



Cameroon Football Development Program (CFDP)  
Youth Enrichment Football League (YEFL)  
Kumba Municipality  
2013-14

# The YEFL Manual

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# I. Introduction

--Who is CFDP?

--What is the YEFL?

--How does the YEFL operate?

### Who is CFDP?

The Cameroon Football Development Program (CFDP) is a non-profit organization based jointly in Kumba, Cameroon, and Pittsburgh, Pennsylvania, USA, that runs a variety of football (soccer) based education programs for youths and adults. CFDP's programs can be grouped into two categories: Leadership Training for schoolteachers and aspiring football coaches, and youth education for young boys and girls who either go to school and/or like to play football. The organization's goal is to use football as a platform for cultural exchange between the United States and Cameroon and as a vehicle for sustainable development in underserved areas of Cameroon.

### What is the YEFL?

The Youth Enrichment Football League (YEFL) is one of CFDP's football based education programs in Kumba, Cameroon. It is a football league for youth sporting academies operating in partnership with CFDP. The YEFL revolves around Leadership Training courses based on CFDP's educational curriculum for coaches of participating academies, and seasonal football tournaments, which operate according to a unique set of rules and regulations designed to help CFDP meet its educational objectives. The YEFL is ultimately designed to serve as a platform for player and coach development.

### How does the YEFL operate?

The YEFL is a year-round program broken down into three phases, each of which begins with Leadership Training and ends with a football tournament:

Phase	Curriculum Topic	Time of Year	Event
I.	Football Skills for Life	May June	Leadership Training
		July August	Football Tournament
II.	Life Skills (CFDP manual)	September October November December	Leadership Training
		Christmas holiday	Football Tournament
III.	Sexual Education (CFDP manual)	January February March April	Leadership Training
		Easter holiday	Football Tournament

As you can see, the Leadership Training and football tournament of each phase pertain to the same curriculum topic. Within each phase, coaches of teams participating in the YEFL are expected to attend a number of Leadership Training sessions, which are designed to educate them about various topics from CFDP's curriculum, as well as improve their overall coaching skills. After Leadership Training, coaches are expected to return to their respective teams, apply the skills they have developed, and transfer the knowledge they have gained from CFDP's curriculum to their players during training sessions. Finally, the football tournament with which each phase closes serves as a platform for teams to showcase how they have improved and what they have learned from CFDP during that particular phase.

# **II. Leadership Training (May-July 2013)**

**--What is Leadership Training?  
--Syllabus**

**--How to Implement a Leadership Training Course:  
A. Methods of Teaching  
B. Training Formats  
C. Teacher's Guide to Classroom Sessions #1-5**

**--Final Exam**

## What is Leadership Training?

Although CFDP is often associated with “youth development,” an enormous part of the organization’s work involves empowering adults, football coaches, and other sorts of community-based leaders with the skills they need to become effective youth leaders. We refer to this work as “Leadership Training.”

CFDP conducts Leadership Training throughout the year in various ways, some of which include:

1. **An extended training course:** A series of classes scheduled within a set time frame that take place in a classroom and/or on the football field, require proper attendance, and finish with an exam.
2. **Individual workshops/refresher courses** that take place both in the classroom and on the football field and are scheduled periodically throughout the year.
3. **Site visits:** Members of CFDP’s Management Team will visit the training grounds of youth football academies, schools, and communities that are working in partnership with the organization to assist, or guide, a coach in his or her leadership of youth.

\*This section of the manual documents a six-week Leadership Training course that CFDP conducted from May to July 2013 to prepare for the YEFL’s inaugural tournament, which took place during July and August of the same year. Although the course has been completed, this documentation can serve as a resource to consult when planning future Leadership Training courses.

Cameroon Football Development Program (CFDP)  
Youth Enrichment Football League (YEFL)  
Leadership Training: May – July 2013

## Syllabus

Week	Wednesday (classroom) Women's Empowerment and Family Center, Kumba Town 7:00 – 10:00 a.m.			Saturday (football field) GPS Field, Kumba Town 7:00 – 10:00 a.m.	
	Date	Topics	Homework	Date	Football Drills
1	29 May	<ul style="list-style-type: none"> <li>What is an ice-breaker?</li> <li>Introduction of CFDP</li> <li>Introduction of new trainees</li> </ul>	How is football similar to life?	1 June	-Marta Football Skills for Life -Marta for Health and Wellness -Marta for Conflict Resolution -Marta for Fun
2	5 June	<ul style="list-style-type: none"> <li>Football skills for life</li> <li>Survey of youth skills</li> </ul>	What are the qualities of a good leader?	8 June	-Wilshere Football Skills for Life -Wilshere for Health and Wellness -Wilshere for Conflict Resolution -Wilshere for Gender Equity -Wilshere for Fun
3	12 June	<ul style="list-style-type: none"> <li>The qualities of a good leader</li> <li>Good Leadership (pt. 1): The self-evaluation of a leader</li> <li>The “CFDP session”</li> </ul>		15 June	-Ronaldo Football Skills for Life -Pass-to-Score -A Match Without Goals
4	19 June	<ul style="list-style-type: none"> <li>The YEFL “match procedure”</li> <li>YEFL rules &amp; regulations</li> </ul>	What is an interpersonal relationship?	22 June	-“Man-on” or “Turn” -One-Against-One
5	26 June:	<ul style="list-style-type: none"> <li>Interpersonal relationships</li> <li>Constructive criticism</li> <li>Good Leadership (pt. 2): Strengthening weaknesses</li> </ul>		29 June	-Marta for Gender Equity -Gaza Sober Decisions Tag -Blindfold
6	3 July: Exam		*Friday, 5 July: Return of exam		



## **How to Implement a Leadership Training Course**

“How to Implement a Leadership Training Course” is a collection of documents that provides guidelines for implementing a CFDP Leadership Training course in Cameroon. This particular guide was written before the implementation of a six-week YEFL Leadership Training course from May to July, 2013. It documents the methods of teaching and training formats used during the course. It also provides a breakdown of each of the course’s five classroom sessions, including the curriculum topics covered during the session, suggested discussion questions pertaining to each topic, and other tips to help guide a teacher while leading activities in front of the class. The CFDP Management Team can use this guide as a reference tool when planning and implementing Leadership Training courses in the future.

Documents contained within this guide are as follows:

- A. Effective Methods of Teaching
  - B. Training Formats
  - C. Teacher’s Guide: Classroom Sessions #1-5, CFDP Leadership Training, May-July 2013
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### **How to Implement a Leadership Training Course Effective Methods of Teaching**

In a meeting of the YEFL Committee on Monday, June 3, 2013, the following question was asked:

“What should we do to create the most effective learning environment for our students?”

In other words, what methods of teaching should we use? What is the best way for Cameroonians to learn?

The YEFL Committee came up with the following response:

- A teacher should be practical.
- A teacher should teach by demonstration.
- Cameroonians learn “by doing.”
- Cameroonians also prefer discussion-based learning.
- A teacher should explain concepts briefly and spend more time asking questions.
- A teacher should not talk too much.
- Reading should be very limited.
- If we go over time, the class will become agitated.

## How to Implement a Leadership Training Course

### Training Formats

When discussing the most effective methods of teaching to Cameroonians, the YEFL Committee noted that if a teacher goes over time, the class will become agitated. Therefore, we have created “training formats” for our training sessions in the classroom and on the football field that will help us abide by time and maintain organized presentations as teachers. They are as follows:

#### Training Format: Classroom

Time (a.m.)	Activity
7:00	Scheduled start time
7:15 – 7:45	Ice-breakers
7:45 – 8:00	Administer small quiz (3-4 questions) based on material from the previous class
8:00 – 9:40	Educational discussions and activities
9:40 – 10:00	Recap the lesson, deliver take-home message, assign homework for next class

#### Training Format: Football Field

Time (a.m.)	Activity
7:00	Scheduled start time
7:15 – 7:30	Ice-breaker
7:30 – 7:50	Football drill #1
7:50 – 8:10	Football drill #2
8:10 – 8:15	Water break
8:15 – 8:35	Football drill #3
8:35 – 8:55	Football drill #4
8:55 – 9:15	Football drill #5
9:15 – 9:30	Take-home message

How to Implement a Leadership Training Course  
**Teacher's Guide: Classroom Session #1**

**1.1. What is an ice-breaker?** (And how does it factor in to the “CFDP method”?)

**1.2. Introduction of CFDP to leaders-in-training**

- a. The history of CFDP
- b. CFDP's current operations: School based programs, YEFL, special events, etc.
- c. CFDP's vision of the future

**1.3. Introduction of leaders-in-training to CFDP**

--Go around the room and ask each leader-in-training individually the following questions:

- a. What is your name?
  - b. What community/football academy do you represent?
  - c. Why are you here?
  - d. What goals do you have that CFDP can help you accomplish?
- Take notes! Show your students that a good leader takes time to get to know his or her students. Try your best to remember each person's name so you can address them by name from now on. Also, take note of each person's individual goals so that you can help them work towards accomplishing these goals during the course.

**Homework: How is football similar to life?** Over the next week, please think about this question. In other words, what skills do you need to succeed on the football pitch that you also need to succeed in life off the pitch? Please come to the next class not only having thought of specific skills, but also ready to explain why these skills are necessary in both football and real life.

