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Train the Trainers Manual

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Chapter 1

The project: scope and objectives

The **goal of the project** is to improve women participation in sport and thus, gaining gender equality through sport, trying to reduce all kind of gender discrimination and to empower women through practicing physical activities to a better and ambitious social integration.

The focus of the project will be divided in two areas:

- first to **attract more women to sport**, by offering adequate opportunities and games and
- second to **form women coaches and sport instructors** committed to support the principle of equal opportunities and equal representation in sport.

That means the project will target women in search of new possibilities to express themselves, to boldly engage for an active life. The project also addresses the social inclusion of women from disadvantaged groups as ethnical minorities, migrants, trans and gender-diverse people as well as physically challenged women.

In order to achieve this objective, the project is seeking to:

- a) engage women in regular physical activity through an innovative multidisciplinary indoor/outdoor sport program that encourage participants to have fun and feel challenged
- b) train women coaches in in a modular cascade training, with the goals that coaches will become experts in the 3 different disciplines and acquire the natural ability to build relationships to support women groups, in this sporting context.

Target groups and project final beneficiaries

- women, aged 20-45 interested in sport for an active living and socializing, but with fewer opportunities;
- women from disadvantaged groups (minorities, migrants, physically challenged), with the intention of social integration and/or rehabilitation;
- women sport instructors, coaches and social workers lacking awareness, information and coherent education regarding gender issues;
- sports clubs and associations involved in feminine sports;
- local authorities: to adopt special plans on women participation in sport;
- governing bodies: to adopt a coherent policy for encouraging women participation in sport and physical activities, fighting all types of gender discrimination.

The 4 assets and differentiators of LESS4MORE

1. First one is the experience of two partners, VIDC and Pythia, in working with migrants and refugees in social integration through sport, most of their participants being women.
2. The second one is ASCG partner expertise in organizing sport events for corporations, as project is also going to implicate women professionals in companies and corporations to focus on sport for women, starting from the selection of activities and finishing with better communication channels that are working efficiently for women. We are not just going to offer sport to women, but we will make it attractive and addictive.
3. The third differentiator is the introduction of catchball, a new sport that is dedicated for women, which will create a sport community that can expand very quickly, the main reasons being: easy to play, no need for special skills, no contact with the opposite team, so it is a much safer sport than others, it creates team spirit and bonding.
4. Finally, the project will implement a pilot action for affiliation and advocacy programs for sport clubs, federations and associations, on women inclusion through sport, developing an online community of women, sport fans, sport professionals, able to tackle any kind of gender discrimination in sport.

Chapter 2

The team: leader and partners



National Institute for Sport Research, Bucharest, Romania, is the project leader. The institute is a unique public institution and facility in the field of applied research in sport, under the coordination of the Romanian Ministry of Sports.

During its over 50 years of history, the collaboration between the institute and various Romanian sport federations was a cornerstone for many sport medals and titles in European championships, World championships and Olympic Games. Renowned Romanian athletes added a new brick in the edifice of their performances by training in our premises, working together with our specialists for improved performances.



The VIDC was founded at the “Conference for Economic Cooperation and Partnership” which took place in July 1962 in Salzburg and Vienna. VIDC acts on the assumption of a fair global world order and accordingly supports social processes of transformation, which initiate this social change. **Fair-play** department at the VIDC started with EC funding in the European Year Against Racism 1997. Over the last two decades, the fields of activities were continually broadened into three main areas of action: antidiscrimination, sport and inclusion and sport, development and human rights. Fair-play VIDC carries out regular football and awareness-raising activities and has coordinated from 2001- 2010 with the support of UEFA the pan-European Football against Racism in Europe (FARE) network. FARE spreads now over 40 European countries and has been established in 1999 in Vienna in the framework of the VIDC.



EUROSUCCESS is an NGO offering a variety of services to the public, as well as the private sector of Cyprus. It has also started to actively participate in international schemes, through a well-established network of partners abroad, based on the intense past experience of its founder.

EUROSUCCESS aims to a constant improvement of its offered services, as well the development of its team, which will give the opportunity to enhance its scientific sector of expertise. Eurosuccess is currently involved into 16 Lifelong Learning & ERASMUS + Programmes - one of it as coordinator, as well as is one of the assessors for the Cypriot

NA and the Norwegian Funds, targeted to NGOs. In addition, Eurosuccess Consulting is a member of the: International Trade Council, European Prison Education Association (EPEA), European Policy Network on Key Competences in School Education (KeyCoNet Network), Cyprus Chamber of Commerce and Industry (CCCI), Cyprus Employers and Industrialists Federation (OEB) and Nicosia Chamber of Commerce and Industry (NCCI).



Pythia Koinsep is a social enterprise, based in Eleftheroupoli of Kavala at the Prefecture of Eastern Macedonia and Thrace, Greece. It was founded in May 2017 with the mission to offer educational, cultural, touristic, development, social and economic volunteer services at the local citizens of Kavala, Drama and Serres region. By acquiring the experience and

knowledge of its key members, "Pythia -Social Cooperative Enterprise" is the perfect organizer to fulfil any social needs concerning culture, nature, ecology, education, local products, traditional customs and professions. The social enterprise is under continuous expand since its development, offering educational, cultural, touristic, development, social and economic services to the local population and relevant stakeholders.



**MAGYAR TESTNEVELÉSI
ÉS SPORTTUDOMÁNYI
EGYETEM**
BUDAPEST

The University of Physical Education is one of the oldest, most successful and professionally acclaimed universities for education and sports science in Central Europe. We greatly respect and value our legacy, preserve our traditions

and continuously explore innovative methods in education and research. The latter meet 21st century expectations for higher education as well as our students' expectations of firm knowledge, quality educators and services, along with great extracurricular experiences.

The University of Physical Education, traditionally called "TF", is the proud home of numerous Olympic champions, great sports coaches, educators and recreation experts. The TE community provides support throughout the careers of our students and alumni, helping them to aspire personally and professionally and enjoy a life-long career support. The university has also a long history of involvement in ERASMUS projects.



Corporate Games
Sport For Life

Sport Association Corporate Games is a non-profit organization, an NGO dedicated to promoting grassroots sport, with

focus on companies and corporations. Established in 2015, the Association annually

organizes Corporate Games sport events in Romania and has the exclusive rights for this franchise. Corporate Games events is a combination of sport, business and tourism, gathered together in a festival of corporate competitions. Starting with 2012, Romania has joined the international network of Corporate Games competitions, the biggest sport event in the world, that promotes grassroots sports for amateurs, physical activity and general values of sport.

Sport Association Corporate Games was and is involved in more than 10 ERASMUS+ funded projects, promoting sport for all, diversity and inclusion through sport.



Arona Voley is a newcomer in ERASMUS+, a women's volleyball and beach volleyball club founded in 1997 in Tenerife. Throughout these twenty-five years the club achieved sporting results in the highest category of national volleyball with very intense work at the base. In recent years, the club have worked on the social aspect of our sport, expanding the teams and hiring woman

coaches. The club's challenge is to maintain sporting goals at the highest level and expand the social projects. The club has carried out family intervention projects. Its target are the players and their families, most of them migrants and currently carries out a gender equality program based on woman leadership in volleyball. The next step will be to set up a mentoring women program with the aim to lead sports clubs and entities.

Chapter 3

The manual

LESS4MORE TRAIN THE TRAINERS MANUAL is a guide for trainers and coaches which illustrates an innovative approach to feminine recreational sports.

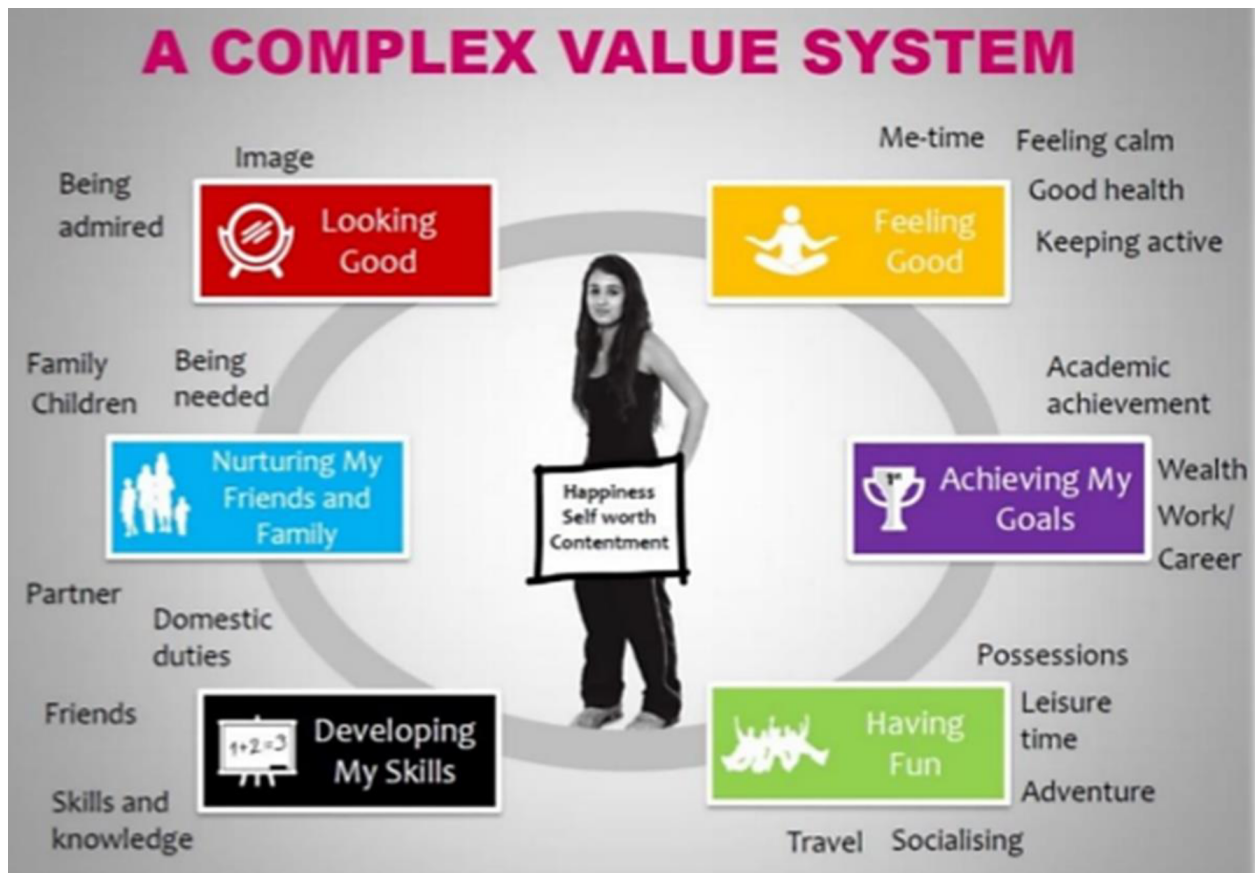


The manual is a great resource of skills and knowledge, with the experience and preparation of European project partners, perfected by years of presence in different activities of social integration, ready to be better exploited, meant to create stable collaborations and synergies between sport clubs, with the declared purpose to enhance women participation in sport and physical activities.

Chapter 4

Understanding the relation woman - recreational sports

Women have a very complex system of values, which comprises six values that exert influence on women's ability to prioritize and make decisions on how to spend their time, day to day. Whilst the strength of influence for each value varies between women and life stage, all play a critical role throughout the life course. Sports have to recognize and integrate this complex value system and adapt its offer to suit women and girls, not expect them to navigate or change to suit their chosen sport (figure source *Understanding women's lives (2013). Women in Sport, UK*)



4.1 THE PROS

Women and girls are motivated by the fun, enjoyment and social aspects of physical activities, thus it is fundamental that these aspects are vibrant and valued in the development of communication, marketing strategies along with a program design that collectively aims to influence behaviour change amongst women and girls.

On the other hand, competing demands for time and financial resources are frequently cited as barriers for engagement. The emotive response to the sporting experience and the fear of judgement are important determinants of women and girls' adherence to sport.

WOMEN IN SPORT REPORT 2021 has given the statistics bellow to the question: Why people become interested in women's sports?

It is obvious that the social aspects of physical activities have the highest priority when engaging to practice a certain sport, even for recreational purposes (figure source *Women in Sport Report, 2021*).

	France	Germany	Italy	Spain	UK
Sample size	1037	2084	1047	1078	2189
Watched international events (e.g., Olympics, FIFA World Cup) and continued support into local leagues	36%	29%	39%	42%	41%
Played sport(s) as a child and interest continued	28%	34%	40%	44%	38%
Have/Had children who play/played sport	28%	26%	38%	44%	38%
Friends/Family introduced them to a player/team/league	20%	28%	25%	31%	33%
Saw highlights that sparked their interest	31%	23%	22%	35%	26%
There's a team/event based in their area	22%	25%	33%	38%	29%
Don't know	31%	34%	19%	14%	32%
Other	2%	1%	1%	3%	3%

Whilst this is beyond the scope of this manual, it is important to reiterate the need for girls

to foster an early positive experience with physical activity in order to promote lifelong engagement. As children grow, research highlights that motivations to be physically active are primarily around skill development, having fun with friends and improving their body image.

Fun and **body image** are the two strong influencers (motivators) to participate in recreational sport for women:

- body image encompass weight loss and weight maintenance along with a desire to fit in with the societal image
- fun might no longer be explicitly reported, but it encompass friends, partner, family, social integration.

In mature women, **individual confidence** and **perception of ability** have a strong influence of engaging in sport, along with the perception of safety and availability of resources and facilities.

4.2 THE CONS

Most of the studies emphasize that **cost** and competing **demands of time** are the primary barriers in women participation in sports:

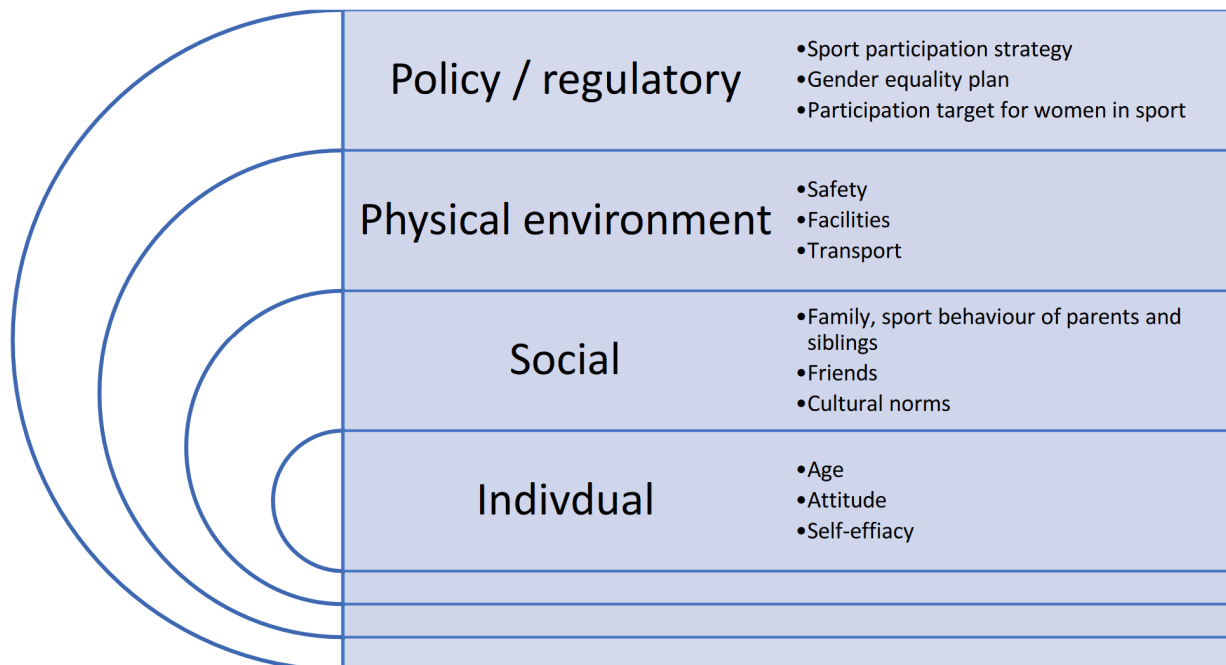
- cost can prove sometimes prohibitive, if one will add costs related to transportation, equipment or even meal and/or refreshing drinks
- time is seldom associated with fear of judgement for neglecting maternal and/or domestic responsibilities.

Other barriers are reinforced by the **design of the sports program** itself. Examples of this include the quality of the coaching practices, a lack of consideration given to women physiology and skill acquisition, the lower standard of training facilities and/or women only changing rooms.

Cultural background can negatively influence participation for women too. Women from disadvantaged communities, from culturally and linguistically diverse backgrounds, experience social and economic challenges to participate evidenced by lower participation rates across sport and active recreation.

