carbohydrates, proteins, fats, vitamins, minerals and water.

1. Staff Set-Up (15min)
2. Warm-up & Opening Circle (U14: 15min, U18: 20min)
   Let a team select from FIFA’s 11+ Complete Warm-Up Program in the Toolkits section and lead the Warm-Up.
3. Activity (U14: 30min, U18: 25min)
   Purpose: To be familiar with six main categories of nutrients and work on dribbling skills.
   Phase 1 (U14 & U18: 10min)
   Set-Up: 24 disc cones – in a 30x30 yard space set up 6 small boxes (4 cones each – 2 yards x 2 yards) around 1 large cone in center of the 6 small boxes, all balls (1 per player) at central cone. Divide players into 6 teams, assign to a base, have each choose a different nutrient group as their team name.
   • On coach’s signal, each team brings as many balls to their station as possible.
   • Relay race style – first player in each group runs to the middle, does 10 toe taps, dribbles ball back to their station and tags second player in line who repeats, continue until all balls are taken from middle; team with the most balls inside their station wins.
   Phase 2 (U14: 20min, U18: 15min)
   Set-Up: 4 large cones – 30x30 yard grid, 12 disc cones – create 4 smaller 10x10 yard grids in each corner of large grid (small grids = “stations”), 1 ball per player.
   • Juggle with one bounce in between touches. Teach different parts of foot to change direction quickly while continuously dribbling inside the grid. Give each station a name of nutrients. When a coach calls out a station name (e.g. “vitamin!”), players change direction and dribble to that station.
4. Scrimmage (U14: 35min, U18: 30min)
5. Cool Down & Closing Circle (U14: 15min, U18: 20min)
6. Staff Debrief (15min)
Week 3: Day 2

Today's Topics
Soccer: Receiving
Nutrition: Nutrients (2)

- Review the six different categories of nutrients: carbohydrates, proteins, fats, vitamins, minerals and water.
- Explain that the vitamin group has four subgroups: vitamin A, vitamin B, vitamin C and vitamin. Give examples of foods from each vitamin subgroup.
- Explain that eating foods from all of the subgroups helps us get different kinds of nutrients

1. Staff Set-Up (15min)
2. Warm-up & Opening Circle (U14: 15min, U18: 20min)
   Let a team select from FIFA’s 11+ Complete Warm-Up Program in the Toolkits section and lead the Warm-Up.
3. Activity (U14: 30min, U18: 25min)
   **Purpose:** To be familiar with vitamins groups and work on receiving skills.
   **Phase 1** (U14: play to 5 points scored. U18: play to 10 points scored)
   Set-Up: 4 large cones – 40x30 yard grid, 4 goals on the outside.
   - Play 4v4 up to 6v6. Begin the activity with a drop ball in the center of the grid. Teams defend two goals (one on an end line and the other on a sideline) and attack the opposite two goals – variation: one team defends the two goals on the end lines and attacks the ones on the sidelines. One point is given for each properly received pass and for each goal scored. After a goal is scored restart with a drop ball in the center of the grid. When the ball goes out-of-bounds the activity is restarted with a kick-in.
   **Phase 2** (U14: play to 5 points scored. U18: play to 10 points scored)
   Set-Up: 4 large cones – 40x30 yard grid, 4 goals on the outside.
   - A player must yell out a vitamin group when passes a ball. When a receiver receives the ball, the receiver must yell out a food from the vitamin group that the kicker said.
4. Scrimmage (U14: 35min, U18: 30min)
5. Cool Down & Closing Circle (U14: 15min, U18: 20min)
6. Staff Debrief (15min)
**Week 3: Day 3**

**Game Day**

- Use the “small-sided” strategy (Preferably U14: 5v5, U18: 8v8), which encourages physical activity and inclusion of all players. Players should be made into smaller groups from within the team of 11 players. Remind players who skipped or were late for practices cannot play on the field on the game day.
- Create a tournament format that allows each player to play as much as possible. Each game should be 10 minutes, have a break in the action and continue or rotate to a new field. (See four figures below.)
- Integrate a review of the weekly nutrition topic. Label fields with five-food names. Conduct activities of Day 1 or Day 2 for those who do not in the game.
Week 4: Nutrients (2)

Week 3 & 4 Objectives
Participants are able to...
• Identify the six main nutrients and a variety of foods that contain them.
• Explain how nutrients help us grow and stay healthy.
• Apply knowledge of healthy foods and food groups to create a healthy meal or snack.