How to Implement a Leadership Training Course  
**Teacher's Guide: Classroom Session #2**

**2.1. Football Skills for Life**

--Discuss last week's homework: "How is football similar to life?"

- What skills do you need in football that you also need in life?

- What obstacles do you face in football that you also face in life?

- Remind leaders that they should be thinking of mental skills and concepts, such as "communication" or the "importance of assisting others," rather than physical skills like "ball control" or "striking."

- Write the responses of the class on the board.

- When this discussion is finished, tell the class that they have just taken part in an activity that highlights a fundamental belief on which CFDP is founded: That because there are so many similarities between football and life, football can be used as a platform for human education.

**2.2. Survey of Youth Skills**

--Ask the coaches: Which of these skills (that are necessary in both football and life that we just discussed) are your players lacking?

- We want to identify which skills represent the most critical needs of our targeted youth population. The skills that the coaches say their players are lacking will be the "life skill themes" of the upcoming YEFL tournament.

- \*\*A record of the coaches' response to these first two questions can be found at the end of this classroom training guide.

**Homework:** What are the qualities of a good leader?

## Football Skills for Life

The class's response to discussion question 2.1: How is football similar to life? (Which skills do you need to succeed in football that you also need to succeed in life?)

Prayer	Teamwork*	Training
Discipline*	Focus*	Listening
Fair play/sportsmanship	Setting goals*	Respect
Self-evaluation	Overcoming obstacles	Perseverance*
Honesty	Love/Passion*	Sacrifice
Opportunities	Experience	Hard work
Diversity	Learning	Progress
Serving others	Interaction	Entertainment
Motivation*	Health/Wellness	Open mind
Punctuality*	Communication*	Knowledge*
Team Spirit*	Confidence*	

The class's response to discussion question 2.2: Which of these skills do your players particularly lack? These particular terms became the educational themes of our inaugural YEFL tournament.

Discipline	Teamwork	Confidence
Motivation	Focus	Perseverance
Punctuality	Setting goals	Knowledge
Team Spirit	Communication	Love/Passion

How to Implement a Leadership Training Course  
**Teacher's Guide: Classroom Session #3**

**3.1. The qualities of a good coach/leader?**

- Discuss last week's homework: What are the qualities of a good leader?
  - Write the responses of the trainees on the board.
  - If the trainees struggle to respond, ask the following questions to jog their brains:
    - How should a coach communicate with his players?
    - What is your value system as a coach?
    - Setting goals: How do you decipher between short-term and long-term goals?
    - How do you define success as a coach?

**3.2. Good Leadership (part 1): Performing a Self-Evaluation**

- Ask the leaders-in-training: What are your strengths and weaknesses as a coach?
  - Reminder: The first step to becoming a good coach is taken by evaluating yourself. A good coach must acknowledge his strengths and weaknesses so that he can work to develop his strengths and improve upon his weaknesses.
  - At first, many of the coaches did not want to acknowledge that they had any weaknesses. The person leading the discussion can begin by acknowledging his or her own weaknesses as a leader to ease the tension in the room and encourage others to come forth in acknowledgement of their own weaknesses.
  - \*Take note of their acknowledged weaknesses. We will take time to help them improve upon their weaknesses during Session #5 when we discuss the topic: Good Leadership (part 2).

**3.3. The "CFDP Session"**

- Explain to the class what is a "CFDP session" and how it will factor into YEFL matches.
  - A CFDP session operates according to the following procedure:
    - a. Welcome
    - b. Warm-up/ice-breakers
    - c. Football drills
    - d. Life skills discussion
    - e. Take-home message
  - Inform trainees that CFDP encourages leaders to implement CFDP sessions according to this format at their training sessions with youths. CFDP also mandates that a CFDP session is implemented before each YEFL match.

## **The Qualities of a Good Leader**

The class's response to discussion question 3.1: What are the qualities of a good leader?

Father figure	Communicator*	Upholds gender equality
Psychologist*	Authoritative*	Orientator*
Discipline*	Gentle*	Evaluation of team
Listener	Passionate	Self-evaluation*
Punctual*	Patience*	Continuous research
Focus	Outspoken	Neat
Caring	Encouraging	Adaptation*
Lead by example	Team Player	Vision*
Not harsh	Skilled	Safe environment
Reconciliatory Attitude	Consistent	Materials*
Educated*	Constructive Criticism*	Accept defeat, but hate
Committed	Teach by demonstration	defeat
Administrator*	Holds all players to the	
Friendly	same rules	

The class's response to discussion 3.2: Which of these qualities do you lack in particular?  
These topics will be revisited later in the course.

Psychologist	Communicator	Orientator
Discipline	Authoritative	Self-evaluation
Punctual	Gentle	Adaptation
Educated	Patient	Vision
Administrator	Constructive Criticism	Material

## How to Implement a Leadership Training Course

### Teacher's Guide: Classroom Session #4

**4.1. The YEFL Match Procedure:** A YEFL match is significantly different from a traditional football match because it requires a CFDP session to be implemented before match play. Therefore, it is important to familiarize the trainees with the “match procedure” according to time. Role-play a match procedure by breaking events down by time. Create flashcards for the following terms, assign one leader to represent each term, and role-play a match procedure multiple times, redistributing flashcards after each role play.

<u>Time</u>	<u>Question</u>	<u>Terms</u>
It is (60) minutes before kick-off	Who should be arriving at the field?	Referee
		Match Delegate
		Coaches
		Players
	What should the coach have already prepared?	Team roster
It is (30) minutes before kick-off	What event begins now?	Educational Theme
		Warm-up period
		CFDP Session
		Ice-breaker
	What should be the highlight of this event?	Football drill
		Discussion
		Educational Theme
It is (10) minutes before kick-off	Who is involved?	Coaches
		Players
		Match Delegate
	What event begins now?	Referee-player check-in
		Player licenses
It is (5) minutes before kick-off	Who is involved?	Referee
		Players
	What event begins now?	Motivational statements
	Who is reading?	Coaches
It is (2) minutes before kick-off	What is the highlight of this event?	Players
		Educational Theme
After the match	What event begins now?	Handshake
	What is concerned?	Match Report
	Who is involved?	Coaches
		Players

**4.2. YEFL Rules & Regulations:** Introduce the “Rules & Regulations” and the “Allocation of Match Points” that make the YEFL matches unique to matches of other football competitions.



How to Implement a Leadership Training Course  
**Teacher's Guide: Classroom Session #5**

### 5.1. Interpersonal Relationships

- What is an interpersonal relationship? (Definition)
- Why do leaders develop interpersonal relationships with their youths? (What is the purpose?)
- How do you develop an interpersonal relationship with a youth as a leader?

### 5.2. Constructive Criticism:

--Here is a three-step approach to offering a youth footballer constructive criticism effectively:

- 1) Remind a player of his strengths. (Youths are sensitive. If you criticize the weakness of a youth without reminding him of his strength, you risk damaging his self-confidence.)
- 2) Inform the player of his mistake.
- 3) Suggest specific ways that he can improve. (Criticism without a suggestion for improvement is not constructive.)

### 5.3. Good Leadership (part 2): Strengthening Weaknesses

--During Session #3 of the training course, we asked the leaders-in-training to perform a self-evaluation and identify their weaknesses as leaders (Topic 3.2). Now, we want to reflect back on their response and find a way to help them improve upon these specific weaknesses.

--Select a few of the skills they acknowledged as not having and find a creative way to teach them these skills. For example...

<b><u>Weakness</u></b>	<b><u>Strengthening the weakness</u></b>
A lack of <b>vision</b> .	Ask: What are the skills of the successful footballers or people you admire? Are these the skills you <b>envision</b> in your youths?
An inability to <b>evaluate</b> .	Ask: Are any two youths the same? Tell: <b>Learn to evaluate the performance of each individual youth just as you evaluate the performance of the team as a whole.</b>
An inability to <b>orientate</b> .	Break down a football team using the traditional 4-4-2 formation. Identify the skills of a typical winger, a typical center back, a typical striker, etc. Next, reflect upon your <b>evaluation</b> of each individual youth within your team. What are his or her individual strengths? Using your assessment of each player, associate him or her with the type of player they most resemble so that you can properly <b>orientate</b> them on the field.

