





**NEXOS
COMUNITARIOS**

**KICK-OFF PROJECT REPORT
February, 2021**

ABSTRACT

This report describes the results of our first pilot phase of the Kick-off Project. Over three different time periods, we organised soccer trainings with students at the local primary school to evaluate their participation in the project. We used three evaluating methodologies: survey, observation, and interview. The purpose of this report is to provide an overview of the pilot project with future recommendations to improve the Kick-off Project.

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WHO WE ARE

Nexos Comunitarios

[Nexos Comunitarios](#) (NC) is a Peruvian non-profit organization with a mission to combat poverty in isolated areas in the country. NC was founded in 2013, evolving from a former organization called *Nexos Voluntarios*, which was established in 2006. Our team is comprised of dedicated professionals and committed citizens working hand in hand with local community partners to plan and implement grassroots projects to promote sustainable development.

Development Model

Our development model aims to promote a responsible human development with a specific focus on three areas: health, education and economic empowerment (1). Our work is carried out with deep respect for human rights and *interculturality*.



Where we work

Since its start, NC has worked with various local communities in different regions across the country, including the Pacific coast and the Andes mountains. The majority of our efforts have been in a remote village called Cuncani nestled high in the Andes. It is difficult to surpass Cuncani's sublime nature and vividly enduring indigenous culture inherited from the Incas. At the same time, however, these two characteristics have attributed to severe isolation and absence of adequate government support. This has left the community and its residents in extreme poverty.



Cuncani at a glance

Name: koon-KA-nee

Location: Urubamba Region, Cusco district

Population: approx. 80 families

Geography: 3800 - 4200 meters above sea level

Livelihood: Agriculture, Tourism, Textiles

Standard of Living: Progress out of Poverty Index, 76% likelihood that population are living below the National Poverty Line of Peru.

Q&A of Community

Q. How long has NC worked in Cuncani?

A. NC has been working with Cuncani since 2013

Q. What basic services does the community have access to?

B. Cuncani has running water, latrines, a multi-grade school, and electricity for half the population. The location does not have a secondary school, a health clinic, phone/internet services, or a market.

Q. How do they access to service that they do not have?

A. Residents travel 2-3 hours by foot to their nearest community, Lares, for basic services. Local bus travel is limited.

Q. What does their daily life look like?

A. In a typical household, the father either cultivates their local potato farms or works in tourism outside their community. The mother is often in charge of household chores and uses her spare time to make textiles. Children go to school (primary school in Cuncani, and secondary school in Lares) during day time hours and help their parents when they get back home in mid-afternoon. Other activities involve raising domesticated animals (mainly alpaca, sheep, llama and guinea pig) and visiting Lares to purchase necessary products.

Q. What language do they speak?

A. The community speaks the indigenous language Quechua. Although children learn Spanish in school, a majority of their mothers are illiterate and only speak Quechua.

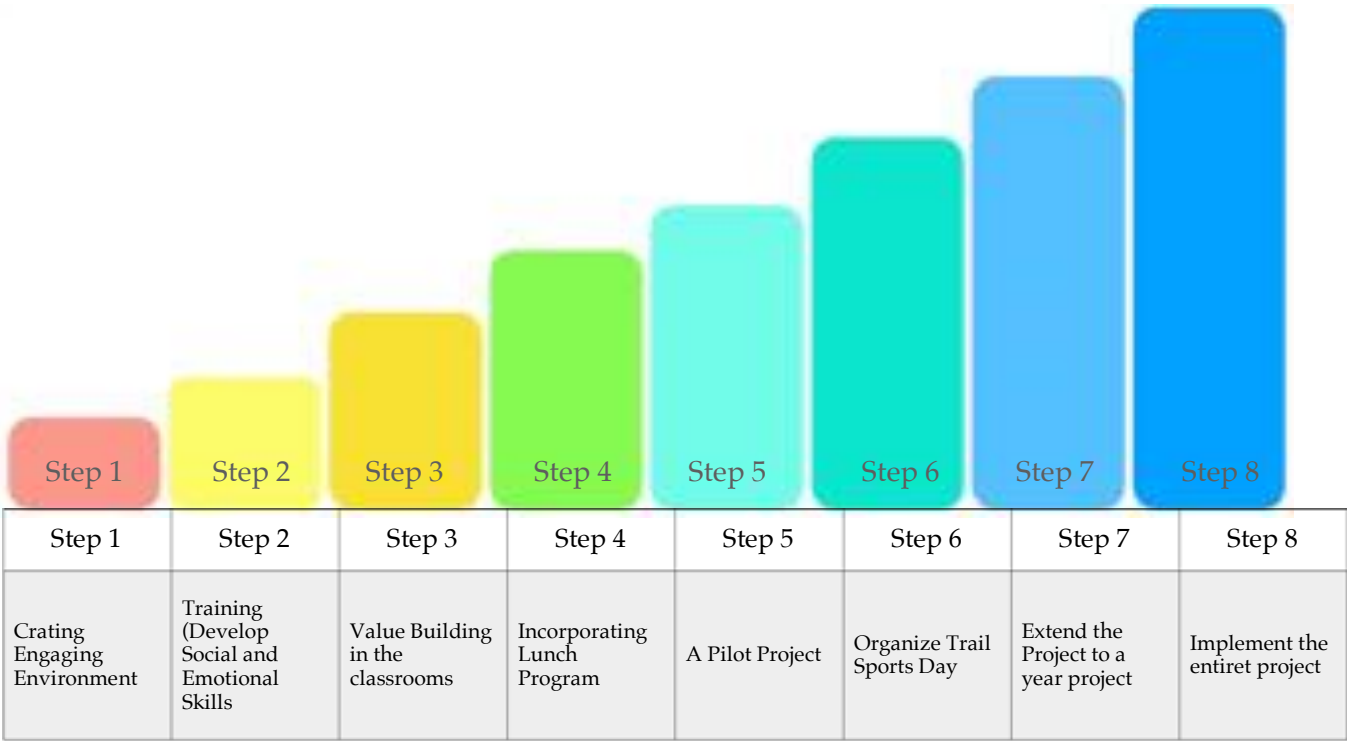
KICK-OFF PROJECT



Kick-off project is an innovative educational approach that utilizes the power of sports to promote quality education in marginalized communities within the country. The focus of the project is fostering physical education to creating an educational environment for the children to develop non-cognitive skills and cognitive skills, which will serve to promote three important areas: academic achievement, social and emotional skills, and health. By building these three foundational pillars, children will become socially well-rounded citizens in the community. This is the key to promote the well-being of the population as well as to promote sustainable development in the community.

This project takes place in a local multi-grade school in Cuncani with limited access to resources and infrastructure. Despite the challenges, passion for soccer is something that is shared among all regardless of their age and gender. Therefore, promoting quality education through sports has great potential. For further information and the design of the project, please see our "Kick-off Project" document.

PILOT PROJECT



Pilot Project

This pilot project represents the first and second steps of the Kick-off project strategy. The purpose of the pilot project is to carry out an initial phase of Kick-off Project in the community Cuncani: an isolated indigenous village located in the Andes region. The aim is to understand the potential impact of the project in its full scale. The pilot project is focused on the following four aspects:

- The impact of the project to improve the children’s soft skills (i.e. compassion). The response of the teachers towards current education and Kick-off Project.
- Level of participation and engagement of the community towards this project.
- Understand the realistic context of how the project may work and provide future recommendations.

The pilot project applied three research methodologies: observation, survey, and interview of the local students and teachers.

BACKGROUND

Context of the project

The pilot project was carried out in three separate periods: (A) February 2019, (B) May 2019, and (C) February 2020. All projects were conducted with the help of the groups of participants in NC program* from Western University and St. Francis Xavier University from Canada. To make a clear difference, university students will be referred to "participants", where students in Cuncani will be named "students" in this report. Each group consisted of 10 to 20 undergraduate students with a professor. The major of students differed greatly, however, participants received NC training workshops to be prepared to assist the research project. Each group stayed in the community for five days to carry out the activities at the school and soccer field which is located just beside the schoolyard.

The purpose of the five days visit is to organize and execute soccer training and gather information and contribute to the further development of the project. Depending on the availability and weather, each group dedicated two to four days to carry out the training sessions. From morning until early afternoon, the NC team ran the training with local students at the school. Late afternoon was dedicated to reflecting on the daily activities and preparing training sessions for the following days. The objective of the training session is to observe the level of engagement of the local participants, as well as the impact of the training towards their social and emotional skills. The impact was measured in two different methodologies: observation of the children by program participants, and survey sheet (self-evaluation sheet) filled by the children after each training session.

The local school is a multi-graded school consist of 38 students. There are three teachers each in charge of teaching grades 1 & 2, grades 3 & 4, and grades 5 & 6. Teachers are from Urubamba, which is located in the same district. One of them is the director of the school, who also teaches the class of grade 5 and 6. There is another preschool teacher who resides in Cuncani. All teachers speak both Spanish and Quechua, and the majority of coordination was done with the director of the school.

Some important considerations must be taken into account. First, the Peruvian school year runs from March until December; thus, (A) and (C) were conducted during vacation seasons, while

(B) was carried out in the middle of the school season. This difference plays a significant role in terms of participation of students. Without communication tools (no phone service nor internet access) and dispersed housing locations from the school, it was difficult to inform students about the training sessions at the soccer field. At the same time, the participation of the students was fairly low and varied from day to day as many of them were busy with other tasks (e.g. helping their parents with agriculture or household chores). Furthermore, as February is in the middle of the rainy season, ground conditions depended heavily on weather. On the other hand, training sessions took place during the school day. With sufficient coordination with the school, three training sessions were organized each day based on the age difference: grade 1 & 2; grade 3 & 4; and grade 5 & 6. Overall, (B) had the most consistent participation from the local students, and more structured training sessions were taken place.