Taking all pros and cons into consideration, Eime et al. (2009) proposed a “socio-ecological model” to sport participation amongst women. Under the socio-ecological model, influences on participation in sport and active recreation are categorized in:

- intrapersonal (emotions, thoughts),
- interpersonal (family and friends, peers) and
- environmental (facilities, transportation, neighborhood safety)
- sport policy (regulations, strategies, gender equality).



The value of applying this approach to sport and women is that it not only identifies the individual factors influencing participation, but also allows to appreciate the complexity of interaction for each factor (figure source *Eime et al, 2009*).

Chapter 5

Key factors influencing woman participation in sport

There could be found hundreds of factors identified in the literature that can influence women sports participation or non-participation, and the strength of each factor can vary from one individual to another and across each person's life-course.

For sports organizations, understanding the potential barriers and facilitators to women participation in their specific context can make a significant difference in maintaining and growing the number of players, volunteers, and fans who engage and participate regularly.

Among these factors that consistently appear in the literature as supportive of women sports participation include: family support, peer interaction, a positive environment or venue safety and accessibility. On the other hand, factors with a negative correlation or contributing to non-participation or dropout are mentioned: excessive travel, expensive costs of training and competitions, inconvenient training hours, low levels of perceived competence and an environment considered 'too competitive'.

A previous study from WOMAN IN SPORT (2015), rolled out on the UK feminine population, titled *Understanding Women's Lives: Re-Designing And Re-Positioning Sport And Physical Activity To Engage Women*, finds 6 key points influencing woman participation in sport and physical activities:

1. The cultural conditions are ripe to transform women's sport

As more and more woman (18 to 40 y.o.) are willing to take part in sport or physical activity, there is a growing energy around sport for women, aligned with significant external investment in growing the women's sport and physical activity market.

2. To drive up participation, sport will have to adapt

At this moment, class-based gym sessions feel more accessible and relevant to women than playing netball or hockey. But sport clubs are starting to re-think the delivery of sport for women toward positive results. Unless the way sport is framed changes, we can expect to see little significant change in women's levels of participation in the future.

3. Every woman's relationship with physical activity is unique

A woman's relationship with physical activity and sport is highly complex, based upon a web of personal, social and environmental factors, influences and triggers. Although many women do prioritise physical activity and make it an important part of their lives, for most, switching on to sport will require more effort than for men.

4. Using typologies or segments to represent women is too simplistic

Women today have a complex inner value system that reflects what is important to them. In their choice of what to prioritise and where to focus their time and energy, women constantly evaluate the bigger picture, checking if they are 'on track' with their goals and life plan, juggling to stay in control.

5. Women hold six core values which inform their behaviour and decision making



The six core values that the research has identified as guidance in life are:

- looking good
- feeling good
- achieving goals
- developing skills
- nurturing friends and family
- having fun

They represent what is important to women in modern life and how they want to spend their time and energy.

(figure source *Understanding women's lives: Re-Designing And Re-Positioning Sport And Physical Activity To Engage Women (2015). Women in Sport, UK*)

6. In order for sport to engage women, it must align itself with their values

To act as a priority for a women, sport should manage to increase one or more of these core values. Sport has not applied an understanding of these values, but the opportunity to apply the insight around women's values and to align sporting offers, communication and delivery around them is huge.

The good news is that **sport and physical activity can align itself with women's values** by showing women what's in it for them and making women believe that sport is for them. Sport can align itself with women's values through **three key channels**:

- Aligning sport club strategy
 - sport clubs should ease women's participation in their activities
 - sport club should promote equal opportunities

- consultation is the key: sport club should consider the experience of women participants within their programs and policies
 - Re-thinking the programming of trainings
- Training sessions should be a mix of fun skills, drills and match playing, addressing more than one of women's values
- Training sessions aimed at a variety of abilities
- Training should favorize meeting and chatting with other women players
- Arranging training sessions at a suitable location and range of time

- Communications
- Clubs' communications should be friendly and welcoming, motivating woman to want to go along to a training session
- The images on the club website must be suitable for calling/returning women players or beginners

Chapter 6

Women in recreational sports: opportunities and barriers

6.1 OPPORTUNITIES

The recreational sports landscape is evolving, offering women more opportunities to excel, be recognized, and make a lasting impact. As society continues to value gender equality, it is expected that these opportunities will only continue to grow in the future.

1. **Increased interest for sport:** The rise of women's recreational sports and fitness has created a demand for well-trained trainers and coaches.

The rise of women's recreational sports and fitness has undeniably created a significant demand for well-trained trainers and coaches who specialize in catering to the specific needs and goals of women athletes.

- **Increased participation:** Women's interest and involvement in recreational sports and fitness activities have seen a substantial increase in recent years. More women are actively participating in various sports, such as soccer, basketball, tennis, martial arts, and running, as well as engaging in fitness activities like yoga, Pilates, weightlifting, and high-intensity interval training (HIIT). This surge in participation has naturally created a demand for trainers and coaches who can provide expert guidance and support to women athletes.
- **Specialized training requirements:** Women have unique physiological and anatomical considerations when it comes to sports and fitness. Trainers and coaches need to understand these specific requirements and tailor their training programs accordingly. For instance, women may have different strength and endurance levels, hormonal fluctuations, and risk factors for certain injuries. A well-trained coach who is knowledgeable about these factors can design training programs that optimize performance, minimize the risk of injuries, and address the specific needs and goals of women athletes.
- **Empowerment and confidence-building:** The rise of women's recreational sports and fitness has brought about a greater emphasis on empowerment, self-confidence, and personal growth. Many women are using sports and fitness activities not only as a means to stay healthy and fit but also as a way to build confidence, assertiveness and leadership skills. Trainers and coaches who are sensitive to these goals can play a crucial role in creating a positive and supportive environment for women athletes, helping them achieve their objectives, and fostering personal development.
- **Advocacy and inclusivity:** The increased visibility and recognition of women's sports have spurred advocacy efforts for gender equality, equal opportunities, and inclusivity in sports and fitness. As more women take part in sports and

fitness activities, there is a growing demand for trainers and coaches who can contribute to creating an inclusive and supportive environment. Coaches who understand and promote gender equality, diversity and respect can help foster a sense of belonging and inspire more women to participate in sports and fitness.

- **Job market growth and professional opportunities:** The rise of women's recreational sports and fitness has created a substantial market for products and services tailored specifically to women's needs. This market growth has resulted in increased job opportunities for well-trained trainers and coaches who specialize in women's sports and fitness. Those with the skills and expertise to meet the demands of this growing market can find rewarding careers in coaching, personal training, sports rehabilitation, sports nutrition, and related fields.

2. **Development of a diverse market:** Women's recreational sports span a wide range of interests and abilities, providing trainers with opportunities to specialize and tailor their services to specific groups.

Women's recreational sports encompass a diverse array of interests and abilities, presenting trainers with ample opportunities to specialize and customize their services to cater to specific groups.

- **Diverse Interests:** Women engage in a wide range of recreational sports, including but not limited to soccer, basketball, tennis, volleyball, swimming, running, yoga, martial arts, and cycling. Each sport appeals to different individuals, reflecting their unique preferences, skills, and goals. Consequently, trainers can focus on specific sports or activities that resonate with particular groups of women and offer specialized coaching and guidance in those areas.
- **Varied Abilities:** Women participating in recreational sports possess varying skill levels, ranging from beginners to advanced athletes. Some women may be novices looking to learn a new sport or develop fundamental skills, while others may seek to improve their technique or compete at a higher level. Trainers can adapt their programs to accommodate these diverse abilities, tailoring workouts, drills, and training regimens to suit each individual's proficiency and goals.
- **Different Age Groups:** Women's recreational sports attract participants of different age groups, including young girls, teenagers, adults, and even seniors. Each age group has specific developmental needs, physical capabilities, and objectives. Trainers who specialize in particular age groups can design age-appropriate training programs, accounting for factors such as physical growth, injury prevention, and performance enhancement relevant to each stage of life.
- **Specific Health Considerations:** Women's recreational sports may require trainers to address gender-specific health considerations. For instance, women engaged in sports may have distinct hormonal fluctuations, menstrual cycle effects, or pregnancy-related concerns that trainers should be knowledgeable about. By specializing in women's sports, trainers can acquire expertise in

addressing these unique health factors, providing tailored advice, support, and training strategies.

- **Addressing Cultural and Social Factors:** Women's recreational sports often intersect with cultural and social aspects, reflecting the diverse backgrounds, ethnicities, and identities of the participants. Trainers who specialize in specific communities or cultural contexts can develop a deeper understanding of the unique needs, challenges, and motivations of the women they work with. This knowledge enables them to create inclusive and culturally sensitive training environments that foster empowerment and positive experiences.

3. **Women career development:** Training in women's recreational sports can open up new career paths and enhance job opportunities.

Training in women's recreational sports can have a profound impact on opening up new career paths and significantly enhancing job opportunities for women.

- **Professional Sports Careers:** By excelling in recreational sports, women have the opportunity to pursue professional careers in their respective disciplines. Gaining proficiency and expertise in a sport can lead to participation in competitive leagues, tournaments, and championships, where athletes can attract the attention of scouts, coaches, and sports organizations. This exposure can pave the way for lucrative contracts, endorsements, and sponsorship deals, creating viable career paths in professional sports.
- **Coaching and Training:** Women who undergo training in recreational sports can also develop the necessary skills and knowledge to become coaches or trainers. As women's sports gain more recognition and support, the demand for qualified coaches and trainers in these areas increases. Through training and gaining experience, women can not only contribute to the development of future athletes but also establish themselves as valuable resources in the sports industry. This can lead to employment opportunities within sports organizations, schools, universities, and private coaching institutions.
- **Sports Management and Administration:** The growth and popularity of women's recreational sports create a need for professionals in sports management and administration. As women's sports programs expand, there is a demand for individuals who can oversee the organization, marketing, and operations of these initiatives. Women who possess a strong background in recreational sports, coupled with business acumen and managerial skills, can pursue careers in sports management, event planning, marketing, public relations, and other related fields. This allows them to contribute to the growth and success of women's sports while providing new job prospects.
- **Sports Media and Broadcasting:** The rise of women's recreational sports presents opportunities in sports media and broadcasting. As interest in women's sports grows, there is an increased demand for commentators, analysts, journalists, and broadcasters who can provide coverage and insights into these events. Women who have trained in recreational sports can leverage their

expertise and passion to pursue careers as sports journalists, broadcasters, or digital content creators. This not only amplifies women's voices in sports media but also expands employment opportunities in this sector.

- **Health and Fitness Industries:** Training in women's recreational sports can lead to careers in the health and fitness industries. Women who become proficient in a particular sport can become fitness instructors, personal trainers, or sports therapists, focusing on specialized training programs tailored to women's needs. The demand for these services is growing, driven by the increasing awareness of the importance of physical fitness and well-being. By capitalizing on their experience and skills, women can carve out successful careers in these fields.

6.2 BARRIERS

Chrissie Wellington, a 4-times Ironman World Champion, World Record holder, Global Lead for Health & Wellbeing for Parkrun, author, wife and mother, recognizes that, based on her own experience and observations, there are many barriers to women participation in sports. She even classifies these barriers as:

- practical (time, childcare, access to facilities)
- personal - psychosocial (body image and confidence; habit, level of interest)
- financial (costs of membership, equipment, classes)
- institutional (lack of mentors, role models, lack of womens in leadership roles).

Overcoming such barriers and stimulating interest in practicing sports, knowledge of and hence demand for sport and healthy lifestyles will require an understanding of the varied drivers (that is, the triggers) that motivate women to participate. So, for each identified type of barrier, suggestions and recommendations are made, based on previous experiences as woman-in-sport.

Practical Barriers

- Limited leisure time (increased work hours, housework, childcare, care of relatives)
- Lack of transportation
- Personal safety concerns over transportation and/or sport facility
- Lack of access to quality facilities and time opportunities
- Lack of affordable childcare facilities during sport program
- Variable work patterns (e.g. shift working)
- Season/Climate (high/low temperature, rainfalls, snows)

Practical Barriers: Suggestions and Recommendations:

- Improve provision of indoor and outdoor facilities, both in urban and rural areas.
- Make clubs and sports facilities 'family friendly' - provide childcare facilities or simultaneous classes for toddlers and children

- Establish partnerships with transport providers, develop share-a-ride systems, improve access to facilities or promote physical activity, which doesn't require transportation to access, such as walking and running
- Ensure locations or facilities that are safe and appropriate for women at appropriate hours and having complementary facilities (changing and showers)
- Improve availability of information about existing facilities/clubs
- Ensure greater access to existing facilities in educational establishments for community sports groups
- Expand projects to make mobile provision of equipment in rural areas, eg taking sports equipment from village to village

Personal/ Psychosocial Barriers

- Bad body image, lack of confidence
- Low self-esteem or low perceptions of sport abilities
- Lack of suitable clothing / equipment
- Perceptions of sport as male-dominated, unfeminine activity
- Lack of familial support / inactive households
- Cultural restrictions experienced by particular social groups
- Lack of role models in family and/or media
- Competitive/aggressive/intimidating sport environments
- Lack of interest (dislike for sport)
- Lack of friends/people to participate with

Personal/ Psychosocial Factors: Suggestions and Recommendations

- Increase variety and offer choice in sport activities offered (competitive and non competitive, formal and informal, with non quantifiable indicators of performance).
- Implement advertising and promotional campaigns to improve the image of recreational sports, emphasizing that all women can get involved and enjoy.
- Ensure links are made in education/marketing to wider skill development and benefits gained through physical activity
- Establish acceptable grouping/class composition, including providing the option of single-sex activities and events, staffed by women
- Offer beginner classes open to all, perhaps involving existing friendship groups/with peers, to reduce feelings of embarrassment and intimidation.
- Set up mentoring systems and encourage those that are engaged to promote engagement through various channels, especially word of mouth and social media
- Ensure there a range of women role models in clubs/leisure centres, in terms of women staff, coaches, organisers and managers.
- Ensure privacy and cleanliness in changing rooms and in facilities
- Combine sport with other activities/interests, e.g. some well known sports retailers offer yoga classes/run clubs within their retail outlets.

Financial Barriers

- Limited disposable income
- Rising/high entry fees – especially for whole families

- Long term commitments required when joining gyms, leisure centres etc
- Clothing and equipment for sports can be expensive

Financial Barriers: Suggestions and Recommendations

- Opportunities to trial and observe, e.g. 'try before you buy' systems.
- Consider different payment options: monthly direct debits rather than annual subscriptions, or pay as you play
- Vouchers, discounts and bribes (e.g. joining fees include offers for other products)
- Local authorities to provide subsidies for entry to sports facilities
- Relaxed dress codes could reduce need for participants to buy new kit
- Provide opportunities to borrow/hire equipment, or buy second-hand.
- Employers could incentivize women employees to be sport active.

Institutional Barriers

- Lack of women in leadership, coaching, management etc. roles.
- Clubs can be viewed as cliquey and not accessible to new members
- Lack of continuing professional development training for teachers in provision of good quality PE at school
- Lack of equity between sexes on a wide range of positions

Institutional: Suggestions and Recommendations

- Women-driven recruitment in sport at all levels to ensure gender balance
- Women and Leadership programs (eg professional development workshops designed for women by women) as opportunity for women in the sport area or recreation sports field to share experiences, ideas, techniques.
 - Ensure sport staff and volunteers are trained in diversity related issues
 - Clubs should be inclusive, and advertise their openness to new members
 - Employers could incentivize women employees to do sport. Employers could match donations for their employee's charity sports events.

