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Call: ERASMUS-SPORT-2022-SCP

Type of Action: ERASMUS-LS

Acronym: MOVE UP

Number: 101185128

Duration: 36 months

Start: 1 Nov 2024

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D3.1 Train the Trainers Manual

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Introduction

MoveUP project is about Involving in recreational adapted sports individuals with chronic health conditions (CHC) such as Diabetes Type 2 and Hypertension. This idea requires specialized knowledge and skills for the entire personnel assuming the task, but most of all for sport trainers and coaches.

The present ***Manual for Trainers in Adapted Sports Dedicated to Persons with Chronic Health Conditions*** aims to provide trainers with guidelines, strategies and best practices to ensure safe and effective training stages and friendly competitions for their trainees.

It is generally agreed that training persons with chronic health conditions (CHC) requires a comprehensive understanding of the physiological and psychological aspects of these conditions. It is imperative for trainers to be well-versed in the symptoms, complications, and management strategies associated with CHC, mostly Diabetes Type 2 and Hypertension. This knowledge will allow trainers to create customized exercise programs that cater to the unique needs of each individual, ensuring safety and efficacy.

More than following the guidance of the ***Manual for Trainers in Adapted Sports Dedicated to Persons with Chronic Health Conditions***, in order to be effective, trainers and coaches should adopt the following strategy lines:

- Staying updated with the latest research and guidelines on exercise and chronic health conditions.
- Participating in continuous education and professional development opportunities related to CHC and adaptive sports.
- Building strong communication skills to effectively interact with individuals and understand their needs and concerns.
- Fostering a collaborative relationship with individuals, encouraging them to take an active role in their fitness journey.
- Maintaining a positive and empathetic attitude that inspires confidence and trust in the individuals they train.



Chapter 1

Scope and Objectives of the Manual

The primary scope of the MoveUP manual “Train the Trainers” is to serve as a comprehensive guide for trainers working in recreational sports dedicated to individuals with chronic health conditions, specifically diabetes type 2 and hypertension. By focusing on these conditions, the manual aims to provide trainers with the knowledge and tools necessary to create safe, effective, and enjoyable exercise programs tailored to the unique needs of these individuals.

Objectives

- **Educate Trainers:** Equip trainers with in-depth knowledge about diabetes type 2 and hypertension, including their causes, symptoms, and management strategies. This will enable trainers to understand the specific needs and limitations of individuals with these conditions.
- **Promote Best Practices:** Encourage the adoption of best practices in the training of individuals with chronic health conditions, emphasizing the importance of staying updated with the latest research, guidelines, and continuous professional development.
- **Enhance Communication:** Develop strong communication skills among trainers to effectively engage with individuals, understand their concerns, and foster a supportive and collaborative environment.
- **Encourage Adapted Sports:** Highlight the benefits of adapted sports for individuals with diabetes type 2 and hypertension and provide guidance on how to safely incorporate these activities into regular exercise regimens.
- **Foster a Positive Attitude:** Promote an empathetic and positive attitude among trainers to inspire confidence and trust in the individuals they train, ultimately enhancing their overall fitness journey.
- **Provide Practical Tools:** Offer practical tools and resources, such as pre-training assessments and adaptable exercise plans, to help trainers design and implement effective programs that cater to the diverse needs of individuals with chronic health conditions.



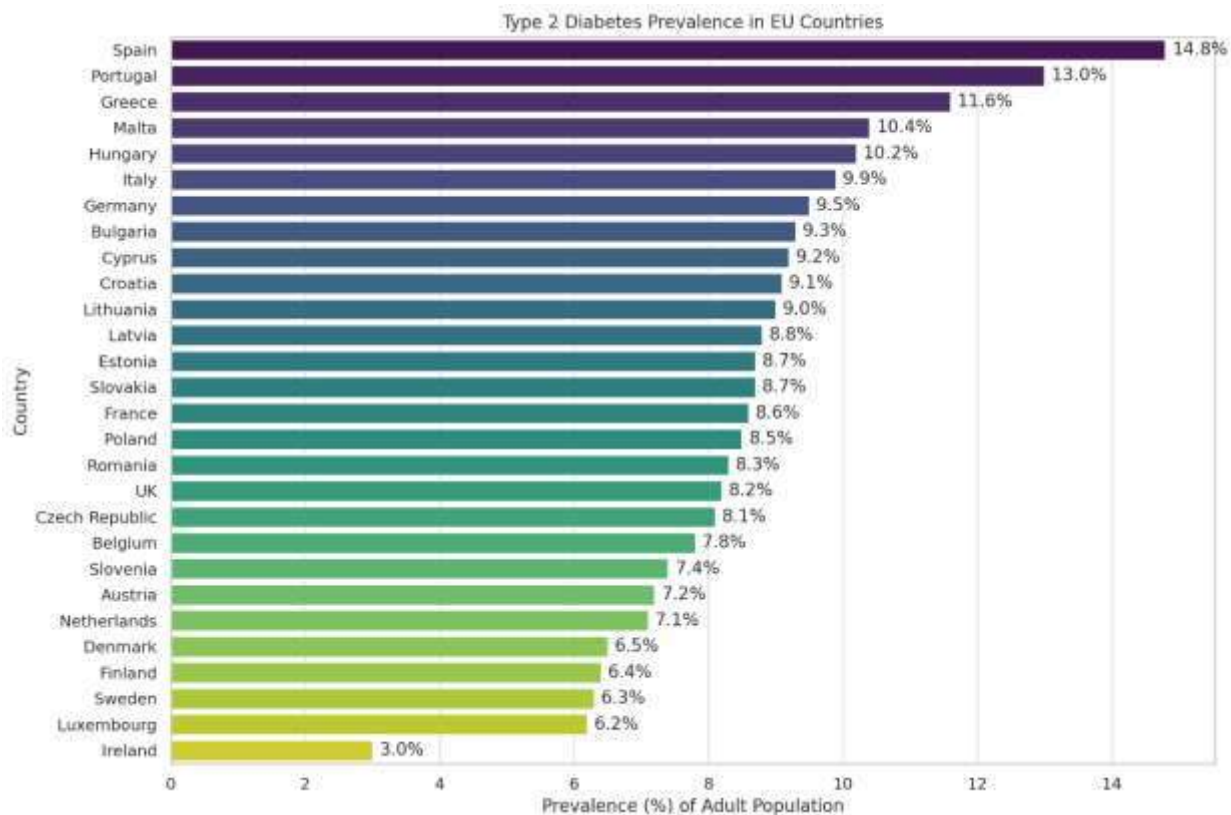
Chapter 2

Understanding Chronic Health Conditions

Chronic Health Conditions are long-term ailments that typically progress slowly over time and may require ongoing medical attention and care. These conditions can significantly impact an individual's quality of life, daily activities, and overall health. The MoveUP manual specifically addresses two prevalent chronic health conditions: diabetes type 2 and hypertension. Understanding these conditions is crucial for trainers to design and implement effective exercise programs that address the unique needs and limitations of individuals affected by them.

Diabetes Type 2

Approximately 74 million adults in the WHO European Region are living with diabetes, accounting for around 11% of the adult population. An estimated 1 in 3 people with diabetes remain undiagnosed, so the percentage could be greater. Type 2 diabetes accounts for about 90% of all diabetes cases.



Between 1990 and 2019, all EU countries experienced increases in type 2 diabetes prevalence. Notably, Luxembourg, with a very low rate initially, saw a 269% increase among males and 219%



among females. Despite rising prevalence, mortality rates have generally decreased, with countries like the UK and Cyprus observing significant reductions.

Diabetes Type 2 is a condition where the body becomes resistant to insulin or doesn't produce enough insulin, leading to elevated blood glucose levels. Managing diabetes type 2 requires a comprehensive approach that includes monitoring blood glucose levels, adhering to a **balanced diet**, engaging in regular physical activity, and, when necessary, taking medication. It is crucial for individuals with diabetes type 2 to understand how different foods and exercises affect their blood sugar levels. Carbohydrate intake should be managed carefully, as it has the most significant impact on blood glucose levels. A diet rich in whole grains, fruits, vegetables, lean proteins, and healthy fats can help maintain stable blood sugar levels.

Regular physical activity helps improve insulin sensitivity, allowing cells to use available insulin more effectively. It also aids in weight management, which is particularly important for individuals with diabetes type 2, as excess weight can exacerbate insulin resistance. Aerobic exercises, such as walking, cycling, and swimming, along with resistance training, can be particularly beneficial. However, it's essential to tailor the exercise regimen to individual capabilities and preferences to ensure long-term adherence and success.

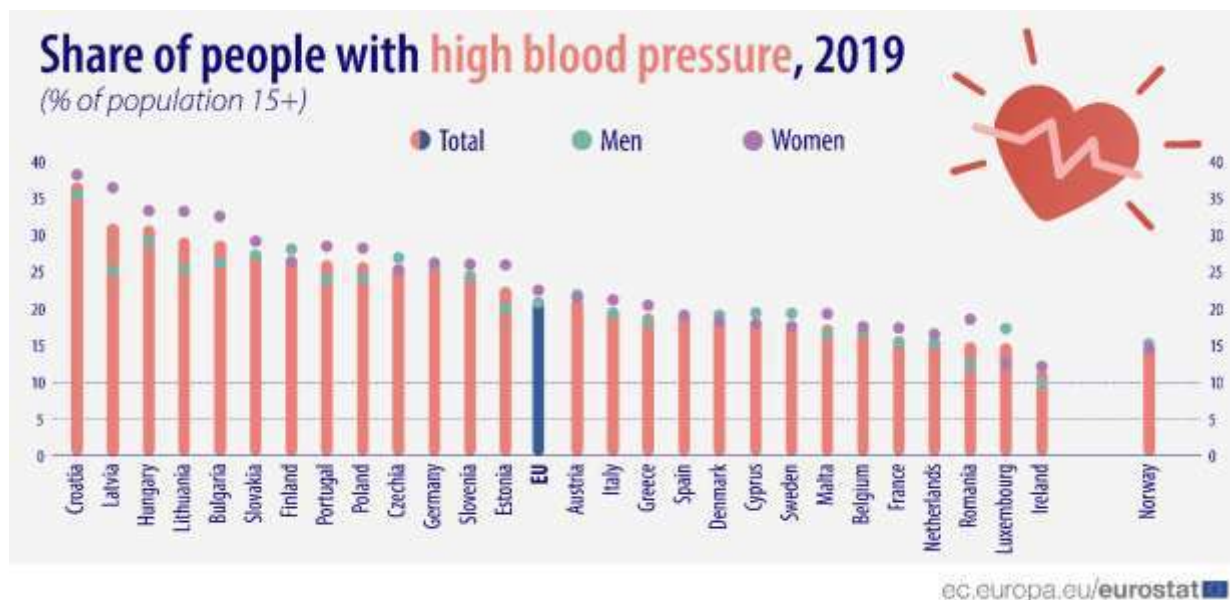
In addition to diet and exercise, **medication** may be necessary to manage blood sugar levels effectively. Various medications help reduce glucose production in the liver. Sometime insulin therapy is required as additional support in managing their blood sugar levels.

Education and support play crucial roles in managing diabetes type 2. Individuals should be encouraged to attend diabetes education programs to learn about their condition, self-management techniques, and the importance of regular monitoring. Support groups and counseling can also provide valuable emotional support and practical advice, helping individuals stay motivated and engaged in their management plans.

Hypertension (High Blood Pressure)

Roughly **20–30%** of the adult population in most EU countries has hypertension, with higher rates (30–37%) in **Eastern and Southern Europe** (e.g., Croatia, Latvia, Hungary), but many people are unaware they have hypertension, especially in early stages.

Prevalence increases significantly with **age**, with **obesity and poor diet**: (high salt intake, low fruit/vegetable consumption, sedentary lifestyle). **Alcohol & smoking** are widely recognized as risk enhancers in many parts of Europe. Studies also revealed strong links between low income/low education and higher hypertension rates.



Hypertension is characterized by persistently high blood pressure levels, which can lead to cardiovascular diseases, stroke, and kidney problems. Managing high blood pressure, also known as hypertension, involves a combination of lifestyle changes and medication. One of the most effective lifestyle changes is incorporating **regular physical activity** (brisk walking, cycling, swimming, low-impact sports). These aerobic exercises help strengthen the heart, improve cardiovascular health, and reduce blood pressure.

Apart from exercise, other lifestyle changes such as maintaining a **balanced diet**, reducing sodium intake, managing stress, avoiding tobacco use, and limiting alcohol consumption are crucial. These changes, combined with **medications** prescribed by a healthcare professional, can help effectively manage blood pressure levels and reduce the risk of cardiovascular diseases, stroke, and kidney problems.

Before starting any exercise program, individuals with CHC should consult with their healthcare provider to receive medical clearance and discuss any necessary precautions. A thorough pre-training assessment, including health history and current fitness levels, can aid trainers in designing a tailored exercise regimen that ensures safety and effectiveness.

It is imperative for trainers to recognize the symptoms and complications, to cope with management strategies associated to chronic health conditions (CHC).

For example: trainers should understand that Diabetes Type 2 involves issues with insulin resistance and production, necessitating constant monitoring of blood glucose levels. Knowledge of the dietary impacts on blood sugar, particularly regarding carbohydrate intake, is crucial. Trainers should be aware



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that a diet high in whole grains, fruits, vegetables, lean proteins, and healthy fats can stabilize blood sugar levels, and they should be able to provide quick access to these dietary choices.

Furthermore, trainers should recognize the significance of physical activity in improving insulin sensitivity and promoting weight management. Although all sports proposed by MoveUp project are team sports, trainers should have the ability to tailor programs to individual capabilities and preferences, for ensuring long-term adherence and success.

In the case of Hypertension, trainers need to be knowledgeable about the impact of persistently high blood pressure levels and their potential to cause cardiovascular diseases, and strokes. They should emphasize the importance of regular physical activity in managing hypertension and be proficient in advising on low-impact aerobic exercises. Additionally, trainers should guide individuals in making other lifestyle changes such as reducing sodium intake, managing stress, avoiding tobacco use and limiting alcohol consumption.

Trainers should also be prepared to understand medication considerations along exercise programs when necessary. They must know how various medications can affect exercise tolerance and performance and adapt programs accordingly. Effective collaboration with healthcare providers is important to ensure that exercise plans are safe and beneficial.

Overall, trainers who are well-versed in the symptoms, complications, and management strategies for Diabetes Type 2 and Hypertension can play a pivotal role in improving the quality of life for individuals with these conditions. Their expertise can help trainees achieve better health outcomes through tailored sport programs, informed dietary choices and emotional support.



Chapter 3

Understanding the relation people with chronic health condition and recreational sports

(Overcoming Barriers and Finding Motivation)

Living with a chronic health condition (CHC) presents numerous challenges, not the least of which is maintaining oneself physically active. While sports and recreational activities play a vital role in general health and well-being, individuals with CHC often face unique barriers that can make participation difficult. These obstacles range from physical limitations to psychological fears and societal attitudes. Despite these challenges, many individuals with CHC find ways to engage in recreational sports, driven by both intrinsic and extrinsic motivations. This chapter aims to explore the complex relationship between chronic health conditions and recreational sports, highlighting the benefits, barriers, and motivational factors.

Benefits of recreational sports for people with CHC

Engaging in recreational sports offers numerous benefits for individuals with chronic health conditions. These benefits can be categorized into physical, mental and social.

- **Physical benefits**

Participating in sports can improve overall physical health, including cardiovascular fitness, muscle strength, and flexibility. Regular physical activity can help manage symptoms of CHC, reduce pain and fatigue, and improve mobility. For example, activities such as walking football and walking basketball provide gentle exercise that can be tailored to an individual's abilities, making them ideal for those with physical limitations.

- **Mental benefits**

Recreational sports also have significant mental health benefits. Physical activity has been shown to reduce symptoms of depression and anxiety, improve mood, and boost self-esteem. The sense of accomplishment from participating in sports can enhance confidence and provide a positive outlook. Additionally, engaging in sports can serve as a distraction from chronic pain and other symptoms, offering a form of mental respite.

- **Social benefits**

Social interaction is another important benefit of recreational sports. Participating in team sports or group activities can reduce feelings of isolation and loneliness, fostering a sense of community and



belonging. This social support can be particularly valuable for individuals with CHC, as it provides emotional encouragement and shared experiences.

Barriers to participation in recreational sports

Despite the numerous benefits, individuals with chronic health conditions often face multiple barriers to participating in recreational sports. These barriers can be categorized into physical, psychological, and societal obstacles.

- **Physical Barriers**

Physical limitations imposed by chronic health conditions can significantly hinder participation in sports. Pain, fatigue, and reduced mobility are common physical issues that can prevent individuals from engaging in regular exercise. For some, the progression of their condition may lead to decreased endurance and strength, making traditional sports activities challenging. Adaptive sports and modified activities, such as walking sports, can help mitigate these barriers by providing alternative ways to stay active.

- **Psychological Barriers**

Fear of injury or exacerbating their condition can create significant psychological barriers for individuals with CHC. Additionally, they may experience low self-esteem and anxiety about their ability to perform or keep up with others. These fears can be particularly pronounced in competitive sports environments. Creating a supportive and non-competitive atmosphere, as seen in walking basketball, can help alleviate these concerns.

- **Societal Barriers**

Societal attitudes and lack of accessibility can also be barriers to participation in recreational sports. Insufficient awareness and understanding of the needs of people with CHC amongst sports facilitators and peers can lead to exclusion and lack of support. Facilities may not be equipped to accommodate individuals with physical disabilities, and there may be a lack of programs specifically designed for those with CHC. Advocacy and education are essential to fostering inclusive environments and creating opportunities for all individuals to participate in sports.

Finding motivation

Many individuals with chronic health conditions find motivation to participate in recreational sports. The driving factors can be both intrinsic and extrinsic.

Intrinsic motivation refers to engaging in an activity for its inherent satisfaction and personal rewards. For individuals with CHC, intrinsic motivation might include the enjoyment of the sport, the challenge



it presents, or the sense of accomplishment it provides. Personal goals, such as improving fitness or managing symptoms, can also be strong motivators.

Extrinsic motivation involves external rewards or factors that encourage participation. These can include social support from friends and family, recognition and encouragement from peers, or the structured environment provided by organized programs. For some, the extrinsic motivation of seeing improvements in their health and well-being can drive continued participation.

Overcoming barriers

Developing adaptive sports programs that cater to the needs of individuals with CHC providing alternative ways to be active. Modified rules, equipment, and activities will help mitigate physical limitations and create inclusive environments. MoveUP project is an example on how adapted sports may sustain CHC people participation in sport.

Educating sports facilitators, coaches, and peers about the needs and abilities of individuals with CHC is vital to fostering inclusive environments. Increased awareness can lead to sustained support, encouragement and accommodation.

Building support networks within sports programs can provide emotional and social encouragement. Peer support groups and mentorship programs can help individuals with CHC feel more confident and motivated to participate. In recent years, there has been a growing awareness of the benefits of physical activity for individuals with chronic illnesses, but challenges remain.

Ensuring that **sports facilities are accessible** to individuals with physical disabilities is essential. This includes providing safeguarding/ equipment, modifying spaces, educating staff on rapid intervention on CHC events. The societal background influences the availability and accessibility of recreational sports for people with CHC.

Government **policies and healthcare initiatives** that recognize the importance of physical activity for people with CHC are more sensitive. Funding, resources, and legislative support can improve access and participation rates. Efforts are being made to promote inclusive sports that cater to the diverse needs of individuals with CHC.

Summarizing pros and cons of practicing adapted sports

Pros

- Improves physical fitness and overall health.
- Helps manage symptoms and reduces the progression of chronic illnesses.
- Boosts mental health by reducing stress, anxiety, and depression.



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- Enhances social interaction and reduces feelings of isolation.
- Encourages a sense of accomplishment and self-worth.

Cons

- Risk of injury or exacerbation of health conditions.
- May require specialized safeguarding equipment, which can be costly.
- Limited availability of programs tailored to individuals with CHC.
- Variable levels of support and understanding from society and peers.

Understanding the relationship between people with chronic health conditions and recreational sports highlights the importance of creating supportive, inclusive, and accessible sports environments. Overcoming barriers requires both individual determination and societal efforts to ensure that everyone can experience the benefits of physical activity. By addressing these factors, MoveUp project is thought to improve the quality of life for individuals with CHC through the power of recreational adapted sports.



Chapter 4

Understanding adapted sports for CHC people

Adapted sports refer to modified physical activities specifically designed to meet the needs and capabilities of individuals with chronic health conditions (CHC) and not only. These sports are tailored to enhance participation, safety, and enjoyment while accommodating various physical limitations and health concerns.

The primary aim of adapted sports is to enable individuals with CHC to engage in regular physical activity, which is important for managing their symptoms and improving overall health. By modifying the rules, equipment, or the intensity of traditional sports, adapted sports provide a more inclusive environment where everyone can participate and benefit.

For example, walking football and walking basketball are innovative adaptations of their respective sports. These activities maintain the fundamental aspects of the games but reduce the intensity and impact by focusing on walking instead of running. This approach lowers the risk of injury and makes sports accessible to individuals with limited mobility or endurance. Similarly, catchball, a variant of volleyball, emphasizes teamwork and coordination while being gentle on the joints and effort, making it suitable for those with or reduced physical capacity.

By focusing on adapted sports, trainers can help individuals with CHC enjoy the benefits of physical activity, such as improved cardiovascular health, better blood sugar control, enhanced mood, and increased social interaction. These activities not only promote physical well-being but also contribute to mental and emotional health, making them a valuable component of a comprehensive management plan for chronic health conditions.

The quality of lives of people with chronic health conditions (CHC) can greatly improve by practicing adapted sports. For individuals with Diabetes (Type 1 and Type 2) and Hypertension (High Blood Pressure), engaging in modified sports such as walking football, walking basketball, and catchball can be particularly beneficial. These activities provide a safe and effective way to stay physically active, manage symptoms, and maintain overall health.

Walking football and walking basketball adapt traditional sports by reducing the intensity and impact, making them suitable for individuals with limited mobility or endurance. These sports focus on walking instead of running, which lowers the risk of injury and strain. Catchball is an excellent option as it emphasizes teamwork and coordination while being gentle on the joints and effort.



Walking football in brief

Walking Football is a small-sided, low-impact, modified version of the game, suitable for all levels of ability and fitness, from people who are returning to sport after a break or those who've never played before.



Walking football is played at walking pace, with **players not allowed to run**. This includes with the ball or off the ball, and includes jogging. You can 'walk' as fast as you want and walking as described in the rules is “one foot must be in contact with the ground at all times”. **The player can bring the ball back into play by passing or dribbling**. The ball does not need to be stationary. This applies to both when a player is offside or when the ball goes out of play. The ball can only be brought back into play with a pass in case of a corner kick.

One area of particular emphasis in Walking Football, which is contrary to that of the conventional game, is to **pass the ball to a player**, not for them to move onto, as we usually teach in the mainstream 11 a side game, as they are unable to run at any level. To be honest, a lot of players, who are new to the game, find this the most difficult thing to get to grips with, as they are used to playing the ball into the movement of the receiving player, rather than straight to their feet.

Three touch rule - **An outfield player is limited to three touches of the ball uninterrupted by another player touching the ball**. A fourth touch will be an infringement and result in the award of an indirect free kick. A player having used three touches should step back two meters from the ball and not obstruct play.

More on walking football rules and regulations in *MoveUp Manual of Walking Football*.



Walking basketball in brief

Walking Basketball was introduced as a means to provide an alternative program that allowed adults & seniors to play basketball as a form of gentle exercise. It allows people to stay involved in the sport they may have been apart of for some time, or to try a new sport altogether, and learn new skills.



The only rule to the game is simply, **no running!** All abilities and ages are welcome. Walking Basketball is a fun, safe and social way to get your exercise in.

Whilst Walking Basketball is for everyone, studies have found that groups benefiting particularly well from this sport are

- people over 40's, 50's, 60's+ looking to maintain a good level of fitness;
- obese adults, health condition adults, inactive adults (man and women);
- people of all ages in process of rehabilitation.

More on walking basketball rules

and regulations in *MoveUp Manual of Walking Basketball*.

Catchball in brief

Catchball is a new and relaxing team sport that combines elements of volleyball and handball, mostly dedicated to female players. It is characterized by continuous play, easy transitions, and constant involvement of all players. Catchball is played by two women 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.



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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.

More on catchball rules and regulations in *MoveUp Manual of Catchball*.