Secondly, the language barrier must be noted. Cuncani is an indigenous community that speaks the native language of Quechua. Although men in the community speak Spanish, the majority of elderly and mothers communicate in Quechua. Currently, the local school teaches students to be literate in both Quechua and Spanish, while the majority of Canadian participants did not speak Spanish. The project was conducted in a combination of Spanish and English (NC serving as a bridge to organize and communicate with local schools and students). To be more specific, surveys were given in Spanish, while observation was written in English by the participants. Interviews were communicated in Spanish with translators.

*** NC has a partnership with various universities to organize field learning programs for university students. Our purpose is to bring people together to connect and foster community development.**

Groups	A	B	C
Date	February 2019 19. 20. 21.	May 2019 6. 7. 8. 9.	February 2020 19. 20.
Duration	3 days	3 days	3 days
Program Participants	18	10	16
Number of participated children	20	38	30
Activities			
Self- Report	0	0	0

Observation	O	O	O
Interview	X	O	X

Training session

The training session took place at the soccer field just beside the school. The field has fairly flat ground with two frames for soccer goals. There is no maintenance of the land, thus it has left with grabbles, mud, and dung of animals. It is a rectangle open field with two goalposts.

Children have been playing soccer in the community from an early age; however, none of them had former training involving organized team practice. The project aims to introduce structured training to promote the values of the students.

The training session lasted 50 minutes and consisted of three components. After the introduction and warm-up (where local students and NC program participants spend time to get to know each), two practice menus were selected depending on the age and skills of the children. The training finished with a mini game. NC divided the participants to be in charge of facilitating each practice to engage with the local students.

Concept	Duration (minutes)	Description	Training Menus
Introduction	10	Meeting with the children and participants	• Name Game
Warm Up	5	Jogging and stretching	
Practice 1	10	Training menu appropriate for the level of children	• Egg Drop • Kick Them Out • Traffic Light • River Cross Passing
Practice 2	10	Training menu appropriate for the level of children	• Chain Tag • Hit the Coach • Soccer Bee • Roll Dodgeball • Ball Control • Rondo

Game	15	Mini game depending on the number and situation	<ul style="list-style-type: none"> • 3 vs 3 Game • 4 vs 4 Game
Total	50		

*All the training menus will be attached in the Appendix.

METHODOLOGY

In this research, three different research methodologies are applied: survey, observation, and interview. All methodologies were formulated and conducted by the NC team with the help of the program participants. Despite the various limitations and challenges that we faced, the purpose was to gather the information to help further develop the project as a whole.

Survey

The first methodology was a survey: self-evaluation. This self-evaluation was applied to measure the subjective perspective of the soft skills of local students. The questionnaire contains 11 questions, each representing the values of leadership, resilience, teamwork, respect, helping, fairness, effort, responsibility, compassion, self-compassion, and happiness. These are closely related to the eight values that the Kick-off Project aims to promote (see the first report). Children were asked to answer each question on a scale of 10 (1 being the lowest and 10 being the highest) after every training session.

The paper is delivered to the children after each training with explicit instruction on how to complete the self-evaluation sheet. Questions are written in a simple sentence in Spanish so that the children will be able to read and understand. The survey was not written anonymously and students were asked to write their names on each paper. NC team collected all the data to measure the overall outcome.

N°	Question	Scale
1	I have shown my leadership today	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
2	I did not let myself down when I failed or lost today	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
3	I played for the team today	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
4	I showed respect to my teammates and opponents today	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
5	I helped my friends today	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
6	I played fairly and did not cheat today	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
7	I worked hard today	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
8	I was responsible for my actions today	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
9	I treated my friends with kindness today	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

10	I treated myself with kindness today	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
11	I am happy today	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

Observation

Aside from the self-evaluation survey, observation of the children during training sessions was conducted. Program participants were allocated to be in charge of a few children to monitor during the course of practice. In order to keep consistency, the same participants were responsible to monitor the same children for the entire week.

The observation was carried out with the use of an observation sheet. In this sheet, the participants were asked to record values (leadership, teamwork, resilience, effort, responsibility, compassion, fairness, and respect) that the children demonstrated during training sessions. Participants were asked to observe and comment on the children's behaviors. Progression of each students' character and focused values throughout the week were also logged by the observers.. All children were unaware that their participation was being observed so as to not elicit a change in their behavior. The comments were written down after the training away from students' eyes.

In this report, each value mentioned in the observation sheet was transformed into a quantitative piece of data. For example, if a participants wrote 'effort' and 'leadership' one time, and 'teamwork' two times in a particular student, his/her performance of the day is translated into: leadership "1", teamwork "2", resilience "0", respect "0", effort "1", responsibility "0", fairness "0", and compassion "0".

Interview

The interview methodology was a semi-structured interview. The interviewer used a set of predetermined questions and the respondents answered in their own words. The interview was targeted towards three local teachers, including 15 questions about themselves as well as personal opinions in regard to specific educational issues.

The interviews were conducted in (B) May 2019 with the help of Western University participants. Three professors were interviewed by a group of participants (four to five) respectively. In order

to create an environment for the professor to comfortably speak about their opinion, interviews took place in later days in the week to give time to build a personal relationship between participants and the professors.

The interview was conducted around 4 p.m. based on the demand of the teachers. Each teacher took turns answering in a classroom suggested by the teachers. Before starting the interview, teachers gave informed consent to participate in the interview. There was no time frame set for the teachers to answer the questions nor the length of the entire interview. The aim was to make teachers feel comfortable in their responses.

Each member of the group took on a responsibility: interview, translator, observer, and note takers. The interviewer asked the question in Spanish (with the help of a translator if needed) to the professor. The translator was responsible for translating the comments by the professors. Observer took a role in keeping the mind of the body language, nonverbal cues, and recording the interview. Finally, note-takers (one or two persons) wrote down all the paper records of the interview for later analysis.

Another set of interview questions were prepared for the parents of the children in a local school. However, due to the time constraints, we were only able to conduct an interview with a preschool teacher who has three children currently attending the local school.

N°	Questions for teachers
1	How long have you been working in Cuncani?
2	How long have you been working in rural communities like Cuncani?
3	What are some challenges for you?
4	Do you believe the education here is what is required for the children living here in Cuncani?

5	Do you think the national curriculum is adequate for the children?
6	How often is your work evaluated?
7	What do you think about how the evaluations are done?
8	How often are you trained by the state?
9	What do you think of the training?
10	How often do you meet with parents, not including school events and meals?
11	How is your relationship with the parents?
12	Are you interested in physical education?
13	Are you interested in sports?
14	If you could change the school, what would you do and how?
15	Are you happy working in Cuncani?
16	Are you interested in photovoice?

N°	Questions for parents
1	Are you happy with the education provided by the Multigrade School?
2	What are the main challenges you face with the school?
3	How are the relationships between the professors?
4	What are the most important courses for the boys and girls?
5	After graduation, do you think the children will be ready for secondary school in Lares or Urubamba?

LIMITATIONS

Survey

The main limitation of the survey in (A) and (C) was the consistency of the participation of the students. As training sessions were held for the students who have voluntarily participated, some students could not participate on consecutive days. At the same time, poor ground conditions on some days may have prevented children from showing up for the training sessions. Therefore, the data gained in (A) and (C) may have less validity compared to (B).

There have been some cases where data were not properly recorded. First, some students faced difficulties understanding questionnaires, especially among children at a younger age (grades 1 and 2). Therefore, some students have answered in chronological order (e.g. scale 1 for question 1, scale 2 for question 2, scale 3 for question 3). Such a self-evaluation sheet was excluded to maintain the accuracy of the total data. Another problem was some students have marked two values in one question (e.g. scale 5 and 8 were marked in the same question, and the following question has been blank). These scores were also taken away from the data as an exception.

Observation

The main difficulty of observation is to be consistently observing the same students over the period of time. Due to the harsh environment of the community, some program participants did not feel well and were not able to participate some days. In such a situation, other participants filled in to; however, this could have influenced the overall observation as it is completely subjective.

Another limitation was, especially during (A) and (C), different students participated in each day. Participants had to change frequently, making it difficult to keep track of who they were responsible to observe. Furthermore, as the pilot project was taken flexibly, it became quite confusing for the participants and was not able to watch over all the practices to record data. Also because the participants were a completely different group in each pilot project, it would not possible to compare across different seasons or years amongst the same children. Moreover, there were obstacles to converting qualitative data into quantitative data. Finally, it was a limited time period by which to gain sufficient data to observe the change in behavior.

Interview

The main barrier to the methodology was the language barrier. The exact tone and sentences told by the teachers were not accurately noted as the translators had to summarize the language and the note-takers had to record it in English. At the same time, many parents especially mothers were unable to respond as their language was Quechua. To overcome this problem in the future, we must hire a local translator to go from Quechua to Spanish and record it in Spanish (which NC has been doing in past research).