Nutrition Teaching Points

Day 1
• Review the six different categories of nutrients: carbohydrates, proteins, fats, vitamins, minerals and water.
• Explain that the mineral group has three subgroups: potassium, calcium and iron. Give examples of foods from three mineral subgroups.
• Give examples of foods from the carbohydrates group.
• Explain that eating foods from different subgroups helps us get different kinds of nutrients.

Day 2
• Review the six different categories of nutrients: carbohydrates, proteins, fats, vitamins, minerals and water.
• Give examples of foods from protein, water and fats.
• Explain that eating foods from different subgroups helps us get different kinds of nutrients.
• Now ask participants again how they would define “health” and how they think healthy foods can benefit them.
Week 4: Day 1

Today's Topics
Soccer: Dribbling
Nutrition: Nutrients (2)

- Review the six different categories of nutrients: carbohydrates, proteins, fats, vitamins, minerals and water.
- Explain that the mineral group has three subgroups: potassium, calcium and iron. Give examples of foods from three mineral subgroups.
- Give examples of foods from the carbohydrates group.
- Explain that eating foods from different subgroups helps us get different kinds of nutrients.

1. Staff Set-Up (15min)
2. Warm-up & Opening Circle (U14: 15min, U18: 20min)
   Let a team select from FIFA’s 11+ Complete Warm-Up Program in the Toolkits section and lead the Warm-Up.
3. Activity (U14: 30min, U18: 25min)
   Purpose: To be familiar with three subgroups of minerals and the carbohydrates group and work on dribbling skills.
   Phase 1 (U14 & U18: 10min)
   Set-Up: 4 large cones – 20x20 yard grid, 2 goals at opposite ends of the grid, 2 teams, pinnies for 1 team, 1 ball for two teams.
   - Assign each team a mineral (e.g. “Team Spinach”) or carbohydrates name (e.g. “Team Chicken”), a goal to attack and numbers to players on each team (e.g. “1,2,3, etc.”). Teams stand on opposite sides of the field. Set a ball in the middle of the grid. A coach calls a player number (“2!”). Player #2 on Team Spinach and Team Chicken get the ball in the middle, and try dribbling to score on his goal. Each round lasts 30 seconds, until a goal is scored or until ball is out of bounds.
   Phase 2 (U14: 20min, U18: 15min)
   Set-Up: 4 large cones – 20x20 yard grid, 2 goals at opposite ends of the grid, 2 teams, pinnies for 1 team, 1 ball for two teams.
   - Assign each team as a mineral or carbohydrates, a goal to attack and numbers to players on each team (e.g. “1,2,3, etc.”). Team Mineral should stand on the right sideline of the grid, and Team Carbohydrate on the left sideline. Set a ball in the middle of the grid. A coach calls out a food name of mineral or carbohydrates (e.g. “fish”), and a player number (e.g. “2!”). Players must identify if fish is in mineral or carbohydrates groups. Since fish is in the mineral group, #2 on Team Mineral should get the ball in the middle and try to score on his goal. Player #2 on Team Carbohydrates should try to stop Team Mineral from scoring. A coach can add more player numbers (e.g. “1,3,5”) after a few rounds.
4. Scrimmage (U14: 35min, U18: 30min)
5. Cool Down & Closing Circle (U14: 15min, U18: 20min)
6. Staff Debrief (15min)
Today's Topics
Soccer: Throw-in
Nutrition: Nutrients (2)

- Review the six different categories of nutrients: carbohydrates, proteins, fats, vitamins, minerals and water.
- Give examples of foods from protein, water and fats.
- Explain that eating foods from different subgroups helps us get different kinds of nutrients.
- Now ask again how participants would define “health” and how they think healthy foods can benefit them.

1. **Staff Set-Up (15min)**
2. **Warm-up & Opening Circle (U14: 15min, U18: 20min)**
   Let a team select from FIFA’s 11+ Complete Warm-Up Program in the Toolkits section and lead the Warm-Up.
3. **Activity (U14: 30min, U18: 25min)**
   **Purpose:** To be familiar with protein, water and fats group and work on throw-in skills.
   **Phase 1 (U14 & U18: 10min)**
   Set-Up: 30x20 yard grid, draw 3-4 lines spaced 5 yards apart, set cones or corner flags on each line.
   - Practice the throw by having a competition with their teammate to see who can hit the target placed at different distance. First one to knock them all down in the fewest tries wins. It must be a legal throw-in to count.
   **Phase 2 (U14: 20min, U18: 15min)**
   Set-Up: 30x20 yard grid, draw 3-4 lines spaced 5 yards apart, set cones or corner flags on each line.
   - Assign name each four cone or corner flag as protein, water and fats. When a ball hit the cone or corner flag, one must yell out a food depending on the name of cone or corner flag.
4. **Scrimmage (U14: 35min, U18: 30min)**
5. **Cool Down & Closing Circle (U14: 15min, U18: 20min)**
6. **Staff Debrief (15min)**
Week 4: Day 3