Chapter 5

Training for CHC people

Pre-training Assessment

Implementing adapted sports requires careful consideration of the participants' health conditions and physical abilities. This is the reason why, MoveUp project trainers and coaches will collaborate with healthcare providers to ensure that the exercise programs are safe and effective. This collaboration involves:

- **Medical Clearance:** Ensuring participants have medical clearance from a healthcare professional before starting any exercise program.
- **Health History:** Gathering detailed health history, including current medications, previous injuries, and any limitations.
- **Fitness Level:** Assessing the initial fitness level to tailor the program accordingly.

For example: people with diabetes starting an exercise program should be reviewed by medical personnel, to gather relevant information. This includes:

- a. Diabetes type;
- b. Medication regimen including any recent changes;
- c. Other relevant clinical data (e.g. fasting glucose level, blood pressure, heart rate, oxygen saturation);
- d. Co-morbidities if any;
- e. Factors that may specifically impact exercise program participation.

Healthcare professionals should balance the above information when considering an individual's suitability to physical exercise and sport.

For more details on the subject, see Appendix 4 *Type 2 Diabetes Exercise Action Plan*.

Strategies for Effective Training

Effective training strategies for individuals with CHC include:

- **Incorporating a variety of exercises** that target different muscle groups and improve overall fitness, such as aerobic exercises, strength training, and flexibility exercises.
- **Using adaptive equipment and techniques** to accommodate the individual's physical limitations and enhance their exercise experience.
- **Implementing gradual progression** in exercise intensity and complexity to prevent overexertion and injury.



- **Encouraging self-monitoring** and self-management of health conditions through the use of health tracking apps and devices.
- **Collaborating with healthcare professionals** to ensure a holistic approach to the individual's health and well-being.
- **Providing education** on the importance of regular physical activity and its benefits in managing CHC.

Training Principles in relation with CHC persons

1. Individualization

MoveUp project proposes to tailor the sport program to each individual's needs, considering their health conditions, fitness levels, and personal goals.

For individuals with type 2 diabetes or hypertension, **it is crucial to consider their specific medical needs and limitations**. Tailoring a sport program for these individuals involves several key aspects:

- **Health Condition:** Understanding the individual's health condition is paramount. For those with diabetes type 2, the program should aim to manage blood glucose levels through regular physical activity, which enhances insulin sensitivity. For individuals with hypertension, the focus should be on exercises that help lower blood pressure and improve cardiovascular health.

- **Fitness Level:** Once assessed the individual's current fitness level, trainer will be able to design a program that is both challenging and achievable. For someone with diabetes type 2, starting with low to moderate-intensity exercises like brisk walking can be beneficial. Gradually increasing intensity helps improve their fitness without causing undue stress. For those with hypertension, it is critical to avoid extremely high-intensity workouts that might spike blood pressure.

- **Personal Goals:** Each individual's personal goals should be considered to keep them motivated and engaged. Whether the goal is weight loss, improved cardiovascular health, or better blood glucose control, the program should be designed to align with these objectives.

2. Progression

Progression is a fundamental principle in exercise training, Gradually increasing the intensity and duration of physical activities ensures that individuals can safely improve their fitness levels and achieve their health goals without risking overexertion or injury.

For individuals with type 2 diabetes, progression should be carefully managed to optimize the benefits of physical activity on blood glucose control. Starting with low-intensity exercises helps the body adapt to regular movement. Over time, the intensity can be incrementally increased by incorporating more



vigorous activities or resistance exercises. Keep monitoring blood glucose levels before and after exercise to prevent hypoglycemia and adjust the activity as needed.

For those with hypertension, the focus should be on activities that enhance cardiovascular health while avoiding sudden spikes in blood pressure. Beginning with moderate-intensity exercises, such as walking or swimming, allows the cardiovascular system to gradually adapt. The duration of these activities can be extended over time, and the intensity can be increased to include more sustained activities. Regular monitoring of blood pressure is mandatory to ensure that the exercise intensity remains within safe limits.

Key strategies for progression include:

- **Consistency:** Maintaining a regular exercise schedule helps the body adapt and become more resilient over time.
- **Incremental Increase:** Gradually increasing the duration and intensity of workouts allows the body to build strength and endurance without overloading it.
- **Variety:** Incorporating different types of exercises, such as aerobic, strength training, and flexibility exercises, ensures a well-rounded sport program and prevents burnout.

3. Monitoring

Regular **monitoring of health markers** such as blood pressure and blood glucose levels is critical to ensure safety during sport activities. This practice helps in identifying any potential risks early on and allows for timely interventions to prevent complications.

Exercise can significantly lower blood sugar levels, and without proper monitoring, participants might experience adverse effects. Keeping track of these levels helps in adjusting the intensity and duration of physical activities to achieve optimal glucose control.

In case of hypertension, monitoring blood pressure before, during, and after exercise sessions is equally important. Sudden spikes in blood pressure can occur with intense physical activity, posing risks to cardiovascular health. Regular checks ensure that exercise intensity remains within safe limits and helps in modifying the regimen to match the participant's current health status. This will also promote gradual adaptation.

Additionally, the **use of wearable technology** and **regular health checks** can provide continuous monitoring and instant feedback. Devices such as heart rate monitors, smartwatches and glucose meters can offer real-time data, enabling participants and trainers to make informed decisions about their exercise routines.



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Overall, integrating regular health monitoring into exercise programs not only enhances safety but also empowers participants to manage their health proactively. This practice fosters a supportive environment where individuals can pursue their sport goals with confidence, knowing their well-being is consistently being safeguarded.

As a general rule, trainings should be of one hour duration, with low impact cardio training, having lots of breaks during the session and lots of fun. Their purpose will be to teach participants new skills, but will also represent a place to meet new people in a stress-free environment. Trainings are accessible for men and women and finally an opportunity to play matches against other Adapted Sports Clubs.

Step-by-step training for walking football

Step 1: Building a Foundation

First step we suggest within the project, in order to train for Walking Football, is to practice walking, not only on a speed basis (no running!), but also working on distance and resistance. A simple walk on a regular basis will help and is easily accessible, in most areas of the cities.

Step 2: Gradual Intensity Increase

Second step of the training should be low-intensity activities, gradually increasing in duration and intensity as fitness levels improve. Walking football sessions should be adapted to the individual's capabilities, with regular breaks to avoid overexertion. Monitoring the individual's response to exercise is essential, with an emphasize in the first stages of enrolment, ensuring that any signs of discomfort or distress are promptly addressed.

Step 3: Skill-Building Exercises

Third step involves incorporating skill-building exercises specific to walking football. These exercises should focus on enhancing coordination, balance, and ball control. Participants will engage in activities such as passing drills, shield drills and shooting practice, all performed at a walking pace. Emphasis should be placed on mastering techniques that will be used during matches, ensuring participants feel confident in their abilities. Furthermore, teamwork and communication exercises can be included to foster a sense of camaraderie and improve on-field dynamics.

Appendix 1 is a proposed 4 week plan as **Step 4 Acquiring specific skills in walking football**. In one hour duration, sessions lead by our certified trainers include: warm up, skills development exercises, playing a game, stretch/cool-down.



Step-by-step training for walking basketball

Step 1: Building a Foundation

The first step in training for walking basketball involves practicing walking at a steady pace to build endurance and stamina. Focus on walking regularly, gradually increasing the distance covered. This helps to improve cardiovascular health and is easily accessible in most urban areas.

Step 2: Gradual Intensity Increase

Second step consist of low-intensity activities, such as gentle stretching and light exercises. As fitness levels improve, gradually increase both the duration and intensity of these activities. Ensure that walking basketball sessions are tailored to the individual's capabilities, incorporating regular breaks to prevent overexertion. Monitoring the individual's response to exercise is essential to address any signs of discomfort or distress promptly.

Step 3: Skill-Building Exercises

Incorporate skill-building exercises specific to walking basketball. These exercises should enhance coordination, balance, and ball control. Participants will engage in activities such as passing drills, shooting practice, and defensive maneuvers, all performed at a walking pace. Emphasis should be placed on mastering techniques to boost confidence during matches. Teamwork and communication will foster camaraderie and improve on-court dynamics.

Appendix 2 is a proposed 4 week plan as **Step 4 Acquiring specific skills in walking basketball.**

Step-by-step training for catchball

Step 1: Building a Foundation

The initial phase of training for catchball involves developing a solid foundation of basic physical fitness and familiarity with the sport. Gentle stretching and light exercises will help participants to build flexibility and ensure they are ready for more specific catchball activities.

Step 2: Gradual Intensity Increase

As participants' fitness levels improve, gradually introduce low-intensity catchball-specific exercises. Incorporate gentle movements such as passing and catching the ball, performed at low intensity. Gradually increase the duration and intensity of these exercises, ensuring they match the individual's



capabilities. Regular monitoring is essential to adjust the training plan according to the participant's response and to prevent overexertion.

Step 3: Skill-Building Exercises

Focus on skill-building exercises specific to catchball. These exercises should enhance coordination, balance, and ball control. Introduce serve, then attack and defensive maneuvers at the net, all performed at low intensity, then normal intensity. Emphasis should be placed on mastering techniques and collaboration between players. Teamwork and communication exercises foster a sense of camaraderie and improve on-court dynamics.

Appendix 3 is a proposed 4 week plan as **Step 4 Acquiring specific skills in catchball.**

Complementary exercises recommendations

Aerobic exercise

Engage in moderate-intensity aerobic exercises like walking, cycling, or swimming for at least 150 minutes per week. These exercises help improve cardiovascular health and manage blood sugar levels. Fitness is crucial in any type of football, and this includes Walking Football; particularly as a crucial part of the game is to be able to get into a position in which to influence the game on behalf of your team. This can be while attacking or defending. So, as a result of this, we suggest that, in order to train for Walking Football / Walking Basketball, it is important that players practice walking, not only on a speed basis (but no running!), but also working on distance and stamina.

Strength training

Incorporate strength training exercises twice a week to enhance muscle mass, metabolic rate, and overall physical function. Focus on major muscle groups and ensure proper form to prevent injuries. Coaches are not expecting people to be “exceptional” in terms of fitness levels, just fit enough to be able to move into a position to receive a pass in the game, to able to help their team mates.

Flexibility and balance

Include stretching and balance exercises in the morning to improve flexibility and reduce the risk of falls, which is vital for individuals with CHC. Flexibility and balance exercises are even more important for older adults with diabetes. Limited joint mobility is frequently present, resulting in part from the formation of advanced glycation end products, which accumulate during normal aging and are accelerated by hyperglycemia.



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Stretching increases range of motion around joints and flexibility but does not affect glycemic control. Balance training can reduce falls risk by improving balance and gait, even when peripheral neuropathy is present. Group exercise interventions (resistance and balance training, tai chi classes) may reduce falls by 28%-29%.¹

Communication

It is vital, especially in Walking Football, that players are able to not only call for the ball, but also to talk to teammates, in order to explain where the ball is going, so that they are ready to receive it. This sounds obvious, but many football pitches and games, are too quiet and calling for the ball helps your team mates, especially as controlling the ball is difficult for many CHC players. Simple shouts like “man on”, or “time”, help enormously and we’ve been doing that, as footballers of all levels. Communicating (instructing and shouting) are not “putting your team mates down” but actually helping them and the team.

¹¹ Sheri R. Colberg et al. - Physical Activity/Exercise and Diabetes: A Position Statement of the American Diabetes Association, in *Diabetes Care* Volume 39, November 2016



Chapter 6

Safety considerations for trainers

Guidelines for Safe Training

Trainers must follow specific guidelines to ensure the safety of individuals with CHC during exercise sessions. These measures include:

- Conducting thorough pre-exercise assessments to identify any potential risks or contraindications.
- Monitoring vital signs such as blood pressure and blood glucose levels before, during, and after exercise.
- Ensuring proper hydration and nutrition to prevent hypoglycemia and other complications. Ensure participants remain hydrated, especially during prolonged exercise sessions.
- Modifying exercise intensity and duration based on the individual's fitness level, medical history, and current health status.
- Providing clear instructions and demonstrations to ensure correct exercise technique and posture.
- Creating a supportive and encouraging environment that motivates individuals to stay active and adhere to their exercise regimen.
- Paying attention to warm-up and cool-down: Incorporate adequate warm-up and cool-down periods to prepare the body for exercise and aid recovery.
- Being vigilant for any signs of distress, such as dizziness, shortness of breath, or chest pain and know how to respond appropriately.
- Building an emergency plan always in place and ensure all complementary staff are trained in basic first aid and CPR.

Signs and symptoms of hypoglycemia and hyperglycemia²

Parents, friends, coaches, athletic trainers, sports nutritionists, and sports team members should know the typical signs of hypo and hyperglycemia. Unfortunately, many of these signs and symptoms are similar to typical responses to acute exercise in nondiabetic populations.

- **Symptoms of hypoglycemia:** Normal plasma glucose concentrations in overnight-fasted people are usually in the range of 80–100 mg/dl (4.4–5.5 mM). There are exceptions, but most individuals with fasted glucose levels below 45 mg/dl (2.5 mM) are considered hypoglycemic.

² Peter A. Farrell - Diabetes, Exercise and Competitive Sports, in *Sports Science Exchange, Volume 16 (2003) _number 3*



Sweating, pounding heart, shaking, hunger, confusion, drowsiness, difficulty with speech, incoordination, nausea, and headache are possible symptoms of hypoglycemia.

- **Symptoms of hyperglycemia:** Fasted plasma glucose concentrations above 110 mg/dl (6.1 mM) are often considered hyperglycemic levels. Typical symptoms of hyperglycemia are less standard than for hypoglycemia. During an acute episode of hyperglycemia, the person can experience restlessness or nervousness. Longer-term hyperglycemia leads to thirst, fatigue, muscle cramps, blurred vision, nausea, drowsiness, and abdominal pain.

If someone is having a **severe hypoglycemia**, when they may be drowsy and confused or become unconscious or have a fit as described above, trainers will need to take immediate action. **DO NOT give anything by mouth** as they won't be able to swallow.

Take action quickly:

- Put them into the recovery position (on their side, with their head tilted back and knees bent)
- If you have been trained, give a glucagon injection (you don't have to be trained, but someone like a friend may have been trained)
- Call an ambulance- especially if you don't have a glucagon injection or they haven't recovered in 10 mins after the injection

After severe hypoglycemia a person should avoid all exercise for at least 24 hours after.

Signs and symptoms of high and low blood pressure³

The symptoms of hypertension and hypotension can vary significantly. These symptoms can occur suddenly. They may also vary in intensity depending on why a person's blood pressure drops and how quickly it happens.

- **Symptoms of hypertension:** In some cases, people with very high blood pressure — measuring 180/120 mm Hg or higher may experience: headaches, shortness of breath, nosebleeds, flushing, dizziness, chest pain, visual changes, blood in the urine. However, these symptoms are nonspecific and usually do not occur until high blood pressure has reached a severe or life threatening stage.

What to do:

1. Stop playing or exercising immediately at least for 15 minutes
2. Rehydrate the person with at least 500 ml water in small sips
3. Verify the ketone levels with a ketone-meter or urine strips
4. Verify blood glucose level after 15 minutes and adapt insulin intake.

³ <https://www.medicalnewstoday.com/articles/hypertension-vs-hypotension>



- **Symptoms of hypotension:** Symptoms of hypotension can happen because the brain and other parts of the body are not getting enough blood. Symptoms can include: dizziness or light headedness, fainting (syncope), blurred vision, nausea, fatigue, changes in mental status, cold, clammy, pale skin, shallow breathing, increased thirst compared to usual.

What to do:

1. Stop playing or exercising immediately
2. Give a fast-acting carbohydrate (drink or snack)
3. In severe cases, administer Glucagon (hormone that makes pancreas help regulate blood glucose levels). Equivalents: GlucaGen, Baqsimi, Gvoke
4. Verify blood glucose level and call medical assistance if needed.



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Behavioral strategies for trainers

Motivation and Support: Trainers should provide continuous motivation and support to encourage adherence to the exercise program. Positive reinforcement and setting achievable goals can be very effective. Create an open dialogue about diabetes: your players will be used to talking about diabetes as they are living with it every day. Help them feel comfortable in the environment they are in to discuss it openly and they will let you know if they need any support. This will also help better your understanding of what it's like to live day to day with diabetes and how to support your players best.

Education: educate participants about their conditions, the benefits of exercise, and how to self-monitor their health. Also educate the team: discussing diabetes openly with your team can help them better understand that diabetes is a serious topic. Your team will feel more comfortable with asking questions and knowing how to help their teammate should they need it when the time comes. By providing education to your team and creating a safe environment to discuss diabetes openly, you can break the stigma that players with diabetes cannot perform to their full potential.

Creating safe environments: Providing safe, hygienic places for your player to administer injections or make adjustments to their wearable technology will help their pre match and pre training routine (toilets are not considered a hygienic place for this scenario). Having fast acting glucose (hypo treatment) to hand in medical bags, changing rooms etc will also make your player feel more accepted and safe. If you're going to adapt your sessions from time to time, inform the players whether it will be lighter or more intense, as it can help to their preparation.

Conclusion

Training individuals with Diabetes Type 2 and Hypertension in recreational sports requires a comprehensive understanding of their conditions and thoughtful planning. By following the guidelines and recommendations in this manual, trainers can provide safe, effective, and enjoyable exercise programs that enhance the health and well-being of participants.

Resources

References:

- European Diabetes Association: [URL]
- European Heart Association: [URL]
- Centers for Disease Control and Prevention: [URL]

Additional resources

Search 'exercise' at Diabetes UK's website (www.diabetes.org.uk)



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<https://www.diabetes.org.uk/guide-to-diabetes/managing-your-diabetes/exercise>

<https://jdrf.org.uk/exercise-type-1-diabetes/>

<https://jdrf.org.uk/stories/experts-guide-exercising-type-1-diabetes/>

<https://thediabetesfootballcommunity.com>



Appendix 1: A 4-WEEK TRAINING PLAN IN WALKING FOOTBALL

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

WEEK 1 TRAININGS

Week 1 might focus on laying the foundations, including ball control, passing, and dribbling techniques, as well as introducing basic tactical concepts such as positioning. Trainers can include strength exercises for the entire body, based on participants individual health conditions, 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 Shooting	3v3 or 4v4 with Focus on Dribbling	Shooting Techniques
3	Passing & Receiving Drills	Passing Accuracy & Team Play	4v4 or 5v5 small-sided games with Focus on Defensive	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

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

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.

WEEK 2 TRAININGS

In **Week 2**, the emphasis shifts towards passing and shooting. Drills are incorporated to enhance players' quickness and precision. Advanced passing and dribbling techniques are practiced at higher speeds, and tactical aspects such as wing attacks and counter-attacks are explored. Plyometric exercises could be introduced to improve power and strength.

Training No.	Technical Training	Tactical Training	Small-Sided Games	Shooting Practice
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1	Ball Familiarization and Dribbling	Basic Defending and Introduction to Tackling	5v5 small-sided games with focus on 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 to improve players' precision, footwork, and agility.
- Focus on quick changes of direction to enhance 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 stepping, switching play and creating attacks to flanks.

Plyometric Exercises (25 minutes):

- Incorporate plyometric and exercises to develop explosive power.

Training 2: Advanced Theory and Technique

Warm-up (15 minutes):

Dribbling (30 minutes):

- Encourage players to dribble while maintaining control and close ball control.
- Focus on quick changes of direction while dribbling.

Introduction to Counter-Attacks (25 minutes):

- Teach players how to quickly transition from defense to offense
- 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.

Strength Training (25 minutes):

- Implement exercises like squats to build strength.
- Focus on power in plyometric exercises to enhance movements.

Training 3: Fast and Furious

Warm-up (15 minutes)

Sprints and Quick Direction Changes (30 minutes):

- Set up 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 small vertical jump exercises to improve players' leaping ability.

WEEK 3 TRAININGS

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 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)

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 steps, switching play, and creating width in attacks to exploit the flanks.

Plyometric Exercises (25 minutes):

- Incorporate plyometric exercises to develop power.

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 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.

Strength Training (25 minutes):

- Implement exercises like squat jumps and box jumps to build strength.
- Focus on power and speed in plyometric exercise.

Training 3 Receiving and pressing

Warm-up (15 minutes)

Sprints and Quick Direction Changes (30 minutes):

- Set up 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, pressing in specific zones.

Jumping Drills (25 minutes):

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

WEEK 4 TRAININGS

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.

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 having a few friendly games before a serious walking football match or to play in small-sided tournaments in general first in order to get to know the atmosphere before a match.



Appendix 3: A 4 WEEK TRAINING PLAN TO TRAIN CHC PEOPLE IN CATCBALL SPECIFIC SKILLS

Objectives

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

WEEK 1 Chest throwing and catching

Time: 1hour		Outcomes	Resources	Comments
Main Teaching	1. To perform the chest pass throwing: - participants will practice the chest pass throwing 2. Increasing ball control: - participants will practice catching and throwing the ball over the head with two hands	Understand how to push the ball with the hands Co-operate with your partner in catching the ball	10 Volleyballs 20 Cones Pitch Net	They have improved their throwing skills They have increased the ball control
Activities	1. Warm-up game: Participants will play at the same time Sound and action: <ul style="list-style-type: none"> • one whistle- throwing the ball from the chest • two whistles- throwing the ball over the head 			5 minutes all over the volleyball court
	2. Warm-up exercises: Participants will play at the same time			
	<ul style="list-style-type: none"> • ankle jogging 			2 times up to 3 meters
	<ul style="list-style-type: none"> • easy skipping 			2 times 5 bouncing
	<ul style="list-style-type: none"> • big steps 			2 times to 5 meters



	<ul style="list-style-type: none"> stretching 			5 minutes
	3. Development:			
	a. Practice individually:			
	<ul style="list-style-type: none"> passing the ball from the chest in the air and catching with both hands 			4 times
	<ul style="list-style-type: none"> throwing over the head with both hands in the air and catching with both hands 			4 times
	b. Practice in pairs passing: participants will practice at the same time			
	<ul style="list-style-type: none"> chest pass with the partner to catch the ball by increasing the distance 			4 times
	<ul style="list-style-type: none"> over the head pass with the partner by increasing the distance 			4 times
	c. Practice footwork, changing direction:			4 times
	<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 			
	d. Play one short set			1 set up to 21 points
Cool-down every 20 min	Sleeping lions			3 minutes

Objectives

1. Perform overarm throwing
2. Improve passes



WEEK 2 overarm throwing and passes

Time: 1 hour		Outcomes	Resources	Comments
Main Teaching	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 important 2. They must have a better control of the ball: <ul style="list-style-type: none"> • together participants will practice attacking over the net 	Manage an overarm throw safely and working co-operatively Control the ball in different game situations	20 Volleyballs 40 Cones Pitch Net	They need to improve the catchball serve by throwing the ball They need to improve their catchball skills by developing their ball control
Activities	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 			5 minutes all over the volleyball court
	2. Warm-up exercises: Participants will practice at the same time			
	<ul style="list-style-type: none"> • ankle jogging 			3 times of 5 repeat



• stepping with knees up			3 times 5 meters
• stepping with heels back			3 times 5 meters
• skipping			3 times 5 repeat
• big steps			3 times 5 meters
• stretching			6 minutes
3. Development:			
a. Practice individually:			
throw the ball to partner with your handy hand			4 times
throwing over the head with both hands in the air and catching with both hands			4 times
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			4 times
• one throws the ball over the net and the other one catches the ball			4 times
c. Practice footwork , changing direction:			4 times
• 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:			
	<ul style="list-style-type: none"> attacking in pairs with footwork movement without net and then over the net to each other 			4 times
	e. Play a set: scoring only if there are three passes inside each team			1 set up to 21 points
Cool-down every 20 min	Sleeping lions			3 minutes

Objectives

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

WEEK 3 Attack and spiking

Time: up to 1,5 hours		Outcomes	Resources	Comments
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 increasing 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 field 2. To use three passes of catch before scoring <ul style="list-style-type: none"> together participants will play a game using the skills they 	<ol style="list-style-type: none"> 1. Control the ball as the catching and throwing inside the team by understanding how to pass the ball with both hands 2. Improve their 	20 Volleyballs 40 Cones Pitch Net	<ol style="list-style-type: none"> 1. They have improved their catchball actions by playing with more confidence 2. They have



	learned	catchball actions by co-operate with the team in spiking		increased the ball control by improve their throwing skills
Activities	1. Warm-up game: Participants will play at the same time Applause • Throw the ball in the air and clap as many times you can, before you catch the ball			5 minutes all over the volleyball court
	2. Warm-up exercises: Participants will play at the same time			
	• ankle jogging			3 times of 5 repeat
	• stepping with knees up			3 times 5 meters
	• stepping with heels back			3 times 5 meters
	• skipping			3 times 5 repeat
	• big steps			3 times 5 meters
	• stretching			7 minutes
	3. Development:			
	a. Practice individually: throwing over the head with both hands in the air and catching			4 times



	with both hands			
	throw the ball against the wall and over the net with a handy hand as well			4 times
	b. Practice in pairs passing:			
	• throw the ball with both hands over the head towards the partner increasing the distance between both of you			4 times
	• throw the ball with a handy hand towards the partner to catch by increasing the distance between both of you			4 times
	• one participant throws the ball over the net and the other one catches the ball			4 times
	• attacking in pairs with footwork without net and then over the net to each other			4 times
	c. Practice footwork , quickly changing direction:			4 times
	• 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 by scoring only if there are three passes inside each team			3 sets up to 11 points
Cool-down every 20 min	Breathing and stretching			3 minutes