Chapter 7

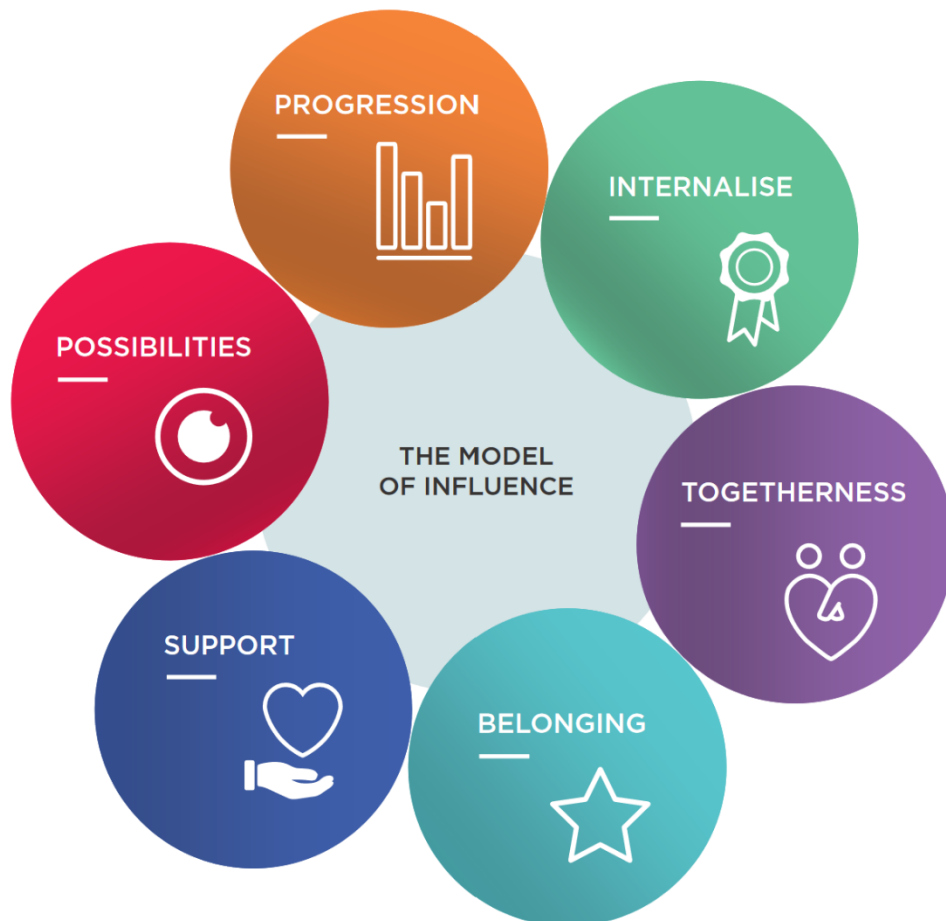
Motivating and enabling women participation in sport

Understanding and even addressing barriers is only part of the story. We also need to understand the reasons why women might choose to get involved with sport.

7.1 INFLUENCING AND MOTIVATING

Women's participation in sport and physical activity is influenced by many different things and this changes over time. A study out of England explored what motivates women to get involved in sport by focusing on the impact that 'influencers' and 'role models' have on women sporting participation. The study found six spheres of influence that can be used to leverage greater participation among women (figure source: *What Sways Women to Play Sport? Women in Sport 2019*)

THE SIX KEY SPHERES OF INFLUENCE



1. **Possibilities** – opening her eyes to what she can do. Inspiring women with real stories they can relate to can help to prime participation.
2. **Togetherness** – sharing her intentions increases commitment. A friend's invitation makes sport participation more attractive and there is also greater safety in numbers. Socialising with friends is rewarding and bonding becomes a strong external motivator.
3. **Support** – ensuring she has behind the scenes support. Support from the people in her everyday life (particularly family) is critical to sustained participation.
4. **Progression** – giving her a sense of direction. Progressive improvement, positive reinforcement and setting realistic goals help sustain participation.
5. **Belonging** – making her feel included and valued. Participation in sport must be enjoyable and provide an experience worth repeating; personalised contact that underlies respect and recognition.
6. **Internalize** – helping her reflect on her achievements. Focusing on feeling good about oneself and the sporting experience, internalising her own behavioural journey.

Women participation in sports can be motivated and enabled by various factors. Here are some key aspects that contribute to women's involvement in sports:

- ✓ **Health and Fitness:** Many women participate in sports to improve their physical fitness and overall health. Regular exercise through sports activities helps in maintaining a healthy body weight, reducing the risk of chronic diseases, and improving cardiovascular health.
- ✓ **Personal Development:** Sports provide opportunities for personal growth and development. Participation in sports can enhance self-esteem, self-confidence, and self-discipline. It promotes qualities such as teamwork, leadership, goal setting, and perseverance, which are transferable to other aspects of life.
- ✓ **Social Interaction and Connection:** Sports offer a platform for socializing, making friends, and building relationships. Participating in team sports, group classes, or sports clubs allows women to connect with like-minded individuals, fostering a sense of camaraderie and community.
- ✓ **Empowerment and Breaking Stereotypes:** Women's participation in sports challenges traditional gender roles and stereotypes. By excelling in sports, women can demonstrate strength, athleticism, and competitiveness, debunking the notion that sports are exclusively male domains. This empowers women and inspires others to pursue their sporting interests.
- ✓ **Role Models and Representation:** The presence of successful women athletes serves as inspiration for aspiring sportswomen. When women see others achieving greatness in sports, it motivates them to believe in their own potential and pursue athletic endeavors. Increased media coverage and visibility of women's sports also contribute to their motivation and enablement.
- ✓ **Access to Resources and Opportunities:** The availability of resources, facilities, and opportunities plays a crucial role in enabling women participation in sports. When women have access to well-maintained sports facilities, coaching,

training programs, and scholarships, it becomes easier for them to engage in sports at various levels.

- ✓ **Policy and Institutional Support:** Supportive policies and initiatives from governing bodies, educational institutions, and sports organizations can create an inclusive and equitable environment for women participation in sports. These may include equal funding, gender-responsive coaching, and the promotion of women's sports events.
- ✓ **Cultural and Social Shifts:** Changing societal attitudes and norms towards women's sports contribute to increased participation. As society becomes more accepting and supportive of women's involvement in sports, barriers are gradually broken down, and more opportunities arise for women athletes.

It's important to note that these factors are not exhaustive, and the motivations and enabling factors can vary for individuals depending on their personal circumstances, cultural context, and individual aspirations.

7.2 RECRUITING WOMEN PARTICIPANTS TO SPORT **(tips to foster women's sport participation at local level)**

- Create a survey to have a broad perspective of women's sport in your city (focus groups are also recommended);
- Reach out to the different sports stakeholders in your city (i.e. fitness clubs, sport clubs and association) to get key statistics related to women's sport.
- Develop promotional campaigns that encourage women's sports participation;
- Create a monitoring and evaluation system to track the efficiency of sports policy in place in your city.
- Create a chart against gender stereotypes, sexism and other discriminative behaviour and make it highly visible
- Ensure the training staff is welcoming and supportive to women needs and aspirations
- Use renowned women athletes as spokesperson and role model;
- Encourage local media to communicate more about women's sport;
- Involve women in the design and testing process of new sport equipment, facilities, etc;

Chapter 8

General remarks and caution in women sport training

Woman's body is sensitive biological – psychophysical organism. Physical exercise or sports activity of women has to be based on knowledge of the diversity and specificity - anatomical, physiological, psychological (Juhas, 2003; Bacanac & Juhas, 2006).

Characteristics of women are featured by a group of women sex hormone estrogen, which plays a major role in life of women.

Morphological characteristics of the women body contribute greatly to sports opportunities:

- women skeleton consists of bones that are slightly shorter, thinner, more porous and brittle than male
- high flexibility of joints, due to lower strength of ligaments is manifested particularly in the extension movements
- muscle cells of women are less in number, muscle tissue is softer and more elastic
- heart of a woman is both absolutely and relatively smaller than the male, which generally reduces women to perform more intense and longer work.

Therefore, trainers have to keep in mind that women, due to their morpho-functional characteristics, pay more energy for equal work or the same work for a woman can be a work of greater intensity.

8.1. WOMEN SPORTS TRAINING FOR STRENGTH, POWER AND ENDURANCE

Due to increased demands for power, speed and explosiveness at all levels of women's sports, there is a need to **strengthen and improve overall power and endurance** through adequate training.

Studies have shown that women have less muscle mass and strength in the upper body and

complex exercises can be performed adequately with lower part of the body. It is therefore necessary to develop and strengthen the upper body first, so that the body is proportionally strong to perform complex exercises.

During strength training is necessary to activate all available muscle fibers, which require higher intensity, the use of certain bodybuilding techniques to stimulate physical development of the muscular system. Exempli gratia: use of plyometric training for the prevention of knee injury (anterior cruciate ligament), which is thought to be most common in women practicing sports.

Studies shown (Zatsiorsky and Kraemer, 2009), on the grounds that women have more slow than fast muscle fibers, that strength training is more needed, especially in maintaining the achieved form.

Concluding, when strength training is applied to women athletes, trainers should keep in mind (Simek, 2008) to use less than total load, that the strength of upper body is lower, that women are susceptible to certain types of injuries, that all varieties of strength training and force are applicable and their selection will depend primarily on the goal of training, competition calendar and the available equipment.

Sports training increases **maximal oxygen consumption** among women in the same manner as in men. This growth rate can go up to 30% depending on age and training.

Research studies shows that **most common injuries in women practicing sports** are ankle distortion, patellar dislocation, distortions and contusions of shoulder, elbow, fingers and knee and injuries of hamstring muscles thigh. It is believed that the laxity of women joints is the cause of injury in 40% of cases. The abovementioned should be borne in mind of trainers when it comes to physical exercise or sports activity of women.

8.2. WOMEN SPORTS TRAINING UNDER SPECIFIC ENVIRONMENT CONDITIONS

Training and competitions can be held in different environmental conditions, from high to low temperatures, different humidity, air pressure. Adjustment of skeletal-muscle capillary blood

vessels to physical effort is worse in women than in men, partly explained by inadequate thermoregulatory adaptation at high body temperature induced by muscular effort.

Training at high temperatures could be problematic. As women have fewer sweat glands, sweating occurs later, with a small amount of sweat secreted. Since, during the continuous work, sweat secretion occurs later in women than in men, highly intense and long-term work at heat poses a risk to the woman:

- in warm conditions, the difference between the skin and the air is reduced, leading to a dry heat loss from the skin;
- in hot humid conditions the possibility of sweating is decreased because the air is saturated with water vapors;
- when the air temperature is above skin temperature (about 35 °C), the body receives heat from the environment. At this temperature athletes fail to regulate the temperature due to lack of sweating, so this is the most dangerous situation, to be avoided.

Regular physical activity contributes to the adaptation of women organism; also carefully repeated exposure to heat conditions leads to adaptation.

Note that women get more dehydrated because they lose proportionately greater amount of water and plasma. Therefore, it is highly necessary that women take more fluid than men, in warm climate conditions.

Training at low temperatures is less challenging for women thermoregulatory system, as decrease in body temperature stimulates vasoconstriction and delivery of more blood

in blood vessels. In the same time, women, on average, have more subcutaneous fat than the average man, so they are better able to work in cold conditions than men. Note that trainers should take care of the possibility of hypothermia, which can be avoided with adequate clothes and complete preparation for exposure to such conditions.

8.3 WOMEN SPORTS TRAINING AND MENSTRUAL CYCLE

There is perhaps no greater conflict between women physiology and sport training than the one that exists between the menstrual cycle and strength and conditioning.

The **menstrual cycle** is the process by which a woman's body prepares for the possibility of pregnancy each month. The menstrual cycle lasts between 20 and 30 days and is made up of two phases:

- **The follicular phase.** This phase begins with the first day of the menstrual period and lasts until ovulation. During this stage of the cycle, estrogen levels steadily rise while progesterone and testosterone levels remain lower.
- **The luteal phase.** The luteal phase begins with the first day of ovulation and ends with the menstrual period. It brings about the peak of a woman's estrogen level, gradually rising progesterone and a burst of testosterone.

These hormonal fluctuations often cause instability in mood, which can have a major impact on sport woman's confidence. Many women resent feelings of anxiety and depression in the midst of their cycle and have hard times to effectively communicate their feelings.

During this stage, woman experience a severe depletion in her energy levels and accompanying effects that may include: changes in thermal regulation abilities, uterine and muscular cramping, gastrointestinal symptoms, fluctuation of body composition, lower neuromuscular skills and spatial awareness. Depending on the phase, some women may suffer from a decline in tactical skills and coordination during their cycle.

What should the trainer do to overcome this difficult period? Simply adopt a training program that tailors its progression to the women menstrual cycle, divided into two phases that run parallel to the menstrual cycle:

- the follicular phase will be an anabolic-focused time period, accent would be on strength training, muscle hypertrophy, lactic conditioning and high-intensity interval work
- in the luteal phase, characterized by drastic drops of energy, accent would be on functional movement, working on new skills and engaging in aerobic workouts

The bottom line is that women and girls are empowered by understanding their cycle and how to train in a way that aligns with their physiological state.

Chapter 9

How to train the trainers for recreational women sports

Specific considerations

It is essential to provide background information to the trainers that are going to be trained in relation to gender inequality. They can be informed of how many women manage clubs, federations, or sports teams in their environment and what may be the causes of this inequality.

This can facilitate the understanding on the part of the coaches, the reality that they are going to find: Women will be in the minority in a sports environment managed and created mainly by men. These variables, adding the lack of leadership models in sports management and the singularity of emotional processes in women, can lead to an early drop out of the coaching career.

A helpful plan to start the training should include:

1. **Assess Needs:** Determine what skills and knowledge the trainers need to effectively teach and support recreational women's sports.
2. **Develop Curriculum:** Create a training program that covers the necessary topics and information needed to effectively train women in recreational sports.
3. **Identify Experts:** Find experienced trainers, coaches or athletes who have a strong background in women's recreational sports to serve as trainers or guest speakers.
4. **Use Hands-On Approach:** Provide practical exercises and drills that give trainers hands-on experience with teaching and coaching women in recreational sports.
5. **Foster Collaboration:** Encourage collaboration and networking among the trainers to exchange ideas and best practices.
6. **Evaluate Success:** Continuously evaluate the effectiveness of the training program and make adjustments as needed to ensure its success.

9.1 IDEAS ON HOW TO TRAIN THE TRAINERS IN WOMEN SPORTS

1. **Have trainers familiarize themselves** with the specificities of women's sports, including differences in anatomy, physiology, and performance.

By familiarizing trainers with the specificities of women's sports, including differences in anatomy, physiology, and performance, they can optimize their approach and better support the development and success of women athletes. It is highly important understanding these unique aspects and elaborate strategies to enhance sport training for women.

- Acknowledge the Differences: Trainers must first acknowledge that there are significant differences between male and women athletes. Biological factors such as hormones, body composition, and muscle mass contribute to distinctions in athletic performance. Recognizing these differences forms the foundation for designing effective training programs that align with the needs and capabilities of women athletes.
 - Increase Trainers' Competencies: To enhance their knowledge in understanding of women's sports, trainers should undergo education and training programs that focus on the specificities of women athletes. This education can cover topics such as hormonal fluctuations, menstrual cycle effects, injury risks, and recovery considerations unique to women.
 - Tailor Training Programs: Trainers should adjust training programs to accommodate the physiological and anatomical differences of women. For example, women tend to have a higher proportion of slow-twitch muscle fibers, which may require different training strategies than those commonly employed for men. Additionally, women athletes may benefit from exercises that strengthen specific areas prone to injury, such as the knees and hips.
 - Emphasize Comprehensive Conditioning: Women's sports training should focus not only on skill development but also on comprehensive conditioning. This approach includes incorporating exercises that improve flexibility, core strength, balance, and agility. This can enhance performance and reduce injuries.
 - Collaborate with Medical Professionals: To provide comprehensive care for women athletes, trainers should establish partnerships with medical professionals who specialize in women's sports medicine. These experts can provide valuable insights into the physiological and biomechanical aspects unique to women and offer guidance on injury prevention, rehabilitation, and nutritional requirements.
2. **Provide training on effective coaching techniques**, such as communication, motivation, and positive reinforcement.

As coaching is a critical factor in the success and development of women in sport, equipping coaches with the necessary skills in communication, motivation, and positive reinforcement, can enhance the coaching experience. Some techniques and strategies for empowering coaches to support and inspire women in sports are shown bellow.

- Effective Communication: Training coaches in effective communication techniques is mandatory for building strong coach-athlete relationships. Coaches should be trained to listen actively, understand the unique needs and aspirations of women athletes, and adapt their communication style accordingly. Clear and open communication channels foster trust, create a safe space for dialogue, and ensure that athletes feel understood and supported.
- Motivation Strategies: Coaches should be trained in motivating women athletes in ways that resonate with them individually. Recognizing that motivation factors

may vary among athletes, coaches can explore various strategies, such as setting challenging yet attainable goals, providing constructive feedback, and highlighting the progress and achievements of their athletes.

- **Positive Reinforcement:** Training coaches should utilize positive reinforcement techniques, that is crucial in fostering a supportive and encouraging training environment. Recognizing and celebrating small victories, acknowledging effort, and providing specific praise can boost athletes' self-confidence and self-belief. Coaches should be trained to focus on strengths rather than weaknesses, emphasizing the progress athletes make on their path.
- **Gender-Specific Considerations:** Training programs for coaches should also address gender-specific considerations when it comes to coaching women athletes. This may include discussing the unique challenges faced by women athletes, understanding the impact of societal and cultural factors, and promoting gender equality within the sports community.
- **Emotional Intelligence and Empathy:** Coaches should receive training in emotional intelligence and empathy to better understand and connect with their women athletes. Developing these skills allows coaches to recognize and respond to athletes' emotional needs, offer support during challenging times, and provide guidance on mental well-being.
- **Continuing Education and Development:** Training for coaches should not be a one-time event but an ongoing process. Providing resources, workshops, and opportunities for coaches to enhance their knowledge and skills ensures that they stay up-to-date with the latest research and best practices in coaching women in sports. Continuing education also helps coaches refine their techniques and adapt to the evolving needs and demands of women athletes.