## **Final Exam**

Cameroon Football Development Program (CFDP)  
Leadership Training 2013  
29 May – 5 July 2013  
Final Exam

Name: \_\_\_\_\_

1. True or False: There are skills that we use in football that we also use in life.
2. Which is NOT an example of the educational significance of an ice-breaker?
  - a) It improves communication skills.
  - b) It teaches discipline and perseverance.
  - c) It helps us to know each other's names.
  - d) It prepares our mind for the day.
3. Marta Football Skills for Life, Wilshire Football Skills for Life, and Ronaldo Football Skills for Life are football drills we learned throughout the Leadership Training course. In general, what technical skill do these drills teach?
  - a) Ball control
  - b) Defense
  - c) Striking
4. Marta Football Skills for Life specifically teaches different techniques of...
  - a) Passing the ball
  - b) Moving with the ball
  - c) Changing direction with the ball
5. Wilshire Football Skills for Life specifically teaches different techniques of...
  - a) Passing the ball
  - b) Moving with the ball
  - c) Changing direction with the ball
6. Ronaldo Football Skills for Life specifically teaches different techniques of...
  - a) Passing the ball
  - b) Moving with the ball
  - c) Changing direction with the ball

7. True or False: Marta, Wilshere, and Ronaldo Football Skills for Life teach the importance of diversifying your skill set.
8. How does CFDP begin every session?
  - a) Discussion
  - b) Ice-breaker
  - c) Take-home message
  - d) Educational football drill
9. Which of the following is NOT a quality of a good coach?
  - a) Patience
  - b) Discriminatory
  - c) Punctuality
  - d) Focused
10. True or False: CFDP is only about winning.
11. What is the first step a coach must take to improve his skills?
  - a) Perform an honest self-evaluation to identify his own weaknesses.
  - b) Constantly remind others of what a great coach he is.
  - c) Ignore his weaknesses, instead seeking to develop his strengths.
  - d) Collect as many certificates as possible.
12. Which coach is more effective?
  - a) Coach A participates in drills and activities with his team during training sessions.
  - b) Coach B stops the training session to correct the mistakes of his players while watching them from the side.
13. How does CFDP conclude every football drill?
  - a) Ice-breaker
  - b) Educational discussion
  - c) Water break
  - d) Dancing
14. When a player is making multiple mistakes, how is it best to correct him?
  - a) Correct all mistakes at once.
  - b) Correct his mistakes one-at-a-time.
15. True or False: A coach should act as a father figure to his players.

16. True or False: A coach does not need to listen to his players. He only needs to know how to speak clearly.
17. What is the primary mission of CFDP?
- a) To develop youth players into professional footballers.
  - b) To use football as a platform for educating youths about important life skills.
  - c) To make money.
  - d) To help youth players develop technical football skills.
18. You are helping to coach a team that is participating in CFDP's 2013-14 U-16 Football League for Youth Development. How many minutes before kick-off does CFDP recommend that coaches and players arrive to the field for a match?
- a) 15 minutes before kick-off
  - b) 25 minutes before kick-off
  - c) 60 minutes before kick-off
  - d) 2 hours before kick-off
19. A team participating in CFDP's U-16 Football League for Youth Development will be penalized one match point if at least one coach and 11 players are not present at the field at least...
- a) 15 minutes before kick-off
  - b) 25 minutes before kick-off
  - c) 30 minutes before kick-off
  - d) 2 hours before kick-off
20. What are coaches of teams participating in CFDP's U-16 Football League for Youth Development required to implement before each match?
- a) One discussion
  - b) One take-home message
  - c) Tactical warm-ups
  - d) A CFDP session consisting of an ice-breaker, football drill, and educational discussions.
21. What is a life skill?
- a) A skill that all people are born with.
  - b) A God-given talent.
  - c) A learned skill that will help one succeed in life.
  - d) A technical football skill, such as ball control.

22. "Circle of Friends" is an ice-breaker that we covered during the first outdoor training session Saturday, 1 June at GPS Field, Kumba Town. What is the purpose of this ice-breaker?
- a) It teaches determination and focus.
  - b) It requires quick thinking.
  - c) It allows everyone to know each other's name, as well as their personal interests.
  - d) It teaches the importance of teamwork.
23. "Passenger Car" is an ice-breaker we covered at the second outdoor training session on Saturday, 8 June at GPS Field, Kumba Town. For this ice-breaker, all players stand in a circle while one player walks around the circle and tags another player of his choice. What must the player who is tagged do before he chases the player who has tagged him?
- a) Shout his name
  - b) Dance
  - c) Stand still and exercise self-control
  - d) Lead a group discussion
24. What is an interpersonal relationship?
- a) A relationship based on mutual interest between two individuals.
  - b) An imaginary friendship.
  - c) A casual relationship between three or more individuals.
  - d) An arranged marriage.
25. What is the value system of a good coach?
- a) Winning first; player development second.
  - b) Player development first; winning second.
26. True or False: A team is still strong if one of its players is unhappy.
27. Why does a coach develop interpersonal relationships with his players?
- a) To get to know each player for who he is as a person. A good coach wants to know his player, his interests in life, and his career goals so that a coach can help maximize the potential of his player as an individual.
  - b) To figure out whether or not the player has any technical skills that will help the coach win a championship.
  - c) Both (a) and (b)
  - d) A coach does not need to develop interpersonal relationships with his players.

28. Why does a coach develop interpersonal relationships with his players?
- a) To earn praise and compliments from his players.
  - b) To earn the trust and respect of his players.
  - c) Just to pretend like he is interested in the development of his players.
  - d) A coach does not need to develop interpersonal relationships with his players.
29. Which is NOT a good way for a coach to develop an interpersonal relationship with his player?
- a) By asking question a player questions about his life outside of football: "How are you?" "How is your family?" "How are things at school?"
  - b) By offering the player constructive criticism.
  - c) By yelling loudly at a player when he makes a mistake.
  - d) By acting as a father figure to the player.
30. True or False: A coach can be successful without developing interpersonal relationships with his players as long as he speaks loudly and clearly at training sessions and matches.
31. True or False: A player will be more receptive to the constructive criticism of a coach if he and the coach have a good interpersonal relationship.
32. The following words represent various tasks of a coach. List them in the correct order from first to last:
- Evaluation
- Adaptation
- Vision
- Orientation
33. What is the proper procedure for offering constructive criticism?
- a) Tell a player that he is making a mistake.
  - b) Remind a player of his strengths, point out his weakness, and suggest specific ways that he can improve.
  - c) Tell a player that he is making a mistake and suggest ways that he can improve.
  - d) Remind a player of his strengths, point out his weakness, and tell him that he needs to improve.

34. In training we covered a football drill called “Man-on or Turn.” What life skill does this drill teach?

- a) Confidence
- b) Communication
- c) Punctuality
- d) Motivation

35. In training we covered a football drill called “Blindfold.” What life skill does this drill teach?

- a) Confidence
- b) Communication
- c) Punctuality
- d) Motivation

36. In training we covered a football drill called “Good Decisions Tag.” What life skill does this drill teach?

- a) Setting goals
- b) Discipline
- c) Responsibility
- d) All of the above

37. In training we covered a football drill called “Pass-to-Score.” What is the educational message of this drill?

- a) It teaches players the importance of scoring goals.
- b) It teaches players that goals cannot be scored without good passing.
- c) It teaches players the importance of perseverance.
- d) It teaches players the importance of individual responsibility.

38. In training we covered a football drill called “1-versus-1.” What life skill does this drill teach?

- a) Responsibility
- b) Discipline
- c) Perseverance
- d) All of the above

39. In training we covered a football drill called “Wilshire for Fun.” For this drill, players are divided into two teams. The two teams play against each other within set boundaries. A team scores a point by making seven consecutive, successful passes. What life skill does this drill teach?

- a) Teamwork
- b) Perseverance
- c) Setting goals
- d) HIV/AIDS awareness

40. Which strategy provides for a better educational discussion by a coach with his players?

- a) A coach lectures his players about the importance of developing life skills.
- b) A coach asks his players thought-provoking questions, such as “Why do you think communication is an important life skill?”

# **III.**

# **League Play**

**Team Registration Form**

**The YEFL Match Procedure**

**Rules & Regulations**

**Allocation of Match Points**

**The Match Form**



**Cameroon Football Development Program (CFDP)**  
**Youth Enrichment Football League (YEFL)**

**TEAM REGISTRATION FORM**

Team name: \_\_\_\_\_ Coach name: \_\_\_\_\_

Phone: \_\_\_\_\_ Email address: \_\_\_\_\_

Player Name	Neighborhood	School	Date of Birth
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____
6. _____	_____	_____	_____
7. _____	_____	_____	_____
8. _____	_____	_____	_____
9. _____	_____	_____	_____
10. _____	_____	_____	_____
11. _____	_____	_____	_____
12. _____	_____	_____	_____
13. _____	_____	_____	_____
14. _____	_____	_____	_____
15. _____	_____	_____	_____
16. _____	_____	_____	_____
17. _____	_____	_____	_____
18. _____	_____	_____	_____
19. _____	_____	_____	_____
20. _____	_____	_____	_____

## MATCH PROCEDURE

\*Each match will have a pre-determined **educational theme**.

### Part 1: Pre-match

--(60) minutes prior to kick-off: Match delegates, referees, coaches, and players should arrive at field.

**--Warm-up period:** For the next 30 minutes, players will jog, stretch, and knock the ball around with teammates. During this time, coaches have the opportunity to do whatever strategic warm-up routine they have designed for their respective teams.

--(30) minutes prior to kick-off: Implementation of the **CFDP session** begins. Activities will be implemented according to the educational theme of the day's match. *It is mandatory that by this time, at least one coach and 11 players, as well as the referees and match delegate are present.*

1. **Ice-breaker.**

2. **Football drill** followed by an **educational discussion**.

--(10) minutes prior to kick-off: **Player check-in**. Referees will check in players using player licenses while they are warming up.

--(5) minutes before kick-off: Reading of **motivational statements** by players and coaches.

--(2) minutes prior to kick-off: Referee will facilitate **handshakes** between the two teams.

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### Part Two: Match Play

--First half of play (35 minutes + stoppage)

--Halftime (10 minutes): Coaches should assess their team's performance as it relates to the theme of the match.