Objectives



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

WEEK 4 The serve and defense

Time: up to 1,5 hours		Outcomes	Resources	Comments
Main Teaching	1. Perform the serve and defense tactics: - 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 - together participants playing the game using the skills and the rules they have learned	1. Increase the control of serve and attack by understanding how to throw the ball with a handy hand and how to attack in front of the net 2. Co-operate with a partner to use three passes before scoring	20 Volleyballs 40 Cones Pitch Net	1. They have improved their serving and attacking skills 2. They increase the ball control playing with more confidence
Activities	1. Warm-up game: Participants will play at the same time Traffic lights: <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- walk 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 2. Warm-up exercises: Participants will play at the same time			5 minutes all over the volleyball court



• ankle jogging			2 times of 5 repeat
• running with knees up			2 times 5 meters
• running with heels back			2 times 5 meters
• skipping			2 times 5 repeat
• big steps			2 times 5 meters
• stretching			5 minutes
3. Development:			
a. Practice individually:			
• throw the ball over the head with both hands in the air and catching with both hands			3 times
• throw the ball with one hand in the air and catching with both hands			3 times
• throw the ball over the net with one hand			3 times
b. Practice footwork , quickly changing direction:			3 times
• 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			
c. Practice in pairs the serve and the attack:			
• one participant serves towards the partner who catches the ball with both hands by increasing the distance between them			3 times



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	<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 			3 times
	<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 			3 times
	d. Play a game by the rules			3 sets up to 21 points
Cool-down every 20 min	Breathing and stretching			3 minutes



Appendix 4: Type 2 Diabetes Exercise Action Plan⁴

Type 2 Diabetes Exercise Action Plan (on Insulin and/or Sulphonylureas)															
This resource is designed to be used by an Exercise Specialist with diabetes knowledge.															
Guidelines for Starting Exercise															
Glucose Level:	OK to exercise														
* Ensure medication taken as prescribed. * Ensure adequate fluid intake	* Have blood glucose level monitor * Avoid exercise in extremes of temperature * If previous foot or nerve problems check feet before and after exercise. * If taking sulphonylureas, risk of hypoglycaemia is increased when exercising after a meal														
Establish glucose trend by measuring glucose levels 2-3 times (e.g. every 30 mins) before exercise. If glucose level is falling and it has been >90 min since eating, then consider one serve of slow acting carbohydrate – dependent on duration and intensity of exercise, the carbohydrate intake and glucose level prior to starting exercise.															
5.5 – 15.0mmol/L	If on insulin – carry one serve of fast acting carbohydrate when exercising, especially when > 60min. If on a sulphonylurea – carry one serve of slow acting carbohydrate when exercising, especially when > 60min.														
Glucose Level:	Below target glucose – Delay exercise or do not exercise														
4.0 – 5.4mmol/L	Delay Exercise – Consume one to two serves of fast acting carbohydrate. - If accustomed to exercise and their own glucose response to this starting level = may start exercising. Follow with slow acting carbohydrate if exercise duration >30 min and/or next meal is more than 30 min away. Monitor glucose trend during exercise. - If unaccustomed to exercise and/or glucose response to starting level, wait 15 min after consuming the carbohydrate and then re-test, OK to exercise when glucose ≥ 5.5 mmol/L and feeling well. Follow with slow acting carbohydrate if exercise duration >30 min and/or next meal is more than 30 min away. Monitor glucose trend during exercise.														
Glucose Level:	Hyperglycaemia, but feel well – Exercise with caution														
>15.0mmol/L	If Likely Due to Food – If feeling well and usual medications have been taken – perform exercise with caution (may be beneficial in lowering glucose). Monitor the glucose level during exercise and increase fluid intake. If Likely Due to Missed Medication – If feeling well – low-intensity exercise only and catch up on missed medications as soon as possible and increase fluid intake.														
Glucose Level:	Hypoglycaemia or Hyperglycaemia – Do not exercise or delay exercise														
DO NOT EXERCISE – If hypoglycaemic event within the previous 24 h that required assistance from another individual to treat the event. DO NOT EXERCISE – If hypoglycaemic event within the previous 24 h that did not require assistance but the intended exercise is potentially unsafe (e.g. swimming, skiing, surfing, etc.). DO NOT EXERCISE UNTIL SYMPTOMS IMPROVE – If feeling unwell (e.g. abnormal sweating, trembling, anxiety, hunger, weakness, dizziness, inability to think straight)															
<4.0mmol/L	Delay Exercise – Treat hypoglycaemia: Consume one serve of fast acting carbohydrates and re-test after 15 min. If still wishing to exercise, ensure glucose level is ≥ 5.5 mmol/L and follow up with one serve of slow acting carbohydrate. Do low to moderate intensity exercise and closely monitor glucose, re-test every 15 min. DO NOT EXERCISE – If alone or type of exercise is potentially unsafe (e.g. swimming, skiing, surfing, etc.). If glucose level is frequently <4.0mmol/L, schedule review with a Diabetes Healthcare Professional.														
>15.0mmol/L	DO NOT EXERCISE – If feeling unwell, tired, weak, thirsty and/or frequently urinating. If glucose level is frequently >15.0mmol/L, schedule review with a Diabetes Healthcare Professional.														
<table border="0"> <tr> <td>Fast Acting Carbohydrate (15g one serve) examples: One serve as initial treatment</td> <td>Slow Acting Carbohydrate (15g one serve) examples: One serve as follow up treatment</td> </tr> <tr> <td>- 100mL Lucozade</td> <td>- 250mL plain milk</td> </tr> <tr> <td>- 7 small or 4 large jelly beans</td> <td>- 1 tub (200g) yoghurt</td> </tr> <tr> <td>- 3 teaspoons honey, jam or sugar</td> <td>- 1 slice of bread</td> </tr> <tr> <td>- 150mL fruit juice or soft drink</td> <td>- 2 sweet plain biscuits</td> </tr> <tr> <td>- 3 glucose tablets</td> <td>- 1 piece of fruit</td> </tr> <tr> <td></td> <td>- next meal (if served within 30 min)</td> </tr> </table>		Fast Acting Carbohydrate (15g one serve) examples: One serve as initial treatment	Slow Acting Carbohydrate (15g one serve) examples: One serve as follow up treatment	- 100mL Lucozade	- 250mL plain milk	- 7 small or 4 large jelly beans	- 1 tub (200g) yoghurt	- 3 teaspoons honey, jam or sugar	- 1 slice of bread	- 150mL fruit juice or soft drink	- 2 sweet plain biscuits	- 3 glucose tablets	- 1 piece of fruit		- next meal (if served within 30 min)
Fast Acting Carbohydrate (15g one serve) examples: One serve as initial treatment	Slow Acting Carbohydrate (15g one serve) examples: One serve as follow up treatment														
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- 150mL fruit juice or soft drink	- 2 sweet plain biscuits														
- 3 glucose tablets	- 1 piece of fruit														
	- next meal (if served within 30 min)														
Guidelines for During Exercise															
- Trained individuals have greater reductions in glucose during aerobic exercise than individuals with reduced cardiorespiratory fitness. - High-intensity exercise or resistance exercise before aerobic exercise will attenuate the decrease in glucose compared to aerobic exercise alone. - Completing an aerobic exercise cool down after high-intensity or resistance exercise will attenuate the glucose rise compared to performing high-intensity or resistance exercise alone.															
Glucose Level:	Below target glucose - Exercise with caution														
<5.5mmol/L	- Consume fast acting carbohydrates if next meal not planned within 30 min – one serve per hour with gentle exercise, two serves per hour with moderate-intensity exercise, four serves per hour with vigorous or high-intensity exercise. Alternative approach = 0.3-0.5g carbohydrate per kg of body mass per hour activity with reduced insulin. If this occurs frequently, schedule review with Diabetes Healthcare Professional.														
Glucose Level:	Rising glucose - Exercise with caution														
Rises above pre-exercise level	- Ensure medications have not been missed. - Rise is more likely with higher intensity exercise such as weight lifting, sprints and racing. - Rise may also be due to food consumed within the last 90 min. - Monitor the rise but be prepared for the fall in the glucose later – may require correction in carbohydrate consumption and/or insulin after exercise.														
Glucose Level:	Hypoglycaemia - Not safe to continue exercise														
<4.0mmol/L	STOP EXERCISING – Consume one serve of fast acting carbohydrate and re-check after 15 min. If glucose is still <4.0mmol/L, repeat one serve fast acting carbohydrate. Once glucose is ≥ 4.0 mmol/L, consume one serve slow acting carbohydrate if next meal is more than 30 min away. - Only resume exercise when glucose is ≥ 5.5 mmol/L. - If this occurs frequently, schedule review with a Diabetes Healthcare Professional.														
Guidelines for After Exercise															
- Risk of hypoglycaemia is elevated for at least 12 h after exercise. Monitor glucose after exercise if there has been an increase in exercise or when performing new exercise. - If post-exercise hypoglycaemia occurs, treat and confirm resolution then check the glucose level at least every 2 h up to 6 h post exercise. - Additional monitoring (e.g. for night-time hypoglycaemia) is required when exercising in extreme heat, cold or high altitude, changing exercise type/duration/intensity, and if post-exercise hypoglycaemia has previously occurred. - If exercising in the afternoon, monitor for the risk of night-time hypoglycaemia. - If night-time hypoglycaemia occurs, check the glucose level before sleep, once during the night (e.g. 2:00 am), and immediately upon waking. - If glucose level <7mmol/L before bed, extra carbohydrates should be consumed. - Adjustment of insulin with post exercise meal or additional carbohydrates following exercise may be required.															
If the glucose level is of concern and/or is within orange or red areas of the Action Plan recurrently, the following should be discussed and reviewed with a Diabetes Healthcare Professional.															
<ul style="list-style-type: none"> Type of medications to lower glucose Timing of medications Glucose trend prior to exercise Timing and amount of previous food intake Presence and severity of diabetes complications Use of other medications secondary to diabetes Intensity, duration and type of exercise Time of day conducting exercise 															

Fig. 2 Type 2 Diabetes Exercise Action Plan (on insulin and/or sulphonylureas). A distinct PDF of this figure can be viewed in Additional file 2

⁴ Grant Turner et al. - Resources to Guide Exercise Specialists Managing Adults with Diabetes, in *Sports Medicine – Open*, <https://doi.org/10.1186/s40798-019-0192-1>



Appendix 1: A 4-WEEK TRAINING PLAN IN WALKING FOOTBALL

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

WEEK 1 TRAININGS

Week 1 might focus on laying the foundations, including ball control, passing, and dribbling techniques, as well as introducing basic tactical concepts such as positioning. Trainers can include strength exercises for the entire body, based on participants individual health conditions, 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 Shooting	3v3 or 4v4 with Focus on Dribbling	Shooting Techniques
3	Passing & Receiving Drills	Passing Accuracy & Team Play	4v4 or 5v5 small-sided games with Focus on Defensive	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

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

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.

WEEK 2 TRAININGS

In **Week 2**, the emphasis shifts towards passing and shooting. Drills are incorporated to enhance players' quickness and precision. Advanced passing and dribbling techniques are practiced at higher speeds, and tactical aspects such as wing attacks and counter-attacks are explored. Plyometric exercises could be introduced to improve power and 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 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 to improve players' precision, footwork, and agility.
- Focus on quick changes of direction to enhance 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 stepping, switching play and creating attacks to flanks.

Plyometric Exercises (25 minutes):

- Incorporate plyometric and exercises to develop explosive power.

Training 2: Advanced Theory and Technique

Warm-up (15 minutes):

Dribbling (30 minutes):

- Encourage players to dribble while maintaining control and close ball control.
- Focus on quick changes of direction while dribbling.



Introduction to Counter-Attacks (25 minutes):

- Teach players how to quickly transition from defense to offense
- 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.

Strength Training (25 minutes):

- Implement exercises like squats to build strength.
- Focus on power in plyometric exercises to enhance movements.

Training 3: Fast and Furious

Warm-up (15 minutes)

Sprints and Quick Direction Changes (30 minutes):

- Set up 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 small vertical jump exercises to improve players' leaping ability.

WEEK 3 TRAININGS

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 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)

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 steps, switching play, and creating width in attacks to exploit the flanks.

Plyometric Exercises (25 minutes):

- Incorporate plyometric exercises to develop power.

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 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.

Strength Training (25 minutes):

- Implement exercises like squat jumps and box jumps to build strength.
- Focus on power and speed in plyometric exercise.



Training 3 Receiving and pressing

Warm-up (15 minutes)

Sprints and Quick Direction Changes (30 minutes):

- Set up 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, pressing in specific zones.

Jumping Drills (25 minutes):

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

WEEK 4 TRAININGS

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.



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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.

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 having a few friendly games before a serious walking football match or to play in small-sided tournaments in general first in order to get to know the atmosphere before a match.



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Appendix 2: A 4 WEEKS TRAINING PLAN TO TRAIN WALKING BASKETBALL PLAYERS / WB SKILLS

Walking Basketball is an adapted version of traditional basketball that eliminates running and reduces physical contact, making it accessible and safe for older adults, individuals in rehabilitation, or those new to physical activity. It retains the fundamental skills and excitement of the game—passing, shooting, positioning—while promoting health, inclusion, and enjoyment.

This 4-week training plan is structured to progressively develop fitness, balance, coordination, and basketball technique within the unique format of walking basketball. The plan encourages regular movement, teamwork, and confidence, aiming to improve both physical and social well-being.

Whether you are returning to sport or trying something new, this program is designed to be inclusive, engaging, and supportive of lifelong physical activity.

Each weekly session includes:

- Dynamic warm-ups and mobility drills
- Fundamental skill work (dribbling, passing, shooting)
- Game-based drills and tactical awareness
- Cool-down and stretching for recovery

WEEK 1: Introduction & Fundamentals (two times for week)

No.	Warm-Up (10 min)	Dribbling Drills (15 min)	Passing Practice (15 min)	Shooting Fundamentals (10 min)	Cool-Down & Stretching (10 min)



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1	Gentle walking laps, dynamic arm and leg swings, shoulder rolls.	Walk while dribbling with both hands, around cones, and in zig-zags.	Chest passes and bounce passes in pairs; walk and pass drills	Focus on form, short-range shots, and aiming at the backboard.	Static stretches: calves, quads, shoulders.
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WEEK 2: Ball Handling & Spacing (two times for week)

No.	Warm-Up (10 min)	Advanced Dribbling (15 min)	Passing on the Move (15 min)	Shooting with Movement (10 min)	Cool-Down & Stretching (10 min)
1	Walking basketball-specific movements, gentle lateral steps.	Walk-dribble with crossovers and changes of pace (no running).	Trios moving and passing in motion-focus on spacing.	Catch-and-shoot after walking toward the ball	Static stretches: calves, quads, shoulders, arms

WEEK 3: Defense & Small-Sided Games

No.	Warm-Up (10 min)	Defense Fundamentals (15 min)	Game-Based Drills (15 min)	Shooting Challenge (10 min)	Cool-Down & Stretching (10 min)



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1	Add defensive slides and walking shuffles	Positioning, arms up, lateral movement without contact	3v3 walking games focusing on passing and spacing	Spot shooting contest—fun, low-pressure	Static stretches: calves, quads, shoulders, arms, legs, pelvis
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WEEK 4: Game Simulation & Teamwork

No.	Warm-Up (10 min)	Team Strategy (10 min)	Full-Court Game (25 min)	Reflection & Cool-Down (15 min)	Cool-Down & Stretching (10 min)
1	Incorporate elements from all previous warm-ups	Teach basic offensive sets and player movement	Controlled walking basketball game with rotations and coaching tips	Spot shooting contest—fun, low-pressure	Static stretches: calves, quads, shoulders, arms, legs, pelvis



Appendix 3: A 4 WEEK TRAINING PLAN TO TRAIN CHC PEOPLE IN CATCHBALL SPECIFIC SKILLS

Objectives

3. Improve chest pass throwing
4. Improve and practice catching and throwing ball skills

WEEK 1 Chest throwing and catching

Time: 1hour		Outcomes	Resources	Comments
Main Teaching	1. To perform the chest pass throwing: - participants will practice the chest pass throwing 2. Increasing ball control: - participants will practice catching and throwing the ball over the head with two hands	Understand how to push the ball with the hands Co-operate with your partner in catching the ball	10 Volleyballs 20 Cones Pitch Net	They have improved their throwing skills They have increased the ball control
Activities	2. Warm-up game: Participants will play at the same time Sound and action: <ul style="list-style-type: none"> • one whistle- throwing the ball from the chest • two whistles- throwing the ball over the head 			5 minutes all over the volleyball court
	2. Warm-up exercises: Participants will play at the same time			
	<ul style="list-style-type: none"> • ankle jogging 			2 times up to 3 meters
	<ul style="list-style-type: none"> • easy skipping 			2 times 5 bouncing



	• big steps			2 times to 5 meters
	• stretching			8 minutes
	3. Development:			
	a. Practice individually:			
	• passing the ball from the chest in the air and catching with both hands			4 times
	• throwing over the head with both hands in the air and catching with both hands			4 times
	b. Practice in pairs passing: participants will practice at the same time			
	• chest pass with the partner to catch the ball by increasing the distance			4 times
	• over the head pass with the partner by increasing the distance			4 times
	c. Practice footwork, changing direction:			4 times
	• right foot to right side of the body			
	• left foot to the left side of the body			
	d. Play one short set			1 set up to 21 points
Cool-down every 20 min	Sleeping lions			3 minutes



WEEK 2 overarm throwing and passes

Time: 1 hour		Outcomes	Resources	Comments
Main Teaching	2. 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 important 2. They must have a better control of the ball: <ul style="list-style-type: none"> • together participants will practice attacking over the net 	Manage an overarm throw safely and working co-operatively Control the ball in different game situations	20 Volleyballs 40 Cones Pitch Net	They need to improve the catchball serve by throwing the ball They need to improve their catchball skills by developing their ball control
Activities	2. 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 			5 minutes all over the volleyball court
	2. Warm-up exercises: Participants will practice at the same time			
	<ul style="list-style-type: none"> • ankle jogging 			3 times of 5 repeat
	<ul style="list-style-type: none"> • stepping with knees up 			3 times 5 meters



• stepping with heels back			3 times 5 meters
• skipping			3 times 5 repeat
• big steps			3 times 5 meters
• stretching			9 minutes
3. Development:			
a. Practice individually:			
throw the ball to partner with your handy hand			4 times
throwing over the head with both hands in the air and catching with both hands			5 times
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			4 times
• one throws the ball over the net and the other one catches the ball			5 times
c. Practice footwork , changing direction:			4 times
• right foot to right side of the body			
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			4 times
e. Play a set: scoring only if there are three passes inside each team			1 set up to 21 points



	• Sleeping lions			3 minutes
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WEEK 3 Attack and spiking

Time: up to 1,5 hours		Outcomes	Resources	Comments
Main Teaching	2. They must co-operate as a team <ul style="list-style-type: none"> • together participants will practice the attack by increasing 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 field 3. 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 	3. Control the ball as the catching and throwing inside the team by understanding how to pass the ball with both hands 4. Improve their catchball actions by co-operate with the team in spiking	20 Volleyballs 40 Cones Pitch Net	3. They have improved their catchball actions by playing with more confidence 4. They have increased the ball control by improve their throwing skills
Activities	2. 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 ball 			5 minutes all over the volleyball court
	2. Warm-up exercises: Participants will play at the same time			
	<ul style="list-style-type: none"> • ankle jogging 			3 times of 5 repeat
	<ul style="list-style-type: none"> • stepping with knees up 			3 times 5 meters



• stepping with heels back			3 times 5 meters
• skipping			3 times 5 repeat
• big steps			3 times 5 meters
• stretching			10 minutes
3. Development:			
a. Practice individually:			
throwing over the head with both hands in the air and catching with both hands			4 times
throw the ball against the wall and over the net with a handy hand as well			5 times
b. Practice in pairs passing:			
• throw the ball with both hands over the head towards the partner increasing the distance between both of you			4 times
• throw the ball with a handy hand towards the partner to catch by increasing the distance between both of you			4 times
• one participant throws the ball over the net and the other one catches the ball			4 times
• attacking in pairs with footwork without net and then over the net to each other			6 times
c. Practice footwork , quickly changing direction:			4 times
• right foot to right side of the body			
• 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			3 sets up to 11 points



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WEEK 4 The serve and defense

Time: up to 1,5 hours		Outcomes	Resources	Comments
Main Teaching	<p>1. Perform the serve and defense tactics:</p> <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 <p>2. They must use three passes before scoring</p> <ul style="list-style-type: none"> - together participants playing the game using the skills and the rules they have learned 	<p>3. Increase the control of serve and attack by understanding how to throw the ball with a handy hand and how to attack in front of the net</p> <p>4. Co-operate with a partner to use three passes before scoring</p>	<p>20 Volleyballs 40 Cones Pitch Net</p>	<p>3. They have improved their serving and attacking skills</p> <p>4. They increase the ball control playing with more confidence</p>
Activities	<p>2. 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- walk 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 			5 minutes all over the volleyball court
	<p>2. Warm-up exercises: Participants will play at the same time</p> <ul style="list-style-type: none"> • ankle jogging 			2 times of 5 repeat



• running with knees up			2 times 5 meters
• running with heels back			2 times 5 meters
• skipping			2 times 5 repeat
• big steps			2 times 5 meters
• stretching			7 minutes
3. Development:			
a. Practice individually:			
• throw the ball over the head with both hands in the air and catching with both hands			3 times
• throw the ball with one hand in the air and catching with both hands			3 times
• throw the ball over the net with one hand			4 times
b. Practice footwork , quickly changing direction:			3 times
• 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			
c. Practice in pairs the serve and the attack:			
• one participant serves towards the partner who catches the ball with both hands by increasing the distance between them			3 times



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	<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 			3 times
	<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 			4 times
	d. Play a game by the rules			3 sets up to 21 points
Cool-down every 20 min	Breathing and stretching			3 minutes