**Game Day**

- Use the “small-sided” strategy (Preferably U14: 5v5, U18: 8v8), which encourages physical activity and inclusion of all players. Players should be made into smaller groups from within the team of 11 players. Remind players who skipped or were late for practices cannot play on the field on the game day.
- Create a tournament format that allows each player to play as much as possible. Each game should be 10 minutes, have a break in the action and continue or rotate to a new field. (See four figures below.)
- Integrate a review of the weekly nutrition topic. Label fields with five-food names. Conduct activities of Day 1 or Day 2 for those who do not in the game.
Week 5: Beverages

**Week 5 Objectives**
Participants are able to...
- Distinguish between healthy vs. unhealthy beverage.
- State the amount of water they should drink everyday.
- Summarize the benefits of drinking plenty of water.

**Nutrition Teaching Points**

**Day 1**
- Ask participants what they usually drink.
- Explain that drinking healthy beverages is an important part of being healthy.
- Ask participants for examples of the 3 healthy beverages (answer: water, low-fat/nonfat milk and 100% juice) and unhealthy sugary beverages.

**Day 2**
- Ask participants what it means to be well hydrated (answer: it means you drink enough water to be healthy and have a healthy body).
- Ask participants how many cups of water they typically drink in a day.
- Challenge players to drink 8 cups of water each day.
- Bring an 8 oz. is a cup – they will need to drink 8 cups each other to stay hydrated.
**Today's Topics**

Soccer: Dribbling  
Nutrition: Beverages

- Ask participants what they usually drink.
- Explain that drinking healthy beverages is an important part of being healthy.
- Ask participants for examples of the three healthy beverages (answer: water, low-fat/nonfat milk and 100% juice) and unhealthy sugary beverages.

1. **Staff Set-Up** (15min)
2. **Warm-up & Opening Circle** (U14: 15min, U18: 20min)
   - Let a team select from FIFA's 11+ Complete Warm-Up Program in the Toolkits section and lead the Warm-Up.
3. **Activity** (U14: 30min, U18: 25min)
   - **Purpose:** To be familiar with healthy drinks and work on dribbling skills.
   - **Phase 1** (U14 & U18: 10min)
     - Set-Up: 4 large cones – 20 x 30 yard grid (grid set up as a 20 x 20 yard grid, use multiple disc cones to create the 5 yard safety zones), 2 teams, pinnies for 1 team, 5 ball per pair.
     - Assign each team as a healthy beverage (water, low-fat/nonfat milk or 100% juice).
     - A pair gets five soccer balls and places it on ground between them at halfway line. On coach’s signal, a pair tries to dribble a ball with their feet and place it to each five safety zone. The ball must be dribbled and stopped in the safety zone, not kicked into the zone without control. The chasing team tries to take the ball away and take a ball out from the grid.
   - **Phase 2** (U14: 20min, U18: 15min)
     - Set-Up: 4 large cones – 30 x 30 yard grid (create two 5 x 5 yard stations on opposite ends of grid), use all balls, 2 teams, pinnies for 1 team.
     - Assign each team names of healthy beverage or unhealthy beverage. Balls go into 1 station (“Unhealthy Beverage”) and other base is empty (“Healthy Beverage”). A healthy beverage team tries to run across the midfield line and take a soccer ball from the Unhealthy Beverage station. If a healthy beverage team player makes it into the Unhealthy Beverage, they are safe until they leave the station. That player must dribble a ball back to the Healthy Beverage station without having their ball stolen. Once in their own half, players place the ball into the Healthy Beverage station.
4. **Scrimmage** (U14: 35min, U18: 30min)
5. **Cool Down & Closing Circle** (U14: 15min, U18: 20min)
6. **Staff Debrief** (15min)
Week 5: Day 2

Today's Topics
Soccer: Shooting
Nutrition: Beverages

- Ask participants what it means to be well hydrated (answer: it means you drink enough water to be healthy and have a healthy body).
- Ask participants how many cups of water they typically drink in a day.
- Challenge players to drink 8 cups of water each day.
- Bring an 8 oz. cup – they will need to drink 8 cups each other to stay hydrated.