--Second half of play (35 minutes + stoppage)

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### Part Three: Post-match

--Referee should make sure **handshakes** are exchanged between players of opposing teams.

--Coaches should spend (10) minutes with their players at the end of each game to connect the theme of the match with their performance on their field.

--Referees must complete a **match report** and submit it to the match delegate.

--Match delegate must complete his portion of the **match report** and submit it to CFDP office.

## RULES & REGULATIONS

**Introduction:** CFDP has slightly adjusted the rules of match play for this U-16 Football League so that the competition can fulfill the educational objectives of our organization. We will be following all standard FIFA rules for match play, except in the following areas:

1. Punishment
2. Substitutions
3. Time of Play
4. Allocation of Match Points

**Punishment:** We are asking referees to be lenient with the way they use yellow cards to punish fouls in our competition. Referees should at first issue *verbal warnings* to players who commit acts of foul play or minor acts of unsporting behavior that may be punishable by a yellow card in other forms of football. Referees should reserve yellow cards as punishment mainly for “persistent infringement,” in other words, commitment of the same foul over and over again despite repeated warnings from the referee. We want to give players the opportunity to learn from their mistakes and correct their behavior. We believe that this process of punishment will be more educational for players under the age of 16.

**Substitutions are unlimited.** Whereas a traditional competitive match limits each team to three substitutions, we have adopted the substitution format of a FIFA “friendly” match: There is no limit to the number of substitutions that a team may make, but once a player has been substituted off the field, he may not return. Because this is an educational league, we want all players to have an opportunity to play and enjoy the experience. If a player finds himself sitting on the bench every match, he will not be as receptive to our educational messages.

**Time of Play:** Two 35-minute halves, and one 10-minute halftime period.

**Allocation of Match Points:** In a traditional match, each team has the opportunity to win a maximum of three points. However, we are giving each team the opportunity to win a maximum of **10 points for each match**. The point system is designed to reinforce the idea that our league is based on education. (See “Allocation of Match Points” document.)

## ALLOCATION OF MATCH POINTS

Each team has the opportunity to win a maximum of 10 points at each match.

**(4) Points: The CFDP Session:** Coaches are required to implement a “CFDP Session” with their teams beginning 30 minutes before kick-off is scheduled. Each match will have a life skill theme. Coaches are required to lead their team in a series of activities pertaining to the theme of the particular match. Teams will be evaluated by referees and a match delegate according to the following criteria:

- **(1) Point:** Did the coach implement an **ice-breaker** with his team?
- **(1) Point:** Did the coach implement both an **educational football drill** AND a **group discussion** about the particular life skills theme? (A coach cannot receive a point without implementing a discussion.)
- **(1) Point:** Did players and coaches read the **motivational statements** loudly and clearly? (CFDP will provide teams at each match with written statements pertaining to the educational theme of the match. The statements will be read in the same fashion that players read statements of anti-racism before an English Premier League match, for example. Players and coaches must not only read the statements, but read them loudly and clearly in order to get a point.)
- **(1) Point:** The last point is reserved for the **match delegate’s overall assessment** of each team’s implementation of the “CFDP session.”

**(3) Points: Victory.** Per usual, each team will have the opportunity of earning three points for a win, one point for a draw, and zero points for a loss.

**(2) Points: Fair Play.** Each team will begin the match with two fair play points. The fair play or lack of fair play will be used to determine whether a team loses fair play points. *Each yellow card received by a team will result in the loss of one fair play point.* (For this reason, we have asked our referees to be lenient with their yellow cards.)

**(1) Punctuality.** We have encouraged coaches to arrive to the field 60 minutes before kick-off is scheduled. *If at least one coach and 11 players have not arrived to the field at least 30 minutes before kick-off, their team will be penalized with the loss of one point for lack of punctuality.*

Total: 10 points

## MATCH FORM

Educational Theme: \_\_\_\_\_ Date: \_\_\_\_\_

Match Delegate 1: \_\_\_\_\_ Match Delegate 2: \_\_\_\_\_

Center Referee: \_\_\_\_\_ Assistant 1: \_\_\_\_\_ Assistant 2: \_\_\_\_\_

**TEAM 1:** \_\_\_\_\_ **TEAM 2:** \_\_\_\_\_

	NAME OF PLAYER	NO	NO	NAME OF PLAYER
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
SUBSTITUTES				SUBSTITUTES
12				
13				
14				
15				
16				
17				
18				
19				
20				

### Goals Scored:

Time	Player	Time	Player

Time	Player	Time	Player

### Misconduct:

Time	Player	Misconduct	Punishment

Time	Player	Misconduct	Punishment

### Allocation of Points:

Ice-breaker	
Football drill & Discussion	
Motivational Statements	
Match Delegate's Assessment	
Win/Draw/Loss	
Fair Play	
Punctuality	
<b>Total</b>	

Ice-breaker	
Football drill & Discussion	
Motivational Statements	
Match Delegate's Assessment	
Win/Draw/Loss	
Fair Play	
Punctuality	
<b>Total</b>	

Captain: \_\_\_\_\_

Captain: \_\_\_\_\_

Coach: \_\_\_\_\_

Coach: \_\_\_\_\_

# **IV.**

# **The Inaugural YEFL Tournament (July-August 2013)**

- Fixtures**
- Match Delegate Calendar**
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- Motivational Statements: Confidence**
- Motivational Statements: Communication**
- Motivational Statements: Setting Goals**
- Motivational Statements: Discipline**
- Motivational Statements: Perseverance**
- Motivational Statements: Focus**
- Motivational Statements: Love/Passion**

Note: All results posted on [www.mongoball.blogspot.com](http://www.mongoball.blogspot.com)

## Fixtures

### Group A

(all matches played at *GPS Field, Kumba Town*)

Kanjas FC
Olympic Fruiting
Dr. Mofor Sport
MBS FC
Chelsea FC
Best Star

### Group B

(all matches played at *PS Fiango*)  
\*one team will “stand-by” each week

Brescia FC
Karawah FC
Arsenal SC
Trevisor FC
Nacom FC

### Group stage round 1

Educational theme: *Football for Teamwork*

Date	CFDP Session	Kick-off	Team 1	Team 2	Location
Sun. 7 July	2:00 p.m.	2:30 p.m.	Kanjas FC	Olympic Fruiting	GPS Field, Kumba Town
Thurs. 11 July	12:30 p.m.	1:00 p.m.	Dr. Mofor Sport	MBS FC	GPS Field, Kumba Town
Thurs. 11 July	3:00 p.m.	3:30 p.m.	Chelsea FC	Best Star	GPS Field, Kumba Town
Sun. 14 July	12:30 p.m.	1:00 p.m.	Brescia FC	Karawah FC	PS Fiango
Sun. 14 July	3:00 p.m.	3:30 p.m.	Arsenal SC	Trevisor	PS Fiango

\*Team on stand-by: Nacom FC

### Group stage round 2

Educational theme: *Football for Confidence*

Date	CFDP Session	Kick-off	Team 1	Team 2	Location
Tues. 16 July	12:30 p.m.	1:00 p.m.	Kanjas FC	Dr. Mofor Sport	GPS Field, Kumba Town
Tues. 16 July	3:00 p.m.	3:30 p.m.	Olympic Fruiting	Chelsea FC	GPS Field, Kumba Town
Thurs. 18 July	12:30 p.m.	1:00 p.m.	MBS FC	Best Star	GPS Field, Kumba Town
Thurs. 18 July	3:00 p.m.	3:30 p.m.	Brescia FC	Nacom FC	PS Fiango
Sun. 21 July	12:30 p.m.	1:00 p.m.	Karawah FC	Arsenal SC	PS Fiango

\*Team on stand-by: Trevisor FC

**Group stage round 3**Educational theme: *Football for Communication*

Date	CFDP Session	Time	Team 1	Team 2	Location
Sun. 21 July	3:00 p.m.	3:30 p.m.	MBS FC	Kanjas FC	GPS Field, Kumba Town
Thurs. 25 July	12:30 p.m.	1:00 p.m.	Best Star	Olympic Fruiting	GPS Field, Kumba Town
Thurs. 25 July	3:00 p.m.	3:30 p.m.	Dr. Mofor Sport	Chelsea FC	GPS Field, Kumba Town
Sun. 28 July	12:30 p.m.	1:00 p.m.	Trevisor FC	Brescia	PS Fiango
Sun. 28 July	3:00 p.m.	3:30 p.m.	Nacom FC	Karawah FC	PS Fiango

\*Team on stand-by: Arsenal SC

**Group stage round 4**Educational Theme: *Football for Setting Goals*

Date	CFDP Session	Time	Team 1	Team 2	Location
Tues. 30 July	12:30 p.m.	1:00 p.m.	Olympic Fruiting	MBS FC	GPS Field, Kumba Town
Tues. 30 July	3:00 p.m.	3:30 p.m.	Chelsea FC	Kanjas FC	GPS Field, Kumba Town
Thurs. 1 August	12:30 p.m.	1:00 p.m.	Best Star	Dr. Mofor Sport	GPS Field, Kumba Town
Thurs. 1 August	3:00 p.m.	3:30 p.m.	Arsenal SC	Brescia FC	PS Fiango
Sun. 4 August	12:30 p.m.	1:00 p.m.	Trevisor FC	Nacom FC	PS Fiango