Appendix 4: Type 2 Diabetes Exercise Action Plan⁵

Type 2 Diabetes Exercise Action Plan (on insulin and/or Sulphonylureas)							
This resource is designed to be used by an Exercise Specialist with diabetes knowledge.							
Guidelines for Starting Exercise							
Glucose Level:	OK to exercise						
* Ensure medication taken as prescribed. * Ensure adequate fluid intake	* Have blood glucose level monitor * Avoid exercise in extremes of temperature * If previous foot or nerve problems check feet before and after exercise. * If taking sulphonylureas, risk of hypoglycaemia is increased when exercising after a meal						
Establish glucose trend by measuring glucose levels 2-3 times (e.g. every 30 mins) before exercise. If glucose level is falling and it has been >90 min since eating, then consider one serve of slow acting carbohydrate – dependent on duration and intensity of exercise, the carbohydrate intake and glucose level prior to starting exercise.							
5.5 – 15.0mmol/L	If on insulin – carry one serve of fast acting carbohydrate when exercising, especially when > 60min. If on a sulphonylurea – carry one serve of slow acting carbohydrate when exercising, especially when > 60min.						
Below target glucose – Delay exercise or do not exercise							
4.0 – 5.4mmol/L	Delay Exercise – Consume one to two serves of fast acting carbohydrate. - If accustomed to exercise and their own glucose response to this starting level = may start exercising. Follow with slow acting carbohydrate if exercise duration >30 min and/or next meal is more than 30 min away. Monitor glucose trend during exercise. - If unaccustomed to exercise and/or glucose response to starting level, wait 15 min after consuming the carbohydrate and then re-test. OK to exercise when glucose ≥ 5.5 mmol/L and feeling well. Follow with slow acting carbohydrate if exercise duration >30 min and/or next meal is more than 30 min away. Monitor glucose trend during exercise.						
Hyperglycaemia, but feel well – Exercise with caution							
>15.0mmol/L	If Likely Due to Food – If feeling well and usual medications have been taken – perform exercise with caution (may be beneficial in lowering glucose). Monitor the glucose level during exercise and increase fluid intake. If Likely Due to Missed Medication – If feeling well – low-intensity exercise only and catch up on missed medications as soon as possible and increase fluid intake.						
Hypoglycaemia or Hyperglycaemia – Do not exercise or delay exercise							
Glucose Level:	DO NOT EXERCISE – If hypoglycaemic event within the previous 24 h that required assistance from another individual to treat the event. DO NOT EXERCISE – If hypoglycaemic event within the previous 24 h that did not require assistance but the intended exercise is potentially unsafe (e.g. swimming, skiing, surfing, etc.). DO NOT EXERCISE UNTIL SYMPTOMS IMPROVE – If feeling unwell (e.g. abnormal sweating, trembling, anxiety, hunger, weakness, dizziness, inability to think straight)						
<4.0mmol/L	Delay Exercise – Treat hypoglycaemia: Consume one serve of fast acting carbohydrates and re-test after 15 min. If still wishing to exercise, ensure glucose level is ≥ 5.5 mmol/L and follow up with one serve of slow acting carbohydrate. Do low to moderate intensity exercise and closely monitor glucose, re-test every 15 min. DO NOT EXERCISE – If alone or type of exercise is potentially unsafe (e.g. swimming, skiing, surfing, etc.). If glucose level is frequently <4.0mmol/L, schedule review with a Diabetes Healthcare Professional.						
>15.0mmol/L	DO NOT EXERCISE – If feeling unwell, tired, weak, thirsty and/or frequently urinating. If glucose level is frequently >15.0mmol/L, schedule review with a Diabetes Healthcare Professional.						
<table border="0"> <tr> <td>Fast Acting Carbohydrate (15g/one serve) examples: One serve as initial treatment</td> <td>Slow Acting Carbohydrate (15g/one serve) examples: One serve as follow up treatment</td> </tr> <tr> <td>- 100mL Lucozade - 3 teaspoons honey, jam or sugar - 3 glucose tablets</td> <td>- 250mL plain milk - 2 sweet plain biscuits</td> </tr> <tr> <td>- 7 small or 4 large jelly beans - 150mL fruit juice or soft drink - 30mL cordial (non diet) mixed with 150mL water</td> <td>- 1 tub (200g) yoghurt - 1 slice of bread - 1 piece of fruit - next meal (if served within 30 min)</td> </tr> </table>		Fast Acting Carbohydrate (15g/one serve) examples: One serve as initial treatment	Slow Acting Carbohydrate (15g/one serve) examples: One serve as follow up treatment	- 100mL Lucozade - 3 teaspoons honey, jam or sugar - 3 glucose tablets	- 250mL plain milk - 2 sweet plain biscuits	- 7 small or 4 large jelly beans - 150mL fruit juice or soft drink - 30mL cordial (non diet) mixed with 150mL water	- 1 tub (200g) yoghurt - 1 slice of bread - 1 piece of fruit - next meal (if served within 30 min)
Fast Acting Carbohydrate (15g/one serve) examples: One serve as initial treatment	Slow Acting Carbohydrate (15g/one serve) examples: One serve as follow up treatment						
- 100mL Lucozade - 3 teaspoons honey, jam or sugar - 3 glucose tablets	- 250mL plain milk - 2 sweet plain biscuits						
- 7 small or 4 large jelly beans - 150mL fruit juice or soft drink - 30mL cordial (non diet) mixed with 150mL water	- 1 tub (200g) yoghurt - 1 slice of bread - 1 piece of fruit - next meal (if served within 30 min)						
Guidelines for During Exercise							
<p>- Trained individuals have greater reductions in glucose during aerobic exercise than individuals with reduced cardiorespiratory fitness.</p> <p>- High-intensity exercise or resistance exercise before aerobic exercise will attenuate the decrease in glucose compared to aerobic exercise alone.</p> <p>- Completing an aerobic exercise cool down after high-intensity or resistance exercise will attenuate the glucose rise compared to performing high-intensity or resistance exercise alone.</p>							
Below target glucose - Exercise with caution							
Glucose Level:	<5.5mmol/L						
	- Consume fast acting carbohydrates if next meal not planned within 30 min – one serve per hour with gentle exercise, two serves per hour with moderate-intensity exercise, four serves per hour with vigorous or high-intensity exercise. Alternative approach = 0.3-0.5g carbohydrate per kg of body mass per hour If this occurs frequently, schedule review with Diabetes Healthcare Professional.						
Rising glucose - Exercise with caution							
Glucose Level:	Rises above pre-exercise level						
	- Ensure medications have not been missed. - Rise is more likely with higher intensity exercise such as weight lifting, sprints and racing. - Rise may also be due to food consumed within the last 90 min. - Monitor the rise but be prepared for the fall in the glucose later – may require correction in carbohydrate consumption and/or insulin after exercise.						
Hypoglycaemia - Not safe to continue exercise							
Glucose Level:	<4.0mmol/L						
	STOP EXERCISING – Consume one serve of fast acting carbohydrate and re-check after 15 min. If glucose is still <4.0mmol/L, repeat one serve fast acting carbohydrate. Once glucose is ≥ 4.0 mmol/L, consume one serve slow acting carbohydrate if next meal is more than 30 min away. - Only resume exercise when glucose is ≥ 5.5 mmol/L. - If this occurs frequently, schedule review with a Diabetes Healthcare Professional.						
Guidelines for After Exercise							
<p>- Risk of hypoglycaemia is elevated for at least 12 h after exercise. Monitor glucose after exercise if there has been an increase in exercise or when performing new exercise.</p> <p>- If post-exercise hypoglycaemia occurs, treat and confirm resolution then check the glucose level at least every 2 h up to 6 h post exercise.</p> <p>- Additional monitoring (e.g. for night-time hypoglycaemia) is required when exercising in extreme heat, cold or high altitude, changing exercise type/duration/intensity, and if post-exercise hypoglycaemia has previously occurred.</p> <p>- If exercising in the afternoon, monitor for the risk of night-time hypoglycaemia.</p> <p>- If night-time hypoglycaemia occurs, check the glucose level before sleep, once during the night (e.g. 2.00 am), and immediately upon waking.</p> <p>- If glucose level <7mmol/L before bed, extra carbohydrates should be consumed.</p> <p>- Adjustment of insulin with post exercise meal or additional carbohydrates following exercise may be required.</p>							
<p>If the glucose level is of concern and/or is within orange or red areas of the Action Plan recurrently, the following should be discussed and reviewed with a Diabetes Healthcare Professional.</p> <ul style="list-style-type: none"> Type of medications to lower glucose Timing of medications Glucose trend prior to exercise Timing and amount of previous food intake Presence and severity of diabetes complications Use of other medications secondary to diabetes Intensity, duration and type of exercise Time of day conducting exercise 							

Fig. 2 Type 2 Diabetes Exercise Action Plan (on insulin and/or sulphonylureas). A distinct PDF of this figure can be viewed in Additional file 2



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Play Safe Manual

Call: ERASMUS-SPORT-2022-SCP

Type of Action: ERASMUS-LS

Acronym: MOVE UP

Number: 101185128

Duration: 36 months

Start: 1 Nov 2024

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⁵ Grant Turner et al. - Resources to Guide Exercise Specialists Managing Adults with Diabetes, in *Sports Medicine – Open*, <https://doi.org/10.1186/s40798-019-0192-1>

Chapter I Understanding Safety Guidelines

Understanding Safety Guidelines in Sport

Understanding safety guidelines in sport involves a comprehensive examination of protocols designed to ensure the well-being of athletes. These guidelines, crafted through a synthesis of scientific research, empirical evidence, and collective experiences, aim to mitigate the risks associated with sports participation. In this manual we focused on our sports : walking football, catchball, and walking basketball safety guidelines, but they serve also as illustrative examples where safety guidelines play a pivotal role in organizing a secure sporting environment. In Walking football, a sport renowned for its dynamic nature and physical intensity, safety guidelines encompass a spectrum of considerations. Hawkins et al. (2001) emphasize the importance of injury prevention strategies, with guidelines addressing player movements, collisions, and the potential for traumatic injuries such as concussions. The integration of proper warm-up routines, conditioning exercises, and the utilization of appropriate protective gear contributes to the overall safety of players (McCroory et al., 2017). Understanding safety guidelines in walking football extends beyond the pitch to include protocols for diverse weather conditions and playing surfaces, recognizing the impact of these variables on injury patterns (Fuller et al., 2007).

Catchball and walking basketball, adheres to safety guidelines that focus at the unique demands of each sport, even there are significant similarities. Shan et al. (2016) highlights the biomechanics of catchball-specific movements, forming the basis for guidelines aimed at preventing acute sprains and chronic overuse injuries. Additionally, safety guidelines in catchball encompass the psychological aspects of the game, addressing performance pressures and facilitating a supportive environment (Tatsumi et al., 2018). These guidelines, grounded in scientific

understanding, contribute to the creation of an environment where athletes can perform optimally while minimizing injury risks.

Walking basketball introduces distinctive elements that necessitate specific safety guidelines. Voskanian (2015) emphasizes guidelines addressing the impact of jumping on joint stability and injury patterns. By tailoring safety guidelines, walking basketball endeavors to provide a secure platform for athletes.

The development and implementation of safety guidelines are important on continuous research, empirical observations, and collaboration within the sports community. Hespanhol Junior et al. (2015) stress the importance of ongoing research initiatives and injury surveillance systems in shaping effective safety guidelines. An interdisciplinary approach, involving sports scientists, medical professionals, and sports organizations, contributes to evidence-based guidelines that evolve with emerging insights (Soligard et al., 2015).

In conclusion, understanding safety guidelines in sport is a dynamic process that involves the meticulous crafting and application of protocols to safeguard the well-being of athletes. Walking football, catchball, and WALKING BASKETBALL illustrate how safety guidelines, informed by research and interdisciplinary collaboration, create an environment where athletes can pursue their passion with minimized risks. These guidelines, rooted in scientific understanding, contribute to the cultivation of a sporting culture that prioritizes the health and safety of participants.



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The Importance of Safety

The importance of safety in amateur sports is very important, implying a multifaceted commitment to the well-being of participants. Research consistently underscores the significance of safety measures in preserving and enhancing the physical health of athletes. Sawchuk et al. (2019) emphasize the role of proper training and equipment in mitigating injury risks. This underscores the need for comprehensive strategies that encompass dynamic warm-ups, conditioning exercises, and the utilization of appropriate protective gear. By prioritizing these elements, amateur sports foster an environment where participants can pursue their athletic endeavors with reduced risk of injuries, contributing to their long-term physical well-being.

Beyond the physical reality, safety initiatives play a pivotal role in supporting the mental and emotional health of amateur athletes. Petitpas et al. (2005) highlights the importance of cultivating sportsmanship and creating environments that promote respect and positive interactions among participants. This emphasis on positive sporting experiences contributes to the development of a resilient and positive mindset, addressing the mental well-being of athletes. Managing performance pressure and providing resources to cope with challenges are essential components of this approach, facilitating a culture where participants feel supported in their overall development.

In the social context, safety initiatives in amateur sports extend to building a community that is inclusive and diverse. Embracing individuals from various backgrounds and identities enriches the social fabric of sports, promoting a sense of belonging and camaraderie. This inclusivity not only enhances the social well-being of participants but also contributes to a positive and supportive team environment. Coaches and leaders play a crucial role in creating and maintaining

such environments, where athletes feel valued for their contributions and unique qualities.

The long-term participation of individuals in amateur sports is closely linked to safety considerations. A focus on injury prevention becomes essential for sustained engagement in sports activities. By implementing comprehensive safety protocols and responding promptly to injuries, amateur sports become a sustainable and enjoyable pursuit throughout an individual's life. This is aligned with the research by Schroeder et al. (2006), who emphasize the positive impact of sports participation on lifelong engagement and well-being.

Moreover, the development of life skills is an integral aspect of safety in amateur sports. The challenges and collaborative nature of sports activities provide a platform for participants to cultivate essential skills such as teamwork, discipline, and resilience. This broader developmental aspect contributes to the overall growth of individuals, shaping them not just as athletes but as well-rounded and resilient members of society.

Educational initiatives and continuous improvement in safety protocols are crucial components of a comprehensive safety framework. Safety education programs for coaches, athletes, and parents enhance awareness and understanding of injury prevention and response strategies. Clear communication of safety policies ensures that all stakeholders are well-informed about expectations and procedures, facilitating a shared commitment to safety within the sporting community.

In conclusion, the importance of safety in amateur sports goes beyond the prevention of injuries; it is a commitment to nurturing the holistic well-being of participants. Through a comprehensive approach encompassing physical, mental, and social dimensions, safety initiatives in amateur sports create an environment where individuals can thrive in their athletic pursuits. This commitment not only

safeguards the current generation of athletes but also lays the foundation for a legacy of well-being that resonates through generations of sports enthusiast

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Regulatory Framework

The regulatory framework governing Walking football, catchball, and walking basketball is a complex web of rules, guidelines, and standards designed to ensure fair play, participant safety, and the integrity of the sports. In Walking football the regulatory body at the international level is FIFA. FIFA's Laws of the Game govern everything from the dimensions of the field to the conduct of players and officials (FIFA, 2021). At the national level, various Walking football associations, such as the English Walking football Association or the German Walking football Association, implement these regulations within their jurisdictions.

Similarly, catchball follows a regulatory framework overseen by the International Catchball Federation (ICF). The ICF's rules and regulations cover aspects like court dimensions, team composition, and game conduct. National catchball federations, in adherence to the ICF guidelines, ensure the consistent application of these rules in domestic competitions.

For walking basketball, the regulatory authority is IBF, which has a distinct set of rules tailored to the unique dynamics of the sport. These rules encompass court dimensions, player attire, and specific regulations related to playing without running

The regulatory framework in Walking football, catchball, and walking basketball serves several critical purposes. Firstly, it establishes a standardized set of rules that govern the playing of the sport, ensuring consistency across various levels of competition. This uniformity contributes to the integrity of the game and enables players, coaches, and officials to operate within a predictable and equitable environment.

Secondly, the regulatory framework is instrumental in maintaining the safety of participants. Specific rules dictate permissible and impermissible conduct during play, minimizing the risk of injuries and ensuring a level of physical protection for

athletes. For example, rules related to dangerous tackles in Walking football or illegal passes and no physical contact in walking basketball contribute to the overall safety of players (FIFA, 2021; FIVB, 2021).

Moreover, the regulatory framework plays a pivotal role in shaping the ethos and sportsmanship within these sporting communities. The rules governing fair play, respect for opponents, and ethical conduct are integral components of the regulatory fabric. Adherence to these principles is not only expected but actively enforced by officials and governing bodies, facilitating an environment where the spirit of the game is as valued as the outcomes.

The evolution of these regulations is a dynamic process, often responding to changes in the sports landscape, advancements in technology, and societal expectations. Amendments and updates to the rules are typically guided by a commitment to improving the sports' fairness, safety, and overall appeal.

In conclusion, the regulatory framework in walking football, catchball, and walking basketball is a complex system designed to uphold the core tenets of these sports. ICF, FIFA and FIVB, as international governing bodies, play central roles in crafting and disseminating these regulations. At the heart of this framework is a commitment to fairness, safety, and the enduring spirit of the game. As these sports continue to evolve, the regulatory framework serves as a compass, guiding participants and stakeholders in their collective journey of competition, sportsmanship, and enjoyment.

Risk Assessment

Understanding safety in sports necessitates a meticulous and comprehending analysis, transcending the mere adherence to rules and regulations. This comprehensive approach implies a deep exploration of the dynamics between athletes, the playing environment, and the unique demands posed by specific

sports. walking football, catchball, and walking basketball, as representative examples, underscore the imperative for a tailored examination of safety considerations. In Walking football, renowned for its dynamic nature and intense physicality, a thorough safety analysis involves scrutinizing the biomechanics of player movements, player collisions, and the potential for traumatic injuries, including concussions and ligamentous injuries (Hawkins et al., 2001; McCrory et al., 2017). Acknowledging the diversity of playing surfaces and weather conditions is crucial for understanding injury patterns and informing prevention strategies (Fuller et al., 2007). Similarly, catchball, whether played indoors or on the beach, presents its own set of safety considerations, encompassing explosive jumps, rapid lateral movements, and high-impact landings, with specific risks of acute sprains and chronic overuse injuries (Shan et al., 2016). A comprehensive safety perspective in catchball extends beyond the physical aspects to include psychological stressors associated with performance pressures and competition dynamics (Tatsumi et al., 2018).

This comprehensive analysis of safety is deeply intertwined with empirical data, ongoing research, and collaborative efforts within the sports community. Injury surveillance systems, continuous research initiatives, and the amalgamation of experiential knowledge contribute to this evolving understanding (Hespanhol Junior et al., 2015). An interdisciplinary approach involving sports scientists, medical professionals, and sports organizations facilitates the development of evidence-based safety measures that transcend reactive responses to injuries and instead anticipate and mitigate emerging risks (Soligard et al., 2015).

In conclusion, understanding safety in sports requires a holistic and evolving analysis, considering the dynamics among athletes, the playing environment, and the unique demands of specific sports. Walking football, catchball, and walking basketball exemplify the necessity for tailored examinations of safety considerations, encompassing biomechanics, injury patterns, and environmental

influences. By embracing this multidimensional approach, sports communities can foster environments where athletes can pursue their passion with minimized risks, ensuring that the pursuit of excellence occurs within the bounds of a thoughtful and responsive safety paradigm.

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Communication Protocols

Effective communication stands as the very important of safety in sports, weaving a crucial fabric that binds athletes, coaches, medical staff, and administrators into a cohesive unit focused on well-being. In the complex and dynamic realm of sports, where split-second decisions can have profound consequences, clear and timely communication becomes paramount. Walking football, catchball, and walking basketball exemplify the importance of effective communication in ensuring the safety of athletes.

In the context of Walking football, a sport characterized by fast-paced action and constant movement, effective communication is indispensable for injury prevention and response. Coaches communicating strategic plans and emphasizing proper techniques contribute to players' understanding and adherence to safety guidelines (Fuller et al., 2019). Similarly, communication between players and medical staff becomes pivotal in recognizing and addressing potential injuries promptly. The ability to convey information swiftly and accurately during a match, whether signaling for substitutions or indicating an emergency, is essential for maintaining a safe playing environment (McCrary et al., 2017).

Catchball, known for its precise coordination, relies heavily on effective communication to ensure player safety. Between teammates, clear communication is crucial for seamless plays and avoiding collisions. Coaches play a pivotal role in articulating strategies that prioritize both performance and injury prevention, facilitating a culture where players feel empowered to voice concerns or seek assistance (Reeser et al., 2020). Communication between medical staff and athletes during rehabilitation processes further solidifies the foundation of safety, ensuring that recovery plans are clearly understood and adhered to.

In the unique setting of walking basketball, communication takes on additional dimensions. The very important role of effective communication extends beyond the field of play to encompass the broader sports environment. Administrators, coaches, and medical professionals must collaborate and communicate seamlessly to establish and disseminate safety protocols. This includes the formulation of emergency response plans, dissemination of updated safety guidelines, and ensuring that all stakeholders are well-informed (Mountjoy et al., 2017). Effective communication channels foster a culture of transparency and accountability, reinforcing the commitment to athlete safety at all levels of sports participation.

The significance of effective communication in sports safety is echoed in the broader sports medicine and science community. Researchers emphasize the importance of communication as a means to facilitate injury prevention initiatives, enhance player education, and improve the overall safety culture within sports organizations (Brooks et al., 2018). The dynamic interplay of communication between athletes, coaches, and medical professionals creates an environment where safety is not merely a set of guidelines but a shared responsibility embraced by all involved.

In conclusion, effective communication serves as the very important of safety in sports, connecting all facets of the sports ecosystem in a shared commitment to athlete well-being. Walking football, catchball, and WALKING BASKETBALL exemplify how clear and timely communication is integral to injury prevention, prompt response to incidents, and the overall safety culture within these sports. The web of communication channels, when woven skillfully, creates a safety net that upholds the fundamental principle of preserving the health and safety of athletes.

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Chapter II Equip Yourself: Gear & Protection

Protecting Players with Equipment in Walking football

- *Shin Guards*

Essential for preventing lower leg injuries, shin guards should be worn by all Walking football players. Ensure that players use properly fitted guards that cover the entire shin area. Regularly check for wear and tear, replacing them as needed.

- *Cleats*

Appropriate footwear is crucial for stability and injury prevention. Cleats designed for Walking football provide traction on the field. Ensure players wear shoes with studs suitable for the playing surface, and regularly inspect cleats for damage.

- *Goalkeeper Gloves*

Goalkeepers need specialized gloves to protect their hands while making saves. Ensure that goalkeepers wear gloves with adequate padding and grip. Regularly check for tears or damage, replacing gloves as necessary.

- *Apparel*

Players should wear appropriate jerseys, shorts, and socks. Loose or overly tight clothing can impede movement and increase the risk of injury. Ensure that players remove any accessories or jewelry that may pose safety hazards.

- *Headgear*

While not mandatory, some players choose to wear protective headgear to reduce the risk of head injuries, especially during aerial duels. Ensure that any headgear used complies with safety standards and does not pose a risk to the player or others.

- *Emergency Medical Kit*

Have a well-equipped medical kit on hand during practices and games. It should include items such as bandages, antiseptic wipes, ice packs, and other first aid essentials to address injuries promptly.

Protecting Players with Equipment in Catchball

- Knee Pads

Catchball players often dive and slide, exposing their knees to potential injuries. Well-fitted knee pads provide essential protection. Ensure players wear knee pads that cover and cushion the patella and surrounding areas.

- Ankle Braces

Ankle injuries are common in catchball due to lateral movements and jumping. Encourage players with a history of ankle issues to wear supportive ankle braces. These braces enhance stability and reduce the risk of sprains.

- Sport Shoes

Proper footwear with gum soles provides traction on the court, reducing the risk of slipping or twisting an ankle. Players should wear shoes designed specifically to support lateral movements.

- Elbow Pads

Players diving to save a ball may benefit from elbow pads. These pads protect against floor burns and impact injuries during defensive plays. Ensure the pads are comfortable and do not restrict movement.

Protecting Players with Equipment in walking basketball

Players participating in **indoor walking basketball** can improve both safety and performance by using suitable sports equipment and clothing. Proper



preparation helps prevent injuries, ensures comfort, and allows everyone to enjoy the game in a controlled, safe environment.

- **Footwear**

Indoor Court Shoes: Players should wear basketball or cross-training shoes with non-marking soles designed for indoor courts. Good grip, ankle support, and cushioning are essential to reduce the risk of slipping and to protect joints from impact on hard surfaces. Avoid running shoes, as their sole pattern is not designed for lateral movement.

- **Safety and Support Equipment**

Knee and Elbow Pads: Light, flexible pads provide protection against minor falls or contact with the floor. They help prevent bruises and abrasions, especially for beginners or players with limited mobility.

Joint Braces: Players with previous injuries or joint instability can use ankle, knee, or wrist braces for additional stability and confidence during movement.

- **Apparel**

Breathable Sportswear: Lightweight, moisture-wicking materials such as polyester or technical fabrics help regulate temperature and keep players dry during the game. Loose, flexible clothing ensures freedom of movement and comfort.

Compression Garments: Compression sleeves or leggings can support muscles, reduce fatigue, and improve blood circulation—particularly beneficial for players managing chronic health conditions.

- **Eye and Skin Protection**

While indoor basketball reduces exposure to sun and weather, players should still consider wearing:

Protective Eyewear: Clear sports glasses or goggles protect against accidental contact with the ball or other players.



Skin Care: For longer sessions in heated or air-conditioned spaces, applying a light moisturizer can help prevent dryness or irritation.

- **Hydration**

Water Bottles: Staying hydrated is important even indoors. Players should bring a refillable water bottle and take regular hydration breaks during the session.

Hydration Stations: Organizers can set up a central table or area with water dispensers to encourage regular fluid intake.

- **Additional Equipment**

Towels: Each player should have a small towel to wipe sweat and maintain good grip on the ball.

First Aid Kit: A basic first aid kit should always be available courtside, including bandages, antiseptic wipes, and athletic tape for immediate care of minor injuries.

Scoreboard and Whistle: For organized play, the referee or facilitator should use a whistle to manage pace and rest breaks, ensuring participants avoid overexertion.

Equipment Inspection

Catchball: Ensure the catchball used is in good condition, with proper inflation and intact seams. A well-maintained ball contributes to a smoother and safer game.

Net and Boundary Lines: Regularly inspect the net, boundary lines, and any supporting structures to ensure they are secure and free from damage.