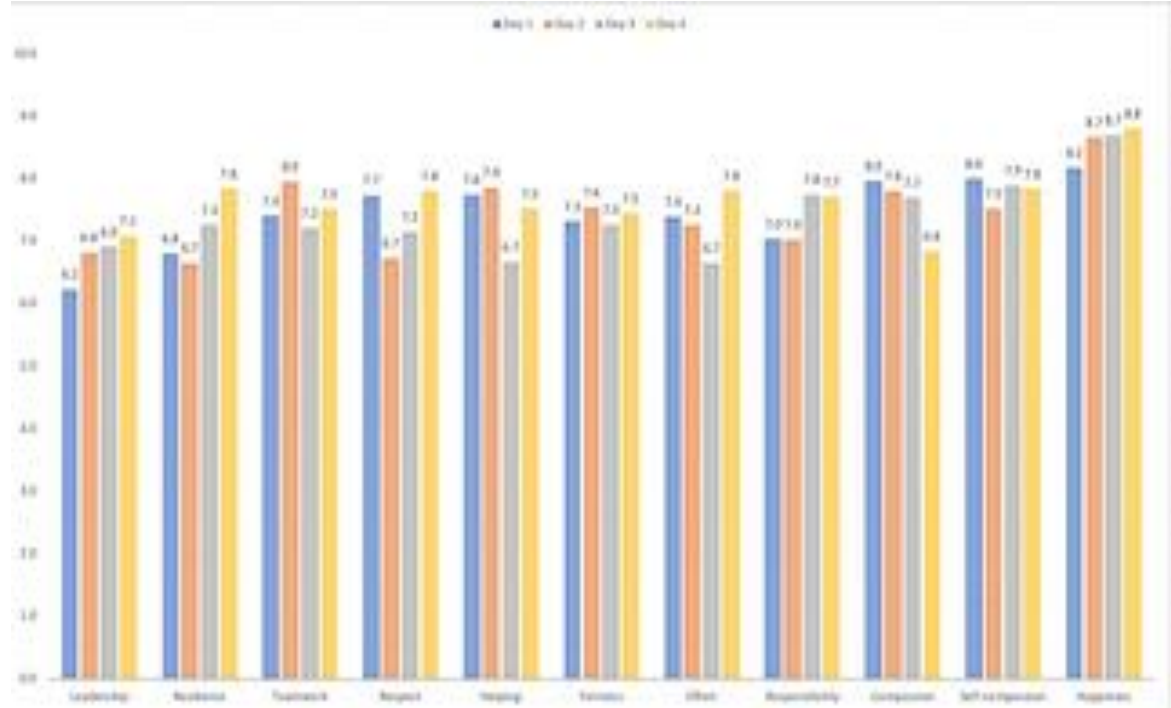
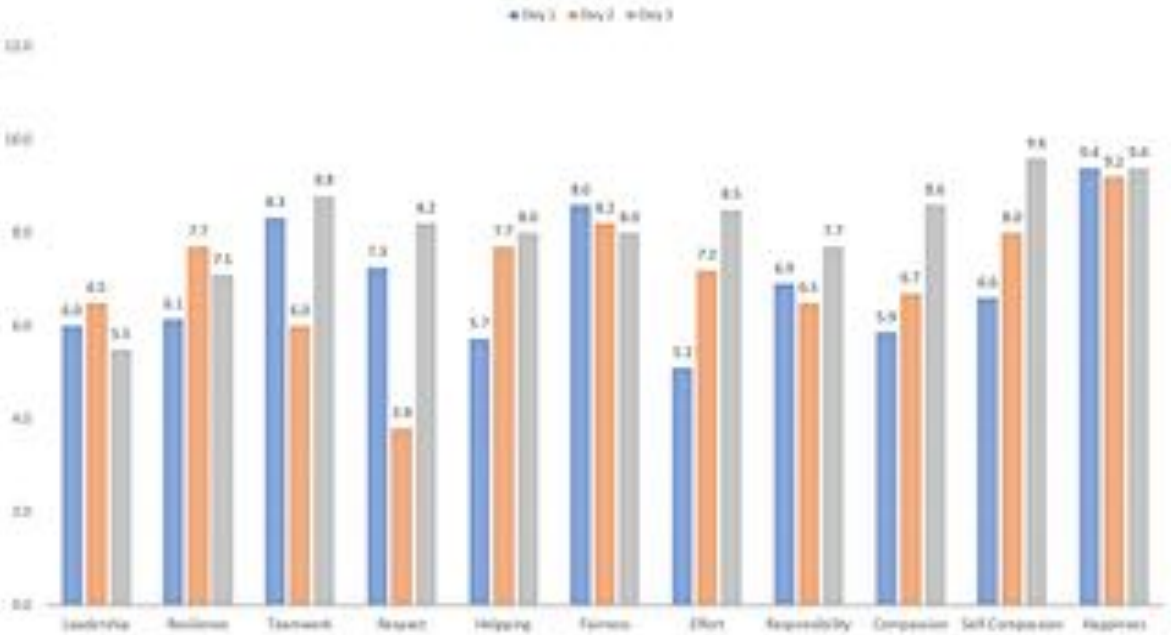
Response bias has to be taken into account as well. Teachers might be more willing to answer favorable answers to the questions to please NC. For example, it is difficult to say no to question 12 (Are you interested in physical education?) to a group of people that are promoting a certain project centered on physical education.

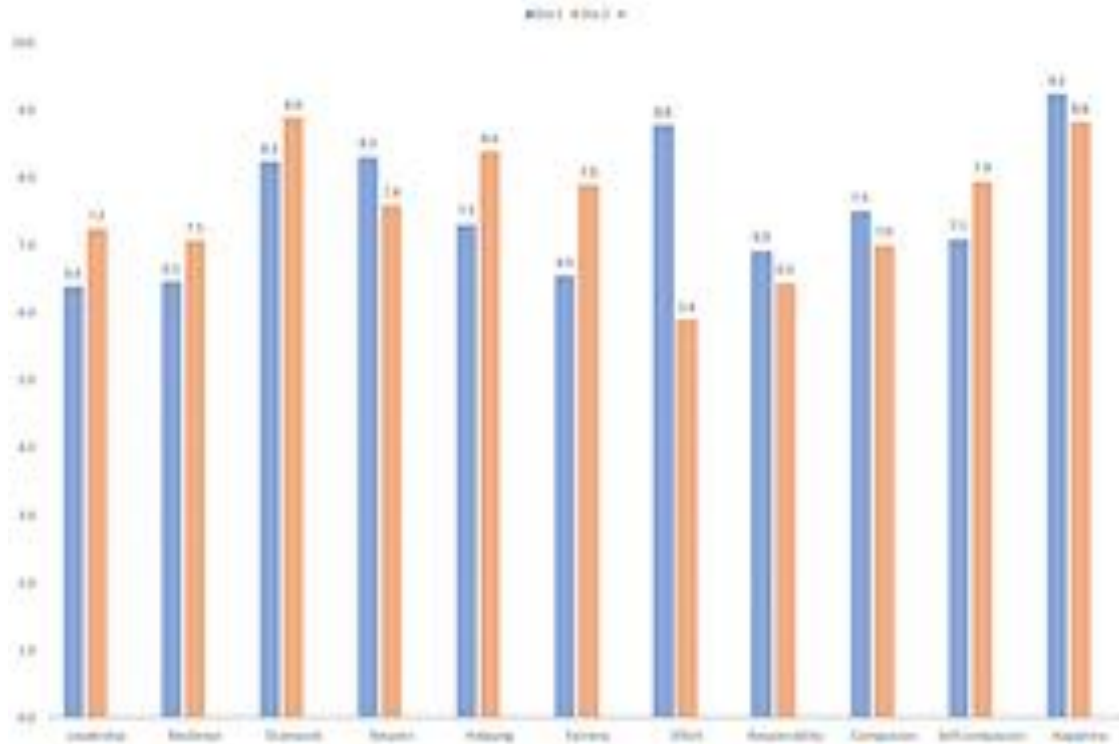
Furthermore, the different variables have prevented researchers access to the local population. First, the environment of the community with high altitude and dispersed houses allocated within the community in the middle of the mountain made it difficult to reach families. Secondly, lack of communication methods such as internet and phone signals hindered researchers to communicate with the locals to arrange meetings. Moreover, many family members were often occupied with daily tasks outside their house (farming, grazing animals, or visiting nearby communities).

Finally, the researchers' bias was also prevalent. Members of NC may hold unconscious bias when taking the information provided by the teachers at the local school to favor their stance and support their project. At the same time, the group of participants from Canadian University may have had unconscious bias during the recording of the information in the interview.

RESULTS

Survey





	February 2019	May 2019	February 2020	
Days	3 Days	4 Days	2 Days	Average
Leadership	6.0	6.8	6.8	6.5
Resilience	7.0	7.1	6.8	7.0
Teamwork	7.7	7.5	8.6	7.9
Respect	6.4	7.4	8.0	7.3
Helping	7.1	7.5	7.8	7.5
Fairness	8.3	7.4	7.2	7.6
Effort	6.9	7.3	7.3	7.2
Responsibility	7.0	7.4	6.7	7.0
Compassion	7.1	7.6	7.3	7.3
Self-Compassion	8.1	7.8	7.5	7.8
Happiness	9.3	8.6	9.0	9.0

(A) February 2019

- Happiness was the highest score at 9.3.
- Teamwork, self-compassion, and fairness also showed relatively high scores at 7.7, 8.1, and 8.3 respectively.
- The lowest value was leadership at 6.0.
- Respect and effort were relatively low under 6.9
- Responsibility, helping, compassion, and responsibility all scored around 7.0.
- There was no consistent trend across values and many fluctuated through three days.
- Helping, self-compassion, and compassion showed a gradual increase.
- Fairness decreased during the three days.