1. **Staff Set-Up** (15min)
2. **Warm-up & Opening Circle** (U14: 15min, U18: 20min)
   Let a team select from FIFA's 11+ Complete Warm-Up Program in the Toolkits section and lead the Warm-Up.
3. **Activity** (U14: 30min, U18: 25min)
   **Purpose:** To be familiar with healthy drinks and work on shooting skills.
   **Phase 1** (U14 & U18: 10min)
   Set-Up: 4 large cones – 20x20 yard grid, multiple balls, 2 volunteers.
   - Players stand on the halfway line, and place volunteers on opposite sides of touchline with a supply of balls. On coach’s signal, a volunteer must yell out a name of beverage, and pass a ball to a player. If it is a healthy beverage, the player can shoot the ball. If not, the player must yell out a name of healthy beverage, and pass it to the next player. The player then can shoot the ball.
   **Phase 2** (U14: 20min, U18: 15min)
   Set-Up: 4 large cones – 30 x 30 yard grid, 1 or 2 small goals on opposite end lines, 2 teams, pinnies for 1 group, 1 ball per player.
   - Assign team names as Healthy or Unhealthy beverages. Teams stand on opposite sides of the field, and set a ball in the middle. Volunteer yells out a name of healthy or unhealthy beverage (e.g. “water”). Players must identify if water is healthy or unhealthy beverage. Since water is healthy beverage, a player on Team Healthy Beverage should try to score a goal, and a player on Team Unhealthy Beverage should try to stop the score. Each round lasts 30 seconds, until a goal is scored or until ball is out of bounds. First team to score 8 goals (representing 8 cups of water/day) wins that round; play multiple rounds.
4. **Scrimmage** (U14: 35min, U18: 30min)
5. **Cool Down & Closing Circle** (U14: 15min, U18: 20min)
6. **Staff Debrief** (15min)
Week 5: Day 3

Game Day

- Use the “small-sided” strategy (Preferably U14: 5v5, U18: 8v8), which encourages physical activity and inclusion of all players. Players should be made into smaller groups from within the team of 11 players. Remind players who skipped or were late for practices cannot play on the field on the game day.
- Create a tournament format that allows each player to play as much as possible. Each game should be 10 minutes, have a break in the action and continue or rotate to a new field. (See four figures below.)
- Integrate a review of the weekly nutrition topic. Label fields with five-food names. Conduct activities of Day 1 or Day 2 for those who do not in the game.
Week 6: Healthy Body

**Week 6 Objectives**
Participants are able to...
- Explain that both eating habits and exercise/activity can affect a person's health and weight.
- Identify at least one food and one beverage that are high in fat and/or added sugar.

**Nutrition Teaching Points**

**Day 1**
- Explain that energy the body needs and energy that they body uses are called “calories.” (See the Toolkits section for more information about calories.)
- Explain to participants that it is important to balance energy in (food and beverages) with energy out (exercise and activities like soccer) – this makes for a healthy body.

**Day 2**
- Explain that filling your body with healthy foods and healthy beverages will give you the right amount of energy to be active and play soccer.
- Discuss how foods and drinks with too much fat and too much added sugar can be harmful to your health.
- Ask participants to state a food and a drink that are high in fat and/or added sugar.
- Challenge players to avoid high fat/high sugar foods for one week.
Week 6: Day 1

Today's Topics
Soccer: Dribbling
Nutrition: Healthy Body

• Explain that energy the body needs and energy that they body uses are called “calories.” (See the Toolkits section for more information about calories.)
• Explain to participants that it is important to balance energy in (food and beverages) with energy out (exercises and activities like soccer) – this makes for a healthy body.

1. Staff Set-Up (15min)
2. Warm-up & Opening Circle (U14: 15min, U18: 20min)
   Let a team select from FIFA’s 11+ Complete Warm-Up Program in the Toolkits section and lead the Warm-Up.
3. Activity (U14: 30min, U18: 25min)
   Purpose: To improve body awareness and work on dribbling skills.
   Phase 1 (U14 & U18: 10min)
   Set-Up: 4 large cones – 30 x 30 yard large grid, multiple disc cones – create 4 smaller, 10x10 yard grid in each corner of large grid (small grids = “stations”), 1 ball per player.
   • Give each station a number (1-4). A coach calls out a station number (e.g. “3!”), and players dribble to that station, and return to middle of big grid as fast as they can. Play multiple rounds.
   Phase 2 (U14 & U18: 30-second, 1-minute and 2-minute games and rotate taggers.)
   Set-Up: 4 large cones – 30 x 30 yard grid (create two 5 x 5 yard bases on opposite ends of grid), 1 ball per person, 1 volunteer.
   • 2 volunteers in grid wear pinnies, and players stand on the sideline. A volunteer choose a name of unhealthy food. When a coach says “go”, players try to dribble across the grid, and 2 volunteers tag as many players as possible. If reached to opposite side, players are safe. A tagged player is frozen and holds a ball above head. On the next “go” call, players again dribble across the grid, and they may unfreeze tagged players by dribbling the ball between frozen players’ legs. Along with having a ball dribbled through their legs, frozen players must also yell out a health food/beverage item to become unfrozen and return to the game.
4. Scrimmage (U14: 35min, U18: 30min)
5. Cool Down & Closing Circle (U14: 15min, U18: 20min)
6. Staff Debrief (15min)
Week 6: Day 2