- **First Aid Kit**

Basic First Aid Supplies: Have a compact first aid kit with essentials like adhesive bandages, antiseptic wipes, pain relievers, and blister treatment. Be prepared to address minor injuries promptly.

- **Hand Signals:**

Establish clear hand signals or calls to communicate effectively with playing partners and avoid collisions on the court.

- Player Awareness Tools

Walking basketball: Use markers to outline court boundaries clearly, minimizing the risk of players stepping outside the designated playing area.

By incorporating these pieces of equipment into their walking basketball experience, players can create a safer and more enjoyable environment. Coaches and organizers should also emphasize the importance of proper equipment use, and communication to foster a culture of safety on the walking basketball court.

Chapter III Physical preparation for Safe Play

Physical preparedness is very important in sports, forming the foundation upon which athletes can thrive while minimizing the risk of injuries. Whether on the Walking football field, basketball court, or any athletic arena, a holistic approach to physical readiness is essential. This encompasses not only strength and conditioning but also flexibility, agility, and overall wellness. In this exploration of physical preparedness for safe play, we delve into the multifaceted components that contribute to a resilient, injury-resistant athlete.

Strength and Conditioning

❖ Building a Robust Physique

Strength and conditioning programs tailored to the specific demands of the sport play a pivotal role in physical preparedness. Athletes undergo targeted exercises to enhance muscular strength, endurance, and power. This not only optimizes performance but also fortifies the body against the physical stresses of the game.

❖ Core Stability

A strong core is the keystone of athletic prowess. It stabilizes the spine, improves balance, and reduces the risk of injuries, especially in sports that involve rapid changes in direction. Core-specific exercises, such as planks, rotational movements, and stability drills, are integral to facilitating a resilient foundation.

Flexibility and Mobility

❖ Dynamic Warm-ups

Flexible muscles and joints are less prone to strains and sprains. Implementing dynamic warm-up routines before practices and games increases blood flow, improves flexibility, and prepares the body for the demands of the sport. Dynamic stretching, including leg swings, arm circles, and lunges, primes the muscles for optimal performance.

❖ Static Stretching

Post-activity, static stretching aids in muscle recovery and flexibility. Athletes engage in stretches targeting major muscle groups, promoting flexibility and reducing muscle tightness. Incorporating static stretching as part of the cool-down routine contributes to overall physical preparedness.

Agility and Coordination

❖ Agility Drills

Athletes must navigate the field or court with precision and speed. Agility drills, such as ladder drills, cone exercises, and shuttle runs, enhance an athlete's ability to change direction rapidly and react to dynamic game scenarios. These drills not only improve performance but also reduce the risk of injuries associated with abrupt movements.

❖ Coordination Exercises

Well-coordinated movements are key to preventing accidents and collisions. Athletes engage in exercises that enhance hand-eye coordination, spatial awareness, and overall body control. This focus on coordination contributes to safer play by reducing the likelihood of accidental collisions or missteps.

Nutrition and Hydration

❖ Fueling the Body

Proper nutrition is a cornerstone of physical preparedness. Athletes require a well-balanced diet that provides the necessary nutrients to support energy levels, muscle recovery, and overall health. A diet rich in carbohydrates, proteins, healthy fats, vitamins, and minerals ensures the body is adequately fueled for peak performance.

❖ Hydration

Staying hydrated is paramount for safe play. Dehydration can compromise physical and cognitive functions, increasing the risk of injuries. Athletes must maintain a consistent fluid intake, especially during intense training sessions and competitive events. Electrolyte-rich drinks can aid in replenishing lost minerals during prolonged physical activity.

Rest and Recovery

❖ Importance of Sleep

Adequate rest is a non-negotiable component of physical preparedness. Quality sleep is when the body undergoes repair and regeneration. Athletes should prioritize getting the recommended hours of sleep each night to ensure optimal recovery and reduce the risk of injuries associated with fatigue.

❖ Active Recovery

Incorporating active recovery strategies, such as light exercises, stretching, or low-intensity activities, into training routines promotes circulation and aids in muscle recovery. Active recovery helps prevent stiffness and reduces the likelihood of overuse injuries associated with intense training.

Injury Prevention Programs

❖ Preventive Exercises

Specialized injury prevention programs, tailored to the specific demands of the sport, can significantly reduce the risk of common injuries. These programs often include targeted exercises that address muscle imbalances, enhance stability, and improve biomechanics, all contributing to overall physical preparedness.

❖ Regular Screening and Assessment

Periodic screening and assessments, conducted by sports medicine professionals, help identify potential risk factors for injuries. This proactive approach allows for the implementation of targeted interventions, such as corrective exercises or modifications to training regimens, to mitigate injury risks.

In conclusion, achieving physical preparedness for safe play involves a comprehensive approach that extends beyond traditional strength and conditioning. From flexibility and agility to cardiovascular fitness and injury prevention programs, each facet contributes to the overall resilience of the athlete. Coaches, trainers, and athletes alike play pivotal roles in embracing and implementing these principles, facilitating an environment where safe play is not just an aspiration but a fundamental aspect of sports culture

Chapter IV Game-Day Safety Protocols

Game day in Walking football, catchball, and walking basketball is the culmination of rigorous training, strategic planning, and teamwork. While the focus is on performance, the safety of players remains paramount. In each sport, unique challenges and playing environments necessitate tailored safety protocols to mitigate risks and ensure the well-being of athletes. This comprehensive exploration delves into the game-day safety protocols specifically designed for Walking football, catchball, and walking basketball.

Walking football: A Dynamic Field of Play

1. Pre-Match Medical Assessments

Walking football players undergo comprehensive medical assessments before game day. These assessments include evaluating general health, assessing any existing injuries, and ensuring players are physically fit for the demands of the match. It's an essential step in identifying potential health concerns that could affect performance.

2. Warm-Up and Stretching

A structured warm-up routine is a fundamental aspect of Walking football safety protocols. Dynamic stretching, jogging, and agility drills are incorporated to prepare players physically and mentally for the intensity of the game. This not only enhances flexibility but also reduces the risk of muscular injuries.

3. Equipment Check

Coaches and equipment managers conduct meticulous checks of players' gear before each game. This includes ensuring that jerseys, shorts, shin guards, and cleats are in optimal condition. Properly maintained equipment minimizes the risk of accidents and injuries during play.

4. Hydration Plan

Dehydration can compromise performance and increase the risk of injuries. Walking football teams implement hydration plans, emphasizing the importance of maintaining optimal fluid levels. Coaches and support staff monitor players' hydration status, especially in warmer weather conditions.

5. Weather Monitoring

Weather conditions can significantly impact player safety. Walking football matches are subject to thorough weather monitoring. Extreme temperatures, lightning, or adverse weather conditions prompt a reassessment of safety, potentially leading to game delays or cancellations to protect players and officials.

6. Injuries Protocol

Walking football has recognized the seriousness of head injuries, and stringent concussion protocols are in place. Immediate evaluation and removal from play, followed by a comprehensive assessment, prioritize the well-being of players who may have suffered injuries.

7. Emergency Medical Plan

Every Walking football venue has a well-defined emergency medical plan. Trained medical personnel are on standby, and there are clear procedures for swift responses to injuries, including access to first aid and evacuation if necessary.

Catchball: Precision and Coordination

1. Pre-Match Health Screening

Catchball players undergo pre-match health screenings to assess their physical well-being. This includes evaluating any pre-existing conditions or injuries to ensure that players are fit for the match, with a special attention to fingers and joints former accidents.

2. Dynamic Warm-Up

Catchball players engage in dynamic warm-up exercises that target specific muscle groups used during the game, especially fingers and hand joints. This includes running forward and backward, stretching, jumping drills, and light aerobic activities to prepare the body for the demands of play.

3. Court Inspection

Coaches and officials inspect the court before matches for any hazards, such as uneven surfaces or obstacles. Ensuring the playing area is free from potential dangers contributes to player safety.

4. Equipment Check

Catchball specific gear, including knee pads and appropriate footwear, undergoes thorough checks. This ensures that players are adequately protected, reducing the risk of injuries during dives, jumps, and rapid directional changes.

5. Hydration Strategy

Hydration is a focal point on game day. Players are encouraged to maintain optimal fluid levels, with water readily available during breaks. Proper hydration supports endurance and reduces the risk of cramps and fatigue-related injuries.

6. Sportsmanship Emphasis

Catchball competitions prioritize sportsmanship, emphasizing fair play and respect for opponents. Clear guidelines discourage aggressive or dangerous behavior, contributing to a safer and more enjoyable playing environment.

WALKING BASKETBALL: Balance, Control, and Coordination

1. Pre-Event Physicals

As with other MOVEUP adapted sports, players participating in Walking Basketball undergo pre-event physical assessments to ensure they are fit for moderate physical activity. These evaluations typically include checks on joint mobility,

cardiovascular health, and overall fitness levels—especially important for participants with chronic health conditions.

2. Indoor Warm-Up Routine

Warm-up exercises are tailored to the demands of indoor play on hard surfaces. Players perform dynamic stretching, gentle jogging, and mobility drills focusing on balance, flexibility, and joint activation. The goal is to prepare muscles for low-impact movement and to reduce the risk of strain or injury on the court.

3. Court Preparation

Before matches begin, organizers inspect the indoor basketball court to ensure it is clean, dry, and free of obstacles. Proper lighting, clear boundary markings, and secure basket installations are essential for maintaining player safety. Non-slip surfaces help prevent falls and ensure stable footing for all participants.

4. Environmental Comfort and Safety

Because Walking Basketball is played indoors, the focus shifts from sun protection to maintaining appropriate indoor conditions. Adequate ventilation, comfortable temperature, and good air quality contribute to player well-being. Participants are encouraged to wear breathable sportswear suitable for indoor environments.

5. Equipment Inspection

All Walking Basketball equipment—including basketballs, nets, and court accessories—is checked prior to each session. Players are advised to wear supportive, non-marking shoes and protective gear such as knee or elbow pads if needed. Any damaged or unsuitable equipment is replaced to maintain a safe playing environment.

6. Hydration and Rest Breaks

Even in an indoor setting, hydration remains crucial. Water stations are made easily accessible, and regular short breaks are scheduled to allow players to rehydrate and recover. Chairs or benches are provided on the sidelines for rest, ensuring participants can pace themselves throughout the session.



7. Communication and Teamwork

Clear communication and teamwork are central to both safety and enjoyment in Walking Basketball. Players use verbal cues and hand signals to coordinate movement, prevent collisions, and maintain awareness of others on the court. Referees and facilitators play an important role in guiding play and ensuring respectful interaction.

8. Emergency Medical Preparedness

Each event includes a basic first aid station and at least one trained staff member or volunteer with first aid certification. Emergency procedures are in place for responding promptly to injuries, dizziness, or other health concerns, particularly for players with chronic conditions.

Game-day safety protocols for Walking Football, Catchball, and Walking Basketball reflect a comprehensive approach to participant well-being. Each sport's unique environment and physical demands require specific safety measures—from medical screenings and equipment checks to communication strategies and emergency response plans. In Walking Basketball, the emphasis on controlled movement, indoor safety, and participant comfort ensures that every session promotes both health and enjoyment.

Player safety is a shared responsibility involving coaches, medical staff, officials, and organizers. Facilitating a culture of safety not only enhances the overall sports experience but also contributes to the longevity and well-being of athletes. through continued adherence to robust safety protocols, walking football, catchball, and walking basketball can be enjoyed as thrilling and competitive sports while minimizing the inherent risks associated with high-intensity athletic endeavors

Chapter V Injury Prevention Strategies

Sports and physical activities contribute to a healthy lifestyle, fostering physical fitness, teamwork, and overall well-being. However, it's crucial to prioritize safety to prevent injuries that may occur during these activities. Injury prevention in sports is a multi-faceted issue, impacting athletes, teams, and the sports community as a whole. The significance of injury prevention in sports extends beyond immediate health concerns. It encompasses long-term athletic development, team success, financial considerations, and the overall culture and reputation of sports organizations. Prioritizing injury prevention is a strategic investment in the well-being of athletes and the success of sports programs at various levels.

Top 7 Sports Safety Strategies

1. Wear Proper Protective Gear

One fundamental safety precaution is the use of proper protective gear. Wearing the right protective gear significantly reduces the risk of injuries during sports activities. Helmets, pads, goggles, and other specialized equipment act as a barrier, absorbing impact forces and protecting vulnerable body parts.

Body protective wear provides athletes with additional safety and support during physical activities. The type of protective gear required often depends on the sport and the potential risks involved.

Joint and Bone Protection: sports like football, basketball or catchball can lead to falls that may result in joint and bone injuries. Wearing knee pads, elbow pads, and wrist guards provides added support and protection, minimizing the impact on these vulnerable areas.

Shoes with Ankle Support helps prevent ankle sprains and provides stability during lateral movements.

Knowing that they are properly protected can boost the athlete's confidence, allowing them to focus on performance without fear of injury. Adhering to

protective gear guidelines not only ensures personal safety but also avoids penalties or disqualification from competitions.

2. Warm-Up and Stretch.

Ensuring the safety of athletes is paramount in any sports activity. One crucial aspect of injury prevention is the implementation of effective warm-up and stretching routines. What brings the warm-up:

Increasing Blood Flow: proper warm-up gradually increases the heart rate and enhances blood circulation to the muscles. This prepares the body for the increased demands of physical activity, reducing the risk of muscle strains and other injuries.

Improving Flexibility: the warm-up session should include dynamic stretching, which helps improve joint flexibility and range of motion, as all most sports require agility and quick movements.

Enhancing Oxygen Delivery: adequate warm-up ensures efficient oxygen delivery to the muscles, optimizing performance and reducing the likelihood of fatigue-related injuries.

Activation of Nervous System: warm-up activates the nervous system, enhancing coordination and reaction times. This is particularly important in sports that require quick reflexes.

Stretching is an excellent strategy before the match, offering:

- increased muscle elasticity, reducing the risk of strains and tears during physical activity;
- promotes joint mobility and prevent stiffness, contributing to overall joint health;
- helps maintain proper posture, reducing the risk of musculoskeletal imbalances and related injuries;
- prepared body for dynamic movements, reducing apparition of injuries such as sprains, strains and muscle pulls.

3. Stay Hydrated

Hydration is essential for maintaining energy levels, concentration, and overall athletic performance. Dehydration can lead to fatigue, decreased endurance, and impaired cognitive function, negatively impacting an athlete's ability to excel in their sport. Dehydration is a common cause of muscle cramps, which can hinder an athlete's performance and increase the risk of injury.

During physical exertion, the body produces heat. Sweating is the primary mechanism for dissipating this heat and preventing overheating. Adequate hydration helps regulate body temperature, reducing the risk of heat-related illnesses such as heat exhaustion and heatstroke.

4. Follow the Rules

Adhering to the rules of a sport is a fundamental aspect of ensuring safety for all participants. Rules are designed to create a structured and safe environment for athletes. Following the rules helps prevent unnecessary collisions, dangerous plays, and other actions that can lead to injuries. Some rules establish a fair and level playing field, ensuring that all athletes have an equal opportunity to compete. Fair play is essential for maintaining the integrity of the sport and fostering sportsmanship among athletes. Following the rules demonstrates respect for opponents, teammates, and officials. Respecting the decisions of referees or judges contributes to a positive and sportsmanlike atmosphere, enhancing the overall experience for everyone involved.

5. Train and Condition

Tailoring training programs to individual athletes' needs and abilities is essential for safety. Athletes vary in terms of fitness levels, experience, and physical conditions. A one-size-fits-all approach may lead to overexertion for some or insufficient training for others.

During their training regime, athletes should follow a gradual progression. Sudden increases in intensity, duration, or frequency can lead to overuse injuries. Gradual

progression allows the body to adapt, strengthening muscles, ligaments, and tendons over time. Incorporating a variety of exercises and activities into training programs can prevent overuse injuries associated with repetitive motions. Cross-training helps balance muscle development, improves overall fitness, and reduces the risk of specific sports-related injuries. On the other hand, overtraining can lead to fatigue, decreased performance, and an increased risk of injuries.

6. Use Proper Technique

Whenever engaging in contact or non-contact sports, athletes and coaches must prioritize the use of correct technique to reduce the risk of accidents. Athletes should be educated on the importance of distributing workload evenly and adopting biomechanically sound movements to prevent chronic injuries over time. Proper technique ensures that the athlete's body is aligned correctly, reducing the strain on muscles and joints. Athletes who consistently use proper technique tend to refine their skills, leading to better results in their chosen sport. Periodic check-ins help correct any issues promptly and keep athletes on track with their training goals while prioritizing safety. Coaches can leverage motion analysis and biomechanical tools to provide significant feedback and make data-driven adjustments to training programs.

7. Be Prepared for Emergencies

While engaging in training and/or competitions, it's essential to recognize the inherent risks and be prepared for emergencies. Accidents and injuries can occur unexpectedly, and having a well-thought-out emergency plan is crucial for ensuring the safety of athletes and participants. Basic first aid knowledge, including CPR and wound care, can make a significant difference in the outcome of an emergency situation.

Every sports facility should be equipped with well-maintained first aid kits containing essential supplies. These kits should be easily accessible to coaches, players, and anyone involved in sports activities. Organizers should also develop

and communicate a comprehensive emergency action plan (EAP). This plan outlines the steps to be taken in case of various emergencies, such as injuries, severe weather, or other unexpected incidents. This plan should include contact information for emergency services, evacuation procedures, and roles and responsibilities of team members in different scenarios.

In conclusion, a comprehensive approach to injury prevention involves a combination of physical preparation, proper technique, equipment considerations, and a keen awareness of the body's needs. Implementing these strategies collectively fosters a safer and more sustainable environment for athletes at all levels of competition. Injury prevention strategies ensure that individuals can engage in physical activities consistently, reaping the numerous physical, mental, and social benefits associated with sports. This also fosters a healthier lifestyle and reduces the potential for chronic health issues associated with sedentary behavior or repeated injuries. Organizations that prioritize injury prevention send a clear message about the importance of participant safety. This commitment promotes responsible coaching, encourages adherence to safety guidelines, and contributes to the overall integrity and reputation of the sports community.

Chapter VI Creating a Culture of Safety: Coaches and Players

The concept of safety in sport gathers all measures related to the protection of people from being injured or facing a risk to their health and well-being during sport events. This comprises coaches and players education, sport fields and stadium infrastructures certification and contingency plans.

While specific practices may vary among European countries, there is a collective effort to promote a culture of safe sport across the continent. European sports organizations, federations, and governing bodies, along with national and local initiatives, play key roles in establishing and reinforcing safety measures in sports. National and international sports federations in Europe work towards setting

standards and guidelines for safety in their respective sports. They often collaborate with government bodies to ensure the implementation of safety measures. Their regulations cover areas such as facilities, equipment standards, and medical support. Regular inspections and audits contribute to the maintenance of these standards.

The protection of athletes is a key element of the European Sports Charter, the Code of Sport Ethics and specific sport-related recommendations of the Council of Europe. Therefore, the Enlarged Partial Agreement on Sport (EPAS) organizes events and implements projects to raise awareness on safe and healthy sport environments and to promote the well-being of those who practice sport. Creating a culture of safety in sports is a shared responsibility involving both coaches and players. This culture of safety not only reduces the risk of injuries but also fosters a positive and supportive environment for everyone involved. The culture of safe sport in Europe also emphasizes the inclusion and protection of athletes regardless of gender, ethnicity, or abilities. Efforts are made to prevent discrimination, harassment and abuse on sport fields.

Role of Coaches:

Leading by Example Coaches play a pivotal role in setting the tone for safety. By consistently adhering to safety protocols, insisting on wearing appropriate protective gear and demonstrating a commitment to injury prevention, coaches instill the importance of safety in players.

Educate Athletes Coaches should educate players about the importance of safety measures. Providing information on proper warm-up routines, the use of proper technique and on risks associated with unsafe behaviors helps empower players to make informed decisions in the sport field.

Such task can be done by **Implementing Comprehensive Training Programs** designed to prioritize both skill development and injury prevention. Integrating

strength and conditioning exercises, agility drills and flexibility training with injury prevention skills and physical preparedness reduce the likelihood of injuries.

Enforce Safety Protocols Establishing clear guidelines for behavior, proper technique and respect of rules helps create a disciplined and safe environment among players. Coaches should address any deviations from safety standards promptly, in front of all players.

This endeavor comes in pair with **Communicating Openly**, as health and safety should be in the focus of both flanks. Athletes should feel comfortable discussing any physical discomfort or injury concerns with their coaches, which will ensure timely intervention and proper care.

Regularly Inspect Equipment Coaches should conduct regular checks to ensure that equipment is in good condition, as faulty or outdated equipment can contribute to injuries. They should encourage players to report issues, replace or repair equipment as needed.

Implement Emergency Action Plans Coaches should be prepared to respond to injuries or emergencies.

Role of Players:

Prioritize Personal Safety Emphasizing the importance of reporting injuries, using protective gear, and following safety guidelines helps create a culture where players take responsibility for their own safety. Players should prioritize their own safety and well-being.

Follow Coaches' Instructions As coaches provide guidance on proper techniques, warm-up routines and equipment use, players should adhere to these instructions which contributes to a safer training and playing environment.

In the same time, players should **Stay Informed** and educate themselves about injury prevention and proper training practices. Understanding the risks associated

with their sport, being aware of preventive measures, and adopting proper recovery techniques will empower players to make safer choices.

Participate in Safety Training Players should attend safety training sessions organized by the coaching staff. This will help players internalize safety principles and understand the importance of injury prevention.

Advocate for Safety Players should actively advocate for their safety within the team and during training or competitions and create a collective commitment to observe standards and regulations for their own well-being.

On the other hand, players should Report Injuries Promptly to coaches or medical staff. This allows for early intervention and proper medical care, reducing the risk of aggravating injuries or developing more severe conditions.

Support Teammates Players should support teammates in adhering to safety measures, thus encouraging a culture where teammates look out for one another, a collective responsibility for safety.

Chapter VII Safety Measures for People with Chronic Health Conditions (CHC) in Adapted Team Sports

Chronic Health Conditions and Physical Activity Chronic Health Conditions (CHC), such as Type 2 Diabetes, Hypertension, and cardiovascular diseases, affect millions of adults worldwide and are closely linked to physical inactivity. According to the World Health Organization (WHO), sedentary lifestyles are responsible for 6% of coronary heart disease cases and 7% of Type 2 Diabetes cases globally. Regular physical activity is therefore a cornerstone of prevention and management strategies for CHC, improving metabolic control, cardiovascular health, and overall quality of life.

Adapted team sports—such as Walking Football, Walking Basketball, and Catchball—represent an inclusive, safe, and socially engaging way for adults with CHC to remain active. These sports combine low-impact exercise with teamwork, motivation, and enjoyment, making them ideal for individuals who may be limited by traditional fitness programs.

The MOVEUP project recognizes that physical activity offers more than physiological benefits. Team sports provide a holistic approach to managing chronic conditions, addressing both physical and psychosocial well-being.

Physical Benefits: Regular participation improves blood glucose control, reduces blood pressure, increases insulin sensitivity, and enhances muscular strength and endurance.

Psychological Benefits are Social interaction, teamwork, and shared goals alleviate stress and anxiety, which are often associated with chronic illness.

There is also strong behavioral impact, as Structured sports routines reinforce discipline, adherence to medical recommendations, and the integration of physical activity into daily life.

Through the adapted nature of these sports, participants experience success and inclusion, rather than the fear of overexertion or failure, which often deters individuals with CHC from participating in physical activities.

- General Safety Principles for Participants with CHC

Ensuring the safety of participants with chronic conditions requires a comprehensive, proactive approach that combines medical screening, adapted rules, and continuous monitoring.

1. **Pre-Participation Medical Assessment:** All participants should undergo a basic medical evaluation before joining activities, including cardiovascular checks, blood pressure readings, and if applicable, blood glucose monitoring.
2. **Informed Consent and Education:** Participants must be informed about safe intensity levels, warning signs of fatigue, hypoglycemia, or dizziness, and the importance of proper hydration and recovery.
3. **Individualized Intensity:** Activities should allow for self-pacing and flexibility. Coaches and facilitators should encourage frequent rest breaks and modify drills according to players' health status.
4. **Accessibility and Environment:** Facilities should be easily accessible, with smooth flooring, seating areas for rest, and available first aid kits and medical support during sessions.

Sport-Specific Safety Guidelines

Walking Football

Avoid running and body contact to reduce cardiovascular stress and injury risk.

Use smaller pitches and lighter balls to minimize exertion.

Schedule frequent hydration and rest intervals.