\*Team on stand-by: Karawah FC

**Group stage round 5**Educational Theme: *Football for Discipline*

Date	CFDP Session	Time	Team 1	Team 2	Location
Sun. 4 August	3:00 p.m.	3:30 p.m.	Olympic Fruiting	Dr. Mofor Sport	GPS Field, Kumba Town
Tues. 6 August	12:30 p.m.	1:00 p.m.	Best Star	Kanjas FC	GPS Field, Kumba Town
Tues. 6 August	3:00 p.m.	3:30 p.m.	MBS FC	Chelsea FC	GPS Field, Kumba Town
Thurs. 8 August	12:30 p.m.	1:00 p.m.	Nacom FC	Arsenal SC	PS Fiango
Thurs. 8 August	3:00 p.m.	3:30 p.m.	Karawah FC	Trevisor FC	PS Fiango



\*Team on stand-by: Brescia FC

### **Knockout phase: Quarterfinals**

Educational Theme: *Football for Perseverance*

<b>Date</b>	<b>CFDP Session</b>	<b>Kick-off</b>	<b>Team 1</b>	<b>Team 2</b>	<b>Location</b>
Sun. 11 August	12:30 p.m.	1:00 p.m.	Group A 1 <sup>st</sup> place	Group B 4 <sup>th</sup> place	GPS Field, Kumba Town
Sun. 11 August	3:00 p.m.	3:30 p.m.	Group B 2 <sup>nd</sup> place	Group A 3 <sup>rd</sup> place	GPS Field, Kumba Town
Tues. 13 August	12:30 p.m.	1:00 p.m.	Group B 1 <sup>st</sup> place	Group A 4 <sup>th</sup> place	PS Fiango
Tues. 13 August	3:00 p.m.	3:30 p.m.	Group A 2 <sup>nd</sup> place	Group B 3 <sup>rd</sup> place	PS Fiango

### **Knockout phase: Semifinals**

Educational Theme: *Football for Focus*

<b>Date</b>	<b>CFDP Session</b>	<b>Kick-off</b>	<b>Team 1</b>	<b>Team 2</b>	<b>Location</b>
Thurs. 15 August	12:30 p.m.	1:00 p.m.	Winner of Group A.1/Group B.4	Winner of Group B.2/Group A.3	GPS Field, Kumba Town
Thurs. 15 August	3:00 p.m.	3:30 p.m.	Winner of Group B.1/Group A.4	Winner of Group A.2/Group B.3	GPS Field, Kumba Town

### **Knockout phase: Championship**

Educational Theme: *Football for Love and Passion*

<b>Date</b>	<b>CFDP Session</b>	<b>Kick-off</b>	<b>Team 1</b>	<b>Team 2</b>	<b>Location</b>
Sun. 18 August	2:00 p.m.	2:30 p.m.	A.1/B.4/B.2/A.3	B.1/A.4/A.2/B.3	GPS Field, Kumba Town

## MATCH DELEGATE CALENDAR

Date	Match Delegate's Arrival	Kick-off	Match Delegate 1	Match Delegate 2	Location
Sun. 7 July	12:30 pm	2:30 pm			GPS
Thurs. 11 July	12:00 pm	1:00 pm			GPS
Thurs. 11 July	2:30 pm	3:30 pm			GPS
Sun. 14 July	12:00 pm	1:00 pm			PS Fiango
Sun. 14 July	2:30 pm	3:30 pm			PS Fiango
Tues. 16 July	12:00 pm	1:00 pm			GPS
Tues. 16 July	2:30 pm	3:30 pm			GPS
Thurs. 18 July	12:00 pm	1:00 pm			GPS
Thurs. 18 July	2:30 pm	3:30 pm			PS Fiango
Sun. 21 July	12:00 pm	1:00 pm			PS Fiango
Sun. 21 July	2:30 pm	3:30 pm			GPS
Thurs. 25 July	12:00 pm	1:00 pm			GPS
Thurs. 25 July	2:30 pm	3:30 pm			GPS
Sun. 28 July	12:00 pm	1:00 pm			PS Fiango
Sun. 28 July	2:30 pm	3:30 pm			PS Fiango
Tues. 30 July	12:00 pm	1:00 pm			GPS
Tues. 30 July	2:30 pm	3:30 pm			GPS
Thurs. 1 August	12:00 pm	1:00 pm			GPS
Thurs. 1 August	2:30 pm	3:30 pm			PS Fiango
Sun. 4 August	12:00 pm	1:00 pm			PS Fiango
Sun. 4 August	2:30 pm	3:30 pm			GPS
Tues. 6 August	12:00 pm	1:00 pm			GPS
Tues. 6 August	2:30 pm	3:30 pm			GPS
Thurs. 8 August	12:00 pm	1:00 pm			PS Fiango
Thurs. 8 August	2:30 pm	3:30 pm			PS Fiango
Sun. 11 August	12:00 pm	1:00 pm			GPS
Sun. 11 August	2:30 pm	3:30 pm			GPS
Tues. 13 August	12:00 pm	1:00 pm			PS Fiango
Tues. 13 August	2:30 pm	3:30 pm			PS Fiango
Thurs. 15 August	12:00 pm	1:00 pm			GPS
Thurs. 15 August	2:30 pm	3:30 pm			GPS
Sun. 18 August	12:30 pm	2:30 pm			GPS

## Curriculum Guide

### Group Stage Round 1: Football for Teamwork

Theme	Appropriate Drills	Discussion Questions
Teamwork	Marta for Conflict Resolution  Wilshere for Conflict Resolution	Why is teamwork important?
		Why is it important to help a teammate if he is struggling?
		Why do you need concentration to complete this drill?
		Why is it important for your team to communicate in this drill?
		How do you resolve conflicts as a team?
		Why is it important to resolve conflicts within a team?
	Wilshere for Health and Wellness  Wilshere for Fun  Pass-to-Score	What is required in order for a team to win this game?
		Why is it important that teammates share the ball?
		Can you win/score without passing?
		Why is passing just as important as scoring?
		Why is teamwork important in order to achieve goals?
		Can you achieve success without hard work?

#### Notes:

--Marta for Conflict Resolution and Wilshere for Conflict Resolution are drills that put players in situations where there are likely to conflict, or argue, with each other. These drills reinforce the general importance of teamwork by teaching players how to resolve conflicts and overcome obstacles as a team.

--Wilshere for Health and Wellness, Wilshere for Fun, and Pass-to-Score are all drills that require successful passing in order to earn points. These drills teach the importance of teamwork by reinforcing the idea that passing must come before scoring, that it takes more than one person to score a goal, that we need good teamwork to achieve success, etc.

### Group Stage Round 2: Football for Confidence

Theme	Appropriate Drills	Discussion Questions
Confidence	Marta Football Skills for Life	What skills did you learn from this drill?
		What did this drill teach you about developing your skill set?
	Wilshere Football Skills for Life	How many ways are there to demonstrate ball control?
		Why is it important to diversify your skill set?
	Ronaldo Football Skills for Life	Why is it important to have self-confidence
		Why is it dangerous to have too much confidence
	Combination: Marta, Wilshere, Ronaldo	What is the difference between confidence and arrogance?

### Notes:

--The football drills listed above teach ball-control techniques used by three of the world's best players. Youth players build self-confidence by learning that they, too, can demonstrate the same skills as Marta, Jack Wilshere, and Cristiano Ronaldo.

### Discussion Tips:

--A coach should gather his players and remind them each of their individual strengths. This will build their self-confidence.

--A coach should remind his players that although confidence is good, too much confidence is bad. The coach should explain to his players that it is important to balance confidence with humility.

### Group Stage Round 3: Football for Communication

**\*Special: Communication with parents.** We are asking coaches to bring flowers with them to the field on match day. Each player will give a flower to his parents shortly before kick-off as a symbol of love for their parents. Therefore, it is also important that coaches remind players to remind their parents to attend the match.

Theme	Football Drills	Discussion Questions
		How will a team struggle if it cannot communicate well during a match?
		What advantage does a team have in a match if it communicates better than

Communication	Blindfold	the other team?
		How do you demonstrate good communication?
		What other forms of communication are there?
		How can you communicate without using the voice?
	Man-on or Turn	Why is communication important in football?
		What happens if a player does not tell his teammate “man-on” and there is a defender behind him?
		What happens if a player tells his teammate “turn” and there is a defender behind him?
		Why is communication important in life outside of football?
		What problems arise when we fail to communicate?

#### Notes:

--A coach should make special mention of the fact that it is important for children and their parents to communicate honestly with each other. If a player has a poor relationship with his parents, a coach should present himself as a “father figure” to his player.

--A coach should take special care to monitor the way he communicates with his players.

#### Group Stage Round 4: Football for Setting Goals

Theme	Football Drills	Discussion Questions
Setting Goals	A Match without Goals	Why were players not able to score during the first half of the drill?
		What happens if you have no goals?
		What is the first step to achieving success?
		After you set a goal, what must you do to achieve success?
		What skills do you need to reach your goal?
		Why should we run away from negative influences?