3. **Highlight the importance** of creating an inclusive and supportive environment for women in sports.

Inclusivity in sports is not solely about equal opportunities; it also encompasses creating an environment where women athletes feel supported, empowered, and valued. Trainers play a crucial role in shaping the culture and atmosphere of sports training.

- **Challenge Stereotypes and Biases:** Trainers should actively challenge stereotypes and biases associated with women in sports. By promoting a mindset that defies traditional gender roles, trainers can help women athletes overcome societal expectations and excel in their chosen sports. Encouraging discussions about gender equality and the importance of breaking down barriers can contribute to a more inclusive training environment.
- **Create a Safe and Respectful Space:** Trainers must prioritize creating a safe and respectful space for women in sport. This includes enforcing zero-tolerance policies for harassment, discrimination, or any form of mistreatment. Athletes should feel comfortable expressing their concerns and reporting any issues that

arise. Trainers should lead by example and foster an environment where mutual respect, empathy, and open communication are valued.

- Encourage Open Dialogue:** Trainers should actively encourage open dialogue about women's health and performance-related topics. This can include discussions about nutrition, injury prevention, mental health, and any other areas that are important for women athletes. Providing opportunities for athletes to share their experiences, ask questions, and seek guidance can help build trust and foster a sense of community within the training environment.
- Support Personal Development:** Trainers should not only focus on athletic development but also support the personal growth of women athletes. This can involve mentoring, providing resources for personal and professional development, and encouraging athletes to pursue leadership roles within their sports communities. By nurturing holistic growth, trainers can empower women athletes to become confident and influential figures both on and off the field.
- Collaborate with Women Supporting Systems:** Trainers should recognize the importance of collaborating with women support systems, including family, friends circle, coaches, and medical professionals. Thus, trainers can gain valuable insights into women individual needs and ensure that their training programs align with their overall well-being and goals.

4. Provide Mentorship for trainers

- Assign mentors to new trainers to help them develop their skills and provide ongoing support.

5. Observe Practical Sessions of new trainers

- Observe trainers in action and provide constructive feedback to help them improve their skills.

6. Incorporate Technology as much as you can

- Utilize technology, such as video analysis and online resources, to enhance the training experience.

9.2 IDEAS ON HOW TO INCLUDE MIGRANT WOMEN IN LESS4MORE PROJECT

Creating an inclusive space for migrant women in sports requires careful consideration of their specific needs and challenges. Here are some key factors to keep in mind when working towards this goal:

1. **Language and Communication:** Migrant women who are new to sports may face language barriers. Providing multilingual resources, interpreters, or language

support can help them understand instructions, rules, and communicate effectively with coaches and teammates.

2. **Cultural Sensitivity:** Recognize and respect the cultural backgrounds of migrant women. Be mindful of cultural norms, values, and traditions that may influence their participation in sports. Create an environment that is inclusive and respectful of diverse cultural practices. This regards to possible differences in food preferences (no meat/pork), or differences in clothing preferences (no bathing suits/no visible hair etc.)

3. **Access and Affordability:** Ensure that sports facilities and programs are accessible and affordable for migrant women. Consider their financial constraints and provide options for reduced fees or scholarships. Additionally, consider the proximity of sports facilities to areas where migrant women reside to make it easier for them to participate.

4. **Safety and Security:** Address safety concerns that migrant women may have, especially if they are new to the community or have experienced trauma. Implement safety measures, such as providing secure changing rooms, well-lit facilities, and women coaches or mentors. Also acknowledge other definitions of privacy (e.g., showering with bathing suits)

5. **Community Engagement:** Foster a sense of belonging and community among migrant women in sports. Encourage social interactions, organize cultural exchange events, and provide opportunities for them to connect with other athletes and community members.

6. **Training and Support:** Offer training programs specifically designed for migrant women who are new to sports. Provide coaching, mentorship, and support to help them develop their skills and confidence.

7. **Awareness and Education:** Raise awareness about the benefits of sports and physical activity among migrant women. Educate them about the opportunities available, dispel myths or misconceptions, and highlight success stories of migrant women in sports.

By addressing these specificities, we can create an inclusive space that empowers migrant women to engage in sports and reap the physical, mental, and social benefits that come with it.

Chapter 10

Training in women football: basic rules, specificity, training plan

As women's football continues to grow and prosper, the dedication and commitment of players, coaches, and enthusiasts will undoubtedly propel the sport to new heights. The development of a sound training structure tailored to the specific needs of women footballers will contribute significantly to their success on the field and in promoting gender equality in sports.

10.1 BASIC RULES IN WOMEN FOOTBALL

Football is a popular sport loved and played by millions of people worldwide. The basic rules of this fascinating game are easy to understand. Two teams, each consisting of 11 players, including a goalkeeper, compete against each other on a rectangular field. The field's dimensions are typically between 90-120 meters long and 45-90 meters wide.

The objective of the game is to score goals by putting the ball into the opponent's net and prevent the opposing team from doing the same. The game commences with a kickoff at the center of the field, where the ball is set into motion. As long as the ball doesn't completely cross the lines of the field, it remains in play.

However, several rules must be observed to ensure fair play. A player is considered offside if they are nearer to the opponent's goal line than both the ball and the second-to-last defender at the moment the ball is played to them. If the ball crosses the sideline, it is brought back into play through a throw-in. When the ball last touches a defender and crosses the goal line, a corner kick is awarded to the attacking team.

When fouls or rule violations occur, a free-kick is awarded. This can be either direct or indirect, depending on the severity of the offense. Fouls committed within the penalty area result in a penalty kick, where the ball is placed on the penalty spot and kicked towards the goal.

To maintain fair play and discipline on the field, referees can show Yellow and Red cards. The Yellow card serves as a warning, while the Red card leads to a player being sent off, leaving their team with one player less on the field.

The game typically consists of two halves, each lasting 45 minutes, with the referee having the authority to add extra time for injuries or other interruptions.

These basic rules of football form the backbone of this exciting sport. However, football has evolved over time, with various organizations and governing bodies implementing specific rules and regulations to further refine the game and ensure consistency in competitions across different levels.

10.2 SPECIFITIES IN WOMEN FOOTBALL

Training in feminine football does not differ from the men's game a lot. It encompasses various competencies, techniques, and specific considerations that cater to the unique aspects of the women's game. While many training principles are applicable to both genders, there are certain nuances that should be addressed when developing training programs for women footballers. In this aspect, we listed main competencies, techniques, and the specificity of training in (feminine) football.

1. **Physical Competencies:** Footballers require a solid foundation of physical competencies to perform at their best. These include aerobic and anaerobic fitness, speed, agility, coordination, balance, and strength training. Training should be tailored to the individual needs of the players while considering their physical development, injury prevention, and workload management.
2. **Technical Competencies:** Technical skills play a crucial role in football, regardless of gender. Training in football should emphasize ball mastery, passing, shooting, dribbling, heading, and tackling. Additionally, specific attention should be given to developing technical proficiency in areas where the women's game may differ from the men's game, such as control and finesse in close-quarters situations.
3. **Tactical Competencies:** Tactical understanding and decision-making are vital in football. Training sessions should focus on developing game intelligence, positional awareness, off-the-ball movement, team shape, and communication skills. It's important to consider the tactical nuances that may differ between the men's and women's game, such as the emphasis on ball retention, building play from the back, and exploiting spaces with intelligent movement.
4. **Psychological Competencies:** Mental resilience, confidence, focus, and teamwork are essential psychological competencies for women footballers. Training programs should incorporate exercises to enhance mental toughness, concentration, coping with pressure, and maintaining a positive team dynamic. Promoting a supportive and inclusive team culture is important in football.
5. **Injury Prevention:** Injury prevention is a crucial aspect of training in feminine football. Women athletes may be more prone to certain injuries, such as ACL tears, due to anatomical and hormonal factors. Training programs should include injury prevention exercises, proper warm-up routines, and guidance on correct landing techniques and change of direction to reduce the risk of injuries.
6. **Physical Specificity:** Tailoring training to the physical attributes of women footballers is important. Women athletes generally have different body compositions, strength profiles, and hormonal considerations compared to their male counterparts. Training programs should reflect these differences, focusing on strength and conditioning exercises that promote muscular strength and power while considering the unique physiological characteristics of women players.
7. **Game-Specific Drills:** Training sessions should include game-specific drills and small-sided games to simulate match situations. These drills should be designed to replicate the challenges and demands of the women's game, emphasizing

quick decision-making, positional play, passing combinations, and finishing in front of goal.

8. **Periodization:** Proper periodization of training is essential to optimize performance and prevent overuse injuries. Coaches should plan to train cycles, including preseason, in-season, and offseason phases, to ensure progressive development, adequate rest and recovery, and peak performance during competitive periods.
9. **Player Feedback and Individualization:** Providing feedback and individualizing training programs are crucial in the development of women footballers. Coaches should communicate with players regularly, identify areas for improvement, and tailor training to meet individual needs and goals.
10. **Access to Resources and Support:** Creating an environment that supports women footballers involves providing access to appropriate facilities, coaching expertise, sports science support, and competitive opportunities. Encouraging equal opportunities and investing in the development of women players are essential for the growth of the women's game.

It's important to note that training in feminine football should prioritize the development and empowerment of women athletes, while recognizing and celebrating the unique strengths and qualities they bring.

10.3 A 4-WEEK TRAINING PLAN FOR BEGINNERS IN WOMEN FOOTBALL

An effective training plan is crucial for the development of women footballers. A well-structured training program not only enhances players' skills but also fosters team cohesion and a winning mentality. A comprehensive plan includes a mix of technical, tactical, physical, and mental training components.

For beginners it is crucial to warm up properly without making the beginning of the training boring. Try to use the football as a tool for warming up, as much as possible.

Warm-up Exercises:

1. Jogging: Light jogging around the field to elevate the heart rate and warm up the muscles.
2. Dynamic Movement: Leg swings, arm circles, walking lunges, high knees, butt kicks, and side shuffles to mobilize the joints and increase flexibility.
3. Jumping Jacks: A classic warm-up exercise to engage the whole body and increase blood flow.
4. Squats: Bodyweight squats to activate the leg muscles and improve lower body flexibility.
5. High Kicks: Dynamic kicks, targeting the hamstrings and hip flexors, to improve leg range of motion.
6. Plank Holds: Strengthen the core and upper body with plank holds for 20-30 seconds.

7. Shuttle Runs: Short sprints back and forth between two points to increase heart rate and agility.
8. Side Lunges: Step laterally and perform lunges to stretch the inner and outer thighs.

Warm-up Games:

1. Tag Warm-Up: Players jog around, and one player (the "tagger") tries to tag the others. When tagged, a player becomes the new tagger. The game encourages active movement and builds camaraderie among players.
2. Numbers Game: Each player is assigned a number, and the coach calls out numbers randomly. The players with the called numbers perform a dynamic exercise, such as high knees or jumping jacks.
3. Passing Relay: Divide players into two teams. Players pass the ball to their teammates down the field, and the last player in line runs with the ball to the front of the line. The team that completes the relay first wins.
4. Cone Knockdown: Set up cones in a line, and players take turns trying to knock down the cones by shooting the ball at them from a designated distance. This game helps players warm up their shooting skills.
5. Dribble Maze: Create a maze with cones, and players dribble through it, trying to complete the maze as quickly as possible. This game enhances ball control and agility.
6. Simon Says: A variation of the classic game, where the coach calls out football-related movements, such as "Simon says dribble the ball," "Simon says pass to a teammate," and "Simon says jump and touch the ball with your head."
7. Stuck in the Mud: Players pair up, and one player tries to tag the other by touching them. If tagged, the player becomes "stuck in the mud" and must stand with their feet apart until a teammate tags them to release them.

Training for week 1

Week 1 might focus on laying the foundations, including endurance training through running and interval drills, improving ball control, passing, and dribbling techniques, as well as introducing basic tactical concepts such as positioning and pressing. Strength training exercises for the entire body could also be included to build a solid physical foundation.

Training No.	Technical Training	Tactical Training	Small-Sided Games	Shooting Practice
1	Ball Familiarisation and Dribbling	Introduction to Basic Passing & Receiving	4v4 or 5v5 with Focus on Possession	Finishing Drills

2	Dribbling Drills	Basic Defending and Introduction to Tackling	3v3 or 4v4 with Focus on Quick Attacks	Shooting Techniques
3	Passing & Receiving Drills	Passing Accuracy & Team Play	4v4 or 5v5 small-sided games with Focus on Defensive Pressure	Advanced Shooting Drills

Training 1: First Contact

Warm-up (15 minutes):

- Light jogging and dynamic stretches.
- Dynamic movements like high knees, butt kicks, leg swings, and side shuffles.

Ball Familiarization and Dribbling Drills (30 minutes):

- Introduction to the ball: Players practice basic ball touches with both feet (inside, outside, sole).
- Dribbling through cones: Players navigate through a series of cones with the ball, incorporating turns and direction changes.

Passing and Receiving Drills (25 minutes):

- Weighted passing: Players work on adjusting the weight of their passes based on the receiver's position.
- Moving receiving: Players practice moving to receive the ball from different angles.

Small-Sided Games (30 minutes):

- Play 4v4 or 5v5 small-sided games to focus on dribbling, passing, and teamwork.

Training 2: Developing Skills

Warm-up (15 minutes) Choose a game from above

Defensive Skills (30 minutes):

- Jockeying: Players practice jockeying and staying between the attacker and the goal.
- Basic tackling technique: Introduction to tackling with an emphasis on safety and fair play.

Small-Sided Games (40 minutes):

- Play 4v4 or 5v5 small-sided games to incorporate defending skills in game situations.

Shooting Technique (30 minutes):

- One-on-one shooting: Players take turns as shooters and goalkeepers in a one-on-one scenario.

Training 3: Understanding the Game

Warm-up (15 minutes)

Offensive Tactics (30 minutes):

- Introduction to attacking formations: Players learn basic principles of attacking formations and movements.
- Overlapping runs: Players practice overlapping runs to create width and space during attacks.

Small-Sided Games (40 minutes):

- Play 4v4 or 5v5 small-sided games with an emphasis on offensive and defensive tactics.

Shooting Practice (30 minutes):

- Finishing drills: Players practice shooting and finishing inside the box.

Training for week 2

In **Week 2**, the emphasis shifts towards speed and agility. Sprints and agility drills are incorporated to enhance players' quickness and explosiveness. Advanced passing and dribbling techniques are practiced at higher speeds, and tactical aspects such as wing attacks and counter-attacks are explored. Plyometric exercises are introduced to improve power and explosive strength.

Training No.	Technical Training	Tactical Training	Small-Sided Games	Shooting Practice
1	Ball Familiarization and Dribbling	Basic Defending and Introduction to Tackling	5v5 small-sided games with focus on quick attacks	One-on-one Shooting
2	Dribbling Drills	Offensive Team Play	4v4 or 5v5 small-sided games with focus on tactics	Target Shooting with Accuracy
3	Passing & Receiving Drills	Shooting Practice	4v4 or 5v5 small-sided games with focus on defense	Finishing Drills

Training 1: Working on Skills

Warm-up (15 minutes)

Speed and Agility Drills (30 minutes):

- Set up ladder drills, cone drills, and shuttle runs to improve players' speed, footwork, and agility.
- Focus on quick changes of direction, acceleration, and deceleration to enhance their on-field movements.

Advanced Passing Techniques (25 minutes):

- Progress to passing exercises, introducing lofted passes, driven passes, and bending passes.
- Emphasize accuracy, weight of the pass, and increasing passing speed in various scenarios.

Tactical Wing Attacks (30 minutes):

- Teach players how to initiate and execute wing attacks effectively.
- Emphasize overlapping runs, switching play, and creating width in attacks to exploit the flanks.

Plyometric Exercises (25 minutes):

- Incorporate plyometric jumps and exercises to develop explosive power.
- Include exercises like squat jumps, box jumps, and bounding to build lower body strength and explosiveness.

Training 2: Advanced Theory and Technique

Warm-up (15 minutes):

Dribbling at Higher Speed (30 minutes):

- Encourage players to dribble at a faster pace while maintaining control and close ball control.
- Focus on quick changes of direction, acceleration, and deceleration while dribbling.

Introduction to Counter-Attacks (25 minutes):

- Teach players how to quickly transition from defense to offense during counter-attacks.
- Emphasize quick ball movement and exploiting space to catch opponents off-guard.