Ensure warm-ups emphasize joint mobility and cardiovascular preparation.

Walking Basketball

Conduct play on clean, dry indoor surfaces with proper lighting.

Encourage balance and stability exercises to prevent falls.

Use lighter basketballs and adjust hoop height if necessary to accommodate participants with limited upper-body strength.

Monitor heart rate and allow substitutions for those feeling fatigue or dizziness.

Catchball

Emphasize controlled movements and teamwork over speed and jumping.

Encourage players to use knee or elbow pads to reduce joint strain during dives or sudden stops.

Promote continuous communication to prevent collisions.

Include warm-up drills focusing on flexibility and coordination.

Emergency Preparedness and Monitoring

Every adapted sports session must include an emergency response plan, with trained staff able to recognize and manage health incidents such as hypoglycemia, hypertension spikes, or dizziness.

- **First Aid Readiness:** Keep glucose tablets, water, and basic medical supplies courtside.
- **Medical Staff Presence:** Ideally, a nurse or first aid-trained volunteer should be present at all official events.
- **Monitoring:** Encourage participants to check their condition before and after activities, recording blood pressure or glucose levels where relevant.

Creating a Supportive and Inclusive Culture

Safety is not limited to physical well-being—it extends to emotional support and inclusion. A culture of empathy and encouragement enhances adherence and motivation. Coaches should adopt an educational role, explaining how moderate

exercise benefits health and creating a non-competitive, team-oriented atmosphere.

Promoting safe participation in Walking Football, Walking Basketball, and Catchball among adults with CHC is a vital step toward combating the global challenges of inactivity and chronic disease. The MOVEUP project's emphasis on inclusive sport and evidence-based safety protocols ensures that participants engage confidently, safely, and meaningfully. By merging medical guidance, structured activity, and social support, adapted team sports can transform health management into a collective, empowering experience.



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WALKING FOOTBALL MANUAL

INTRODUCTION TO “MOVE UP” PROJECT

The MOVEUP project is a comprehensive initiative designed to enhance the well-being and physical condition of individuals living with chronic health conditions through structured physical activity and inclusive sports programs. Recognizing the daily challenges faced by those managing long-term health conditions, MOVEUP operates on the belief that an active and fulfilling life remains not only possible but essential. Through a strategic combination of medically-informed guidance and community-driven support, the project aims to bridge the often-overlooked gap between clinical treatment and holistic well-being.

Under the supervision of qualified medical personnel and guided by specialized trainers, MOVEUP promotes physical activity as a safe and effective means of improving physical capacity, mental resilience, and social integration.

Personalized programs are central to the project’s methodology. Activities are adapted to suit each individual’s abilities and limitations, taking into account the specific needs of each group. Accessible and modified team sports—such as walking football, walking basketball, and catchball—will be introduced to ensure participants can engage in movement without risking their health or comfort.

In addition to physical activity, the project places a strong emphasis on community engagement. Shared experiences foster motivation and emotional support, which is why MOVEUP proposes a user-friendly mobile app to connect participants. This digital platform will allow users to exchange tips, track progress, celebrate achievements, and offer encouragement in a secure and welcoming environment.

Collaboration with healthcare professionals is a cornerstone of the MOVEUP project. Regular consultations with physicians, physiotherapists, and nutritionists will ensure each participant's journey is closely monitored and adjusted according to their health status. This integrated, holistic approach guarantees that the physical activities complement medical treatments rather than conflict with them. Certified trainers and coaching experts will play a key role in delivering the program. Their expertise in exercise physiology and chronic health adaptation will provide participants with personalized guidance on form, intensity, and safe progression—motivating them to push their limits while respecting their physical boundaries. From a scalability perspective, MOVEUP aims to expand across the European Union through partnerships with sports federations, corporate wellness programs, and community organizations. Letters of support from UEFA, the Italian Basketball Federation, and the International Catchball Federation reaffirm their commitment to helping scale the project and increase its impact. Basically, MOVEUP is more than another Erasmus project—it's a movement toward resilience, connection, and empowerment. It redefines what it means to thrive despite chronic health challenges, offering participants not just improved physical condition, but a renewed sense of hope and purpose.

GENERAL OBJECTIVES

The general objectives the project include also promoting voluntary activities in sport, social inclusion, equal opportunities, and awareness of the importance of health-enhancing physical activity through increased participation in, and equal access to, sport for all. The project addresses these objectives by:

✓ Promoting Social Inclusion: Tailoring sports for individuals with living with chronic health conditions (CHC) fosters an inclusive environment, ensuring equal opportunities for participation, combating solitude, isolation and depression.

✓ Encouraging Healthy Lifestyles: The project contributes to health-enhancing physical activity for individuals with diabetes and hypertension, directly supporting the EU's goal of combating sedentary lifestyles and promoting health through sport.

✓ Fostering Equality and Participation: One of the overarching objectives of Erasmus+ is to support social inclusion, gender equality and participation in sport and PA. MOVEUP project embodies this by creating opportunities for participation in sports activities for those who are often sidelined due to their physical condition. This initiative not only promotes equality in access to sports but also contributes to combatting social isolation.

✓ Enhancing the Quality of Life through Physical Education: By adapting sports to be more inclusive, the project contributes to improving the quality of life for individuals with diabetes and hypertension. This aligns with the Erasmus+ objective of supporting health and well-being through education and training, demonstrating the project's potential to educate participants about managing their conditions through regular, enjoyable physical activity.

✓ Underline sport values (cooperation, respect for rules and values, communication, connections, respect for others, tolerance, teamwork, discipline), as a as a tool for the development of healthy nutrition behaviors, healthy lifestyle and active aging.



GAME HISTORY

Walking Football is a relatively modern adaptation of the traditional game of football, developed to make the sport accessible to older adults and individuals with reduced mobility, while preserving its core values of teamwork, skill, and enjoyment.

Origins and Early Development

The game originated in the United Kingdom in 2011, when John Croot, a community development officer at the Chesterfield Football Club Community Trust, introduced the concept. His idea was simple but powerful: create a version of football where running is banned, contact is minimized, and the focus is on participation, health, and friendship.

The first organized Walking Football sessions were held in Derbyshire, England, and were met with immediate enthusiasm from older players who had once given up the sport due to injury, age, or fitness limitations.

Rapid Growth and Popularization

After its introduction, the sport spread quickly across the United Kingdom through local councils, football clubs, and community centers. The BBC's 2014 advertisement featuring Walking Football brought national attention to the game, portraying it as both competitive and fun for all ages.

By 2015, The Walking Football Association (WFA) was founded to establish standardized rules, organize national competitions, and promote the game globally. The WFA's creation marked the beginning of structured leagues, tournaments, and international events.



Walking Football was soon adopted by many professional football clubs' community programs, including Manchester City, Arsenal, and Chelsea, which began hosting sessions as part of their social inclusion and health outreach initiatives.

Expansion Across Europe and Beyond

The sport's appeal quickly reached international audiences. Walking Football clubs were established across Europe, Australia, New Zealand, Japan, and the United States.

In 2022, the European Walking Football League (EWFL) was formed, connecting clubs from countries such as England, the Netherlands, Italy, and Portugal in regular cross-border competitions.

The game's inclusive philosophy aligned well with EU initiatives promoting active aging, social inclusion, and community engagement, leading to its integration into projects such as MOVEUP, funded by Erasmus

Philosophy and Impact

Walking Football is more than just a slower version of football — it represents a **movement toward active aging, mental well-being, and community connection**. The sport emphasizes **safety, respect, and enjoyment** over competitiveness. It encourages men and women over 50 (and even younger participants recovering from injury or managing health conditions) to return to physical activity in a supportive environment.

Medical studies and community surveys have shown that participants in Walking Football experience:

- Improved cardiovascular fitness and balance
- Lower risk of depression and social isolation
- Stronger sense of belonging and confidence



Walking Football Today

Today, Walking Football is practiced in **over 60 countries** worldwide, with official tournaments such as the **Walking Football World Nations Cup** and regional leagues organized under the **Walking Football Association** and **FIFA Foundation** support. Its guiding principle — *“No running, no contact, but plenty of passion”* — has made it one of the fastest-growing sports for adults and seniors in Europe.

Walking Football continues to redefine what it means to stay active, proving that **age and ability are no barriers to the love of the game.**





RULES OF THE GAME — WALKING FOOTBALL

Walking Football is a non-contact, low-impact adaptation of traditional football designed to promote health, inclusion, and safe participation for all. The game focuses on control, skill, positioning, and teamwork rather than speed or physicality.

1. Fundamental Principles

- Walking Football eliminates running and aggressive physical contact.
 - At least **one foot must remain in contact with the ground** at all times.
 - The game emphasizes **respect, fair play, and enjoyment** over competition.
-

Duration of the Match

- A standard match consists of **two halves of 15 minutes** each.
 - **Half-time break:** 5 minutes.
 - Matches may be shortened or extended depending on participant ability and venue availability.
-

Playing Area and Equipment

- Recommended pitch size: **30–40 meters long × 20–30 meters wide**.
 - Goal dimensions: **maximum 3 meters wide and 1 meter high**.
 - The game uses a **size 4 football** (outdoor) or **futsal ball** (indoor).
 - The surface should be flat, safe, and non-slip — ideally **artificial turf, grass, or indoor flooring**.
-

Walking Rule

- **Running or jogging is not permitted** at any time.
 - A player is deemed to be “running” if both feet are off the ground simultaneously or if there is a clear increase in speed.
-



- **First offence:** indirect free kick awarded to the opposition.
 - **Repeated offences:** may result in a time penalty or temporary exclusion.
-

Contact and Tackling

- **Physical contact is prohibited.**
 - No tackling from the side, behind, or in any manner that risks contact.
 - **Interceptions** are permitted, but players must not use their body to block or shield opponents unfairly.
 - **Slide tackles or sliding blocks** are strictly forbidden.
-

Ball Height

- The ball **must not travel above head height** (approximately 1.8 meters).
 - If the ball exceeds this height:
 - An **indirect free kick** is awarded to the opposing team from where the ball was last played.
 - Goalkeepers may not deliberately kick or throw the ball above head height.
-

Heading

- **Heading the ball is not allowed.**
 - Any deliberate attempt to head the ball results in an **indirect free kick**.
-

Goalkeeper Rules

- The goalkeeper must **remain within their designated area** at all times.
 - The goalkeeper may handle the ball only inside the goal area.
 - Goalkeepers must **distribute the ball by rolling or passing below head height**.
 - No back-passes are allowed to be handled by the goalkeeper.
-



Restarts of Play

- **Kick-ins** replace throw-ins — the ball must be placed on or behind the touchline and passed below head height.
 - **Corners** are taken as indirect kicks.
 - **Free kicks** are **indirect**, and all opposing players must stand at least **3 meters away**.
 - **No offside rule** applies in Walking Football, though players are encouraged to maintain fair positioning.
-

11. Scoring and Goals

- Goals can be scored **only from the attacking half** of the field.
 - All goals must result from a **ground pass or controlled shot below head height**.
 - No goals may be scored directly from a kick-off, corner, or goalkeeper throw.
-

12. Fouls and Discipline

- Any running, contact, or unsporting behavior results in a **free kick**.
 - Persistent offenders may receive:
 - **Verbal warning**, followed by
 - **Temporary exclusion (2 minutes)**, or
 - **Dismissal from the match** in serious cases.
 - Slide tackling or aggressive confrontation leads to an **immediate exclusion**.
-

13. Safety and Fair Play

- Jewelry or equipment that could cause injury is not permitted.
 - Players are encouraged to wear **shin pads** and non-marking footwear.
 - The referee's decision is **final** in all matters related to safety, conduct, and interpretation of the walking rule.
-

14. Spirit of the Game

Walking Football promotes the values of **respect, inclusion, teamwork, and enjoyment**.

The focus remains on safe participation, social connection, and physical well-being — ensuring everyone, regardless of age or ability, can continue to enjoy the world's most popular sport.

TEAM AND TEAM MEMBERS

All team members must be familiar with the “Walking football rules” and abide by them. They must accept the referees' decisions with sportsmanlike conduct, without disputing them. In case of doubt, clarification may be requested through the game captain. All team members must behave respectfully and courteously in the spirit of FAIR PLAY, not only towards the referees, but also towards other officials, opponents, their teammates and spectators.

TEAM COMPOSITION

Each team consists of 5, 6 or 7 players, including one goalkeeper. Mixed-gender participation is encouraged. Rolling substitutions are allowed at any time with the referee's approval.

Teams are encouraged to rotate positions to promote balanced involvement.

CAPTAIN

Team captain is the team's representative for all administrative issues prior to and at the end of the match.

COACH

The coach is responsible for organizing sessions, scheduling matches, and communicating clearly with players and staff.

He or she ensures that all participants are familiar with the rules of Walking Football before play begins. The coach coordinates with referees and health professionals when necessary to ensure smooth, safe operations.

Communication extends beyond the pitch — coaches may share advice on nutrition, recovery, and healthy lifestyles, aligning with MOVEUP's holistic health goals. • may ask to check the correct serving player of his/her team.

The coach is not allowed to contest the referee's rulings or attempt to influence the referee's decisions in any way.

UNIFORM AND GEAR

The uniform and equipment used in Walking Football must ensure player safety, comfort, and freedom of movement. Because the sport is designed for participants of all ages and physical conditions, proper attire and gear contribute significantly to injury prevention and overall enjoyment of the game.

Player Uniform

- The standard player uniform consists of a **shirt, shorts or sports trousers, socks, and indoor or turf football shoes**.
- All players on the same team should wear **matching colors and designs** for easy identification.
- In official matches or tournaments, each player's shirt should display a **visible number** on the back.
- The uniform must be made from **lightweight, breathable, and non-restrictive materials** to promote comfort and temperature control.
- **Long-sleeved shirts or compression wear** may be used in colder environments, provided they match the team colors.



Goalkeeper Uniform

- The goalkeeper's shirt must be **a different color** from both teams' outfield players and referees to ensure clear distinction.
 - Goalkeepers may wear **padded clothing** (e.g., on elbows or knees) for protection, as long as it does not present a danger to others.
 - Gloves are permitted and encouraged to improve grip and prevent hand injuries during saves.
-

Footwear

- Players must wear **appropriate footwear** depending on the surface type:
 - **Indoor halls or gym floors:** non-marking indoor football shoes.
 - **Artificial turf:** turf trainers or soft-studded shoes.
 - **Outdoor grass:** lightweight football boots with short molded studs.
 - **Metal studs or blades are not allowed**, as they increase the risk of slipping or injury.
 - Shoes must provide **stability, cushioning, and grip** to support controlled walking and turning movements.
-

Protective Equipment

- **Shin guards** are recommended for all players to reduce the risk of accidental impact.
- **Knee and ankle supports** may be worn for players with previous injuries or mobility concerns.
- Any protective item must be **soft, flexible, and securely covered** by socks or clothing.



- Hard braces, casts, or accessories that could harm others are **strictly forbidden**.
-

Safety and Accessories

- Players must **remove jewelry**, including watches, earrings, necklaces, and rings, before participating.
 - **Hats, caps, or head coverings** are allowed only if securely fitted and made of soft material.
 - Players may wear **sports glasses or contact lenses** at their own risk.
 - Clothing or gear that provides an **unfair advantage**, such as sticky gloves or weighted vests, is not permitted.
 - During extreme weather, lightweight **rain jackets or thermal wear** may be used, provided they do not restrict movement.
-

Bibs and Identification

- For training sessions or mixed-team activities, **colored bibs or vests** should be provided to differentiate sides.
 - Bibs must be made from **light, breathable fabric** and fit comfortably over players' uniforms.
-

STRUCTURE OF PLAY

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Walking Football follows a structured and inclusive system of play designed to ensure fairness, safety, and enjoyment for all participants.

The game encourages cooperation, communication, and controlled movement rather than speed or force, while maintaining the competitive and social essence of traditional football.

1. The Coin Toss

Before the start of the match, the referee conducts a coin toss in the presence of both team captains.

The winner of the toss chooses either:

The side of the pitch their team will start on, or

The right to kick off the match.

The losing captain makes the remaining choice.

For the second half, teams change sides, and the opposing team takes the kick-off.

In tournament or deciding matches, a new coin toss is conducted before extra time or penalty shootouts (if applicable).

The coin toss promotes fairness and sportsmanship at the start of play, ensuring both teams have equal opportunity under the same conditions.

2. The Official Warm-Up Session

An official warm-up session is conducted before each match to prepare participants physically and mentally.

The warm-up serves to reduce the risk of injury and promote safe mobility among all players.

Duration: 10–12 minutes

Led by: The coach or match official

Structure:

Gentle walking laps around the pitch to raise heart rate.

Dynamic stretching focusing on lower limbs (ankles, knees, hips).

Light passing and control exercises in pairs or small groups.

Short possession drills (without running) to improve coordination and communication.

Cool, controlled ball touches and positioning practice near the sidelines.

At the end of the warm-up, both teams gather at their respective benches for hydration and final tactical instructions from the coach.

3. Starting Line-Up of the Team

Each team begins the match with six or seven players, including one goalkeeper.

The starting line-up must be declared before the match and recorded by the referee or scorer.

Composition:

1 Goalkeeper

2 or 3 Defenders

2 or 3 Midfielder

1 or 2 Forwards

Guidelines:

The coach submits the starting line-up and confirms player names and shirt numbers before kick-off.

Rolling substitutions are permitted at any time, ensuring all players have the opportunity to participate.

Players entering or leaving the pitch must do so from the halfway line with the referee's approval.

In friendly or community sessions, substitutions may be more flexible to encourage participation and inclusion.

4. Player Positions

Walking Football uses flexible formations, depending on the number of players and the pitch size.

A balanced formation ensures defensive stability and attacking opportunities while maintaining walking discipline and safe spacing.

Common Formations:

2-3-1 (6-a-side) → Two defenders, three midfielders, one forward.

2-2-2 (6-a-side) → Two defenders, two midfielders, two forwards.

3-2-1 (7-a-side) → Three defenders, two midfielders, one forward.

Player Responsibilities:

Goalkeeper: Protects the goal area, organizes the defense, distributes the ball under head height.

Defenders: Maintain position, intercept passes, and prevent shots without making contact.

Midfielders: Control the pace, connect defense and attack, and maintain passing flow.

Forwards: Create space, receive passes, and attempt to score within the attacking half under control.

Positional Conduct:

Players must maintain safe distances to prevent collisions.

No player may enter the goalkeeper's area except the goalkeeper.

Positional play emphasizes communication and anticipation, not physical strength or speed.

5. Kick-Off and Match Flow

The game begins with a kick-off from the center circle after the referee's whistle.

The ball must be played forward and kept below head height.

Every restart (after a goal or half-time) begins with a kick-off

Players must not enter the opponent's half until the ball has been played.

The flow of play is continuous, with focus on passing accuracy, spatial awareness, and safe walking movement.

If the ball exits the field, play is restarted with a kick-in from the touchline or a goal kick from the goalkeeper.

6. Fair Rotation and Team Spirit

In line with the MOVEUP project's inclusive philosophy, Walking Football promotes equal participation:

Players are encouraged to rotate positions during friendly sessions to experience multiple roles.

Coaches must ensure that every player — regardless of age, skill level, or fitness — feels included and valued.

Substitutions are made to balance participation and maintain steady pacing throughout the match.

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- Substitutions are made to balance participation and maintain steady pacing throughout the match.



EXCEPTIONAL GAME INTERRUPTIONS

Exceptional game interruptions refer to situations in which play must be temporarily or permanently stopped due to unforeseen circumstances that affect player safety, fairness, or match integrity. In Walking Football, the well-being of participants always takes precedence over the continuation of play.

1. Injury or Illness

- If a player is **injured or becomes unwell** during the game, the referee must **stop play immediately** to ensure their safety.
- The **coach or medical staff** should be called onto the field to assess the player's condition.
- Players should **not be moved** unless necessary for safety reasons (e.g., to prevent further harm).
- Once treatment is complete:
 - If the player **recovers quickly**, play resumes with a **dropped ball** at the location where play was stopped.
 - If the player **cannot continue**, a **substitute** may replace them.
- Substitutions for injury or illness are **unlimited** and should not disadvantage the affected team.
- The well-being of the participant must always remain the priority — competition may be paused or cancelled if a player requires medical assistance.



2. External Interference

- If any **external interference** disrupts the match (such as a ball entering from another field, spectators entering the pitch, or technical issues with lighting or sound), the referee will **stop the game** immediately.
 - The match will **resume with a dropped ball** once the interference is removed and conditions are safe for play.
 - Persistent disturbances may lead to **temporary suspension** of the match until order is restored.
-

3. Environmental Conditions

- The referee has the authority to **suspend or terminate play** if environmental conditions make it unsafe to continue.
 - Examples include:
 - Extreme weather (heavy rain, lightning, high heat, or strong winds).
 - Unsafe playing surface (slippery, flooded, or damaged).
 - Poor visibility or lighting failure.
 - If play is suspended:
 - Short interruptions (less than 15 minutes) → resume from the last point of play.
 - Long interruptions (more than 30 minutes) → the match may be **restarted or replayed** at a later date.
-

4. Equipment or Facility Malfunction

- If a **goalpost, net, or boundary marker** becomes damaged or dislodged, the referee will **pause the match** until repairs or adjustments are made.
- The coach and facility staff are responsible for ensuring **all equipment** is safe and stable before resuming play.
- If equipment cannot be repaired promptly, the match will be **abandoned and rescheduled** for another time.



5. Player Misconduct or Unsafe Behavior

- If the referee observes **repeated unsafe behavior, aggression, or refusal to follow the walking or non-contact rules**, the match may be **stopped temporarily** to restore order.
- The referee may call both captains and coaches for a **verbal warning** and explanation of safety rules.
- In serious or escalating cases, the referee has the right to **terminate the match** for safety reasons and report the incident to the league or organizing body.

6. Technical or Administrative Delays

- Administrative or technical delays, such as **errors in team registration, missing equipment, or timing malfunctions**, should be resolved before play continues.
- Coaches and referees must collaborate calmly to correct the issue while ensuring fairness and maintaining the friendly spirit of the game.

7. Prolonged Interruptions

- If a match is **interrupted for longer than 30 minutes** for any reason, the referee, in agreement with both coaches, will decide whether:
 - The game resumes from the last recorded score and position, **or**
 - The match is **replayed in full** on another date.
- All decisions should prioritize **player safety, equality, and the spirit of fair competition.**

Restarting the Game After an Interruption

- After an exceptional interruption, the match resumes with:
 - A **dropped ball** at the spot where play was stopped, unless inside the goal area — in that case, the ball is dropped at the nearest point outside the area.



- Both teams must respect a **minimum distance of 3 meters** until the ball is in play.
- The referee ensures that all players are ready and that conditions are safe before restarting the game.

CODES OF CONDUCT

Participants must be familiar with the “Official Walking Football Rules” and abide by them. Participants must accept the referees’ decisions with sportsmanlike conduct, without disputing them. In case of doubt, clarification may be requested through the game captain. Participants must refrain from actions or attitudes aimed at influencing the decisions of the referees or covering up faults or violations committed by their team. Participants must behave respectfully and courteously in the spirit of FAIR PLAY, not only towards the referees, but also towards other officials, opponents, their teammates and spectators. Communication between team members during the match is permitted

MISCONDUCT AND ITS PENALTIES

2. Categories of Misconduct

a. Minor Misconduct

Minor misconduct is behavior that disrupts the game but does not endanger others. Examples include arguing with the referee, mild dissent, or repeatedly walking too fast (borderline running).

Penalty:

- The referee issues a **verbal warning** or **formal caution**.
- The player may be reminded of the walking or conduct rules.
- Repeated minor misconduct escalates to unsporting behavior.



b. Unsporting Behavior

Unsporting behavior includes actions that show a lack of respect for the game, opponents, or officials, or that give an unfair advantage.

Examples include:

- Persistent infringement of rules (e.g., running, blocking, or obstruction).
- Verbal abuse or disrespectful comments.
- Deliberate deception (e.g., feigning contact).
- Repeated failure to follow referee instructions.

Penalty:

- The referee shows a **Yellow Card**.
- The player is issued a **2-minute suspension** (“cooling-off period”).
- The opposing team receives an **indirect free kick** from the spot of the offense.
- A second Yellow Card in the same match results in **exclusion (Red Card)**.

c. Serious Misconduct or Aggressive Behavior

Serious misconduct includes any act that threatens safety or disrupts the match environment.

Examples include:

- Aggressive language, shouting, or intimidation.
- Physical contact, pushing, or deliberate obstruction.
- Throwing equipment or the ball in anger.
- Disrespect toward referees, coaches, or opposing teams.