	Good Decisions Tag	What are some examples of negative influences that we face in life?
		What skills do you need to avoid negative influences?
	Marta for Health and Wellness	How did you improve throughout the course of the drill?
		What skills do you need to improve upon your previous score?

### Notes:

--Marta for Health and Wellness is a fitness drill during which players jump over cones for 30-45 seconds. When they finish, they rest before jumping over cones again for another 30-45 seconds. The goal for each player is to jump over more cones the second time than they did the first time. By taking part in Marta for Health and Wellness, a player learns to compete against himself. A coach should remind his players that it is more important for a player to focus on improving himself rather than comparing himself to others.

### Discussion Tips:

--A coach should ask his players what their goals for the match are. After the match, the coach should ask the players if they accomplished the goals they set for themselves for the match. If not, why?

--A coach should ask his players what their goals in life are. A coach should remind his players that as a “father figure,” he is there to help them achieve their goals.

### Group Stage Round 5: Football for Discipline

Theme	Football Drills	Discussion Questions
	Wilshire for Gender Equity	What is discipline?
		How does this drill require discipline?
		How does this drill force you to change your playing style?
		What skills do you need to succeed in this drill?
		Before the coach released the ball, did you know whether you would play offense or defense?
		When do we face unexpected circumstances in life?

Discipline	1-versus-1	How do you handle yourself when confronted by an unexpected circumstance?
		Why is it important to be able to play both offense and defense?
		How does playing defense require discipline?
		How does playing offense require discipline?
	Good Decisions Tag	Why is it important to identify our responsibilities?
		Why do we need discipline in life?
		What are some examples of negative influences we face in life?
		What skills do we need to avoid negative influences?
		What skills do we need to achieve our goals?

### Knockout phase: Quarterfinals: Football for Perseverance

\*It is now the knockout round. Eight teams have succeeded to advance out of their respective groups. The championship match is in sight, but the tournament is far from over. Coaches should remind their players that they must continue working hard and *persevere* to make it to the championship match.

Theme	Football Drills	Discussion Questions
Perseverance	Marta for Health and Wellness	Did you improve throughout the course of the drill?
		What is perseverance?
		How does this drill require perseverance?
		When is it most difficult to persevere? (When you are tired.)
		What skills do you need to persevere?
		Why is perseverance a life skill?
	1-versus-1	How does this drill teach perseverance?
		What happens if you are on offense and lose the ball?

		(You must immediately begin playing defense.)
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### Notes:

--Marta for Health and Wellness is a fitness drill during which players jump over cones for 30-45 seconds. When they finish, they rest before jumping over cones again for another 30-45 seconds. The goal for each player is to jump over more cones the second time than they did the first time. Towards the end of each 30-45 second segment, players become tired. It is most difficult for a player to persevere when he is tired. But coaches should remind their players that the very essence of perseverance means having the discipline to continue working hard even when you are tired. Coaches should remind their players that perseverance builds strength.

--1-versus-1 is a drill where two players play against each other to score on one goal. The drill is designed so that if a player on offense loses the ball, he must immediately begin playing defense to prevent the other player from scoring. Coaches should remind players that if they fall down and lose the ball in match play, they need the discipline and perseverance to get back up and keep playing defense.

### Knockout phase: Semifinals: Football for Focus

\*Four teams have made it to the semifinals. Their *focus* must now be on one thing: The championship match.

Theme	Football Drills	Discussion Questions
Focus	Marta for Health and Wellness	Did you improve throughout the course of the drill?
		When is it most difficult to focus? (When you are tired.)
	Marta for Gender Equity	What did you learn from this drill?
		How many tasks do you have to focus on at once in this drill?
		Why is multi-tasking an important life skill?
	Wilshire for Conflict Resolution	How did this drill force you to focus/concentrate?
		Why must you have focus in life?

### Championship: Football for Love and Passion

Theme	Football Drills	Discussion Questions
		Why do you love football?



Love and Passion	Coaches have the freedom to implement any drill that they feel helps their players show love and passion for the game of football	What are you passionate about in life?
		Who do you love in your life?
		Why is it important to be passionate about something?

**Discussion Tip:**

--Coaches should remind their players that it's important to find something you love and work hard to succeed at it.

## MOTIVATIONAL STATEMENTS: Teamwork

Group Stage Round 1

Educational Theme: **Teamwork**

1. Introduction. Two players (one from each team) read the following:

“The Cameroon Football Development Program has brought us here today to play a football match in the spirit of youth empowerment. By participating in this league, we players are pledging not only to become better footballers, but also to become better people, the leaders of a new generation who will make Cameroon an even stronger country in the years to come.

To fulfill CFDP’s mission of youth development, each match played as part of this tournament will have an educational theme. Today’s theme is teamwork. Please listen to the reading of brief statements about the importance of teamwork by our coaches and players.”

2. Coach’s Statement. Two coaches (one from each team) read the following:

“To our players we want to say, it does not matter how many times you get knocked down, but more importantly, how many times you help each other get back up.”

3. Player’s Statement #1. Two players (one from each team) read the following:

“The miracle is that the more we share with each other, the more each person has. We know that by sharing the ball on the field, our teams will show what makes football such a beautiful game.”

4. Player’s Statement #2. Two players (one from each team) read the following:

“I am a member of a team, and I rely on the team. I defer to it and sacrifice for it because the team, not the individual, is the ultimate champion.

Let’s play ball!”

## MOTIVATIONAL STATEMENTS: Confidence

Group Stage Round 2

Educational Theme: **Confidence**

1. Introduction. Two players (one from each team) read the following:

“The Cameroon Football Development Program has brought us here today to play a football match in the spirit of youth empowerment. By participating in this league, we players are pledging not only to become better footballers, but also to become better people, the leaders of a new generation who will make Cameroon an even stronger country in the years to come.

To fulfill CFDP’s mission of youth development, each match played as part of this tournament will have an educational theme. Today’s theme is confidence. Please listen to the reading of brief statements about the importance of confidence by our coaches and players.”

2. Coach’s Statement. Two coaches (one from each team) read the following:

“To our players we want to say, go confidently in the direction of your dreams. Live the life you have imagined. If you believe in yourself, there will come a day when others will have no choice but to believe in you, too.

3. Player’s Statement #1. Two players (one from each team) read the following:

“We gain strength, courage, and confidence each time we face our fears and work to overcome them. We must learn to do the things that we fear we cannot do.”

4. Player’s Statement #2. Two players (one from each team) read the following:

“To have confidence requires a careful balance with humility. Without humility, too much confidence is a curse.

Let’s play ball!”

## MOTIVATIONAL STATEMENTS: Communication

Group Stage Round 3

Educational Theme: **Communication**

1. Introduction. Two players (one from each team) read the following:

“The Cameroon Football Development Program has brought us here today to play a football match in the spirit of youth empowerment. By participating in this league, we players are pledging not only to become better footballers, but also to become better people, the leaders of a new generation who will make Cameroon an even stronger country in the years to come.

To fulfill CFDP’s mission of youth development, each match played as part of this tournament will have an educational theme. Today’s theme is communication. Please listen to the reading of brief statements about the importance of communication by our coaches and players.”

2. Coach’s Statement. Two coaches (one from each team) read the following:

“Communication is a skill that you can learn. It is just like riding a bicycle or tapping the football. As a coach, it is my duty to teach players how to communicate properly with each other on the field. I also pledge to communicate respectfully with my players.”

3. Player’s Statement #1. Two players (one from each team) read the following:

“We must all realize that we are different in the ways we think, speak, listen, and understand the world around us. It is important to understand that each person is unique in order to communicate effectively with others.”

4. Player’s Statement #2. Two players (one from each team) read the following:

“Communication is not only to speak, but also to listen. The most basic and powerful way to connect with another person is to listen to him or her. The most important gift we can give to another person is our attention.”

Let’s play ball!”

## **MOTIVATIONAL STATEMENTS: Setting Goals**

Group Stage Round 4

Educational Theme: **Setting Goals**

1. Introduction. Two players (one from each team) read the following:

“The Cameroon Football Development Program has brought us here today to play a football match in the spirit of youth empowerment. By participating in this league, we players are pledging not only to become better footballers, but also to become better people, the leaders of a new generation who will make Cameroon an even stronger country in the years to come.

To fulfill CFDP’s mission of youth development, each match played as part of this tournament will have an educational theme. Today’s theme is setting goals. Please listen to the reading of brief statements about the importance of setting goals by our coaches and players.”

2. Coach’s Statement. Two coaches (one from each team) read the following:

“To our players we say, set your goals high and do not stop working until you have achieved them. The sky is your limit.”

3. Player’s Statement #1. Two players (one from each team) read the following:

“Ambition means having the will to set goals and the determination to achieve them. Education and knowledge may prepare our minds for success, but we will not achieve success without ambition. Intelligence without ambition is like a bird without wings.”

4. Player’s Statement #2. Two players (one from each team) read the following:

“A winner is someone who recognizes his talents, works hard to develop his talents into skills, and uses these skills to accomplish his goals. I want to be a winner.”

Let’s play ball!”

## **MOTIVATIONAL STATEMENTS: Discipline**

Group Stage Round 5

Educational Theme: **Discipline**

1. Introduction. Two players (one from each team) read the following:

“The Cameroon Football Development Program has brought us here today to play a football match in the spirit of youth empowerment. By participating in this league, we players are pledging not only to become better footballers, but also to become better people, the leaders of a new generation who will make Cameroon an even stronger country in the years to come.