(B) May 2019

- Happiness was the highest score at 8.6
- Self-compassion scored 7.8 and compassion had 7.6.
- The lowest value was leadership at 6.8.
- Resilience, teamwork, respect, helping, fairness, effort, responsibility all scored between 7.1 and 7.5
- In general, there was no significant difference across all values aside from happiness and leadership.
- Five values (leadership, resilience, fairness, responsibility, happiness) showed an inclining trend over four days.
- Compassion and self-compassion showed general drop during the period

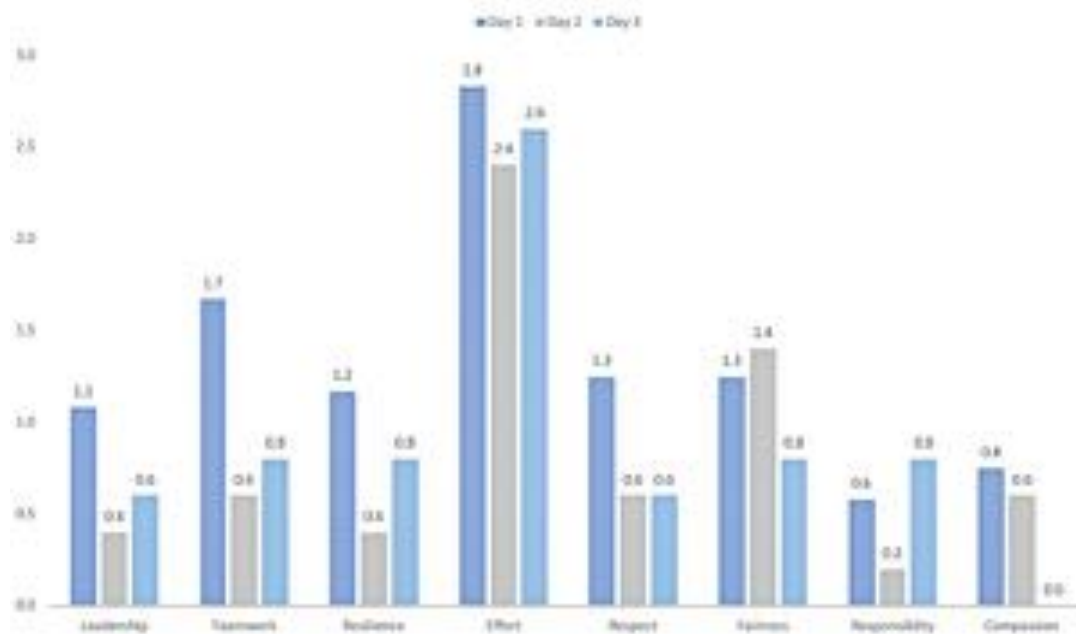
(C) February 2020

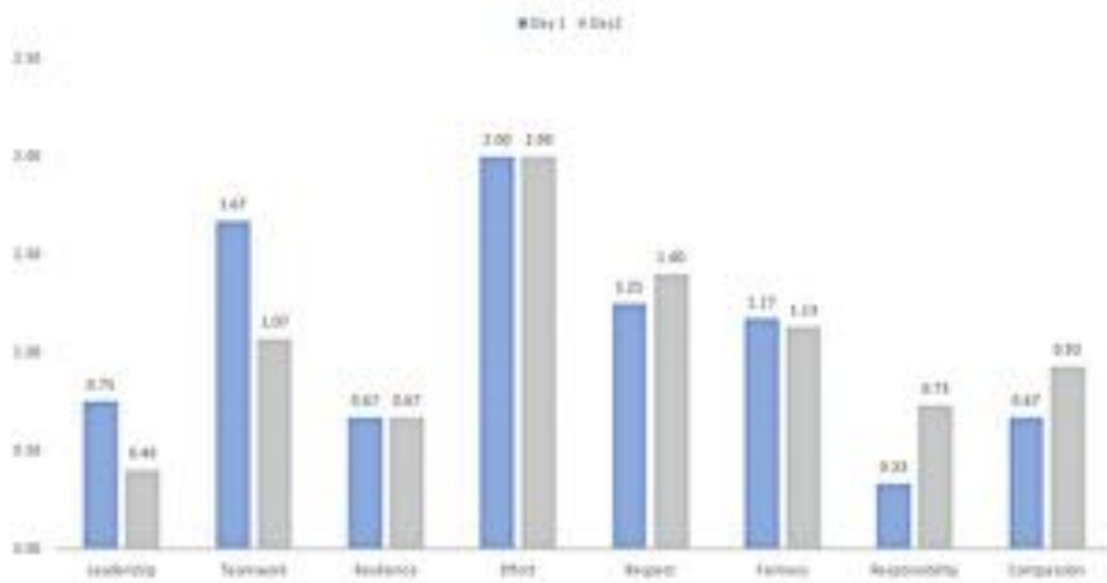
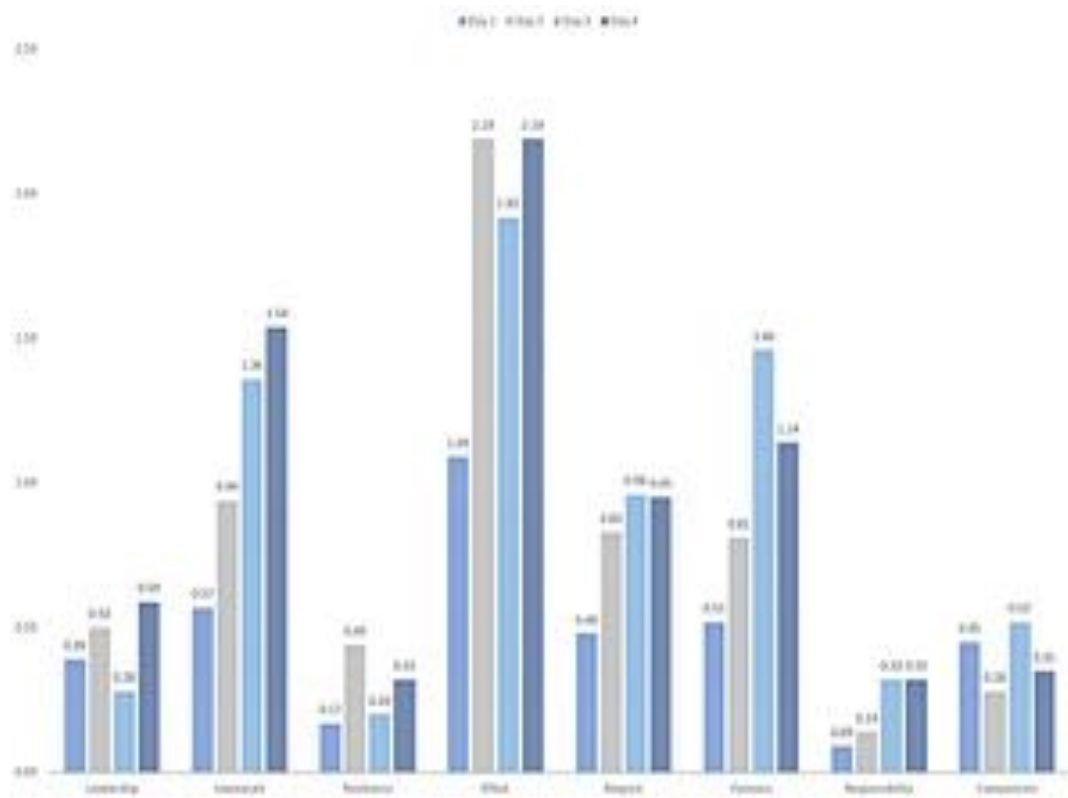
- Happiness was the highest score at 9.0
- Teamwork and respect scored relatively high scores at 8.6 and 8.0 respectively.
- The lowest value was responsibility at 6.7.
- Leadership and resilience were also low at an average of 6.8
- Helping, fairness, effort, compassion, and self-compassion all scored between 7.2 and 7.8.
- Six values (leadership, resilience, teamwork, helping, fairness, self-compassion, happiness) increased, whereas others decreased between 2 days.

Overall

The self-report have shown a slight increase during the three-time period. Happiness showed the highest score among all other categories. Self-compassion and teamwork have also recorded high value. On the other hand, Leadership was scored the lowest, and resilience and responsibility were also relatively low.

Observation





	February 2019	May 2019	February 2020	
Days	3 Days	4 Days	2 Days	Average
Leadership	0.7	0.4	0.6	0.6
Teamwork	1.0	1.1	1.4	1.2
Resilience	0.8	0.3	0.7	0.6
Effort	2.6	1.9	2.0	2.2
Respect	0.8	0.8	1.3	1.0
Fairness	1.2	1.0	1.2	1.1
Responsibility	0.5	0.2	0.5	0.4
Compassion	0.5	0.4	0.8	0.6

(A) February 2019

- The effort was the highest at the value of 2.6
- Fairness had an average of 1.2 and teamwork scored 1.0.
- Compassion and responsibility were the lowest at 0.5
- Among eight values, six of them was mostly recorded on the first day
- Second day seemed to score the least among three days
- No constant increase nor decrease has been observed; except for the compassion (which dropped from 0.8, 0.6, and then 0.0).

(B) May 2019

- The effort was the highest at a value of 1.9.
- Fairness had an average of 1.0 and teamwork scored 1.1
- Responsibility was recorded at the least at 0.2.
- Compassion, leadership, and resilience had a low average between 0.3 to 0.4.
- All the values showed a general increasing trend other than resilience and compassion.

(C) February 2020

- The effort was the highest at the value of 2.0
- Teamwork, respect, and fairness all scored above 1.2.

- Resilience, responsibility, leadership, and compassion remained low between 0.5 and 0.8.

Overall

Although the program participants varied across the three-time period, the result shared similarities.

In general, the effort was the most frequent observed values amongst a three-time period at 2.2, followed by teamwork (1.2), fairness (1.5), and respect (1.0) On the other hand, responsibility was the lowest of 0.4 in total average. Also, compassion, leadership, and resilience all scored an average of 0.6.