Today’s Topics
Soccer: Shooting
Nutrition: Healthy Body

- Explain that filling your body with healthy foods and healthy beverages will give you the right amount of energy to be active and play soccer.
- Discuss how foods and drinks with too much fat and too much added sugar can be harmful to your health.
- Ask participants to state a food and a drink that are high in fat and/or added sugar.
- Challenge players to avoid high fat/high sugar foods for one week.

1. **Staff Set-Up** (15min)
2. **Warm-up & Opening Circle** (U14: 15min, U18: 20min)
   Let a team select from FIFA’s 11+ Complete Warm-Up Program in the Toolkits section and lead the Warm-Up.
3. **Activity** (U14: 30min, U18: 25min)
   **Purpose:** To be familiar with limit fat and added sugar and work on shooting skills.
   **Phase 1** (U14 & U18: 10min)
   Set-Up: 4 large cones – 20x20 yard grid, groups of 4-6 players, 1 ball per group.
   - Each group stands in single-file line, legs spread apart, 1 yard between players. On coach’s signal, players roll ball backwards between legs to teammate behind. When ball reaches end of line, the last player sprints with ball to front of line. Game ends when first player is back at front of line, when line reaches other side of grid, or established time limit has been reached. Teams choose a healthy beverage as team name – keep track of which beverage wins each round.
   **Phase 2** (U14: 20min, U18: 15min)
   Set-Up: 4 large cones – 10 yards past the side of the penalty area on each side, out from the goal line 30 yards, groups of 3, 1 goalkeeper for each goal.
   - Assign a healthy food name as a team name. A coach is stationed at the top of the playing area with the spare balls. Each healthy food team plays against the other and they all try to score a goal. If a team scores a goal they go onto the next round and they come off and rest while the other teams continue until the team that hasn’t scored a goal is eliminated. Then the teams that have scored go back on to compete in the next round. This continues until the last two teams play and a winner is declared.
4. **Scrimmage** (U14: 35min, U18: 30min)
5. **Cool Down & Closing Circle** (U14: 15min, U18: 20min)
6. **Staff Debrief** (15min)
Week 6: Day 3

Game Day

- Use the “small-sided” strategy (Preferably U14: 5v5, U18: 8v8), which encourages physical activity and inclusion of all players. Players should be made into smaller groups from within the team of 11 players. Remind players who skipped or were late for practices cannot play on the field on the game day.
- Create a tournament format that allows each player to play as much as possible. Each game should be 10 minutes, have a break in the action and continue or rotate to a new field. (See four figures below.)
- Integrate a review of the weekly nutrition topic. Label fields with five-food names. Conduct activities of Day 1 or Day 2 for those who do not in the game.
Health Awareness Soccer Festival

**Objectives**
Participants are able to...
- Make the right decision to maintain health.
- Explain what they have learned through soccer and nutrient education.
- Manage the festival with limited support of adults.

- Players should be divided into teams of 11 players.
- Create a tournament format that allows each player to play as much as possible. Each game should be two 35min for U14 and two 45min for U18, have a break in the action and continue or rotate to a new field.
- Assign a nutrition topic for each booth and let participants to present what they learn through the program during breaks (so their families and community members can learn also how to maintain their health). (See below)

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**Toolkits**
- **Laws of the Game** by FIFA
THE POWER OF SOCCER

• Fair Play Code by FIFA
• +11 A Complete Warm-Up Program by FIFA
• Measurement of Success in Youth Soccer by US Youth Soccer
• MyPlate by USDA
• Passing Activities I by US Youth Soccer
• Passing Activities II by US Youth Soccer
• Estimated Calorie Needs by USDA and US Department of Health and Human Services

References
Avry, Y., Bernet, M., Corneal, A., Malouche, B., & Thondoo, G. (n.d.). FIFA education and technical development department. Retrieved from