Advanced Dribbling Techniques (30 minutes):

- Work on moves like step-overs, feints, and cuts to beat opponents.
- Practice dribbling in 1v1 and 2v2 situations with increased intensity and decision-making.

Explosive Strength Training (25 minutes):

- Implement exercises like squat jumps and box jumps to build explosive strength.
- Focus on power and speed in plyometric exercises to enhance explosiveness in movements.

Training 3: Fast and Furious

Warm-up (15 minutes)

Sprints and Quick Direction Changes (30 minutes):

- Set up sprinting drills with variations in distance and intensity.
- Incorporate cone drills for quick changes of direction to simulate game scenarios.

One-Touch Passing and Receiving (25 minutes):

- Practice quick and accurate one-touch passing and receiving to improve players' speed of play.
- Emphasize fast decision-making and efficient ball circulation.

Defensive Positioning and Pressing (30 minutes):

- Teach players how to maintain defensive shape and press opponents effectively.
- Work on shifting as a unit, marking opponents, and pressing in specific zones.

Jumping Drills (25 minutes):

- Include vertical jump exercises to improve players' leaping ability.
- Introduce jumping techniques for heading and winning aerial duels.

Training for week 3

Week 3 concentrates on the development of defense and offense positioning.

Training No.	Technical Training	Tactical Training	Small-Sided Games	Shooting Practice
1	Ball Control and Turning	Defensive Shape and Compactness	4v4 or 5v5 with Focus on Possession	Finishing Drills
2	Passing Under Pressure	Transition from Defense to Attack	3v3 or 4v4 with Focus on Quick Attacks	Shooting Techniques
3	Dribbling in Crowded Areas	Offensive Positioning and Movement	5v5 with Focus on Defensive Pressure	Advanced Shooting Drills

Training 1 Flexibility and Tactics

Warm-up (15 minutes)

Speed and Agility Drills (30 minutes):

Advanced Passing Techniques (25 minutes):

- Progress to passing exercises, introducing lofted passes, driven passes, and bending passes.
- Emphasize accuracy, weight of the pass, and increasing passing speed in various scenarios.

Tactical Wing Attacks (30 minutes):

- Teach players how to initiate and execute wing attacks effectively.
- Emphasize overlapping runs, switching play, and creating width in attacks to exploit the flanks.

Plyometric Exercises (25 minutes):

- Incorporate plyometric jumps and exercises to develop explosive power.
- Include exercises like squat jumps, box jumps, and bounding to build lower body strength and explosiveness.

Training 2 Playing at high speed

Warm-up (15 minutes):

Dribbling at Higher Speed (30 minutes):

- Encourage players to dribble at a faster pace while maintaining control and close ball control.
- Focus on quick changes of direction, acceleration, and deceleration while dribbling.

Introduction to Counter-Attacks (25 minutes):

- Teach players how to quickly transition from defense to offense during counter-attacks.
- Emphasize quick ball movement and exploiting space to catch opponents off-guard.

Advanced Dribbling Techniques (30 minutes):

- Work on moves like step-overs, feints, and cuts to beat opponents.
- Practice dribbling in 1v1 and 2v2 situations with increased intensity and decision-making.

Explosive Strength Training (25 minutes):

- Implement exercises like squat jumps and box jumps to build explosive strength.
- Focus on power and speed in plyometric exercises to enhance explosiveness in movements.

Training 3 Receiving and pressing

Warm-up (15 minutes)

Sprints and Quick Direction Changes (30 minutes):

- Set up sprinting drills with variations in distance and intensity.
- Incorporate cone drills for quick changes of direction to simulate game scenarios.

One-Touch Passing and Receiving (25 minutes):

- Practice quick and accurate one-touch passing and receiving to improve players' speed of play.
- Emphasize fast decision-making and efficient ball circulation.

Defensive Positioning and Pressing (30 minutes):

- Teach players how to maintain defensive shape and press opponents effectively.

- Work on shifting as a unit, marking opponents, and pressing in specific zones.

Jumping Drills (25 minutes):

- Include vertical jump exercises to improve players' leaping ability.
- Introduce jumping techniques for heading and winning aerial duels.

Training for week 4

Training No.	Technical Training	Tactical Training	Small-Sided Games	Shooting Practice
1	Ball Control and Passing	Defensive Footwork Drills	4v4 or 5v5 with Focus on Possession	Finishing Drills
2	Shooting Techniques	Positional Awareness	4v4 or 5v5 with Focus on Defense	Volleys and Half-Volleys
3	Team Play	Attacking Patterns	4v4 or 5v5 with Focus on Team Play	Advanced Shooting Drills

Training 1: Ball Control and Passing

Warm-up (15 minutes)

Ball Control Drills (30 minutes):

- Cone dribbling: Players dribble through a series of cones, focusing on close ball control.
- Inside-outside passing: Players practice passing the ball with the inside and outside of their feet.

Passing and Receiving Practice (25 minutes):

- Wall passing: Players pass and receive the ball from a wall, focusing on accuracy and first touch.
- Moving triangles: Players form triangles and pass the ball while moving to improve passing and support.

Small-Sided Games (30 minutes):

- Play 4v4 or 5v5 small-sided games with a focus on using ball control and passing skills.

Training 2: Defensive Skills and Positioning

Warm-up (15 minutes)

Defensive Footwork Drills (30 minutes):

- Shuffle and slide: Players work on defensive footwork by shuffling and sliding sideways.
- Defensive shadowing: Players practice mirroring the movements of an attacker without making a tackle.

Positional Awareness (25 minutes):

- Defensive positioning: Teach players how to position themselves to block passing lanes and intercept the ball.
- Zonal marking: Players learn to mark specific zones on the field during defensive play.

Small-Sided Games (30 minutes):

- Play 4v4 or 5v5 small-sided games with a focus on defensive skills and positioning.

Training 3: Shooting and Team Play

Warm-up (15 minutes)

Shooting Techniques (30 minutes):

- Instep shooting review: Players practice shooting with the instep for accuracy and power.
- Volleys and half-volleys: Teach players how to strike the ball out of the air for volleys and half-volleys.

Team Play (25 minutes):

- Attacking patterns: Players learn specific movements and passes to create goal-scoring opportunities.
- Defensive teamwork: Teach players how to work together to defend as a unit.

Small-Sided Games (30 minutes):

- Play 4v4 or 5v5 small-sided games with a focus on using shooting and team play skills.

In this Week 4 training plan, the focus is on ball control, passing, defensive skills, shooting, and team play. The sessions are designed to build on the fundamental skills learned in previous weeks while introducing more advanced concepts in defensive positioning and team coordination. The warm-up and cool-down are essential for injury prevention and player readiness but have been omitted here for brevity.

With this 4-week plan beginners will develop advanced skills and knowledge which are required to take part in first tournaments, e.g. tournaments during the European Week of Sports. We recommend to have a few friendly games before a serious football match or to play in small-sided tournaments in general first in order to get to know the atmosphere before a match.

Chapter 11

Training in catchball: basic rules, specificity, training plan

11.1. BASIC CATCBALL RULES

THE GAME

Catchball is a sport played by two teams on a court divided by a net. The object of the game is to send the ball over the net so that it hits the ground on the opponent's side of the court, and to prevent the ball from hitting the ground on your side of the court. Each team has up to three contacts with the ball before returning it over the net (in addition to a block). In catchball, contact with the ball is by catching and throwing. Hitting the ball is forbidden. The ball is put in play with a serve: a throw from behind the end line by the server that must pass over the net into the playing space of the opponents' side of the court. A rally continues until the ball hits the ground either in the court or out-of-bounds, or a team fails to return the ball properly within three contacts. The team that wins a rally scores a point (Rally Point System). When the team receiving the serve wins a rally, it gains both a point and the right to serve, and the players of that team rotate one position clockwise. The court and teams are similar with volleyball, no change

THE TEAMS

There must be six players per team in play at all times. The team's starting line-up indicates the position and order of the players on the court. This order must be maintained throughout the set. Before the start of each set, the coach must submit the starting line-up of his/her team to the scorer on a line-up sheet. The players who are not in the starting lineup of a set are the substitutes for that set (except the Libero). Once the line-up sheet has been submitted to the scorer, and has been recorded in the scoresheet, further changes cannot be made without a substitution.

Positioning players

- the three players along the net are front-row players and occupy positions 4 (front-left), 3 (front-center) and 2 (front-right);
- the other three are back-row players occupying positions 5 (back-left), 6 (back-center) and 1 (back-right).

Relative positions between players:

- each back-row player must be located further back from the center line than the corresponding front-row player;
- the front-row players and the back-row players, respectively, must be in their relative positions, from side to side, in the order indicated above. The positions of players are determined according to the position of their feet on the playing surface as follows:

- each front-row player must have at least a part of her foot closer to the center line than the feet of the corresponding back-row player
- each right (left) side player must have at least a part of her foot closer to the right (left) side-line than the feet of the center player in that row. After the ball has left the server's hands, the players may move and occupy any position on their side of the court and in the free zone.

THE SERVE

The serve is the act of putting the ball into play, by the back right player, from the serving zone. The first serve of the first set, as well as that of the deciding 3rd set, is executed by the team determined by the coin toss. The first serve of the 2nd set will be executed by the team that did not serve first in the 1st set. The players must follow the serve order as recorded on the line-up and game scoresheet.

The 1st referee authorizes the serve, after having checked that the teams are ready to play and that the server is in possession of the ball.

The ball is thrown into the opponent's court through the crossing space. Hitting the ball to serve is forbidden. The server must not come into contact with the court (the end line included) or the surface outside the serving zone. The server must throw the ball within 5 seconds after the 1st referee whistles for the serve. A serve executed before the referee's whistle is cancelled and is to be repeated.

- The serving team must not prevent the opposing team from seeing the server or the flight path of the ball, by forming a screen consisting of an individual player or group of players.

- It is considered screening when one or more players of the serving team: - wave their arms, jump or move sideways or - standing as a group close together in order to hide the server and the flight path of the ball.

CONTACT WITH THE BALL

Contact with the ball occurs when any part of the player's body touches the ball. A contact has three actions:

- Catching the ball: - The ball must be caught with a hand (hands). While catching the ball, a player may be assisted by any part of her body, provided that the contacts take place simultaneously.
- Holding the ball: - The length of time the ball can be held depends on the type of action performed by the player, but must be done without delay.
- Throwing the ball.

TEAM CONTACTS - each team has up to three contacts with the ball in order to return it to the opponent's side of the court (in addition to a block). It is forbidden to hit or kick the ball intentionally with any part of the body, including reaching out in order to prevent the ball from escaping the player. However, the ball can accidentally hit any part of the player's body and rebound in any direction, including over the net.

CONSECUTIVE CONTACTS - a player may not make contact with the ball twice in succession, nor may the ball make contact with various parts of her body in succession.

Exceptions:

- When blocking, consecutive contacts may be made by one or more blockers provided that they occur as part of a single action;

On the first contact of the team only, the ball may touch various parts of the body consecutively, provided that they occur during an attempt to catch the ball.

SIMULTANEOUS CONTACTS - two or three players may touch the ball at the same time:

- when two/three teammates touch the ball simultaneously, it is counted as two/three contacts (with the exception of the block). If they reach for the ball but only one of them touches it, it is counted as one contact.

- when two opponents touch the ball simultaneously over the net and the ball remains in play, the team receiving the ball is entitled to another three contacts. If such a ball goes "out", it is the fault of the team on the opposite side.

ASSISTED CONTACT - within the playing area, a player is not permitted to use a teammate or any structure or object, including using the net as support (pinning the ball to the net) in order to catch the ball or complete a pass.

CATCHING AND MOVING WITH THE BALL

Steps are counted from the moment a catch has been completed by a player. Catching the ball while attempting to catch the ball on the first contact, a player may take as many steps as needed to reach a standstill when catching the ball while the player is in motion. The catch is considered complete as soon as the player reaches a standstill.

On the second and third contact: Catching the ball without forward movement - if one or both of the player's feet are in the air upon catching the ball, the catch is considered complete once the player's feet is back on the ground, close to each other (or when a player lands in the place she jumped from). This "foot back" step (or the landing) will not count.

Catching the ball with forward movement - the catch is considered complete the moment the player contacts with ball. The completion of the forward movement while catching the ball (putting the foot back on the ground far from the other foot, or landing far from the place she jumped from) counts as one step.

Moving with the ball (steps) while the player holds the ball, the number of steps allowed depends on the action being done:

- Only one step is allowed prior to passing the ball to a teammate or throwing the ball over the net without jumping in the air. The ball must be released within a moment of completing the step.
- Prior to passing the ball to a teammate or throwing the ball over the net while jumping in the air, approach steps are allowed:
 - A jump from one foot – prior to the jump, the player may take up to two steps. The jump is done from the foot that completed the last step.
 - A jump from two feet – prior to the jump, the player may take up to two steps followed by a "closure step". The "closure step" is a step that ends approach steps for a jump from two feet. This step is done by bringing the foot that is in the air next to the foot on the ground.

- A jump in the air with both feet, prior to either an attack throw or a pass to a teammate, requires that the action be completed by releasing the ball before landing back on the ground.

A delay in a play is when a player holds the ball without lifting her foot/feet from the ground. A delay of only one second is allowed. After catching the ball, the player must perform an action of play, such as throwing the ball, making a step prior to throwing the ball, begin approach steps for an attack, jumping etc., in order not to delay the play.

PLAYING AT THE NET

Ball crossing the net to the opponent's court must pass over the net within the crossing space. The ball may touch the net. The crossing space is the part of the vertical plane above the net and is delineated as follows:

- from below, by the top of the net;
- at the sides, by the antennae, and their imaginary vertical extension;
- from above, by the ceiling or structure (if any).

Ball in the net: a ball that touches the net may be caught by a player other than the one that last contacted the ball. After a block, the same player can catch the ball.

REACHING BEYOND THE NET While blocking, a player may touch the ball when it is on the other side of the net, provided that she does not interfere with the opponent's play, and does not touch the ball before her opponent.

REACHING UNDER THE NET A player is allowed to reach under the net into the space of the opponent's court, provided that this does not interfere with the opposing team's play. Reaching under the net into the opposing team's court, while in contact with the surface of the opponent's side of the court beyond the center line is permitted with a hand (hands) or foot (feet), provided that some part of the hand (hands) or foot (feet) remains either in contact with or directly above the center line. A player may be in the opposing team's free zone provided that she does not interfere with the opponent's play.

Contact with the net by a player between the antennae is a violation, unless it is made unintentionally and while the ball is far away from the net. Players may touch the posts, ropes, or any other object outside the antennae, including the net itself, provided that it does not interfere with the play. When the ball flies into the net, causing the net to touch an opponent, it is not considered a violation.

ATTACKING AND BLOCKING

Any action which directs the ball towards the opponent's court, with the exception of the serve and a block, is considered an attack throw. A spike is an attack throw executed while jumping. While spiking, up to two approach steps are allowed while holding the ball, followed by a jump. Restrictions regarding the attack throw A back-row player shall not complete an attack throw from the front zone, when upon release, the ball is entirely above the top of the net. A Libero player shall not complete an attack throw from anywhere on the court, when upon release, the ball is entirely above the top of the net.

Blocking is the action of players located close to the net whose aim is to intercept the ball as it thrown from the opponent's side of the court. A block is performed when a part of the player's body (usually her hands) are extended above the top of the net. Only front row players may complete a block.

SCORING FOR POINT/ SET/ MATCH

A rally is a sequence of actions from the moment the ball is brought into play by the server's throw until the ball is "out of play". A completed rally is a sequence of actions that results in the awarding of a point. The team that wins a rally, scores a point and the right to the next serve.

Point - a team scores a point:

- when the ball hits the surface on the opponent's side of the court;
- when the opponent team commits a fault or violation (action contrary to the rules);
- when the opponent team receives a penalty;
 - if two or more violations are committed successively, only the first one is called and ruled upon;
 - if two or more violations are committed simultaneously by players on opposing teams, a DOUBLE VIOLATION is called and the rally is replayed.

A set is won by the team that is first to score 25 points with a minimum lead of two points. In the case of a 24-24 tie, play continues until a two-point lead is achieved (26-24; 27-25; and so on). In some tournaments the score is up to 18 or 21 (to be priority established).

The match is won by the team that wins two sets. In the case of a 1-1 tie in sets, the deciding 3rd set is played to 15 points with a minimum lead of 2 points.

MISCONDUCT AND PENALTIES

MINOR MISCONDUCT Minor misconduct is not subject to penalties. It is the 1st referee's duty to prevent the teams from approaching the level of penalization by issuing a verbal warning or a hand signal to a team member. This warning is not a penalty, has no immediate consequences and is not recorded on the scoresheet.