Interview

Teacher 1

Nº	Questions	Answers
1	How long have you been working in Cuncani?	She has spent 2 years working in Cuncani and is nearing 3.
2	How long have you been working in rural communities like Cuncani?	She has spent 10 years working in rural communities like Cuncani. She spent 7 years in another community that is quite far away, which is even poorer than this community.
3	What are some challenges for you?	The biggest challenge she highlights is that she wants the students to not only understand the material but to learn values. The values that matter to her are honesty, community, sharing, and solidarity. Her goal is for students to feel that they are a family by the end of the year because she 'has a great feeling for the children.' She sees the children almost as her own and she feels she has a responsibility for their learning because they need the material from this class for their next classes and in secondary schools. She does not like egotism and conflict. One problem she highlights regarding the instruction of these values is that many parents are indifferent to their kids. They don't say 'I love you' or give hugs, but this is what kids need. She tries to give the children the love and caring they should be getting at home. She hugs them and teaches them to hug and love each other because their parents are so cold and she hopes that these are qualities they will take with them. She resolved most problems in class but sometimes involves the director. As a woman and as a mother she said that it is important for her to give them the love that they are not getting at home.
4	Do you believe the education here is what is required for the children living here in Cuncani?	She believed that the education that children are getting at the school is what is needed and stressed that the educational needs of children in Cuncani are completely different than cities as close as Lares and even from other rural areas. When these children come to school, they speak only Quechua, whereas most children in other rural communities would speak Spanish and Quechua. The difference between Cuncani and urban centers is even bigger. The children in urban centers are more awake because they have access to new technology, news, and other things. Kids in Cuncani, however, have nature all around them. In an urban center, if you want to know about medicinal plants, you would look it up online. Her class has planted these medicinal plants (they were sitting by the window at

		the back of the classroom). The children in urban centers might get more information, but the children in Cuncani have direct contact with these plants.
5	Do you think the national curriculum is adequate for the children?	The curriculum must be contextualized in order for governmental norms to be applicable from place to place. In Cuncani, the children speak Quechua. The question is: how do you take the governmental curriculum and bring students from speaking completely in Quechua to Spanish. They have adapted the curriculum so that students first start to read and write in Quechua and then in Spanish. One problem with this is that the alphabet only imperfectly transfers info Quechua (this is especially an issue concerning values for example). Through contextualizing the curriculum, the school is able to take the things that are supposed to be taught and adapt them to work for the community. For example, the holy week of Easter is also a period to get medicinal plants so the school relates that week to science and math. They look at what plants are good for sore throats and other illnesses. May is the month of potatoes in Cuncani, so that talk about why they are good for you, which potatoes are good for what, and they are also used to teach math.
6	How often is your work evaluated?	She is evaluated once every year by someone from the ministry but is observed several times a year. There is also a series of training that they can do online (she and the director are completing this online training).
7	What do you think about how the evaluations are done?	She feels that there is a problem with the kind of evaluation that is conducted. The evaluation is given in terms of statistics and checking off boxes. Criticism is given, but it is not constructive. She wants constructive criticism but says that they do not sit down and talk with you. There are exams they can take, but the problem with this is the degree of corruption. For example, some people see the test in advance. It is not a fair system to advance in terms of levels. She feels that she is doing good as a teacher and this system that is so negative is not constructive for her.
8	How often are you trained by the state?	She is trained by the state twice per year (once at the beginning and once halfway through the year). There are also a series of workshops held that are supposed to help the professors deal with intercultural and bilingual challenged. The program works based on pedagogical levels. People come in once or twice a month, but this is not working for them.
9	What do you think of the training?	The government does training and it is good for the ministry of education but does not help the teachers. The people who come do not have information that is all that useful. The government does these training to fulfill a requirement, but they don't realize that there are differences even between different communities of Quechua. Some of the information they give is useful, but most of it is empty.
10	How often do you meet with parents, not including school events and meals?	She has meetings with the parents every trimester. The kids have an exam at the beginning of the year to see where they are at. The problem is that most parents (especially the women) are unable to read and write so that are unable to help with their child's homework. The best they can do is say 'do your homework.' After school, the children care may for animals, some come from far away, and many don't have electricity so they cannot work after dark. Many parents are indifferent towards education as most did not finish primary school. Thus, many children do not do homework but are the children do not work on their studies at home, they come back to school and forget what they have been taught. Some parents are also alcoholics, and others are interested in the school mostly because it is where the children are fed, not because it is where they are educated.
11	How is your relationship with the parents?	She feels that her relationship with the parents is good in general, as it is founded on mutual respect. They are cordial with each other (saying 'hello, How are you?' when they see each other). With some parents, there is more communication and better coordination between the school and them. There are times when they can coordinate between the schoolroom and what parents do. For example, the plantings in the back of the classroom were done together with the parents.

12	Are you interested in physical education?	She is interested in physical education not only because the kids like it, but because she believes that development in sports is also intellectual and students can bring this development back into the classroom. Physical education is a very important area of a student's total education.
13	Are you interested in sports?	Yes. She likes volleyball and going out walking, but often does not find enough time to do it. She could get up early and do it, but that is hard to do. Sometimes her sport is going out with the kids. She believes that it is good for her health and development.
14	If you could change the school, what would you do and how?	If she could change the school, she would love to have the kids become more creative. She sees the children as artists in expressing and realizing their talents. The children are very timid/embarrassed and she wants them to develop the talents they have inside to build their confidence. Competitions should be organized for reading, math, sports, singing, and art because right now, the children are not participating. Through this, she hopes children will realize what it is to be a football player or a this or a that. She hopes they can compete in other places so that they can further develop this active role. She also would change the infrastructure of the school. Having parents participate in creating ornamental flower decorations would help change the physical aspect of the school (aesthetic approach). She also wants there to be better maternal things for the sport. For example, the main area in the middle of the school to be made level and turned into a field with areas of goals (to also be done with the participation of parents).
15	Are you happy working in Cuncani?	Yes. She likes teaching in Cuncani and views it as her second home. The only problem is this it is so far away from her other home and her children. She likes working with the kids and parents and when she goes to teach somewhere else, she will miss Cuncani.
16	Are you interested in photovoice?	She is interested in participating in photovoice

Teacher 2

Nº	Questions	Answers
1	How long have you been working in Cuncani?	He has worked 12 years in Cuncani, then came back 20 years later
2	How long have you been working in rural communities like Cuncani?	30 years
3	What are some challenges for you?	<p>He states that Peru has a very high knowledge of the country. Inca had a lot of innovation but Spanish came and much of it disappeared.</p> <p>They are descendants of Incas but the government has all the power. People who hold power are at the people who live in the coast. Problem is that the government has all power, and high-status, imposing the European style of education. Indigenous people don't participate in government, so that's why Cuncani exists with its poverty and education. As nutrition- malnutrition exists, kids can't think well as a result. This is the government's responsibility but they forget. Corruption exists that prevents funding for food and education in rural communities.</p> <p>According to him, food, nutrition, and society are key points. The government needs to create a program to improve these three components. He claims he has also experienced malnutrition.</p>

		He believes that the situation is getting worse since the Spanish came. People and communities are not working together, and teachers are also oppressed by the government, so they can't really initiate much change. "Ayu" is a phrase of Incas representing everyone working effectively together. However, everything seems going bad, so he is unsure of what he can do for the kids here.
4	Do you believe the education here is what is required for the children living here in Cuncani?	It is different. So many communities and each education systems are different for each community. Cuncani is one of the most disadvantaged. The government doesn't prioritize their thinking and alimentation.
5	Do you think the national curriculum is adequate for the children?	No, because the Andes vision is not taken into account by the government. EIB (education intercultural bilingual) is the national curriculum at present. The education is like the devil.
6	How often is your work evaluated?	Constantly. Any time but normally 2 times per month.
7	What do you think about how the evaluations are done?	Very fixed evaluation system. Only evaluates certain qualities but not everything he knows. Doesn't think this is good evaluation.
8	How often are you trained by the state?	No training provided by the government.
9	What do you think of the training?	Train themselves online. Different titles of teachers depends on education and money spent.
10	How often do you meet with parents, not including school events and meals?	Every 15 days.
11	How is your relationship with the parents?	Normal, nothing very special. Neither bad or good. When they feel they need to meet, they contact the parents via flyers delivered by the kids.
12	Are you interested in physical education?	Yes.
13	Are you interested in sports?	Yes, because it wakes up kids to want to learn.
14	If you could change the school, what would you do and how?	He noted that there is nothing you can do. But as part of NC, combat malnutrition amongst mothers is the most important. This is because kids are more likely to get malnutrition as a result. Thus, to solve kids' malnutrition as then they can learn and be healthy themselves and for their future kids. Focus on one family at a time so they can lead this movement and eventually in 10 years, the community may change. He also states that the ministry of health should come in and take care of parasites, as kids can eat but not get any better. They can take a tablet every month to start improving the situation. From soccer and the connections developed, the situation may improve. With 13 years of experience being in Cuncani, soccer is the thing that unites people, in his opinion.
15	Are you happy working in Cuncani?	He is happy as knows all the parents as he taught all of them, and there have been large improvements to the road. Infrastructure has improved a lot, but education has not improved that much. Eg. They invested in infrastructure and cars but not so much in education. The quality of life for families has not changed that much.