To fulfill CFDP’s mission of youth development, each match played as part of this tournament will have an educational theme. Today’s theme is discipline. Please listen to the reading of brief statements about the importance of discipline by our coaches and players.”

2. Coach’s Statement. Two coaches (one from each team) read the following:

“Talent without discipline is like an octopus on roller skates. There is plenty of movement, but you never know if it is going forward, backwards, or sideways.”

3. Player’s Statement #1. Two players (one from each team) read the following:

“Discipline is like the soul of an army. Discipline makes small numbers big and strong. Discipline procures success to the weak. And discipline gives esteem to all.”

4. Player’s Statement #2. Two players (one from each team) read the following:

“To enjoy good health, to bring true happiness to one’s family, and to bring peace to all, one must first discipline and control his own mind. If a man can control his mind, he can find the way to Enlightenment, and all wisdom and virtue will come to him.”

Let’s play ball!”

## MOTIVATIONAL STATEMENTS: Perseverance

Knockout Round: Quarterfinals

Educational Theme: **Perseverance**

1. Introduction. Two players (one from each team) read the following:

“The Cameroon Football Development Program has brought us here today to play a football match in the spirit of youth empowerment. By participating in this league, we players are pledging not only to become better footballers, but also to become better people, the leaders of a new generation who will make Cameroon an even stronger country in the years to come.

To fulfill CFDP’s mission of youth development, each match played as part of this tournament will have an educational theme. Today’s theme is perseverance. Please listen to the reading of brief statements about the importance of perseverance by our coaches and players.”

2. Coach’s Statement. Two coaches (one from each team) read the following:

“We coaches want to remind our players that perseverance is not only about being able to run a long race, but also having the ability to run many short races, one after another. When frustration and exhaustion lead you to reach the end of your rope, tie a knot, hang on, and keep working until you have achieved your goal.

3. Player’s Statement #1. One player read the following:

“Pain is temporary. It may last a minute, or an hour, or a day, or a year, but eventually it will subside and something else will take its place. If I quit, however, the feeling lasts forever. That surrender, even the smallest act of giving up, stays with me. So when I feel like quitting, I ask myself, which would I rather live with—The temporary pain of exhaustion or the permanent pain of quitting? Life is about persevering through the most difficult of situations.

4. Player’s Statement #2. One player from the opposite team read the following:

The following is a quote from the great African leader Nelson Mandela, a man whose life exemplifies hard work, discipline, and perseverance:

I have walked the long road to freedom. I have tried not to falter; I have made missteps along the way. But I have discovered the secret that after climbing a great hill, one only finds that there are many more hills to climb. I have taken a moment here to rest, to steal a view of the glorious vista that surrounds me, to look back on the distance I have come. But I can only rest for a moment, for with freedom come responsibilities, and I dare not linger, for my long walk is not ended.

## MOTIVATIONAL STATEMENTS: Focus

Knockout Round: Semifinals

Educational Theme: **Focus**

1. Introduction. Two players (one from each team) read the following:

“The Cameroon Football Development Program has brought us here today to play a football match in the spirit of youth empowerment. By participating in this league, we players are pledging not only to become better footballers, but also to become better people, the leaders of a new generation who will make Cameroon an even stronger country in the years to come.

To fulfill CFDP’s mission of youth development, each match played as part of this tournament will have an educational theme. Today’s theme is focus. Please listen to the reading of brief statements about the importance of having focus by our coaches and players.”

2. Coach’s Statement. Two coaches (one from each team) read the following:

“If you focus on results, you will never change. If you focus on change, you will get results.

3. Player’s Statement #1. One player read the following:

“To conquer frustration, one must remain intensely focused on the outcome—not obstacles or distractions. It is better to focus on where you are going than where you are or where you have been.”

4. Player’s Statement #2. One player from the opposite team read the following:

“Focus is defined as knowing exactly where you want to be today, tomorrow, next week, next month, and next year, and then never deviating from your plan. Once you can see, touch, and feel your objective, all you have to do is pull back and put all your strength behind it, and you’ll hit your target every time.

Today our focus is the championship match. We want to be there on Sunday.

Let’s play ball!”



## MOTIVATIONAL STATEMENTS: Love and Passion

Knockout Round: Championship

Educational Theme: **Love and Passion for Football**

1. Introduction. Two players (one from each team) read the following:

“The Cameroon Football Development Program has brought us here today to play a football match in the spirit of youth empowerment. By participating in this league, we players are pledging not only to become better footballers, but also to become better people, the leaders of a new generation who will make Cameroon an even stronger country in the years to come.

To fulfill CFDP’s mission of youth development, each match played as part of this tournament has an educational theme. Throughout the tournament, we have learned about the importance of teamwork, self-confidence, communication, setting goals, discipline, and perseverance, all of which are skills that will help us succeed both on the field as footballers, and off the field as people in our everyday lives. Today, we celebrate our love and passion for the game of football. Please listen to the reading of brief statements by our coaches and players.”

2. Coach’s Statement. Two coaches (one from each team) read the following:

“Education begins with excitement, love, and passion. The most important part of education is for a student to see the love, passion, and enthusiasm of his teacher for the work they do together.

3. Player’s Statement #1. One player read the following:

“Success is no accident. It is the result of hard work, perseverance, learning, studying, sacrifice. Most importantly, success is a result of passion. There is no greatness without a passion to be great. Whether you aspire to be an athlete, an artist, a scientist, a parent, or a businessperson, the first step to achieving greatness is having passion for the work you do.”

4. Player’s Statement #2. One player from the opposite team read the following:

“Football is a beautiful game. It is a game of artistry. An artist is someone who can bring light into a dark room. Therefore, there is little difference between the world’s best passer of the ball and the world’s most eloquent poet. Whether football or poetry, there is in each of these human manifestations an expression of beauty, which touches us and gives us a feeling of eternity.”

Let’s play ball!”

# V. Site Visits

--Team Leader Self-Evaluation Form (for Coaches)

--Team Evaluation Form (for CFDP Management)

## Team Leader Self-Evaluation Form (for Coaches)

Date: \_\_\_\_\_

Football Academy: \_\_\_\_\_ Name of Leader: \_\_\_\_\_

Number of children in attendance -- Boys: \_\_\_\_\_ Girls: \_\_\_\_\_

Ice-breakers implemented: \_\_\_\_\_

Football drills implemented: \_\_\_\_\_

Life skills discussed: \_\_\_\_\_

Evaluate yourself on a scale of 1-5:

1—Failure    2—Poor    3—Average    4—Very Good    5—Perfect

Was the coach punctual?	1	2	3	4	5
Were the players punctual?	1	2	3	4	5
How did the youth respond to the ice-breakers?	1	2	3	4	5
How did the youth respond to the football drills?	1	2	3	4	5
How did the youth respond to questions asked during the educational discussion?	1	2	3	4	5
Did the theme of the discussion match the theme of the drill?	1	2	3	4	5
How did the youth interact with each other throughout the session?	1	2	3	4	5
How did the youth interact with you throughout the session?	1	2	3	4	5

Describe one part of the session that went especially well: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Describe one part of the session where you experienced difficulty: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Did you have any problems or questions for CFDP? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

How can you improve the session for next time? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Other Notes: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\*Please feel free to use the back side of this paper if you need more space to answer any of the questions.

## Team Evaluation Form (for CFDP Management)

Date: \_\_\_\_\_

CFDP Team Members: \_\_\_\_\_

Football Academy: \_\_\_\_\_ Name of Leader: \_\_\_\_\_

Ice-breakers implemented: \_\_\_\_\_

Football drills implemented: \_\_\_\_\_

Life skills discussed: \_\_\_\_\_

Evaluate the team on a scale of 1-5:

1—Failure    2—Poor    3—Average    4—Very Good    5—Perfect

Was the coach punctual?	1	2	3	4	5
Were the players punctual?	1	2	3	4	5
Did the coach implement ice-breakers correctly?	1	2	3	4	5
How did the youth respond to the ice-breakers?	1	2	3	4	5
Did the coach implement football drills correctly?	1	2	3	4	5
Did the coach discuss the educational significance of each drill with his players after implementation?	1	2	3	4	5
Did the theme of the discussion match the theme of the drill?	1	2	3	4	5
Did the coach ask his players questions during the discussion?	1	2	3	4	5
How did the youth respond to the football drills?	1	2	3	4	5
How did the youth respond to the educational discussion?	1	2	3	4	5
How did the coach interact with players throughout the session?	1	2	3	4	5
How did the youth interact with each other throughout the session?	1	2	3	4	5

### Special Comments

Ice-breakers: \_\_\_\_\_

\_\_\_\_\_

Football drill: \_\_\_\_\_

\_\_\_\_\_

Educational discussion: \_\_\_\_\_

\_\_\_\_\_

Behavior of players: \_\_\_\_\_

\_\_\_\_\_

Behavior of coach: \_\_\_\_\_

\_\_\_\_\_

Suggestions for improvement: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# **VI.**

# **Contracts/ Agreements**

**--A Gentleman's Agreement with Coaches**

**--The Player's Fair Play Code**

## **A Gentleman's Agreement with Coaches**

This form describes the kind of relationship that should exist between CFDP and coaches of teams participating in the YEFL. Coaches are expected to read, understand, and sign this form before entering into the YEFL. If a coach fails to uphold his or her part of the agreement as described in this form, it may qualify as grounds for suspension and/or termination from CFDP's programs.