Penalty:

- The referee shows a **Red Card**.
- The player is **immediately excluded** from the match and may not be replaced.



- The incident must be reported to the competition organizer for disciplinary review.

3. Team Conduct and Responsibility

- Team captains are responsible for promoting fair play and maintaining their team's discipline.
- If multiple players on the same team display misconduct, the referee may **warn or penalize the entire team.**
- Coaches are accountable for setting a respectful example and must not challenge referees' decisions.
- Supporters or spectators associated with a team must also behave respectfully. Persistent misconduct from supporters may result in team penalties or match suspension.

4. Penalty Scale Overview

Type of Misconduct	Referee Action	Penalty	Notes
Minor Misconduct	Verbal Warning	None (recorded if repeated)	if Player reminded of conduct
Unsporting Behavior	Yellow Card	2-minute suspension indirect free kick	+ Two Yellow Cards = Red Card
Serious Misconduct	Red Card	Immediate dismissal	Player may face further sanctions
Aggressive/Violent Conduct	Red Card + Report	Immediate dismissal and disciplinary action	May result in ban from future matches



5. Handling Misconduct Between or After Matches

- Any misconduct that occurs **before, between, or after** matches (e.g., verbal abuse, intimidation, or disruption) is treated seriously and reported to the match committee.
 - Penalties may include:
 - Formal warnings.
 - Match suspensions.
 - Removal from the competition.
 - Repeated offenses may lead to longer-term disciplinary action under league or organizational regulations.
-

6. Referee and Coach Cooperation

Referees and coaches must work together to maintain the integrity of the game.

- Referees should enforce rules consistently, avoiding confrontation.
 - Coaches must support referee decisions and guide players toward calm, respectful behavior.
 - If misconduct escalates, referees may stop the game and consult both team captains before resuming play.
-

7. Spirit of the Game

Walking Football is built on **mutual respect, inclusion, and positive behavior**.

Players and coaches are reminded that maintaining composure, fairness, and empathy is part of the game's identity.

Every participant — regardless of experience or ability — deserves an atmosphere of enjoyment, safety, and dignity.

MATCH OFFICIALS AND PROCEDURE

Walking Football matches are supervised by qualified officials who ensure that games are played safely, fairly, and in accordance with the official rules. Because the sport emphasizes respect, integrity, and enjoyment, match officials play an essential role in maintaining discipline and promoting the spirit of the game.

1. Composition of Match Officials

A standard Walking Football match is managed by the following officials:

- **Referee (Main Official):**
Has full authority to enforce the rules of the game, control player conduct, and ensure fair play.
- **Assistant Referee (Optional):**
Supports the referee in monitoring offside areas, boundary lines, and substitutions. May also help observe infringements of the walking or non-contact rules.
- **Scorer (Optional):**
Keeps track of match time, goals, and disciplinary actions. In community or friendly games, this role may be carried out by the referee or a designated volunteer.

For larger competitions or festivals, additional staff such as **safety coordinators, medical officers, or organizers** may be present to assist in operational and welfare responsibilities.

2. Authority and Responsibilities of the Referee

The referee's authority begins **from the moment they enter the field** and continues until the match has officially concluded.

Key Responsibilities:

- Enforce all rules of Walking Football consistently and fairly.



- Ensure player safety and stop play immediately in case of injury, unsafe conduct, or environmental hazards.
- Judge when the ball is in or out of play and determine when a goal has been scored.
- Penalize any running, contact, or misconduct according to the rules.
- Supervise the coin toss and ensure both teams are ready before kick-off.
- Allow advantage when appropriate, provided it benefits fair play and safety.
- Maintain clear communication with players and coaches throughout the game.
- Keep a record of goals, cautions, and dismissals.
- Signal the start and end of each half with a whistle.

The referee's decisions are **final and must be respected by all participants**. Any disputes or protests must be handled through the appropriate administrative channels after the match.

3. Duties of Assistant Referees

In matches with two or more officials, assistant referees are responsible for helping maintain fair play by:

- Monitoring the **sidelines and goal lines** for the ball going out of play.
- Signaling **kick-ins, corners, and goal kicks**.
- Observing **player movement** to detect running or encroachment into restricted areas.
- Assisting with **substitutions** and confirming players enter and leave at the correct point.
- Reporting any misconduct or safety concern to the main referee.

Assistant referees use **flags or hand signals** to communicate with the main referee discreetly and professionally.



4. Pre-Match Procedure

Before the start of the game, the referee performs several essential tasks:

1. **Inspection of the Playing Area:**

The referee ensures the pitch, goals, and equipment meet safety and size standards.

2. **Verification of Teams:**

- Checks the number of players per team (maximum 6–7 on the field).
- Confirms uniform compliance (matching colors, safe footwear, no jewelry).
- Verifies that substitutes are ready and listed, if applicable.

3. **Coin**

Toss:

Conducted in the presence of both team captains to determine the right to kick off or choice of ends.

4. **Team**

Briefing:

The referee reminds players of key safety principles:

- No running or contact.
- Respect for opponents and officials.
- Immediate reporting of any injury or fatigue.

5. Match Control and Communication

- The referee manages play primarily using a **whistle** and **clear hand signals** to indicate fouls, restarts, and disciplinary actions.
 - Referees should use **concise verbal communication** when explaining decisions, maintaining calm and authority.
 - In Walking Football, **education and prevention** are key — referees are encouraged to remind players of rules rather than rely solely on penalties.
 - The tone of officiating should reflect the sport's values of **patience, inclusion, and respect**.
-



6. Post-Match Procedure

After the match concludes:

1. The referee confirms and records the **final score**, any **cards issued**, and **player incidents**.
 2. Teams are encouraged to **shake hands or exchange thanks**, reinforcing sportsmanship.
 3. If serious misconduct or injury occurred, the referee must **submit a report** to the organizing body or event coordinator.
 4. Officials ensure the pitch and equipment are left in proper condition for the next game or training session.
-

7. Referee Signals and Indications

Walking Football referees may use standardized **hand and whistle signals** similar to those in small-sided football:

- **One Whistle Blast:** Stop or start play.
 - **Raised Hand:** Indirect free kick.
 - **Arm Extended Forward:** Advantage play or continuation of play.
 - **Pointing to Sideline:** Kick-in awarded.
 - **Two Hands Together:** Substitution request.
 - **Crossed Arms or Gesture Above Head:** Ball exceeded head height.
 - **Arms Folded or Downward Motion:** Calm or slow down (used to control player speed).
-

8. Match Integrity and Neutrality

- Referees and officials must remain **impartial** at all times.
 - They should avoid interactions or decisions that could be perceived as biased.
 - Personal relationships with players or teams must never influence judgment.
-



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- In multi-team events, officials should **rotate matches** to ensure neutrality

Week Walking Football Training Plan

This training plan aims to develop coordination, balance, teamwork, and tactical understanding over four progressive weeks. Each session lasts approximately 60–75 minutes.

Week 1 – Movement and Ball Control

- Warm-up: 10-minute walking and stretching routine.
- Drills: short passing in pairs, walking dribbles, and ball control with both feet.
- Game: 5v5 small-sided walking match focusing on positioning.
- Cool-down: gentle walk and group stretching.

Week 2 – Passing and Team Play

- Warm-up: light movement and coordination exercises.
- Drills: triangular passing and communication exercises.
- Game: 6v6 possession play keeping the ball below head height.
- Cool-down and discussion on cooperation and safety.

Week 3 – Defense and Positioning

- Warm-up: side-stepping, turning, and agility walking drills.
- Drills: shadow defending and interception practice.
- Game: 7v7 match emphasizing defense and fair play.
- Cool-down and feedback on positioning awareness.

Week 4 – Match Play and Review

- Warm-up: walking passes and controlled ball movement.
- Game: full Walking Football match (2x15 min).
- Post-game discussion: focus on teamwork, inclusion, and enjoyment.



D3.3 Walking Basketball Manual

Call: ERASMUS-SPORT-2022-SCP

Type of Action: ERASMUS-LS

Acronym: MOVE UP

Number: 101185128

Duration: 36 months

Start: 1 Nov 2024

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D3.4 Walking Basketball Manual

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Content and scope of training of Trainers Walking sports (basketball and football)

Knowledge, abilities and skills

1. can explain the theoretical foundations of sports training
2. knows the methods of loading, the structure of training stimuli in senior age
3. knows training methods leading to load optimization
4. can describe the peculiarities of sports preparation of seniors
5. knows the basics of sport psychology and pedagogy in sport
6. knows the basic principles of health-oriented fitness
7. can describe the system of training load, regeneration and rest in sport
8. can describe the methods, forms and means of developing motor abilities in the process of motor learning in accordance with the individual peculiarities of seniors
9. he/she is able to independently explain, practically show and teach basic locomotive skills within his/her professional competence (football and basketball)
10. has appropriate theoretical knowledge, basic practical experience and coaching skills that enable him to assist in conducting sports training at the level of sport for all seniors

Scope and content of education:

- a) general part, a total of at least **10 hours of teaching** in the following headings
 1. **Biological-medical foundations in sports (2 hours)**
 - Introduction to muscle anatomy and functions
 - senior motor skills, sense organs
 - peculiarities of the structure and functions of the organs of the active musculoskeletal system of seniors.
 2. **Biomechanics (1 hour)**
 - Properties of the body as a material system
 - musculoskeletal system activity – support and movement system
 - kinematics and dynamics of movement.
 - The technique of movement of the athlete and its image.
 3. **Sports psychology (1.5 hours)**
 - Basic starting categories of psychology, methods of psychology
 - cognitive processes, emotional states and feelings
 - motivational and volitional processes
 - Personality as the highest level of psychic regulation
 4. **Basics of pedagogy (1.5 hours)**
 - basic concepts in andragogy (learning, education, upbringing...)
 - adult education in the context of lifelong learning (SA)
 - The importance of adult education today
 - Key Competences for Lifelong Learning - European Reference Framework



5. **Theory and didactics of sport (4 hours) syllabus :**
- theoretical foundations of sports training,
 - basic concepts, sports performance, sports performance,
 - basic methods of training loading,
 - structure of training stimuli,
 - basic methods of developing motor skills,
 - the peculiarities of senior sports training in sport for all.
- b) **special part, at least 20 hours of instruction in total**
- Rules of walking basketball (football) with a focus on the activities of the coach
 - Training unit in walking basketball (football)
 - Warm-up
 - Gaming features
 - systematics of game activities: shooting, passing and catching (processing) the ball,
 - relaxing with and without the ball, defending a player without the ball, defending a player with the ball, individual defending in a power play situation
 - load and load in walking basketball (football), intensity, volume, complexity, variability in training and match
- c) final thesis of up to 5 pages and its defense consisting of leading part of the training unit
- d) General and special part examination

Questions for the exam (test):

Open 10

1. What is athletic performance, which factors influence it?
2. What is the classification of sports performance?
3. What is sports talent?
4. What are the principles of talent selection?
5. What is the structure of sports performance and what is its use in practice?
6. What components of sports training do you know?
7. What are the peculiarities of sports training for children and teenagers?
8. Should they empower children?
9. What methods of developing motor skills and skills do you know? (at least 5)
10. What abilities should be avoided in children and why?

Closed 5

1. How many basic components of sports training do we know

- (a) 5
- (b) 3
- (c) 6
- (d) 4

2. Methods of developing strength abilities include:

- (a) continuous
- (b) interval
- (c) bulk
- (d) pyramidal

3. When strengthening youth, it is necessary to avoid

- (a) improper technique
- (b) the use of disproportionate weights
- (c) the use of dumbbells
- d) going to the gym

4. In the training of children, it is important to focus attention on development

- (a) anaerobic endurance
- (b) coordination skills;
- (c) practicing the technique of basic physical activities
- d) it doesn't matter what they do, especially that they have an experience of it

5. Premature specialization occurs in the next stages of sports training

- (a) loss of motivation
- (b) to better performance
- (c) optimum growth in sports performance
- (d) a decline in sporting performance

D3.3 Catchball Manual

Call: ERASMUS-SPORT-2022-SCP

Type of Action: ERASMUS-LS

Acronym: MOVE UP

Number: 101185128

Duration: 36 months

Start: 1 Nov 2024

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INTRODUCTION TO “MOVE UP” PROJECT

The MOVEUP project is a comprehensive initiative designed to enhance the well-being and physical condition of individuals living with chronic health conditions through structured physical activity and inclusive sports programs. Recognizing the daily challenges faced by those managing long-term health conditions, MOVEUP operates on the belief that an active and fulfilling life remains not only possible but essential. Through a strategic combination of medically-informed guidance and community-driven support, the project aims to bridge the often-overlooked gap between clinical treatment and holistic well-being.

Under the supervision of qualified medical personnel and guided by specialized trainers, MOVEUP promotes physical activity as a safe and effective means of improving physical capacity, mental resilience, and social integration.

Personalized programs are central to the project's methodology. Activities are adapted to suit each individual's abilities and limitations, taking into account the specific needs of each group. Accessible and modified team sports—such as walking football, walking basketball, and catchball—will be introduced to ensure participants can engage in movement without risking their health or comfort.

In addition to physical activity, the project places a strong emphasis on community engagement. Shared experiences foster motivation and emotional support, which is why MOVEUP proposes a user-friendly mobile app to connect participants. This digital platform will allow users to exchange tips, track progress, celebrate achievements, and offer encouragement in a secure and welcoming environment.

Collaboration with healthcare professionals is a cornerstone of the MOVEUP project. Regular consultations with physicians, physiotherapists, and nutritionists will ensure each participant's journey is closely monitored and adjusted according to their health status. This integrated, holistic approach guarantees that the physical

activities complement medical treatments rather than conflict with them. Certified trainers and coaching experts will play a key role in delivering the program. Their expertise in exercise physiology and chronic health adaptation will provide participants with personalized guidance on form, intensity, and safe progression—motivating them to push their limits while respecting their physical boundaries. From a scalability perspective, MOVEUP aims to expand across the European Union through partnerships with sports federations, corporate wellness programs, and community organizations. Letters of support from UEFA, the Italian Basketball Federation, and the International Catchball Federation reaffirm their commitment to helping scale the project and increase its impact.

Basically, MOVEUP is more than another Erasmus project—it's a movement toward resilience, connection, and empowerment. It redefines what it means to thrive despite chronic health challenges, offering participants not just improved physical condition, but a renewed sense of hope and purpose.

GENERAL OBJECTIVES

The general objectives the project include also promoting voluntary activities in sport, social inclusion, equal opportunities, and awareness of the importance of health-enhancing physical activity through increased participation in, and equal access to, sport for all. The project addresses these objectives by:

- ✓ **Promoting Social Inclusion:** Tailoring sports for individuals with living with chronic health conditions (CHC) fosters an inclusive environment, ensuring equal opportunities for participation, combating solitude, isolation and depression.
- ✓ **Encouraging Healthy Lifestyles:** The project contributes to health-enhancing physical activity for individuals with diabetes and hypertension, directly supporting the EU's goal of combating sedentary lifestyles and promoting health through sport.

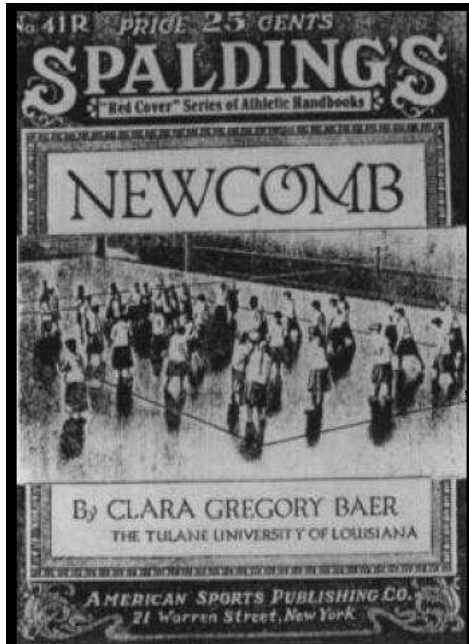
✓ **Fostering Equality and Participation:** One of the overarching objectives of Erasmus+ is to support social inclusion, gender equality and participation in sport and PA. MOVEUP project embodies this by creating opportunities for participation in sports activities for those who are often sidelined due to their physical condition. This initiative not only promotes equality in access to sports but also contributes to combatting social isolation.

✓ **Enhancing the Quality of Life through Physical Education:** By adapting sports to be more inclusive, the project contributes to improving the quality of life for individuals with diabetes and hypertension. This aligns with the Erasmus+ objective of supporting health and well-being through education and training, demonstrating the project's potential to educate participants about managing their conditions through regular, enjoyable physical activity.

✓ **Underline sport values** (cooperation, respect for rules and values, communication, connections, respect for others, tolerance, teamwork, discipline), as a as a tool for the development of healthy nutrition behaviors, healthy lifestyle and active aging.



GAME HISTORY



Catchball (also known as Newcomb in USA) was invented on January 10, 1895 by Clara Gregory Baer, a physical education instructor at Sophie Newcomb College, Tulane University in New Orleans.

Baer had ordered some baskets to play basketball, but the baskets had not yet arrived, so she decided to create a substitute sport.

The game is significant because it was invented by a woman and became the second team sport to be played by women in the United States, after basketball.

There is evidence of the game being played in the United States, Canada, Mexico, China, Argentina, Israel, India, Greece, Bulgaria, Austria, Australia, New Zealand

and now also in Romania.

Newcomb ball was developed as a way to “provide activity and skill development for young women who had limited opportunity to engage in sport.” Baer’s commitment to providing those opportunities was a core part of her work. She’d trained in physical education, and after graduation, took a position at Newcomb. While teaching there, she also took on the position as Women’s Gymnastics Director at the Southern Athletic Club. In 1889, the all-male club began letting the members’ female relatives use the club for a few hours a week. And before Baer came on the scene, the women “reportedly preferred gossip to physical activity.”

Source: Paul, Joan. “A Lost Sport: Clara Gregory Baer and Newcomb Ball.” Journal of Sport History, vol. 23, no. 2, 1996, pp. 165–74. JSTOR, <http://www.jstor.org/stable/43609991>. Accessed 21 Apr. 2025.

Early development

Baer invented the game of Newcomb as the result of an effort "to place before her students a game that could be easily arranged, could include any number of students, could be played in any designated time and in any available space" The game was first publicized in an article by Baer in the Posse Gymnasium Journal, where the name "Newcomb" was first coined. A more detailed paper was later prepared for the American Physical Education Association, which was received with "hearty approval". Baer first officially published a description of the game in 1895, together with the first book of rules for women's basketball.

Originally, Newcomb ball involved two teams placed facing each other in a small gymnasium, the object being for one team to "throw the ball into the other team's area with such direction and force that it caused the ball to hit the floor without being caught." [2] This was called a "touch-down" and scored a point for the throwing team.

Source : [Wikipedia](#)



RULES OF THE GAMES

Catchball is a dynamic team sport that blends elements of volleyball, handball, and basketball, resulting in a game that is both accessible and engaging for players of diverse ages and skill levels. Played between two teams on a rectangular court divided by a net, the central objective of catchball is to send the ball over the net so that it lands within the opponent's side of the court, while simultaneously defending one's own side to prevent the ball from touching the ground. The sport emphasizes coordination, strategy, and communication, and is particularly popular in educational, recreational, and amateur competitive settings due to its inclusive nature and relatively low barrier to entry.

Structurally, catchball resembles volleyball, with teams separated by a central net and points scored by grounding the ball on the opposing team's court. However, while volleyball involves striking the ball with open hands or forearms, catchball modifies the technique by requiring players to catch and throw the ball. Hitting the ball, as in volleyball, is not permitted. Each team is allowed up to three consecutive contacts with the ball—excluding an optional block—before returning it over the net. These contacts must consist of clean catches and overhead or underhand throws. The ball must be caught cleanly with both hands and released with a smooth motion, reflecting the influence of handball techniques.

The game commences with a serve, where the server throws the ball from behind the back line into the opponent's court. A successful serve must clear the net and land within the designated playing area. Once the rally begins, teams work cooperatively to receive, set, and return the ball using a sequence of controlled throws. Each rally continues until the ball touches the ground, is thrown out-of-bounds, or a team fails to return it over the net within three contacts. Points are awarded using the Rally Point System, where every rally results in a point being awarded to one of the teams. If the receiving team wins a rally, it also earns the

right to serve, and players rotate clockwise to ensure a balanced distribution of roles throughout the game.

Catchball incorporates hand-eye coordination and ball control skills that are commonly found in basketball. Players must be adept at catching passes from teammates and executing accurate throws under pressure, similar to passing maneuvers in basketball. Additionally, defensive tactics, such as blocking near the net, echo both volleyball and basketball strategies for disrupting the opponent's offense.

What sets catchball apart is its emphasis on skill development without the need for high-impact physical contact or advanced technical skills. This makes it particularly suitable for beginners, younger players, and mixed-ability groups. Its rule set is simple enough to be introduced quickly in physical education classes, yet the game can be scaled in complexity to accommodate more competitive play. Players develop a range of motor skills, including spatial awareness, timing, and teamwork, all while engaging in moderate to vigorous physical activity.

Catchball is a hybrid sport that combines the strategic structure of volleyball, the ball-handling techniques of handball, and the passing dynamics of basketball. It offers a versatile, inclusive, and educational platform for physical activity that enhances teamwork, motor skills, and strategic thinking. Its adaptability makes it an ideal choice for schools, community centers, and recreational sports programs seeking to engage participants in a fun, low-barrier, and team-oriented sport. Moreover, catchball fosters an inclusive and cooperative environment. Because the sport de-emphasizes power and emphasizes precision, timing, and communication, players of different sizes and athletic backgrounds can contribute equally. The game's rotational structure ensures that everyone participates in various court positions, promoting versatility and a deeper understanding of the game.

PLAYING AREA

See Appendix A for diagrams. The playing area includes the court and the free zone around the court. It is a rectangular shape and symmetrical.

DIMENSIONS

The court is rectangular in shape measuring 18x9 m, surrounded by a free zone, which is a minimum of 2 m wide on all sides. The free playing space is the space above the playing area and must be free of obstructions. The free playing space shall measure a minimum of 5 m in height from the playing surface.

PLAYING SURFACE

The surface must be flat, level and uniform. It must not present any danger of injury to the players. The surface of the court must be a light color.

LINES ON THE COURT

All court lines are 5 cm wide. They must be a different color to that of the floor and other lines on the court. Boundary lines - two side lines and two end lines mark the playing court. Both side and end lines are positioned within the dimensions of the court. Center line - the center line divides the court into two equal sides measuring 9x9 m each. This line is positioned directly beneath the net and extends from one side line to the other. Attack lines - an attack line is positioned 3 m away from the center line on both sides of the net. It marks the Front zone.

ZONES AND AREAS

Front zone - the area from the center line to the attack line and includes the attack line itself. The front zone extends beyond the side lines to the end of the free zone. Serving zone - the serving zone is the 9 m width region behind each end line, bounded between the extensions of the side lines. The serving zone extends from

the end line to the end of the free zone directly behind it. The end line is not part of the serving area. Substitution zone - the substitution zone on each side of the court is the area between the center line and the attack line. Libero replacement zone - the Libero replacement zone is the free zone extending from the attack line to the end line on the side of the court where the team benches are positioned.

NET AND POSTS

HEIGHT OF THE NET The net is hung vertically over the center line in the middle of the court. The height of the net is 2.24 m as measured in the center of the court between the two side lines. The height of the net over the two side lines must be exactly the same and must not exceed 2.26 m.

FORMATION OF THE NET

The net is 1 m wide and 9.5 to 10 meters long (including 25-50 cm that extends beyond the side bands). The net is made of black mesh squares that are 10x10 cm in size. At the top of the net is a white canvas band that is 7 cm wide, that is folded over on both sides and sewn across the full length of the net. Each end of the canvas band has a fortified hole for fastening the net to the posts with a flexible cable to keep the top of the net taut. The bottom of the net also has a white canvas band, similar to the top band, that is 5 cm wide. A cord is attached to the bottom band and is used to fasten the bottom of the net to the posts and keep it taut. Side bands Two white canvas bands are fastened vertically to the net and placed directly above each side line. They are 5 cm wide and 1 m long and are considered part of the net.

ANTENNAE

An antenna is a flexible rod, 1.80 m long and 10 mm in diameter, made of fiberglass or similar material. The antennae are attached at the outer edge of each side band at the two ends of the net. The top 80 cm of each antenna extends above the net

and is marked with 10 cm stripes of contrasting color, preferably red and white. The antennae are considered part of the net and delineate the crossing space.