16	Are you interested in photovoice?	Might be more impactful to use Photovoice to advocate to the government congressman gets 25,000 soles per month, teachers only 2000 soles.
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Teacher 3

N°	Questions	Answers
1	How long have you been working in Cuncani?	3 years
2	How long have you been working in rural communities like Cuncani?	Spent most of career in rural communities: 7 years grade school children
3	What are some challenges for you?	Challenge of changing teaching method and curriculum, which emphasizes competence and understanding rather than memorization. Also challenging to fit into national system.
4	Do you believe the education here is what is required for the children living here in Cuncani?	54 different non-Spanish languages, so children need the education to make them bilingual; no bilingual in secondary school, everything is in Spanish. This can be a shock and make them dislike and be frustrated with school, but the expectation is that they can do everything in Spanish.
5	Do you think the national curriculum is adequate for the children?	Challenge of the new curriculum. Doesn't meet the needs of all students and doesn't allow lower-level students to catch up. Concerning for teachers because they need to understand the curriculum, but many don't have university training and only know the old method. The teachers with university training are sent to urban centers while others are sent to rural, which usually determines the success of students (although there are exceptions). Students should be the light for teachers: expression in Quechua for "illumination from within," like first starts coming at night that then form constellations. The national curriculum pulls together modern knowledge with traditional, and teachers must teach things from students' culture.
6	How often is your work evaluated?	Evaluations every month, sometimes every 3, to evaluate the school and performance for what's okay or where are the problems. Used to only be once per year. Also, bring in experts in pedagogy to work with them.
7	What do you think about how the evaluations are done?	It makes them better teachers.
8	How often are you trained by the state?	Training for a couple of weeks each year (this year in March), including about curriculum. Have another set of workshops each ½ year. Micro workshops (August) to adjust curriculum to needs. Digital platform for online courses for profs. More training increases level (1 to 6) which increases salary (2500 sol to 5000 sol). This means that payment isn't the same for the same work.
9	What do you think of the training?	It's a great system if you want to learn, but problematic otherwise.

10	How often do you meet with parents, not including school events and meals?	This year he is initiating training with parents on how to have a child to succeed economically and not just avoid being poor. He tries to work with the family so that they play with, love, and encourage learning in the child. Wants to break the cycle of children learning beating, rape, etc from their parents. Also meetings with parents about the child's evaluation.
11	How is your relationship with the parents?	Initially, parents looked at him strangely because the previous director didn't get along well, making it difficult at first and they were concerned about him making sudden changes. He respects them for the work of their parents and grandparents to settle the land, so he wouldn't betray them in any way. He also comes from a rural community so he understands. He tries to view students as children of a prestigious career, not as children of some substandard community because they should be guaranteed the same quality education. He arrives early to show he's serving the community and not taking advantage of it; 'actions speak louder than words.'
12	Are you interested in physical education?	As a kid, viewed physical education like a box of chocolates: a great treat he loved. The government increased hours of PE from 2 to 3 and included a warmup routine before school. The exercise allows them to get more creative and intellectual. But the problem that they lack material and equipment for anything more sophisticated than soccer.
13	Are you interested in sports?	He practices sports as a good way to de-stress. Forms a sense of community with players so that you are better at work to overall make for a better life. Children here feel embarrassed to compete elsewhere (e.g. in sports or poetry), but he uses his car to take them out of the community since he believes its important. Does good because he believes the good will come back to him (like karma).
14	If you could change the school, what would you do and how?	(1) Would first change himself, to be more tolerant and not look down on himself or colleagues. (2) Would get the parents to participate in the education of the children more, and to teach about being punctual, interpersonal skills, doing their homework, etc. Would want parents to sign a contract to be involved with children. (3) Would change infrastructure in the community. (Overall) He's initiated these changes, but he hopes to write down the progress so the next director can continue. He can't stay because he would lose his job in Urubamba. He feels anyone can fill his role.
15	Are you happy working in Cuncani?	Yes, and he sees most parents appreciate what he does. He's happy to see students go to secondary school, but if they fail it's like a knife to his heart.
16	Are you interested in photovoice?	Yes. He took a course in mentoring and is interested in a new way to mentor. Additional comments: Great problem is lack of nutrition in students: usually only potatoes, usually malnourished, suffer anemia, affects education. Parents leave the entirety of education to school, including sanitation and nutrition, and they are often indifferent to the student's education and treat them as adults.

All teachers had worked in rural communities for many years before they were assigned to the school in Cuncani. They seemed to be passionate about educating children in the community; and at the same time, see the need for improvement in the community.

Parents

According to the teachers' opinions, the relationship between school and parents is generally healthy and respectful. However, one of the most frequent concerns they hold is the indifference of the parents towards the education of their children. Parents often prioritize their work and depend on school's to teach skills and knowledge, and nutritions.* This may also be due to the lack of educations level of the parents to help with children's schoolwork. Most

importantly, the language barriers between mother (who speaks Quechua) and school work (written in Spanish) can be understood as a major obstacle. Both parents and teachers agree that better productive relationships (better communication and scheduling) between schools and families can increase the school performance of the children. Malnutrition amongst children is also mentioned as a root cause of poor academic performance at school.

Curriculum

Students are required to be fully bilingual to attend secondary school, which runs only Spanish. Also, teachers have mentioned the difficulty of adapting the national curriculum so that it meets the needs of the community and teaches both modern and cultural knowledge. Due to such hardships, some students are left behind.

School system

In terms of teacher training, it is provided twice per year to improve teaching, with additional focus on intercultural and bilingual challenges. Nonetheless, the materials are not always helpful. Aside from training, there are also online workshops. The amount of training determines pedagogical levels that dictate salary. Overall, the system is effective for professors that take initiative and want to learn (and have time and resources to do so), however, it is easy to fall behind. The evaluation takes place regularly (observation and feedback every month) to provide feedback for the professors to improve, but some feel it is not always constructive and lacks certain qualities to be evaluated.

***School provides regular breakfast as a part of national program [Qali Warma](#). Aside from this program, NC provides daily lunch for the children in the school.**

FINDING AND CONCLUSIONS

The impact of the project on the children on improving their soft skills.

Survey and observation provided quantitative data on the impact of the training session on students in the community. Although there are limitations in the methodology, a great amount of data is sufficient to demonstrate the general trend.

There was a 14.6 point increase in February 2019, 2.1 point increase in May 2019, and 0.2 increase in February. The increase in values varied across three time periods, however, it showed a consistent increase in the self-report. On the other hand, there is an -6.5 point decrease in the observation values in February 2019, 9.25 increase in May 2019, and -0.2 decrease in February 2020. In total, there was a 2.55 increase in observation value.

Overall, both self-report and observation showed an increase throughout the period of time. Although it does not prove a strong link with the training, it does show a positive light on promoting the social-emotional skills of students through soccer training.

This is an initial step of the project; thus it has served more baseline information of the student's perspectives as well as how they are showing their values in their training. In general, there are still many values that they can improve in the observation and self-report.

In general, there was more percentage of increase than decrease. This shows that the training session has a positive impact on children's self-awareness and behavior based on the values taught.

The perception of the Teachers towards current education and Kick-Off project.

The teachers emphasized challenges with the family and living situations of the students.

Parents are often indifferent to the children's education, prioritizing work and relying on the school to teach values and provide nutrition and not teaching about or providing love. Common malnutrition leads to anemia and less energy in the children, which hinders their engagement and success in school. There are also challenges for teachers with the curriculum, evaluation,

and training. The curriculum was recently changed to focus on understanding rather than memorization, which has been a shock to some professors, and it is a challenge to adapt the curriculum to include cultural knowledge and to make the children fully bilingual. Evaluations occur often and can help improve teaching, but some feel that it is not very constructive. The training system is effective for teachers that take initiative and want to learn, while having the time and resources to do so, but it is easy for others to fall behind. Additionally, not all professors have university training or know the new understanding-focused curriculum, and these are often the ones sent to rural communities, which hinders the success of the children. Lastly, the professors all agreed and are passionate that sports and physical education are essential for students to be more focused and creative in class, as well as more intellectual, but one challenge is that they lack sufficient equipment for anything more sophisticated than soccer.

Overall, the teachers feel powerless in advocating the government for changes in the education system. This leads them to feel demoralized over time. From a historical perspective, they believe the government is focused less on the Andes region, and in particular rural, indigenous communities such as Cuncani. A consensus between the teachers was observed pertaining to the benefits of the Kick-off Project, Photovoice, and the importance of increased parental involvement in education. Some differences between teachers involved their opinions on infrastructure, thoughts on the adequacy of their training, and actions towards implementing positive change. Future research in the community could include additional interviews with women in the community, in particular ones who speak Quechua. NC could also play a role in facilitating, evaluating, and passing-on the gradual changes desired and being implemented by the teachers while bringing their concerns to the appropriate governing bodies. More comprehensive studies over extended periods of time would allow for the understanding of how these challenges are being addressed at the school, whether these methods are effective, and what interventions should occur.

Level of participation and engagement of the community towards this project.

It was not easy to measure the exact amount of engagement of the community towards this project. This pilot project aimed to gain a better understanding of how children are engaged with the participation of soccer training as well as the teachers' perspective towards promoting

physical education through soccer. Unfortunately, we did not have time and resources to interview with parents in the community to gain a better understanding of their perspectives.

First, the children were actively engaged in soccer training in general. Based on the self-report survey, it is clear that happiness always stands out as the highest value. It is sufficient enough to understand that children genuinely enjoyed playing soccer.

At the same time, observations by the program participants also noted many children putting an effort into playing soccer. This shows the level of engagement among children in the training session. In general, there were many positive comments about children enjoying playing soccer. This was especially relevant during the May 2019 group as there was a constant number of children and the sessions were divided into age different.

On the other hand, during the February sessions, the difficulties raised as many students from different age groups were playing the same training menu. Especially in older age groups, there were some comments that they seemed to lose interest as the training was not challenging. Also, there were cases where the students seemed eager to play games and reluctant to do training. Also, there was less engagement when the practice menu was not explained clearly and the students were confused about the training.

Furthermore, both gender boys and girls seemed to enjoy playing soccer in general with some exceptions where few girls did not want to participate. The gender difference became a greater problem especially in older ages (grades 5 and 6). Both girls and boys were uncomfortable being in a group that included all the opposite gender.

Overall, with some occasions where students lost interest, both girls and boys in all age groups enjoyed playing soccer and being active outside.

Understand the realistic context of how the project may carry out and provide future recommendations.

The biggest takeaway from this pilot project is to learn the challenges and improve it to build a stronger foundation for the project. With modest progress, there are many more lessons to be learned from this pilot project.