UNAPPROPRIATED CONDUCT Unappropriated conduct by a team member towards officials, opponents, teammates or spectators is classified into two categories according to the seriousness of the offense:

1. **Unsportsmanlike behavior** - Conduct that is rude, insulting, or contrary to good manners or moral principles, expressions of contempt, defamatory or insulting expressions or gestures, shouting, or refusal by a team to shake hands with players from the opposing team at the end of the game.
2. **Aggressive behavior** - Actual physical attack, aggressive or threatening behavior, rude expressions, cursing, profane expressions or gestures, the throwing of any object (including the ball) with the intention of hurting any person or damaging any object on or around the court. All penalties for unsportsmanlike behavior are individual (except for warning), remain in force for the entire match and are recorded on the game scoresheet. Reoccurrence of the unsportsmanlike

behavior by the same person in the same game is penalized with increasing severity.

11.2. SPECIFICITY OF TRAINING CATCBALL

Catchball is a new and dynamic team sport that combines elements of volleyball and handball. It is characterized by continuous play, quick transitions, and constant involvement of all players. When designing training programs for catchball, the following considerations have to be considered:

1. **Inclusion and Adaptability:** Catchball is designed to accommodate women of different fitness levels and abilities. Trainers have to ensure that training sessions are inclusive and provide options for modifications or adaptations to suit individual needs of participating women. This can involve scaling exercises, providing alternative movements, or adjusting the intensity based on each participant's capabilities.
2. **Skill Development:** Catchball training should focus on developing fundamental skills such as passing, catching, throwing, and footwork. Emphasize proper technique, body positioning, and coordination. Training sessions can include drills that target specific skills, such as partner passing exercises, target throws, and agility ladder footwork drills.
3. **Game-Specific Drills:** Incorporate game-specific drills and exercises that simulate match situations. This helps players develop their decision-making abilities, spatial awareness, and tactical understanding. For example, set up small-sided games or modified scrimmage scenarios where players must make quick decisions on when to pass, catch, or throw.
4. **Communication and Teamwork:** Catchball is a highly collaborative sport that requires effective communication and teamwork. Training should focus on developing communication skills, such as calling for the ball, providing clear instructions, and maintaining awareness of teammates' positions. Encourage players to work together, develop strategies, and build strong team dynamics.
5. **Agility and Quickness:** Catchball involves fast-paced movements, quick reactions, and changes in direction. Training should include agility drills, such as ladder drills, cone exercises, and lateral movements, to improve players' agility, quickness, and footwork. These drills enhance players' ability to anticipate and respond to game situations.
6. **Flexibility and Mobility:** Catchball involves dynamic movements, so flexibility and mobility are essential. Trainings will incorporate stretching exercises, yoga poses, and dynamic warm-up routines to improve flexibility, range of motion, and prevent muscle imbalances. Flexibility training can also help reduce the risk of injuries.
7. **Core Strength and Stability:** A strong core is important for stability, balance, and injury prevention. Trainers should include exercises that target the abdominal, the back, and hip muscles (planks, Russian twists and bridges).

Strengthening the core can improve overall performance and reduce the risk of injuries during gameplay.

8. **Conditioning and Endurance:** Catchball is physically demanding, requiring players to maintain a high level of activity throughout the game. Incorporate conditioning exercises to improve players' endurance and stamina. This can include interval training, shuttle runs, and circuit training that mimics the intensity of catchball gameplay.
9. **Safety and Injury Prevention:** Prioritize safety during training by ensuring proper warm-up routines, correct form and technique, and appropriate protective gear. Educate women participants on injury prevention strategies, such as proper landing techniques, hydration, and rest and recovery practices.
10. **Position-Specific Training:** Catchball positions, such as catchers and throwers, have specific roles and responsibilities. Provide position-specific training to help players understand their roles, develop position-specific skills, and improve their overall performance. This can involve targeted drills that focus on the unique skills required for each position.
11. **Strategic Training:** Catchball involves strategic decision-making, such as choosing when to pass, throw, or catch, and understanding defensive positioning. Incorporate strategic training exercises that challenge players' decision-making abilities. This can include small-sided games with specific objectives, tactical discussions, and analysis of game situations.
12. **Hand-Eye Coordination:** Catchball requires excellent hand-eye coordination to successfully catch and throw the ball. Incorporate drills and exercises that focus on improving hand-eye coordination, such as juggling, reaction ball drills, and target throwing. These exercises can enhance players' ability to track the ball and execute precise catches and throws.
13. **Specificity of Equipment:** Catchball training should utilize appropriate equipment, such as catchballs that are designed for the sport. These balls are softer and larger than traditional handballs, making them easier to catch and handle. Using the correct equipment ensures safety and enables players to develop the necessary skills for catchball.
14. **Progressive Training:** Implement a progressive training program that gradually increases in intensity and complexity. Begin with basic skills and gradually introduce more advanced techniques, strategies, and game situations. This allows players to build a solid foundation and progress at their own pace.
15. **Fun and Social Interaction:** Mamanet places a strong emphasis on creating a fun and social environment for mothers. Organize training sessions that encourage camaraderie, team bonding, and enjoyment. Incorporate small-sided games, friendly competitions, and team-building activities to foster a positive and inclusive atmosphere.

Remember to create a positive and enjoyable training environment that fosters teamwork, sportsmanship, and skill development. Provide feedback, encouragement, and opportunities for players to express their creativity within the game.

11. 3 HINTS FOR A PRACTICAL TRAINING SESSION (courtesy of MAMANET Austria)

1. Warm up, no ball (mobilization, strengthening)

- Run around the field: dribble the ball, side steps
- Go in circle and throw the ball after a signal to the player behind you. Catch the ball which is thrown to you from the player in front of you. No ball should fall down!
- Mobilize upper body, hands, back, legs
- Strengthening: Legs, abdomen, back, shoulders/upper arms.
- 2 with 2: pass ball with making sit-ups
- 2 with 2: planking and pass the ball

2. Warm-up with the ball (technique: pass, catch, attack)

- 2 with 2: „Pass“.

How do I pass correctly? How do I catch correctly? Pass away from the chest; do not throw too hard so that the other player can catch the ball well. One step is allowed during the pass (no running with the ball in my hand, but without the ball in my hand I am allowed to move freely).

- It is allowed to pass max. 2x, the third touch of the ball must then go over the net. The block does not count as the first touch!
- It is allowed to hold the ball for max. 1 second.
- Exercise: one player throws short balls high in the air, the other one has to run, catch the ball, stabilize (stand still) and pass back (pass back nicely!)... then run back to the starting spot... 10x, then change.

- 2 with 2: „Attack“

How do I attack correctly? 2/3 steps are allowed when attacking. In the beginning we learn a two/three-legged jump.

Attack with two steps: we start a right step, then a left delivery step and jump up in the air with both legs. The goal is to jump high, not far. On the one hand we want to throw the ball high over the net and on the other hand we must not touch the net as this is a mistake. Throwing the ball away with both arms behind the head.

I may also do one-legged attacking jumps and one-armed attacking throws like in handball.

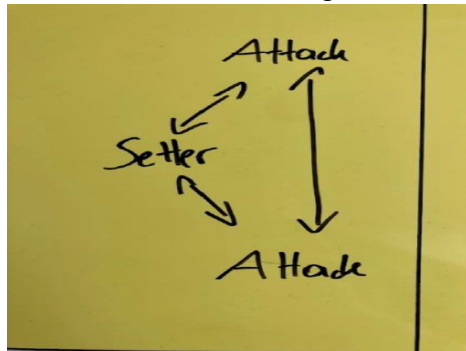
How do I catch hard attacked balls correctly and optimally? Spread the fingers well (so that the ball does not hurt the fingers), optimal would be to catch the ball at waist level (which of course is not always possible). I keep the hands pointing upwards (like carrying a bowl, so that the ball does not fall so easily to the ground)

□ Advanced exercises:

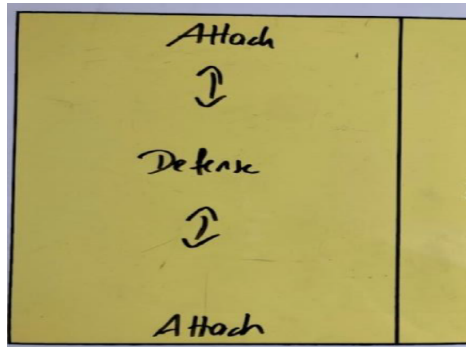
Normal to the net:

4 (or 3) players with one ball:

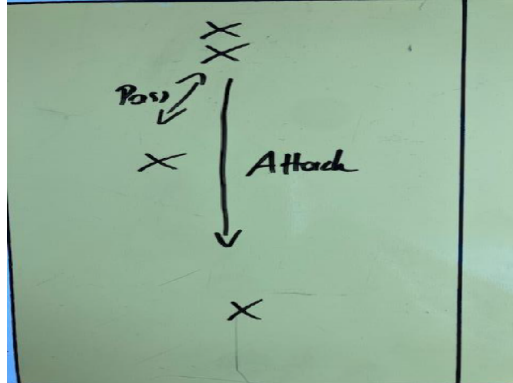
1. One player in the middle (she passes the ball alternately to the others) → the others are attacking to each other → change positions after a while



2. One player in the middle in defense → she catches the ball and passes it back. Change positions after a while



3. Warm-up: attack and pass the ball while running (in the direction you throw the ball). After the attack, remain in the middle and pass the ball. Only then continue running and stand in line at the back.



4. Technique Attack

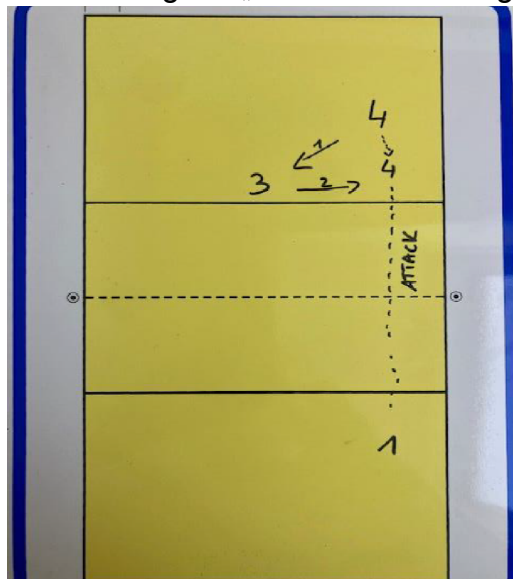
Attack steps

Distance to net, show tricks: delay, etc.

Exercise warm up at the net with attacking:

Position 3 and 4. Position 4 player passes to front player on Position 3, Position 3 passes back; Position 4 attacks over the net longline. On Position 1 someone catches the ball.

Advanced: You can also go to „block“ after setting and before defence.



5. Technique Service.

Explain how to serve in the right way. Service exercises to enforce newly acquired knowledge.

6. GAME TIME!

WOMEN, LOOK BEYOND THE SPORT!

Meaning of the movement:

- Promoting gender equality in sport
- Framework for women and mums to become role-models for the community
- Social inclusion and equal opportunities in and through sport
- Challenge the existing status of women in the field of sport as players, coaches and leaders
- Inclusion, diversity, specific priority of combating violence and tackling racism, discrimination and intolerance in sport by: tackling discrimination and stereotypes against gender diversity; enhancing gender inclusiveness
- Enlarge a grassroots sport community of women

Empowerment:

- Reverse stereotype
- Women in leadership positions in clubs and associations
- Support and empowerment within the community

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11.3. A 4 WEEKS TRAINING PLAN TO TEACH CATCBALL

Objectives

1. Improve chest pass throwing
2. Improve and practice catching and throwing ball skills

WEEK 1 Chest throwing and catching

Time: 1,5 hours		
Main Teaching	<ol style="list-style-type: none"> 1. To perform the chest pass throwing: <ul style="list-style-type: none"> - participants will practice the chest pass throwing 2. Increasing ball control: <ul style="list-style-type: none"> - participants will practice catching and throwing the ball over the head with two hands 	. Un pu ha . Co pa ba
Activities	<p>1. Warm-up game: Participants will play at the same time</p> <p>Sound and action:</p> <ul style="list-style-type: none"> • one whistle- throwing the ball from the chest • two whistles- throwing the ball over the head • three whistles- throwing and catching the ball from both chest and over the head 	
	<p>2. Warm-up exercises: Participants will play at the same time</p> <ul style="list-style-type: none"> • ankle jogging 	
	<ul style="list-style-type: none"> • running with knees up 	
	<ul style="list-style-type: none"> • running with heels back 	
	<ul style="list-style-type: none"> • skipping 	
	<ul style="list-style-type: none"> • big steps 	
	<ul style="list-style-type: none"> • running backwards with heels back 	
	<ul style="list-style-type: none"> • running as fast as you can 	
	<ul style="list-style-type: none"> • stretching 	
	<p>3. Development:</p>	
	<p>a. Practice individually:</p> <ul style="list-style-type: none"> • passing the ball from the chest in the air and catching with both hands • throwing over the head with both hands in the air and catching with both hands 	

	b. Practice in pairs passing: Participants will practice at the same time	
	• try chest pass with the partner to catch the ball by increasing the distance	
	• try over the head pass with the partner by increasing the distance	
	c. Practice footwork, quickly changing direction:	
	• right foot to right side of the body	
	• left foot to the left side of the body	
	• jumping and landing on both legs	
	• jumping again with throwing the ball over the net with both hands	
	d. Play a game	
Cool - down	Sleeping lions	

Objectives

1. Perform overarm throwing
2. Improve passes

WEEK 2 overarm throwing and passes

Time: 1,5 hours		
Main Teaching	<ol style="list-style-type: none">1. To perform the overarm throwing the ball correctly:<ul style="list-style-type: none">• together participants will practice the overarm throwing• catching the ball is as important2. They must have a better control of the ball:<ul style="list-style-type: none">• together participants will practice attacking over the net	M th w C d s
Activities	<ol style="list-style-type: none">1. Warm-up game: Participants will play at the same time Traffic lights:<ul style="list-style-type: none">• one whistle- walking with passing the ball from one hand to the other hand, throwing up in the air the ball minimum 2 meters• two whistles- throwing the ball in the air with one hand and then catching with both hands• three whistles- footwork, move the right foot to right side of the body, move the left foot to the left side of the body and then jump and landing on both legs and finally, jumping again with throwing the ball over the net with both hands and landing on both the bend legs2. Warm-up exercises: Participants will practice at the same time<ul style="list-style-type: none">• ankle jogging• running with knees up• running with heels back• skipping• big steps• running backwards with heels back• running as fast as you can• stretching	

	3. Development:
	a. Practice individually:
	• throw the ball to partner with your handy hand
	• throwing over the head with both hands in the air and catching with both hands
	b. Practice in pairs throwing: Participants will practice at the same time
	• practice in pairs underarm throwing the ball to each other by increasing the distance
	• one throws the ball over the net and the other one catches the ball
	c. Practice footwork, quickly changing direction:
	• right foot to right side of the body
	• left foot to the left side of the body
	• jumping and landing on both legs
	• jumping again with throwing the ball over the net with both hands
	d. Practice in pairs attacking:
	• attacking in pairs with footwork movement without net and then over the net to each other
	e. Play a game: scoring only if there are three passes inside each team
Cool - down	Sleeping lions

Objectives

1. Improving the attack over the net
2. Exercise spiking the ball

WEEK 3 Attack and spiking

Time: 1,5 hours	
Main Teaching	<ol style="list-style-type: none">1. They must co-operate as a team<ul style="list-style-type: none">• together participants will practice the attack by increase the ball control• each participant will make three steps parallel with the net and the last one will be a jump• after getting familiar with the three steps and jumping, participants will spike as close as possible in the opponent field2. To use three passes of catch before scoring<ul style="list-style-type: none">• together participants will play a game using the skills they learned
Activities	<ol style="list-style-type: none">1. Warm-up game: Participants will play at the same time Applause<ul style="list-style-type: none">• Throw the ball in the air and clap as many times you can, before you catch the ball2. Warm-up exercises: Participants will play at the same time<ul style="list-style-type: none">• ankle jogging• running with knees up• running with heels back• skipping• big steps• running backwards with heels back• running as fast as you can• stretching3. Development:<ol style="list-style-type: none">a. Practice individually:<ul style="list-style-type: none">• throwing over the head with both hands in the air and catching with both hands• throw the ball against the wall and over the net with a handy hand as well

	b. Practice in pairs passing:
	<ul style="list-style-type: none"> • throw the ball with both hands over the head towards the partner increasing the distance between both of you
	<ul style="list-style-type: none"> • throw the ball with a handy hand towards the partner to catch by increasing the distance between both of you
	<ul style="list-style-type: none"> • one participant throws the ball over the net and the other one catches the ball
	<ul style="list-style-type: none"> • attacking in pairs with footwork without net and then over the net to each other
	c. Practice footwork, quickly changing direction:
	<ul style="list-style-type: none"> • right foot to right side of the body
	<ul style="list-style-type: none"> • left foot to the left side of the body
	<ul style="list-style-type: none"> • jumping and landing on both legs
	<ul style="list-style-type: none"> • jumping again with throwing the ball over the net with both hands
	d. Play a game by scoring only if there are three passes inside each team
Cool - down	Breathing and stretching