### What coaches can expect from CFDP:

- Free access to CFDP's various forms of Leadership Training.
- Recognition by CFDP and other notable organizations as a certified "CFDP Leader" (contingent upon participation in CFDP's Leadership Training courses).
- An understanding of how to integrate education into football.
- Improved coaching skills.
- Access to modern football drills devised by CFDP, Coaches Across Continents, and other notable football organizations.
- Participation as a coach in three seasonal youth football tournaments organized by CFDP each year.

### What CFDP expects from coaches:

- Coaches should integrate CFDP's educational curriculum into the training sessions of their respective youth football academies.
- Coaches should attend CFDP Leadership Training courses and workshops regularly throughout the calendar year.
- Coaches should demonstrate punctuality to all CFDP events.
- Coaches should become ambassadors of CFDP, the YEFL, and other CFDP programs to their local communities and throughout Kumba.
- Coaches should demonstrate behavior that exemplifies CFDP values and upholds the integrity of the organization.

I, [print name] \_\_\_\_\_,  
have read and understand the above text and promise to uphold my part of this  
Gentleman's Agreement with CFDP.

Signed: \_\_\_\_\_

## **The Player's Fair Play Code**

\*All players of teams participating in the YEFL must read the following and sign at the bottom in acknowledgment that they understand and agree with the contents of this document.

### The Player's Pledge:

- I understand that the goal of the YEFL is player development—NOT winning.
- I understand that my development as a human is equally as important as my development as a footballer.
- I am committed to receiving an education.
- I understand that education is more important than football.
- I understand that education will make me a stronger footballer.
- I understand that my mentality is more important to my success as a footballer than my physical skills.
- My coach has informed me about the rules and regulations of the YEFL.
- I understand that YEFL matches will be decided by a system of points—NOT the number of goals scored on the field.
- I will respect the rules of the YEFL.
- I will respect others: My coaches, teammates, opponents, and the referee.

I, [print name] \_\_\_\_\_,

have read, understand, and agree with above statements.

Signed: \_\_\_\_\_

**VII.**

**Ice-Breakers  
& Football  
Drills**



### Ice-Breakers:

<u>For the classroom</u>	<u>For the field</u>
Categories	Circle of Friends
Dance Name	Passenger Car
Two Truths, One Lie	Dance Name
Rock, Paper, Scissors	Head-Catch
Nonverbal Communication	Locate Your Partner (race to the corner)
What are you bringing to the party?	Locate Your Partner (crawl under, climb on back)

### Football Drills (Coaches Across Continents):

<u>Name of Drill</u>	<u>Skills Taught</u>
Marta Football Skills for Life	Ball control, moving with the ball, diversifying your skills set
Marta for Health and Wellness	Physical fitness, discipline, perseverance, focus, setting goals, competing against oneself (rather than against others), work ethic
Marta for Conflict Resolution	Conflict resolution, teamwork, team spirit, overcoming obstacles as a team, self-control
Marta for Gender Equity	Focus, discipline, balancing two responsibilities at once
Marta for Fun	Teamwork, gender equality, passing the ball
Wilshire Football Skills for Life	Passing the ball, diversifying your skills set
Wilshire for Health and Wellness	Teamwork, passing of the ball
Wilshire for Conflict Resolution	Teamwork, conflict resolution, overcoming obstacles as a team, focus
Wilshire for Gender Equity	Self-control, discipline, passing the ball, learning to “spread the field”
Wilshire for Fun	Teamwork, passing the ball
Ronaldo Football Skills for Life	Changing direction with the ball, diversifying your skills set
Gazza Sober Decisions Tag	Making good decisions, focus, discipline, responsibility, accountability, setting goals, avoiding peer pressure

Continued...

Gazza (Drunken) Scrimmage	Making good decisions, focus, discipline, responsibility, accountability, setting goals, avoiding peer pressure
Scary Soccer (parts 1-3)	Teamwork, conflict resolution
Old Trafford Tag for Problem Solving	Teamwork, focus, discipline, conflict resolution, avoiding peer pressure
Can Adebayor See HIV	Sexual Education
Adebayor and HIV in the Community	Sexual Education
Adebayor Uses a Condom Tag	Sexual Education
Adebayor Hands Against HIV	Sexual Education
Adebayor Makes Good Decisions	Sexual Education
Stamford Bridge Tag	Teamwork, communication, making good decisions
Catepillar Tag for Problem Solving	Teamwork, avoiding peer pressure, focus, discipline, overcoming obstacles as a team
Earth, Wind, and Water	Environmental protection
Friendly Forests	Environmental protection
Mingle Mingle	Sexual Education

### More Football Drills (Will):

<u>Name of Drill</u>	<u>Skills Taught</u>
Pass-To-Score	Teamwork, passing before scoring
One-Against-One	Individual responsibility, accountability, discipline, perseverance, overcoming obstacles as an individual, confronting unexpected situations
“Man-on” or “Turn”	Communication, teamwork
Blindfold	Communication, teamwork
A Match Without Goals	Setting goals, focus, work ethic, discipline

# **VIII.**

# **Going**

# **Forward with**

# **the YEFL**

**--Mistakes & Corrections**

**--The Roles of the Management Team**

## **Mistakes & Corrections**

- 1. Dedicate more classroom time of Leadership Training to discussing specific life skill topics from the curriculum.** We spent most of the classroom time discussing topics like good leadership and youth management. We found, however, that when it came time for coaches to lead their teams in CFDP sessions before each YEFL match, they were committed to leading educational discussions, but were not knowledgeable enough about our specific curriculum topics, such as communication, setting goals, confidence, etc. to discuss the topics well. If we teach the coaches more about these specific topics, it will allow them to lead their teams in more enriching educational discussions about the topics.
- 2. DO NOT PROMISE EQUIPMENT to teams from now on.** We found that many teams were participating in the YEFL not because they cared about implementing our programs, but only because the coaches wanted the equipment we promised to give them in exchange for their participation. From now on, we should only give out equipment as a gift to those who show commitment to and implement our programs well.
- 3. Make the YEFL a yearlong training program for new coaches and volunteers.** Consider coaches and volunteers who are new to the program as “leaders-in-training” throughout their first year of participation. Do not graduate them as official CFDP leaders and award them with certificates until they have completed one year (all three phases) of the YEFL. The mistake we made this past summer was graduating coaches and volunteers as CFDP Leaders in July after they completed the six-week training course of the YEFL’s first phase. It was a mistake to graduate them at this time because at this point, they had only learned 1/3 of CFDP’s curriculum. Delaying graduation also allows us to observe everyone over a longer period of time so that we can determine who is truly invested in the program and deserving of being a CFDP leader.
- 4. We need to carry a First Aid kit with us to all YEFL matches.** It was embarrassing that when some players went down injured, we didn’t have anything to help treat them.
- 5. Communications/publicity for the YEFL needs to improve.** Ocean City Radio needs to be notified of upcoming fixtures and match results more regularly, and updates need to be posted on social media more regularly. These types of “communications” were virtually nonexistent during YEFL activity this past summer.
- 6. Site visits need to be more regular** so that we can assist the coaches who are struggling to implement our activities correctly.
- 7. Players should be screened by their birth certificates before or at the same time they are screened morphologically.** By screening players morphologically before looking at their birth certificates, we made it easy for overage players who were wrongly accepted to falsify their birth certificates and participate in our competition.

## **Roles of the Management Team**

The following summarizes the individual responsibilities of different Management Team members as they apply to the YEFL based on each member's interests and abilities.

**Nenne:** Social media (Facebook, Twitter, CFDP blog), special events (planning, outreach)

**Caroline:** Site visits, survey administration, Match Delegate

**Wallace:** League Director, general operations, interaction with coaches, scheduling/hosting/leading meetings with coaches, Leadership Training, government relations, interaction with referees, screening, Homologation Committee, Match Delegate, curriculum integration, Microsoft Word, Microsoft Excel

**Dickson:** Leadership Training, communications (radio, CFDP blog, Facebook, Twitter), posting fixtures/results and standings online, Homologation Committee, curriculum integration, Microsoft Word, Microsoft Excel

**Collins:** Homologation Committee, Leadership Training, curriculum integration, visionary of future events according to time (planning) and ensuring everything is moving along according to schedule (supervision), special events (planning, outreach), government relations, Microsoft Word, Microsoft Excel, interpretation of documents from US office

**Dickson, Wallace, and Collins (together):** Using Microsoft Word and Excel to create documents, such as Leadership Training syllabus, Leadership Training exam, calendar of activity/important dates, curriculum guide, survey, schedule of fixtures

**Kama:** Leadership Training, site visits, curriculum integration, special events (setting up on the scene)

**Killian:** Leadership Training, Match Delegate, Homologation Committee, equipment management, special events (setting up on the scene)

**Ashu:** Match Delegate, special events (setting up on the scene), finance, payment of referees, supply of food and water to special events