Self-report

In general, the self-evaluation survey methodology was fairly effective and provided useful data to evaluate students' perceptions of each value. Most of the students did not find difficulties in understanding and completing the survey. However, there were some percentages of younger students (grades 1 and 2) not understanding the meaning of questions. This problem seemed to be raised as a result of a lack of understanding of Spanish as well as comprehension of the meaning of the question. It is recommended to ask the local teacher to translate into Quechua and change the answer from scaling to more evident marks (e.g. sad face, normal face, and happy face) so that it would be easier for the students to answer accurately to each question.

Another discussion is whether students should fill out the survey in every session or more regular frequency (e.g. weekly or monthly). With tight scheduling of the pilot project, one difficulty was that ensuring the time for the students to fill out the survey after each practice. One consideration and risk of asking them to fill out the survey is that students will get tired of repetitively completing them. Therefore, it may be a good consideration to adjust and organize the frequency of conducting this survey.

Moreover, although self-report is a good methodology to gain a better understanding of the student's perception towards certain values, it would not serve much validity and concrete evidence to suggest whether their value is improving or not. The purpose is to add additional quality in the monitoring and evaluation method of the project as well as indirectly informing and suggesting students to understand what types of values that they are cultivating through playing soccer.

Observation

Observation of students during their training sessions has been a challenging task. Even though it could provide quality data to see how children are changing their behavior, the result was limited to see the actual behavioral change due to the time restriction. Considering conducting observation throughout the year, this may provide useful data in general.

However, there were many challenging facts we must take into account. Program participants have noted that it is quite a time-consuming task to follow every detail of the behavior of certain students during practice. Also, the most difficulty was identifying which values the students were showing in the practice. The evaluation structure was not firmly established, thus,

participants experienced difficulty filling the evaluation sheets. At the same time, lack of structure in the evaluation process resulted in variance among participants (some recorded in detail what the students did while others did not fill out much of the sheet).

Furthermore, in a realistic context (launching this project in full scale), it is impossible to allocate numbers of observers (more than ten people). It would likely be the coach who would observe how the children are doing at the training session. Therefore, even though the idea of an observation sheet could be reliable data with better-structured methods throughout the year, it will not be a practical method to monitor and evaluate the behavioral change of students. Instead, the observation sheet must be filled regularly by a coach who will be responsible for running the training session for a year, as well as local teachers to follow how their values are changing in their school setting. As they are the closest and seeing their everyday behavior, it would be more reliable sources.

Alternative or new ideas of methodologies

With obstacles to observation methodology, there are other ways to monitor and evaluate their behavioral change. Providing cameras to local students and teachers to take photos and videos regularly could offer qualitative data to show the impact of how soccer training is impacting their life. Students can take pictures of their friends practicing and explain what the picture is showing, as well as taking videos and express their feeling or opinions. These methods can provide more local context as well as their feeling and thoughts about soccer training itself. Moreover, providing cameras to students can also promote their engagement and participation in the project.

This idea of using cameras to keep a record of the project from local perspectives can also be adapted to local teachers as well as local parents. Organizing a set of workshops and regularly evaluating the project with and by themselves could promote their participation as well as interest in the project.

Interview

Interviewing local teachers was successful allowing for extra perspective on the educational context as well as the project. It provided useful background information about the school and their perspective towards the problems that they face. It is critical to incorporate their perspectives and launch this project with their support.

Due to time limitations, it was unfortunate that we were not able to interview with local parents to hear about their perspective. It is critical to gain a parent's perspective towards education in local schools as well as how they see the problem with education. The structure of the interview could be adjusted with the parents so that research bias could be reduced as much as possible.

For the next step of the project (to run them in class activities reflecting the values that they learn from the training session), more coordination and understanding from the teachers will be a crucial key to the success of the project.

One problem with stepping forward with the teachers is that they are often replaced with another school in a two- or three-year time period. For example, even though the director of the school is still working at the local school, the other two teachers who we have interviewed have been posted to another school in March 2020. Thus, it is important to communicate with a local school as well as parents to build the relationship to sustain and foster the Kick-off Project.

Soccer training

Our organization had no affiliation with soccer training at all. Thus all training menu and structure of practice were constructed based on the reference of the guideline of a soccer training book. Also, some training sessions were adapted to play with the students in the school.

In general, the training was successful. There were enough varieties of practice so that children could enjoy playing. However, there was some practice drills that students enjoyed more than others. A few drills were too difficult for the students and lost their enthusiasm. In the future, more practice drills should be created and make students engaged in a long time.

The time frame of 50 minutes seemed to be the appropriate amount, allowing the students to play outside and agreed upon by the local school personnel. In terms of time management, school runs flexible without a strict schedule, therefore, we must coordinate with the school teachers to adjust and find a suitable time.

Next step

Overall, the pilot project has provided us with good insight into how the project could take place in the community. The biggest takeaway from this project is to see high engagement from the

students to participate in the training, and local schools and teachers are positive and willing to cooperate and promote the Kick-off Project. Nonetheless, there are many facets for improvement, namely examining the effective observation methods as well as having more coordination with the teachers.

The next step is to bring value teaching into classrooms. This will take time and resources to plan with the local teachers to apply in the classroom. Meanwhile, interviews with local parents to gain an understanding of the project and also understand their perspective is key. However, with the current pandemic situation, there is no clear guideline on when the school will start or how the school year would look like next year. Therefore, careful planning and coordination with the local teachers and community will be necessary for any future actions.

APPENDIX A

Training menus

Name Game ✓		1. Warm-up 2. Skill Development 3. Communication 4. Ball Control 5. Teamwork	6. Ball Possession 7. Passing 8. Shooting 9. Set Pieces
		Preparation <ol style="list-style-type: none"> 1. Set up as shown above. 2. Set up as shown above. 	Rules <ol style="list-style-type: none"> 1. The goalkeeper will be in the center of the field. 2. The goalkeeper will be the only player who can touch the ball. 3. The goalkeeper will be the only player who can pass the ball. 4. The goalkeeper will be the only player who can shoot the ball. 5. The goalkeeper will be the only player who can score a goal.
Points <p>The aim of this game is to help children to learn how to use their feet to control the ball.</p>	Objective <p>To help children to learn how to use their feet to control the ball.</p>		

Egg Drop ✓		1. Warm-up 2. Skill Development 3. Communication 4. Ball Control 5. Teamwork	6. Ball Possession 7. Passing 8. Shooting 9. Set Pieces
		Preparation <ol style="list-style-type: none"> 1. Set up as shown above. 2. Set up as shown above. 3. Set up as shown above. 	Rules <ol style="list-style-type: none"> 1. The goalkeeper will be in the center of the field. 2. The goalkeeper will be the only player who can touch the ball. 3. The goalkeeper will be the only player who can pass the ball. 4. The goalkeeper will be the only player who can shoot the ball. 5. The goalkeeper will be the only player who can score a goal.
Points <p>The aim of this game is to help children to learn how to use their feet to control the ball.</p>	Objective <p>To help children to learn how to use their feet to control the ball.</p>		

Kick Them Out ✓		1. Warm-up 2. Skill Development 3. Communication 4. Ball Control 5. Teamwork	6. Ball Possession 7. Passing 8. Shooting 9. Set Pieces
		Preparation <ol style="list-style-type: none"> 1. Set up as shown above. 2. Set up as shown above. 3. Set up as shown above. 	Rules <ol style="list-style-type: none"> 1. The goalkeeper will be in the center of the field. 2. The goalkeeper will be the only player who can touch the ball. 3. The goalkeeper will be the only player who can pass the ball. 4. The goalkeeper will be the only player who can shoot the ball. 5. The goalkeeper will be the only player who can score a goal.
Points <p>The aim of this game is to help children to learn how to use their feet to control the ball.</p>	Objective <p>To help children to learn how to use their feet to control the ball.</p>		

Traffic Light ✓✓		1. Warm-up 2. Skill Development 3. Communication 4. Ball Control 5. Teamwork	6. Ball Possession 7. Passing 8. Shooting 9. Set Pieces
		Preparation <ol style="list-style-type: none"> 1. Set up as shown above. 2. Set up as shown above. 3. Set up as shown above. 	Rules <ol style="list-style-type: none"> 1. The goalkeeper will be in the center of the field. 2. The goalkeeper will be the only player who can touch the ball. 3. The goalkeeper will be the only player who can pass the ball. 4. The goalkeeper will be the only player who can shoot the ball. 5. The goalkeeper will be the only player who can score a goal.
Points <p>The aim of this game is to help children to learn how to use their feet to control the ball.</p>	Objective <p>To help children to learn how to use their feet to control the ball.</p>		

River Cross Passing ✓✓		1. Warm-up 2. Skill Development 3. Communication 4. Ball Control 5. Teamwork	6. Ball Possession 7. Passing 8. Shooting 9. Set Pieces
		Preparation <ol style="list-style-type: none"> 1. Set up as shown above. 2. Set up as shown above. 3. Set up as shown above. 	Rules <ol style="list-style-type: none"> 1. The goalkeeper will be in the center of the field. 2. The goalkeeper will be the only player who can touch the ball. 3. The goalkeeper will be the only player who can pass the ball. 4. The goalkeeper will be the only player who can shoot the ball. 5. The goalkeeper will be the only player who can score a goal.
Points <p>The aim of this game is to help children to learn how to use their feet to control the ball.</p>	Objective <p>To help children to learn how to use their feet to control the ball.</p>		

3 vs 3 Game ✓		1. Warm-up 2. Skill Development 3. Communication 4. Ball Control 5. Teamwork	6. Ball Possession 7. Passing 8. Shooting 9. Set Pieces
		Preparation <ol style="list-style-type: none"> 1. Set up as shown above. 2. Set up as shown above. 3. Set up as shown above. 	Rules <ol style="list-style-type: none"> 1. The goalkeeper will be in the center of the field. 2. The goalkeeper will be the only player who can touch the ball. 3. The goalkeeper will be the only player who can pass the ball. 4. The goalkeeper will be the only player who can shoot the ball. 5. The goalkeeper will be the only player who can score a goal.
Points <p>The aim of this game is to help children to learn how to use their feet to control the ball.</p>	Objective <p>To help children to learn how to use their feet to control the ball.</p>		

4 vs 4 Game ✓

Version	Age	Set-Up/Duration
Basic	5-7	15-20 min
Intermediate	8-10	20-30 min
Advanced	11-13	30-45 min

Preparation

1. Mark a 20m x 20m square on a flat surface.
2. Place 4 goals around the perimeter.
3. Divide the area into 4 quadrants.
4. Place 4 players in each quadrant.