Objectives

1. Performing the serve and defense skills
2. Performing the game by the catchball rules

WEEK 4 The serve and defense

Time: 1,5 hours		
Main Teaching	<ol style="list-style-type: none"> 1. Perform the serve and defense tactics: <ul style="list-style-type: none"> - participants will practice the serve with one or two hands - then they will practice defense and the block of one, two and three participants - one team will attack in the same place of the net and the other team will block 2. They must use three passes before scoring <ul style="list-style-type: none"> - together participants playing the game using the skills and the rules they have learned 	<ol style="list-style-type: none"> 1. co att ho wi ho th 2. wi th

		SC
<p>Activities</p>	<p>1. Warm-up game: Participants will play at the same time</p> <p>Traffic lights:</p> <ul style="list-style-type: none"> • one whistle- throw and catch the ball with one hand • two whistles- throw and catch catch the ball with both hands • three whistles- run freely around the volleyball court, take a ball and then with the footwork perform the attack in front of the net throwing the ball over the net <p>2. Warm-up exercises: Participants will play at the same time</p> <ul style="list-style-type: none"> • ankle jogging • running with knees up • running with heels back • skipping • big steps • running backwards with heels back • running as fast as you can • stretching <p>3. Development:</p> <p>a. Practice individually:</p> <ul style="list-style-type: none"> • throw the ball over the head with both hands in the air and catching with both hands • throw the ball with one hand in the air and catching with both hands • throw the ball over the net with one hand <p>b. Practice footwork, quickly changing direction:</p> <ul style="list-style-type: none"> • right foot to right side of the body • left foot to the left side of the body • jumping and landing on both legs • jumping again with throwing the ball over the net with both hands <p>c. Practice in pairs the serve and the attack:</p> <ul style="list-style-type: none"> • one participant serves towards the partner who catches the ball with both hands by increasing the distance between them 	

	<ul style="list-style-type: none"> • each participant who holds the ball with both hands start doing the footwork to perform the attack in front of the net and then throw the ball over the net 	
	<ul style="list-style-type: none"> • pass the ball towards a partner who is in front of the net with his/her back, catch the ball from him/her and then perform the attack throwing the ball over the net 	
	d. Play a game by the rules	
Cool - down	Breathing and stretching	

Chapter 12

Training in women 4vs4 beach volleyball: basic rules, specificity, training plan

Beach Volleyball is a sport played by two teams on a sand court divided by a net. The object of the game is to send the ball over the net to ground it on the opponent's court, and to prevent the same effort by the opponent. The team has three hits for returning the ball (including the block touch). The ball is put in play with a service: hit by the server over the net to the opponents. The rally continues until the ball is grounded on the playing court, goes "out" or a team fails to return it properly. In Beach Volleyball, the team winning a rally scores a point (Rally Point System). When the receiving team wins a rally, it gains a point and the right to serve. Its serving player must rotate one position clockwise every time this occurs.

12.1 BASIC RULES

(Adapted to women from the official beach volleyball rules 2023-2024)

Although the 4 vs 4 game is very similar to the more popular 2 vs 2 game, **there are some specific rules that apply to 4 vs 4**. The game's early exponents on the sands of California would still recognize it because Beach Volleyball has retained certain distinctive and essential elements over the years. Some of these it shares with other net / ball / racquet games:

- Service
- Rotation (taking turns to serve)
- Attack
- Defence

Beach Volleyball is, however, unique amongst net games in insisting that the ball is in constant flight – a flying ball – and by allowing each team a degree of internal passing before the ball must be returned to the opponents.

Modifications to the service rule have changed the act of service from simply a means of putting the ball in play to an offensive weapon. The concept of "rotation" is entrenched to allow for all-round athletes. The rules on player positions must permit teams to have flexibility and to create interesting developments in tactics.

Competitors use this framework to contest techniques, tactics and power. The framework also allows players a freedom of expression to enthuse spectators and viewers and the image of Beach Volleyball is increasingly a good one.

PLAYING AREA AND PARTICIPANTS

The courts are similar with Beach Volleyball, no change. For the match, a team may consist of up to 6 players, plus one coach. One of the players is the team captain, who shall be indicated on the score sheet.

PLAYING FORMAT

Point

A team scores a point: by successfully landing the ball on the opponent's court.

- when the opponent team commits a fault.
- when the opponent team receives a penalty.

Fault

A team commits a fault by making a playing action contrary to the rules (or by violating them in some other way). The referees judge the faults and determine the consequences according to the rules:

- if two or more faults are committed successively, only the first one is counted; if two or more faults are committed by opponents simultaneously, a **DOUBLE FAULT** is called and the rally is replayed.

Rally and completed rally

A **rally** is the sequence of playing actions from the moment of the service hit by the server until the ball is out of play. A **completed rally** is the sequence of playing actions which results in the award of a point. This includes:

- **the award of a penalty**
- **loss of service for a service hit made after the time-limit.**

If the serving team wins a rally, it scores a point and continues to serve.

If the receiving team wins a rally, it scores a point and it must serve next.

A set (except the deciding 3rd set) is won by the team which first scores 21 points with a minimum lead of two points. In the case of a 20-20 tie, play is continued until a two-point lead is achieved (22-20; 23-21; etc).

The match is won by the team that wins two sets. In the case of a 1-1 tie, the deciding 3rd set is played to 15 points with a minimum lead of 2 points.

DEFAULT AND INCOMPLETE TEAM

If a team refuses to play after being summoned to do so, it is declared in default and forfeits the match with the result 0-2 for the match and 0-21 for each set. A team that does not appear on the playing court on time is declared in default.

A team that is declared **INCOMPLETE** for the set or for the match, loses the set or the match. The opponent team is given the points, or the points and the sets, needed to win the set or the match. The incomplete team keeps its points and sets.

POSITIONS

At the moment the ball is hit by the server, each team must be within its own court (except the server). The players are free to position themselves. There are **NO** determined positions on the court.

SERVICE ORDER

The service order is determined by the team's starting line-up and must be maintained throughout the set. When the receiving team has gained the right to serve, its server rotates one position clock-wise. The scorer(s) must correctly indicate the service order and correct any incorrect server prior to the whistle for service.

PLAYING ACTIONS

STATES OF PLAY

BALL IN PLAY

The ball is in play from the moment of the hit of the service authorized by the 1st referee.

BALL OUT OF PLAY

The ball is out of play at the moment of the fault which is whistled by one of the referees; in the absence of a fault, at the moment of the whistle.

BALL "IN"

The ball is "in" if at any moment of its contact with the playing surface, some part of the ball touches the court, including touching the boundary lines.

BALL "OUT"

The ball is "out" when it:

falls on the ground completely outside the boundary lines (without touching them); touches an object outside the court, or a person out of play; touches the antennae, ropes, posts or the net itself outside the side bands; crosses the vertical plane of the net either partially or totally outside the crossing space during service or during the third hit of the team; crosses completely the lower space under the net.

PLAYING THE BALL

Each team must play within its own playing area and playing space.

The ball may, however, be retrieved from beyond its own free zone and over the scoring table in its complete extension.

TEAM HITS

A hit is any contact with the ball by a player in play. Each team is entitled to a maximum of three hits for returning the ball over the net. If more are used, the team commits the fault of "FOUR HITS".

These team hits include not only intentional hits by the player, but also unintentional contacts with the ball.

CONSECUTIVE CONTACTS

A player may not hit the ball two times consecutively.

SIMULTANEOUS CONTACTS

Two players may touch the ball at the same moment. When two teammates touch the ball simultaneously, it is counted as two hits (except for blocking).

If they reach for the ball but only one of them touches it, one hit is counted. If players collide, no fault is committed. When two opponents touch the ball simultaneously over the net and the ball remains in play, the team receiving the ball is entitled to another three hits. If such a ball goes "out", it is the fault of the team on the opposite side.

If the ball hits the antenna after simultaneous hits by two opponents over the net, the rally should be replayed.

ASSISTED HIT

Within the playing area, a player is not permitted to take support from a teammate or any structure / object in order to hit the ball. However, a player who is about to commit a

fault (touch the net or interfere with an opponent, etc.) may be stopped or held back by a team-mate.

CHARACTERISTICS OF THE HIT

The ball may touch any part of the body. The ball must not be caught or thrown. It can rebound in any direction.

Simultaneous Contacts:

The ball may touch various parts of the body, provided that the contacts take place simultaneously.

Consecutive contacts:

At the first hit of the team, provided it is not made overhand with fingers) consecutive contacts are permitted provided that the contacts occur during one action. During the first hit of the team if it is played overhand using fingers, the ball may NOT contact the fingers / hands consecutively, even if the contacts occur during one action. However, at blocking, consecutive contacts may be made by one or more players, provided that they occur during one action.

Extended contacts:

In defensive action of a hard driven ball, the ball contact can be extended momentarily even if an overhand finger action is used.

FAULTS IN PLAYING THE BALL

FOUR HITS: a team hits the ball four times before returning it.

ASSISTED HIT: a player takes support from a teammate or any structure / object in order to hit the ball within the playing area.

CATCH: the ball is caught and / or thrown; it does not rebound from the hit.

DOUBLE CONTACT: a player hits the ball twice in succession or the ball contacts various parts of her body in succession.

BALL CROSSING THE NET

The ball sent to the opponent's court must go over the net within the crossing space.

The crossing space is the part of the vertical plane of the net limited as follows:

- below, by the top of the net;
- at the sides, by the antennae, and their imaginary extension;
- above, by the ceiling or structure (if any).

The ball that has crossed the net plane to the opponent's free zone totally or partly through the external space, may be played back within the team hits, provided that:

-The ball when played back crosses the vertical plane of the net again totally, or partly through the external space on the same side of the court.

-The opponent team may not prevent such action.

-The ball is "out" when it crosses completely the lower space under the net.

-A player, however, may enter the opponents' court in order to play the ball before it passes outside the crossing space, or before it crosses completely the lower space.

BALL TOUCHING THE NET

While crossing the net, the ball may touch it.

BALL IN THE NET

A ball driven into the net may be recovered within the limits of the three team hits.
If the ball rips the mesh of the net or tears it down, the rally is cancelled and replayed.

PLAYER AT THE NET

REACHING BEYOND THE NET

In blocking, a player may touch the ball beyond the net, provided that he / she does not interfere with the opponent's play, before or during the latter's attack hit.

After an attack hit, a player is permitted to pass her hand beyond the net, provided that the contact has been made within her own playing space.

PENETRATION INTO THE OPPONENT'S SPACE, COURT AND/OR FREE ZONE

A player may enter into the opponent's space, court and/or free zone, provided that this does not interfere with the opponent's play.

CONTACT WITH THE NET

Contact with the net by a player between the antennae, during the action of playing the ball, is a fault.

The action of playing the ball includes (among others) take-off, hit (or attempt) and landing safely, ready for a new action.

-Players may touch the post, ropes, or any other object outside the antennae, including the net itself, provided that it does not interfere with the play.

-When the ball is driven into the net, causing it to touch an opponent, no fault is committed.

PLAYER'S FAULTS AT THE NET

-A player touches the ball or an opponent in the opponent's space before or during the opponent's attack hit.

-A player interferes with the opponent's play while penetrating the opponent's space under the net.

-A player interferes with play by (amongst others):

– touching the net between the antennae or the antenna itself during her action of playing the ball,

– using the net between the antennae as a support or stabilizing aid,

– creating an unfair advantage over the opponent by touching the net,

– making actions which hinder an opponent's legitimate attempt to play the ball,

– catching / holding on to the net

Any player closes to the ball as it is played, and who is herself trying to play it, is considered in the action of playing the ball, even if no contact is made with it.

However, touching the net outside the antenna is not to be considered as a fault.

SERVICE

The service is the act of putting the ball into play by the correct serving player placed in the service zone. The first service of a set is executed by the team determined by the toss.

SERVICE ORDER

The players must follow the service order recorded on the line-up sheet.

After the first service in a set, the player to serve is determined as follows:

-when the serving team wins the rally, the player (or her substitute) who served before, serves again.

-when the receiving team wins the rally, it gains the right to serve and rotates one position clock- wise, before serving. The next player in the service order recorded on the line-up sheet, serves.

AUTHORIZATION OF THE SERVICE

The 1st referee authorizes the service, after having checked that both teams are ready to play, and that the server is in possession of the ball.

EXECUTION OF THE SERVICE

The ball shall be hit with one hand or any part of the arm after being tossed or released from the hand(s).

Only one toss or release of the ball is allowed. Moving the ball in the hands is permitted.

The server may move freely within the service zone. At the moment of the service hit or take-off for a jump service, the server must not touch the court (the end line included) or the ground outside the service zone. Her foot may not go under the end line.

-After the hit, he / she may step or land outside the service zone, or inside the court. If the line moves because of the sand pushed by the server, it is not considered a fault.

-The server must hit the ball within 5 seconds after the 1st referee whistles for service.

-A service executed before the referee's whistle is cancelled and repeated.

-If the ball, after having been tossed or released by the server, lands without being touched or caught by the server, it is considered as a service.

-No further service attempt will be permitted.

SCREENING

The players of the serving team must not prevent their opponent, through individual or collective screening, from seeing the service hit and the flight path of the ball.

A player or a group of players of the serving team make(s) a screen by waving arms, jumping or moving sideways during the execution of the service, or by standing grouped, in order that both the service hit and the flight path of the ball are hidden until the ball reaches the vertical plane of the net. Should either be visible to the receiving team this is not a screen.

ATTACK HIT

CHARACTERISTICS OF THE ATTACK HIT

All actions which direct the ball towards the opponent, with the exception of service and block, are considered as attack hits.

An attack-hit is completed the moment the ball completely crosses the vertical plane of the net or is touched by an opponent.

Any player may carry out an attack-hit at any height, provided that her contact with the ball has been made within the player's own playing space.

FAULTS OF THE ATTACK HIT

-A player hits the ball within the playing space of the opposing team.

-A player hits the ball "out".

-A player completes an attack-hit using an open-handed finger action or if using fingertips that are not rigid and together.

-A player completes an attack hit on the opponent's service, when the ball is entirely higher than the top of the net.

-A player completes an attack-hit using an overhand pass which has a trajectory not perpendicular to the line of the shoulders. The exception is when the player is attempting to set to his or her teammate.

BLOCK

Blocking is the action of players close to the net to intercept the ball coming from the opponent by reaching higher than the top of the net, regardless of the height of the ball contact. At the moment of the contact with the ball, a part of the body must be higher than the top of the net.

BLOCK ATTEMPT

A block attempt is the action of blocking without touching the ball.

-Completed Block: A block is completed whenever the ball is touched by a blocker.

-Collective Block: A collective block is executed by more than one player close to each other and is completed when one of them touches the ball.

BLOCK CONTACT

Consecutive (quick and continuous) contacts may occur by one or more blockers provided that the contacts are made during one action. These are counted as only one team hit. These contacts may occur with any part of the body.

BLOCKING WITHIN THE OPPONENT'S SPACE

In blocking, the player may place her hands and arms beyond the net, provided that this action does not interfere with the opponent's play. Thus, it is not permitted to touch the ball beyond the net before an opponent has executed an attack hit.

BLOCK AND TEAM HITS

A blocking contact is counted as a team hit. The blocking team will have only two more hits after a blocking contact.

The first hit after the block may be executed by any player, including the one who has touched the ball during the block.

BLOCKING THE SERVICE

To block an opponent's service is forbidden.

BLOCKING FAULTS

-The blocker touches the ball in the OPPONENT'S space before the opponent's attack hit.

- Blocking the ball in the opponent's space from outside the antenna.
- A player blocks the opponent's service.
- The ball is sent "out" off the block.

INTERRUPTIONS, DELAYS AND INTERVALS

INTERRUPTIONS

An interruption is the time between one completed rally and the 1st referee's whistle for the next service.

The only **regular game** interruptions are TIME-OUTS and SUBSTITUTIONS.

NUMBER OF REGULAR GAME INTERRUPTIONS

Each team may request a maximum of one time-out and four substitutions per set.

SEQUENCE OF REGULAR GAME INTERRUPTIONS

Request for one time-out, and one request for substitution by either team may follow one another, within the same interruption. However, a team is not authorized to make consecutive requests for substitution during the same interruption. Two players may be substituted at the same time within the same request.

There must be a completed rally between two separate substitution requests by the same team. (Exception: a forced substitution due to injury or expulsion / disqualification) It is not permitted to request any regular game interruption after having had a request rejected and sanctioned by a delay warning during the same interruption (i.e. before the end of next completed rally).

REQUEST FOR REGULAR GAME INTERRUPTIONS

Regular game interruptions may be requested by the coach, or in the absence of the coach, by the game captain, and only by them. Substitution before the start of a set is permitted and should be recorded as a regular substitution in that set.

TIME-OUTS

Time-out requests must be made by showing the corresponding hand signal, when the ball is out of play and before the whistle for service. All requested time-outs last for 30 seconds.

During all time-outs and set intervals, the players in play must go to the free zone near their bench.

SUBSTITUTION

A substitution is the act by which a player or her replacement player, after being recorded by the scorer, enters the game to occupy the position of another player, who must leave the court at that moment.

When the substitution is enforced through injury to a player in play this may be accompanied by the coach (or game captain) showing the corresponding hand signal.

LIMITATION OF SUBSTITUTIONS

A player of the starting line-up may leave the game, but only once in a set, and re-enter, but only once in a set, and only to her previous position in the line-up.

A substitute player may enter the game in place of any player of the starting line-up, but only once per set, and he / she can only be substituted by the same starting player.

EXCEPTIONAL SUBSTITUTION

A player who cannot continue playing due to injury / illness, or expulsion / disqualification, should be substituted legally. If this is not possible, the team is entitled to make an EXCEPTIONAL substitution.

An exceptional substitution means that any player who is not on the court at the time of the injury / illness / expulsion / disqualification, may be substituted into the game for the injured / ill / expelled / disqualified player. The substituted injured / ill / expelled player is not allowed to reenter the match.

An exceptional substitution cannot be counted in any case as a regular substitution but should be recorded on the score sheet as part of the total of substitutions in the set and the match.

SUBSTITUTION FOR EXPULSION OR DISQUALIFICATION

An EXPELLED or DISQUALIFIED player must be substituted immediately through a legal substitution. If this is not possible, the team has the right to do an exceptional substitution. If this is not possible, the team is declared INCOMPLETE.

ILLEGAL SUBSTITUTION

A substitution is illegal, if it exceeds the limitations indicated in Rule or an unregistered player is involved.

When a team has made an illegal substitution and the play has been resumed the following procedure shall apply, in sequence:

- the team is penalized with a point and service to the opponent,
- the substitution must be rectified,
- the points scored by the team at fault since the fault was committed are cancelled; the opponent's points remain valid.

SUBSTITUTION PROCEDURE

Substitutions must be carried out within the substitution zone (close to the side line near the pole on the 2nd referee side).

A substitution shall only last the time needed for recording the substitution on the score sheet and allowing entry and exit of the players.

At the time of the request for substitution, the substitute player(s) must be approaching the scorer's area.

If the player(s) is / are not ready in the moment of the request, the substitution is not granted and the team is sanctioned for a delay.

The request for substitution is acknowledged and announced by the scorer or 2nd referee, by use of the buzzer or whistle respectively. The 2nd referee authorises the substitution.

If a team intends to make simultaneously two substitutions, the two substitute players must be approaching the scorer's area to be considered in the same request. In this case, substitutions must be made in succession, one pair of players after another. If one is illegal, the legal one(s) is / are granted and the illegal rejected and subject to a delay warning / sanction.

TYPES OF DELAYS

An improper action of a team that defers resumption of the game is a delay and includes, among others:

- delaying regular game interruptions;
- prolonging interruptions, after having been instructed to resume the game;

- requesting an illegal substitution;
- repeating an improper request;
- delaying the game (12 seconds shall be the maximum time from the end of a rally to the whistle for service under normal playing conditions);
- delaying the game by a team member.

DELAY SANCTIONS

“Delay warning” and *“delay penalty”* are team sanctions. Delay sanctions remain in force for the entire match.

All delay sanctions are recorded on the score sheet.

The first delay in the match by a team member is sanctioned with a “DELAY WARNING”.

The second and subsequent delays of any type by any member of the same team in the same match constitute a fault and are sanctioned with a “DELAY PENALTY”: a point and service to the opponent.

Delay sanctions imposed before or between sets are applied in the following set.

EXCEPTIONAL GAME INTERRUPTIONS

INJURY / ILLNESS

Should a serious accident occur while the ball is in play, the referee must stop the game immediately and permit medical assistance to enter the court. The rally is then replayed.

If an injured / ill player cannot be substituted legally or exceptionally, the player is given a 3-minute recovery time, but not more than once for the same player in the match.

If the player does not recover, her team is declared incomplete.

INTERVALS AND CHANGE OF COURTS / SWITCHES

INTERVALS

An interval is the time between sets. All intervals last two minutes. During this period of time, the change of courts and line-up registrations of the teams on the score sheet are made.

COURT SWITCHES

After each set, the teams change courts, with the exception of the deciding set. In the first and second sets once the leading team reaches 11 points, and in the third and deciding set (if needed) once the leading team reaches 8 points, the teams change courts without delay and the player positions remain the same.

If the change is not made once the leading team reaches the appropriate score, it will take place as soon as the error is noticed. The score at the time that the change is made remains the same.

PARTICIPANT`S CONDUCT

-Participants must know the “Official Beach Volleyball Rules” and abide by them.

-Participants must accept referees’ decisions with sportsmanlike conduct, without disputing them.

-In case of doubt, clarification may be requested only through the game captain.

-Participants must refrain from actions or attitudes aimed at influencing the decisions of the referees or covering up faults committed by their team.

FAIR PLAY

-Participants must behave respectfully and courteously in the spirit of FAIR PLAY, not only towards the referees, but also towards other officials, the opponent, teammates and spectators.

-Communication between team members during the match is generally permitted. The exception to this concerns the coach's role during play.

MISCONDUCT AND SANCTIONS

MINOR MISCONDUCT

Minor misconduct offences are not subject to sanctions. It is the 1st referee's duty to prevent the teams from approaching the sanctioning level.

This is done in two stages:

Stage 1: by issuing a verbal warning through the captain;

Stage 2: by use of a YELLOW CARD to the team member(s) concerned.

This formal warning is not in itself a sanction but a symbol that the team member (and by extension the team) has reached the sanctioning level for the match. It is recorded in the score sheet but has no immediate consequences.

MISCONDUCT LEADING TO SANCTIONS

Incorrect conduct by a team member towards officials, opponents, teammates or spectators is classified in three categories according to the seriousness of the offence.

-Rude conduct: action contrary to good manners or moral principles.

-Offensive conduct: defamatory or insulting words or gestures or any action expressing contempt.

-Aggression: actual physical attack or aggressive or threatening behaviour.

SANCTION SCALE

According to the judgment of the 1st referee and depending on the seriousness of the offence, the sanctions to be applied and recorded on the score sheet are: **Penalty, Expulsion or Disqualification.**

-Penalty

The first rude conduct in the match by any team member is penalized with a point and service to the opponent.

-Expulsion

A team member who is sanctioned by expulsion shall not participate for the rest of the set, must go to the team's dressing room until the completion of the ongoing set with no other consequences.

An expelled coach loses her right to intervene in the set and must go to the team's dressing room until the completion of the ongoing set.

The first offensive conduct by a team member is sanctioned by expulsion with no other consequences.

The second rude conduct in the same match by the same team member is sanctioned by expulsion with no other consequences.

-Disqualification

A team member who is sanctioned by disqualification must be substituted legally / exceptionally and immediately if on court and must go to the team's dressing room for the rest of the match with no other consequences.

The first physical attack or implied or threatened aggression is sanctioned by disqualification with no other consequences.

The second offensive conduct in the same match by the same team member is sanctioned by disqualification with no other consequences.

The third rude conduct in the same match by the same team member is sanctioned by disqualification with no other consequences.

12.2. SPECIFICITY OF TRAINING BEACH VOLLEYBALL

Training in feminine beach volleyball requires a combination of various competencies, techniques, and specific considerations due to the unique nature of the sport. Here are some key elements to focus on:

1. **Physical Fitness:** Beach volleyball demands a high level of overall physical fitness. Players need excellent cardiovascular endurance, agility, speed, and strength. Regular conditioning exercises, such as running, sprinting, jumping, and strength training, should be incorporated into training routines.
2. **Volleyball Skills:** Mastering the fundamental volleyball skills is crucial, including passing, setting, attacking, blocking, and serving. These skills should be practiced and refined in the context of beach volleyball, which has different dynamics compared to indoor volleyball. Adaptations to the sandy surface, such as playing with bare feet and adjusting movements for better balance, are important.
3. **Ball Control:** Due to the variable conditions of the sand, ball control becomes even more critical in beach volleyball. Players must learn to handle the ball efficiently, both in terms of accuracy and consistency. This includes developing a soft touch for setting, precise passing, and controlling the ball during attacks.
4. **Communication and Partnership:** Beach volleyball is typically played in teams of two, emphasizing the need for effective communication and synergy between partners. Developing a strong partnership is essential, as it enables players to anticipate each other's movements and make quick decisions on the fly. Communication should be clear, concise, and supportive.
5. **Tactical Awareness:** Understanding the strategies and tactics specific to beach volleyball is crucial. This includes recognizing defensive formations, offensive patterns, and adjusting gameplay based on the strengths and weaknesses of the opponents. Players should also be aware of the court dimensions and use the available space strategically.
6. **Mental Resilience:** Beach volleyball can be mentally challenging due to factors such as weather conditions, crowd distractions, and the pressure to perform.

Developing mental resilience, focus, and the ability to adapt to changing circumstances is vital for success. Mental training techniques, such as visualization, goal setting, and mindfulness, can be beneficial.

7. **Beach-Specific Conditioning:** Training on sand creates additional physical demands compared to indoor courts. The unstable surface requires strengthening the muscles responsible for balance and stability. Specific exercises like sand sprints, lateral movements, and jumping exercises can help athletes adapt to the sandy environment.
8. **Defensive Skills:** Given the larger court size and the slower movement on sand, defensive skills play a significant role in beach volleyball. Players need to develop effective digging, diving, and blocking techniques to keep the ball in play and prevent the opponents from scoring.
9. **Adaptability:** Beach volleyball often requires players to adapt to different weather conditions, such as strong winds or intense heat. Training sessions should incorporate variations to simulate these conditions, helping players adjust their gameplay and maintain performance levels regardless of external factors.
10. **Strategy and Game Analysis:** Analyzing opponents, studying their strengths and weaknesses, and devising effective strategies are essential components of successful beach volleyball. Coaches and players should invest time in scouting and video analysis to gain insights into the competition and plan accordingly.

When approaching this sport, keep in mind that beach volleyball is a highly competitive sport, and continuous training, practice, and dedication are necessary to excel. Seek guidance from experienced coaches and professionals to tailor your training program to your specific needs and goals.

12.3 A 4-WEEKS PLAN TO TRAIN BEACH VOLLEYBALL

WEEK 1: Introduction to the pass of the forearms, overhead pass and serve from below.

Time: 90 minutes		Res
Main teaching	<ol style="list-style-type: none"> 1. Introduction to the forearm pass 2. Initiation overhead pass 3. Initiation to under arm serve 	. Ada ball the pas
Activities	<p>1. Warm up</p> <ul style="list-style-type: none"> • Stretching • Displacements in the sand <p>2. Activation games</p> <ul style="list-style-type: none"> • This game will be formed by two different teams. One of the teams will try to touch the opponent players by passing the ball between them with the rule of passing it only standing. • Two groups will be made and each team passes the ball until they get 10 passes. <p>3. Development:</p> <p>a. Practice of technique by gripping the ball (individual)</p> <ul style="list-style-type: none"> • Throwing the ball to catch it with the arms stretched out in the position of the touch of the forearms • Throwing the ball to catch it with the overhead pass technique. • single hit • Changing hand (right and left) • The two previous exercises with displacements <p>b. Beach volleyball practice (in pairs)</p> <ul style="list-style-type: none"> • Throwing off the ball to the partner to execute the touch of the forearms • Throwing off the ball to the teammate to execute the overhead pass • Throwing off the ball to the partner, using touch of the forearms and displacement (forward, backward, lateral movements) • Take use of the first and third exercise increasing the distance up to 8 meters between partners and forearm touch. 	Expl over pass Learn by g Keep pass

	<ul style="list-style-type: none"> • Throw the ball to the partner with the net in the middle at a distance of 4 meters using an overhead pass. 	
	c. Initiation to serve under	Learn
	<ul style="list-style-type: none"> • Take use of the under arm serve from 6 meters of the net 	
	<ul style="list-style-type: none"> • Increase the distance up to 8 meters depending on the player's ability 	
	d. 4x4 initiation game	
	<ul style="list-style-type: none"> • Launch from the center of the court allowing two grips of the ball and a single hit (forearm pass and overhead pass) 	
Stretching	<ul style="list-style-type: none"> • Cool down • Stretching 	

Time: 90 minutes		Res
Main teaching	<ol style="list-style-type: none"> 1. Overhead pass control 2. Control of the touch of forearms 3. Control of the under arm serve 4. Initiation to serve from above 	. Mas ove con and abo
Activities	<ol style="list-style-type: none"> 1. Warm up <ul style="list-style-type: none"> • Stretching + warm-up exercises • Displacements in the sand 2. Activation games <ul style="list-style-type: none"> • Queen of the beach throwing the ball • Under arm serve 3. Development: a. Practice in pairs <ul style="list-style-type: none"> • Overhead pass • Overhead pass with a control pass • Overhead pass with four control passes and touching the knee of the opposing player • Forearm pass • Forearm pass with control pass • Forearm pass with four control passes and sit b. Practice in groups of four <ul style="list-style-type: none"> • Pass from zone 6 to zone 3 using the forearm pass, from zone 3 to zone 4 using the overhead pass, from zone 4 to zone 6 using the overhead pass again (the players rotate) • Pass from zone 6 to zone 3 using the forearm pass, from zone 3 to zone 2 using the overhead pass, from zone 2 to zone 6 using the overhead pass again (the players rotate) • Launch to the receiver of the other court that using forearm pass goes to zone 3 and this one, with overhead pass returns it to the one from zone 4 who grabs it and passes to the server. • The same exercise as above but changing to zone 2 	

	c. 4x4 initiation game	
	<ul style="list-style-type: none"> • Game with under arm serve with a hold plus and two hits (attack + reception or pass) 	
	<ul style="list-style-type: none"> • Free play 	
Stretching	<ul style="list-style-type: none"> • Cool down or return to calm 	

WEEK 2: Technical control of the overhead pass and forearm pass. Development of the serve.

WEEK 3: Initiation to the change of serve.

Time: 90 minutes		Res
Main teaching	<ol style="list-style-type: none"> 1. Improved reception by forearm pass. 2. Improved overhead pass. 3. Learning to attack. 	. - Im pas both atta
Activities	<p>1. Warm up</p> <ul style="list-style-type: none"> • Stretching plus warm up exercises • Displacements in the sand <p>2. Activation games</p> <ul style="list-style-type: none"> • Queen of the beach using under arm serve, catch and hit of forearms <p>3. Development:</p> <p>a. Practice in pairs</p> <ul style="list-style-type: none"> • Overhead pass • Displacements with control pass to the partner (overhead pass) • Scroll with five control touches and pass around the partner (overhead pass) • Forearm pass • Displacements with control pass to the partner (forearm pass) • Touch control forearms, pass to partner and knee on ground <p>b. Practice in groups of 4</p> <ul style="list-style-type: none"> • Launch from the opposite court working the reception, the pass and the hit • Attack learning (run, beat, jump, hit and fall) • Throws + attack <p>c. 4x4 initiation game</p> <ul style="list-style-type: none"> • Game without grip with under arm serve • Free play 	

Cooling

- Stretches and cool down

WEEK 4: Control of the change of the serve and initiation of the counterattack

Time: 90 minutes		Res
Main teaching	<ol style="list-style-type: none"> 1. Control of the reception technique (forearm pass) 2. Control of the pass or setting 3. Development of the attack 4. Block learning 5. Learning defense 	Imp of o pas initi defe
Activities	<p>1. Warm-up:</p> <ul style="list-style-type: none"> • Stretching + warm-up exercises • Displacements in the sand <p>2. Activation games:</p> <ul style="list-style-type: none"> • Queen of the beach with forearm pass (maximum two forearm passes) <p>3. Development:</p> <p>a. Technique practice in pairs</p> <ul style="list-style-type: none"> • Overhead pass • Forearm pass • Toggle with overhead pass control touch • Interleave with forearm pass control touch • Attack and defense <p>b. Initiation to block, attack and defense</p> <ul style="list-style-type: none"> • Defense in groups of 4 with diagonal attack (two defend and one player attacks and another gives balls). Change every two actions and player change every 10 balls. • Same exercise but in line attack • Single throw and attack • Launch to the setter, pass and attack • Concept of blocking and turn back <p>d. 4x4 initiation game</p> <ul style="list-style-type: none"> • Game according to international regulations 	

Cool down

- Stretching and relaxation

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