Rules

1. Each player starts in their own quadrant.
2. The goal is to score by kicking the ball into the goal in the opposite quadrant.
3. The ball can be kicked, but not thrown.
4. A player who touches the ball in their own quadrant is out of play.

Equipment

- 1. Soccer ball
- 2. Cones
- 3. Whistle

Points

Encourage children about their own skills and abilities. Encourage them to play with their friends and to play with their friends. Encourage them to play with their friends.

Objective

Encourage children about their own skills and abilities. Encourage them to play with their friends and to play with their friends. Encourage them to play with their friends.

Dribble Test ✓

Version	Age	Set-Up/Duration
Basic	5-7	15-20 min
Intermediate	8-10	20-30 min
Advanced	11-13	30-45 min

Preparation

1. Mark a 20m x 20m square on a flat surface.
2. Place 4 goals around the perimeter.
3. Divide the area into 4 quadrants.
4. Place 4 players in each quadrant.

Rules

1. Each player starts in their own quadrant.
2. The goal is to score by kicking the ball into the goal in the opposite quadrant.
3. The ball can be kicked, but not thrown.
4. A player who touches the ball in their own quadrant is out of play.

Equipment

- 1. Soccer ball
- 2. Cones
- 3. Whistle

Points

Encourage children about their own skills and abilities. Encourage them to play with their friends and to play with their friends. Encourage them to play with their friends.

Objective

Encourage children about their own skills and abilities. Encourage them to play with their friends and to play with their friends. Encourage them to play with their friends.

Hitting the Targets Test ✓

Version	Age	Set-Up/Duration
Basic	5-7	15-20 min
Intermediate	8-10	20-30 min
Advanced	11-13	30-45 min

Preparation

1. Mark a 20m x 20m square on a flat surface.
2. Place 4 goals around the perimeter.
3. Divide the area into 4 quadrants.
4. Place 4 players in each quadrant.

Rules

1. Each player starts in their own quadrant.
2. The goal is to score by kicking the ball into the goal in the opposite quadrant.
3. The ball can be kicked, but not thrown.
4. A player who touches the ball in their own quadrant is out of play.

Equipment

- 1. Soccer ball
- 2. Cones
- 3. Whistle

Points

Encourage children about their own skills and abilities. Encourage them to play with their friends and to play with their friends. Encourage them to play with their friends.

Objective

Encourage children about their own skills and abilities. Encourage them to play with their friends and to play with their friends. Encourage them to play with their friends.

Chain Tag ✓

Version	Age	Set-Up/Duration
Basic	5-7	15-20 min
Intermediate	8-10	20-30 min
Advanced	11-13	30-45 min

Preparation

1. Mark a 20m x 20m square on a flat surface.
2. Place 4 goals around the perimeter.
3. Divide the area into 4 quadrants.
4. Place 4 players in each quadrant.

Rules

1. Each player starts in their own quadrant.
2. The goal is to score by kicking the ball into the goal in the opposite quadrant.
3. The ball can be kicked, but not thrown.
4. A player who touches the ball in their own quadrant is out of play.

Equipment

- 1. Soccer ball
- 2. Cones
- 3. Whistle

Points

Encourage children about their own skills and abilities. Encourage them to play with their friends and to play with their friends. Encourage them to play with their friends.

Objective

Encourage children about their own skills and abilities. Encourage them to play with their friends and to play with their friends. Encourage them to play with their friends.

Hit the Coach ✓

Version	Age	Set-Up/Duration
Basic	5-7	15-20 min
Intermediate	8-10	20-30 min
Advanced	11-13	30-45 min

Preparation

1. Mark a 20m x 20m square on a flat surface.
2. Place 4 goals around the perimeter.
3. Divide the area into 4 quadrants.
4. Place 4 players in each quadrant.

Rules

1. Each player starts in their own quadrant.
2. The goal is to score by kicking the ball into the goal in the opposite quadrant.
3. The ball can be kicked, but not thrown.
4. A player who touches the ball in their own quadrant is out of play.

Equipment

- 1. Soccer ball
- 2. Cones
- 3. Whistle

Points

Encourage children about their own skills and abilities. Encourage them to play with their friends and to play with their friends. Encourage them to play with their friends.

Objective

Encourage children about their own skills and abilities. Encourage them to play with their friends and to play with their friends. Encourage them to play with their friends.

Soccer Bee ✓

Version	Age	Set-Up/Duration
Basic	5-7	15-20 min
Intermediate	8-10	20-30 min
Advanced	11-13	30-45 min

Preparation

1. Mark a 20m x 20m square on a flat surface.
2. Place 4 goals around the perimeter.
3. Divide the area into 4 quadrants.
4. Place 4 players in each quadrant.

Rules

1. Each player starts in their own quadrant.
2. The goal is to score by kicking the ball into the goal in the opposite quadrant.
3. The ball can be kicked, but not thrown.
4. A player who touches the ball in their own quadrant is out of play.

Equipment

- 1. Soccer ball
- 2. Cones
- 3. Whistle

Points

Encourage children about their own skills and abilities. Encourage them to play with their friends and to play with their friends. Encourage them to play with their friends.

Objective

Encourage children about their own skills and abilities. Encourage them to play with their friends and to play with their friends. Encourage them to play with their friends.

Roll Dodgeball ✓

Skills to be Developed	Motor Development
1. Communication	1. Agility
2. Coordination	2. Balance
3. Decision Making	3. Endurance
4. Reflexes	4. Strength

Preparation

1. Make a 10m x 10m court.
2. Distribute 12 white dots (10 around the perimeter and 2 in the center).
3. Distribute 8 black dots.

Rules

1. The players outside the court push together with the ball.
2. The player inside the court must catch the ball.
3. The ball can be thrown or rolled.
4. When the player outside the court has the ball, they can be outside the perimeter of the court.

Equipment

- 1 ball
- 12 white dots

Points

When the player outside the court has the ball, they can be outside the perimeter of the court. When the player inside the court has the ball, they can be inside the perimeter of the court. When the player outside the court has the ball, they can be outside the perimeter of the court.

Objective

Improve passing skills, ability to catch and throw the ball, and to be outside the court.

Ball Control ✓

Skills to be Developed	Motor Development
1. Communication	1. Agility
2. Coordination	2. Balance
3. Decision Making	3. Endurance
4. Reflexes	4. Strength

Preparation

1. Make a 10m x 10m court.
2. Distribute 12 white dots (10 around the perimeter and 2 in the center).
3. Distribute 8 black dots.

Rules

1. The player outside the court must catch the ball.
2. The player inside the court must catch the ball.
3. The ball can be thrown or rolled.
4. When the player outside the court has the ball, they can be outside the perimeter of the court.

Equipment

- 1 ball
- 12 white dots

Points

When the player outside the court has the ball, they can be outside the perimeter of the court. When the player inside the court has the ball, they can be inside the perimeter of the court. When the player outside the court has the ball, they can be outside the perimeter of the court.

Objective

Get used to the ball and improve the ball control.

Rondo ✓

Skills to be Developed	Motor Development
1. Communication	1. Agility
2. Coordination	2. Balance
3. Decision Making	3. Endurance
4. Reflexes	4. Strength

Preparation

1. Distribute 1 ball.
2. Distribute 4 players.

Rules

1. The player outside the court must catch the ball.
2. The player inside the court must catch the ball.
3. The ball can be thrown or rolled.
4. When the player outside the court has the ball, they can be outside the perimeter of the court.

Equipment

- 1 ball

Points


When the player outside the court has the ball, they can be outside the perimeter of the court. When the player inside the court has the ball, they can be inside the perimeter of the court. When the player outside the court has the ball, they can be outside the perimeter of the court.


Objective

Improve quick decision to catch the ball, if a player has the ball, and passing of the ball.


APPENDIX B

Self-Evaluation sheet


Self Report



No.	Question	Scale
(e.g.)	I have shown my leadership today	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
1	I have shown my leadership today	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
2	I did not let myself down when I failed or lost today	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
3	I played for the team today	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
4	I showed respect to my teammates and opponents today	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
5	I helped my friends today	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
6	I played fairly and not cheated today	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
7	I worked hard today	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
8	I was responsible for my action today	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
9	I treated my friends with kindness today	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
10	I treated myself with kindness today	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
11	I am happy today	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10



APPENDIX C

Observation sheet



Evaluation Sheet	
Date	
Name	
Time	
Name of the children	
Age	
Training 1 Name:	
Criteria	Leadership / Teamwork / Resilience / Effort / Respect / Fairness / Responsibility / Compassion
Comments	
Training 2 Name:	
Criteria	Leadership / Teamwork / Resilience / Effort / Respect / Fairness / Responsibility / Compassion
Comments	
Training 3 Name:	
Criteria	Leadership / Teamwork / Resilience / Effort / Respect / Fairness / Responsibility / Compassion
Comments	
Game	
Criteria	Leadership / Teamwork / Resilience / Effort / Respect / Fairness / Responsibility / Compassion
Comments	