POSTS

The posts supporting the net are placed at a distance of 0.5- 1.0 m beyond the side lines. They are 2.55 m high and preferably adjustable. The posts are round and smooth, fixed to the ground without wires or cables or any other dangerous or obstructing apparatus.

BALLS

The ball shall be round (spherical), made of leather or flexible synthetic leather. It may be a light uniform color or a combination of colors, preferable pink. Its circumference shall be 65-67 cm and its weight 260-280 g. The pressure inside the ball shall be 0.290 to 0.310 kg/cm² (2.84-3.04 bar). All balls used in a particular match must have the same standards regarding circumference, weight, pressure, type, color, etc.

TEAM AND TEAM MEMBERS

All team members must be familiar with the "Official Catchball Rules" and abide by them. They must accept the referees' decisions with sportsmanlike conduct, without disputing them. In case of doubt, clarification may be requested through the game captain. All team members must behave respectfully and courteously in the spirit of FAIR PLAY, not only towards the referees, but also towards other officials, opponents, their teammates and spectators.

TEAM COMPOSITION

For a match, a team will consist of at least 6 players and can include one coach and one assistant coach. One of the players is the team captain and will be indicated as such on the scoresheet. Two players may be designated as Libero in each set. Only the players recorded on the scoresheet may enter the court and play in the match.

CAPTAIN

Team captain is the team's representative for all administrative issues prior to and at the end of the match. Game captain is the team's representative during the match. During the match, when the Team captain is on the court, she is the Game captain. Game captain is responsible for the conduct and discipline of her team members, as well as those of the coach.

PRIOR TO THE MATCH, the game captain signs the scoresheet and represents her team in the coin toss.

DURING THE MATCH - when the team captain is not on the court, another player on the court, but not the Libero, must be assign to assume the role of Game captain. She will maintain her responsibilities until she is substituted, or the set ends. Only the game captain is authorized to speak to the referees and can do so when the ball is "out of play":

- to ask for an explanation on the decision or interpretation of the Rules, and also to put forward the requests or questions of her team mates;
- to ask permission: a) to check the specific positions of her team players on the court, b) to check the floor, the net, the ball, etc.; c) to exchange all or part of the players' gear,
- in the absence of the coach to request time-outs and substitutions.

At the end of the match the captain thanks the referees.

COACH

Throughout the match, the coach directs the play of his/her team behind the side lines of the court. He/she selects the starting line-up and the substituting players, and requests time-outs.

PRIOR TO THE MATCH, the coach records or checks the names and numbers of his/her players on the scoresheet, and then signs it.

DURING THE MATCH, the coach:

- gives the scorer the starting line-up sheet duly filled in and signed prior to each set; requests time-outs and substitutions;
- may, as well as other team members, give instructions to the players on the court, while sitting on the bench, standing or walking within the free zone in front of his/her team's bench from the region extending from the attack line to the end line, and must do so without disturbing or delaying the play.
- may ask to check the correct serving player of his/her team.
- the coach is not allowed to contest the referee's rulings or attempt to influence the referee's decisions in any way.

ASSISTANT COACH

The assistant coach sits on the team bench, but may not get involved in the match. Should the coach have to leave his/her team for any reason, including receiving a penalty, the assistant coach may assume the coach's role for the period of the absence, once approved by the referee.

LOCATION OF THE TEAM

During the match, the players not on the court (substitutes) must either sit on their team bench or stand behind the bench. They may warm-up without balls as follows: during play - behind their team's bench; during time-outs - in the free zone at the

end the court behind the end line; during intervals between sets - players may warm-up using balls within their free zone.

UNIFORM AND GEAR

- A player's uniform consists of shirt, shorts or tights, socks and sport shoes. The color and design of the shirts, shorts and socks must be the same for all team players (except for the Libero). The uniforms must be clean.
- Each player's shirt must have a number (except for the Libero), on the front and back in the center of the shirt. The color of the numbers must contrast those of the shirt and must be clearly visible. The numbers must be at least 15 cm high on the front and 20 cm high on the back. The strip making up the numbers shall be a minimum of 2 cm wide.
- Shoes must be sports shoes with soles that don't leave marks on the court and do not have heels.
- The 1st referee may authorize one or more players to change wet or damaged uniforms, provided that the new uniforms are as describe above.
- It is forbidden to wear items that may cause injury (watches and jewelry including earrings, etc.) or that give a non-natural advantage to the player including those that prevent the ball from slipping (gloves, adhesive bandages, sprays, creams or liquids, etc.). Padded injury protection wear, such as knee pads and braces, may be worn for protection or support.
- Players may wear glasses or contact lenses at their own risk.



STRUCTURE OF PLAY

THE COIN TOSS

Before the match, the 1st referee carries out the toss of the coin to decide which team has the first serve and the sides of the court to be taken by the teams in the first set. If a deciding 2017 set is to be played, a new coin toss will be carried out. The coin toss is carried out in the presence of both team captains. The winner of the toss chooses EITHER the right to serve or to receive the serve, OR the side of the court to play on. The loser of the toss makes the remaining choice.

OFFICIAL WARM-UP SESSION

The official warm-up session in catchball takes place before the match and lasts 10 minutes. Conducted at the net under referee supervision, it allows both teams to prepare physically and mentally. Players engage in dynamic exercises, catching and throwing drills, and net-based activities to improve coordination, timing, and communication. This session reduces injury risk, helps players adjust to court conditions, and reinforces tactical readiness. It is a mandatory part of the pre-match routine and ensures fair, safe, and consistent preparation for all participants, setting the tone for competitive play and allowing coaches to make final strategic adjustments

STARTING LINE-UP OF THE TEAM

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.

Discrepancies between players' position on the court and on the line-up sheet are dealt with as follows:

- when such a discrepancy is discovered before the start of the set, players' positions must be corrected according to those on the line-up sheet – this is done without any penalties;
- when, before the start of the set, a player not registered on the line-up sheet is found on the court, this player must be exchanged with the appropriate player to conform to the line-up sheet – this is done without any penalties; however, if the coach wishes to keep the non-recorded player on the court, a regular substitution must be requested, which will be recorded on the scoresheet.

If a discrepancy between a player's position and the line-up sheet is discovered later, the team at fault must revert to the correct positions. The opponent's score remains valid and they also receive another point and the next serve.

POSITIONS

Prior to the serve, before the ball leaves the server's hand, each team must be on the court in their correct rotational position (except for the server). The positions of the players are as follows:

- 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.

POSITIONAL VIOLATIONS

The team commits a positional violation if any player is not in her correct position as the ball leaves the server's hands. If the server commits a serving violation when serving, the server's violation is called before a positional violation.

A positional violation has the following consequences:

- the team is penalized with a point and the serve to the opponent;
- players' positions are rectified.

THE SERVE

The serve marks the beginning of each rally and is executed by the back right player from within the designated serving zone. This player initiates play by throwing the ball over the net into the opponent's court, aiming for accuracy and control to create a strategic advantage from the very first contact.

FIRST SERVE IN A SET

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.

SERVE ORDER

The players must follow the serve order as recorded on the line-up and game scoresheet. After the first serve in a set, the next player to serve is determined as follows:

- when the serving team wins the rally, the player who served before (or her substitute), serves again;
- when the receiving team wins the rally, it gains the right to serve and rotates one position clockwise before serving. The player who moves from the front-right (position 2) to the back-right (position 1) serves.

AUTHORISATION OF THE SERVE

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.

EXECUTION OF THE SERVE

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.

FORMING A SCREEN

- 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.

SERVE VIOLATIONS

Serving violations:

- the server violates the serve order;

- the server does not execute the serve properly (out of the serve zone, or late the execution of the serve over 5 seconds, etc.);
- after the ball has been thrown, the serve becomes a serve violation if the ball:
 - touches a player from the serving team;
 - fails to cross the vertical plane of the net entirely within the crossing space;
 - passes over a screen.

TO SCORE A POINT, TO WIN A SET AND THE 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.

TO SCORE 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;
- when the opponent team receives a penalty. A violation - a team commits a violation by performing an action contrary to the rules. The referees determine when a violation has been made according to the rules:
 - 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.

TO WIN A SET

A set is won by the team that is first to score 21 points with a minimum lead of two points. In the case of a 20-20 tie, play continues until a two-point lead is achieved

(22-20; 23-21; ...). In some tournaments the score is up to 18 (Eilat) or 15 (Corporate Games)

TO WIN THE MATCH

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.

AN INCOMPLETE TEAM

If a team refuses to play after being summoned to do so, it is declared an incomplete team and forfeits the match with a 0- 2 loss and 0-25 for each set. A team that, without justifiable reason, does not appear on court on time is declared an incomplete team with the same result as above less than 6 eligible players is declared INCOMPLETE and the match will not be played and the results are the same as above. A team that is declared INCOMPLETE for a set or for the match, loses the set or the match, respectively. The opposing team is given the points, or the points and the sets, needed to win the set or the match, respectively. The incomplete team keeps the points and sets it won.

STATES OF PLAY

The ball is in play from the moment the serve is thrown and after having been authorized by the 1st referee. The ball is out of play from the moment a violation is called by one of the referees. The ball is “in” if any part of it hits the playing surface on the court, including the boundary lines.

The ball is “out” when:

- the part of the ball which contacts the floor is entirely outside the boundary lines;
- it touches an object outside the court, the ceiling or a person out of play;
- it touches the antennae, ropes, posts or the net itself outside the side bands;
- it crosses the vertical plane of the net either partially or totally outside the crossing space;

- it crosses entirely under the net. 10. PLAYING THE BALL Each team must play within the playing area. However, the ball may be retrieved from beyond the free zone.

CHARACTERISTICS OF 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. When catching 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

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.

DELAY IN A PLAY

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.

VIOLATIONS IN PLAYING THE BALL

- FOUR CONTACTS - a team has four contacts with the ball before returning it to the opponent's court;
- ASSISTED CONTACT - a teammate or structure/object is used as support in catching the ball, including the net, including when within the playing area;
- DOUBLE CONTACT - a player contacts the ball twice in succession or the ball contacts various parts of her body in succession (except if the ball comes directly from the serve or spike);
- HIT - an intentional hit or kick of the ball;
- MOVING WITH THE BALL - a player makes more than three steps
- DELAY - a player holds the ball for more than 1 second.

THE BALL 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.

PLAYER AT THE NET

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

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.

PLAYER VIOLATIONS AT THE NET

- A player touches an opponent or the ball in the opponent's space before the opponent contacts the ball.
- A player interferes with the opponent's play while reaching into the opponent's space under the net.
- A player's hand (hands) or foot (feet) reaches entirely into the opponent's court below the net (beyond that outlined in Rule 12.2).
- A player touches the net between the antennae or the antenna itself, when the ball is near the net.

ATTACK THROW

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.

Reaching beyond the net with the ball a player who has reached over the net with the ball must complete the attack throw by releasing it in the opponent's side of the court. If the ball is brought back into the attacking player's side of the court without being released, this is an attack throw violation.

BLOCK

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.

BLOCKING

Only front row players may complete a block.

Attempted Block - is the action of trying to block without making contact with the ball. Completed Block - is whenever the ball is touched by a blocker. Collective Block - is executed by two/three players close to each other, and is completed when one of them touches the ball. One or more blockers may make quick consecutive contacts with the ball provided they are made during a single action.

BLOCKING WITHIN THE OPPONENT'S SPACE

While blocking, a player may reach over the net and touch the ball in the opponent's space, provided that this action does not interfere with the opponent's play, and that she does not touch the ball before her opponent.

BLOCK AND TEAM CONTACTS

Contact with the ball during a block is not counted as a team contact. Consequently, after a block, the team is entitled to three contacts in order to return the ball to the opponent's side of the court. The first contact after the block may be by any player, including a player who touched the ball during the block. During a block, the blocker may catch the ball. This will count as the first team contact.

BLOCKING THE SERVE

It is forbidden to block an opponent's serve.

REGULAR GAME BREAKS

Regular breaks in the game are TIME-OUTS and SUBSTITUTIONS. A break in the game is the time between one completed rally and the 1st referee's whistle for the next serve. Number of regular games breaks

SUBSTITUTIONS

Each team may request a maximum of two time-outs and six substitutions per set. Request for regular game breaks A regular game break may be requested by the coach, or in the absence of the coach, by the game captain, and only by them. The request is made using the appropriate official hand signal, while the ball is "out of play" and before the 1st referee's whistle for the serve. Substitution before the start of a set is permitted, and will be recorded as a regular substitution for that set.

Consecutive requests for game breaks Request for one or two time-outs, and request for a substitution by each team may follow one another, within the same break in the game.

TIME-OUTS

All requested time-outs last for 30 seconds. During all timeouts, the players in play must go to the free zone near their team's bench.

SUBSTITUTIONS

A substitution is an exchange between two players (other than the Libero or her replacement player) where a player enters the game and takes the position of another player who must leave the court, after the substitution is recorded by the scorer. A substitution requires the permission of the referee. Restrictions on substitutions Each team may request up to 6 substitutions in every set. More than one player can be substituted at the same request for a game break.

A player from the starting line-up may leave and re-enter the game only once in a set, and only to her previous position in the line-up (rotational order). A substitute player may enter the game in place of a player from the starting lineup, but only once per set, and she can only be substituted back by the same starting player.

Exceptional substitution A player (except the Libero) who cannot continue playing due to injury or illness, should be substituted with a regular substitution. If this is not possible, the team is entitled to make an EXCEPTIONAL substitution, beyond the limits of the rule above. An exceptional substitution is that where any player who is not on the court at the time of the injury/illness (except the Libero, second Libero or her regular replacement player), may be substituted into the game for the injured/ill player. The substituted injured/ill player is not allowed to re-enter the match. An exceptional substitution cannot be counted as a regular substitution under any circumstances, but should be recorded on the scoresheet (Remarks section). If an exceptional substitution is not possible, the injured/ill player may be substituted by a Libero player – see Rule 19.6. Substitution due to suspension or disqualification

A SUSPENDED or DISQUALIFIED

player (on court) must be substituted immediately through a regular substitution. If this is not possible, the team is declared incomplete.

ILLEGAL SUBSTITUTION

The time for the substitution is limited to the time needed for recording the substitution on the scoresheet, and allowing entry and exit of the players. At the time of the request for the substitution, the player must be ready to enter the court,

and be standing near the substitution zone. If the player is not ready, the substitution is not granted and the team is penalized for a delay.

IMPROPER REQUESTS

It is improper to request a regular game break:

- during a rally or at the time of, or after, the whistle to serve,
- by a non-authorized team member,
- after having exhausted the allowed number of time-outs and substitutions.

A first improper request by a team, that does not affect or delay the game, shall be rejected without any other consequences. Any further improper requests in the match by the same team constitutes a delay and the team will be penalized accordingly.

GAME DELAYS

TYPES OF DELAY

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

- a delay during a substitution;
- prolonging breaks, after having been instructed to resume the game;
- requesting an illegal substitution;
- repeating an improper request;
- a delay in the game by a team member.

PENALTIES FOR DELAYS

" DELAY WARNING" and a" DELAY PENALTY" are team penalties.

- Penalties for delay remain in force for the entire match.
- All penalties for delay are recorded on the scoresheet.

- The first delay in the match by a team member is penalized 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 violation and are penalized with a “DELAY PENALTY”: a point and serve to the opponent. Penalties for delay imposed before or between sets are imposed in the following set.

EXCEPTIONAL GAME INTERRUPTIONS

INJURY/ILLNESS

Should serious injury occur while the ball is in play, the referee must stop the game immediately and permit a medical team to attend the injured player on the court. The rally is then replayed. If an injured/ill player cannot be substituted using a regular or exceptional substitution, 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, she may be replaced by a Libero player (according to Rule 19.6), otherwise, her team is declared incomplete.

EXTERNAL INTERFERENCE

If there is any external interference to the game, the play has to be stopped and the rally replayed.

PROLONGED INTERRUPTIONS

If unforeseen circumstances interrupt the match, the 1st referee shall decide the measures to be taken to re-establish normal playing conditions. Should one or several interruptions occur, not exceeding 1 hour in total: If the match is resumed on the same court, the interrupted set shall continue as normal with the same score, players (except suspended or disqualified ones) and positions. The scores of completed sets are retained. If the match is resumed on a different court, the

interrupted set is cancelled and replayed with the same team members and the same starting line-ups (except suspended or disqualified players) and the record of all penalties is maintained. The scores of completed sets are retained. Should one or several interruptions occur, exceeding 1 hour in total, the entire match shall be replayed.

BREAKS BETWEEN SETS AND CHANGE OF COURTS

Breaks between sets are of three minutes duration. During this period, the teams change sides of the court and registration of the starting line-ups of the teams are made on the scoresheet.

THE LIBERO PLAYER

DESIGNATION OF THE LIBERO

- A Libero player may be designated in addition to the 6 regular team players.
- Each team has the option of designating up to two specialist defensive players as Libero from the list of players on the scoresheet.
- The designation of the Libero player(s) is for one set.
- Only one Libero may be on court at a time.
- A Libero player may not act as game captain.

GEAR

The Libero player(s) must wear a uniform, at least the shirt, that is a different, and contrasting in color to that of the rest of the team. Her uniform may also be of a different design. When a regular player is designated as Libero player in the middle of the match, she must change her shirt to one with a contrasting color to that of the team. When the designation of a Libero player is cancelled, and she continues playing as a regular player, she must wear a shirt identical to that of the rest of the

team, with her own number (and not that of another player who is designated a libero player).

ACTIONS INVOLVING THE LIBERO

Actions of play:

- The Libero player may replace any back-row player.
- Her play is restricted to that of a back-row player and she is not allowed to complete an attack throw where the ball is entirely above the net at the time the ball is released.
- She may not block or attempt to block.
- She may not serve. Libero Replacements
- Libero replacements are not counted as substitutions. An unlimited number of libero replacements is allowed, but at least one rally must be completed between two Libero replacements.
- The player whom the Libero replaced is the only regular player than can replace the Libero on court. A Libero player may be replaced by the second Libero. A regular player may be replaced by either Libero.
- All Libero replacements must take place while the ball is out of play and before the whistle for the serve. The replacements will be proceeded through the Libero Replacement Zone.
- At the start of each set, the Libero may not enter the court until the referee has checked the starting line-up and authorized a Libero replacement.
- A Libero replacement made after the whistle for the serve but before the serve is thrown will be allowed the first time it happens. However, at the end of the rally, the game captain will be informed that this is not permitted, and that the team will be subject to penalties for delay if it is repeated.

- Subsequent late Libero replacements will result in the immediate stop of play, and a penalty for delay will be imposed. The team to serve next will be determined by the level of the penalty for delay.
- A Libero replacement violation occurs when (amongst others): - A rally is not completed between Libero replacements, - the Libero is replaced by a player other than the regular player for that position or the second Libero.
- An illegal Libero replacement is treated in the same way as a positional violation.

DESIGNATION OF A NEW LIBERO

- A team with two Liberos: When a team has registered two Liberos on the scoresheet, but one becomes unable to play, the team has the right to play with only one Libero.
- A team with one Libero: When only one Libero is registered on the scoresheet, and this Libero is declared unable to play, the coach (or game captain if no coach is present) may designate any other player not on the court at the time of the designation as a Libero for the remainder of the set (except the regular player that the Libero substituted for).
- The coach, or game captain if no coach is present, makes a request to the referee for a new Libero designation.

SUSPENSION AND DISQUALIFICATION

If the Libero is suspended or disqualified from play, she may be replaced immediately by the team's second Libero. Should the team have only one Libero, then it has the right to designate another player as a Libero for the remainder of the set.

CANCELLATION OF A LIBERO DESIGNATION

In case of injury of a regular player, when there is no possibility for a substitution, neither a regular nor an exceptional substitution, she can be replaced (substituted) by a Libero as follows:

- The coach, or game captain if no coach is present, notifies the referee that he/she wishes to cancel the designation of the player as a Libero player,
- The "released" Libero player will substitute for the injured player,
- She must change her shirt from that of the Libero to the same as that worn by her teammates,
- She will act as a regular player until the end of the set,
- The injured player may not play again for the rest of the match,
- The cancellation of the Libero designation and the substitution will be recorded on the scoresheet (in the remarks section).

CODES OF CONDUCT

Participants must be familiar with the “Official Catchball Rules” and abide by them. Participants must accept the referees’ decisions with sportsmanlike conduct, without disputing them. In case of doubt, clarification may be requested through the game captain. Participants must refrain from actions or attitudes aimed at influencing the decisions of the referees or covering up faults or violations committed by their team. Participants must behave respectfully and courteously in the spirit of FAIR PLAY, not only towards the referees, but also towards other officials, opponents, their teammates and spectators. Communication between team members during the match is permitted

MISCONDUCT AND ITS 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 handsignal 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.

PENALTY SCALE

Unsportsmanlike behaviour Based on the judgment of the referee and according to the seriousness of the offense, the penalties to be imposed are: Warning, Penalty, Suspension and Disqualification. These penalties will be recorded on the game scoresheet. Warning - Will be given for unsportsmanlike behaviour committed by any team member for the first time in the game. The referee will notify the game

captain that this is a warning prior to a penalty being given, and relates to the entire team and not just to the person who committed the offense. The game captain must notify all team members of the significance of the warning.

PENALTIES

Will be applied for unsportsmanlike behaviour committed for the second time by the same or any other team member. The referee will penalize the team member that committed the offense by showing her/him a Yellow card. The team will be penalized with a point and the serve being given to the opponent team. Suspensions – Will be applied for unsportsmanlike behaviour committed by any member of the team that has already been Penalized during the game. The referee will suspend the team member that committed the offense by showing her/him a Red card. A team member who is penalized by suspension will not play for the rest of the set, with no other consequences.

A player on the court that is suspended must be substituted immediately by a regular substitution (an exceptional substitution is not allowed). A suspended coach loses her/his right to intervene in the set and must remain seated on the team's bench

DISQUALIFICATION

Will be applied for unsportsmanlike behaviour committed by any team member who has already been suspended during the game. The referee will disqualify the team member by showing her/him a Yellow + Red cards together in the one hand. The team member penalized with disqualification must leave the Competition Area for the rest of the match, with no other consequences.

A player on the court that is disqualified must be substituted immediately by a regular substitution (an exceptional substitution is not allowed).

AGGRESSIVE BEHAVIOUR

Aggressive behaviour by any team member. The referee will decide on the penalty to be applied (suspension or disqualification) according to the severity of the offense committed, will act as described above according to the type of penalty to be applied. At the end of the game the referee will report the aggressive behaviour and the way it was dealt with to the league administration.

MISCONDUCT BETWEEN SETS AND AFTER THE MATCH

Any misconduct occurring before or between sets is penalized according to the penalty scale in Rule 21.3 and the penalty is imposed in the following set. All misconduct or irregular events that occur after the match will be dealt with by the league administration. The referee must file a detailed report of the event.

MATCH OFFICIALS AND PROCEDURE

The referees for a match are composed of the following officials:

- First (1st) referee,
- Second (2nd) referee,
- Scorer
- Four (two) line judges.

Only the 1st and 2nd referees may blow a whistle during the match:

- the 1st referee gives the signal for the serve that begins the rally.
- the 1st or 2nd referee signals the end of the rally, provided that they are sure that a fault or violation has been committed and they have identified its nature. They may blow the whistle when the ball is out of play to indicate that they authorize or reject a team request. Immediately after the referee blows the whistle to signal the completion of the rally, he/she must indicate using official hand signals:
 - the team to serve

- the nature of the violation.

FIRST REFEREE

The first referee carries out his/her responsibilities standing on the referee's stand located at the end of the net on the opposite side to the scorer. His/her view must be approximately 50 cm above the net.

Jurisdiction

- The 1st referee controls the match from start to finish. He/she has authority over all match officials and the members of the teams.
- During the match, his/her decisions are final.
- He/she is authorized to overrule the decisions of other referees if he/she is convinced they are wrong.

He/she may replace a referee who is not performing his/her responsibilities properly. He/she has the authority to decide all matters involving the game, including those not provided for in the Rules.

- He/she shall not permit any discussion about his/her decisions. However, at the request of the game captain, the 1st referee will give an explanation on the decision or interpretation of the rules upon which he/she has based his/her decision.
- The 1st referee is responsible for determining whether the playing area, equipment, gear and conditions meet the requirements for play both before and during the match. Responsibilities Prior to the match, the 1st referee:
 - inspects the state of the playing area, the balls and other equipment;
 - performs the coin toss with the team captains; During the match, he/she is authorized:
 - to decide upon: - faults of the server, screening by the serving team and positional violations by the teams; - faults and violations in playing the ball; - violations above and under the net, and violations related to contact of the player with the net; - attack and block violations by the back-row players and Libero;

- to penalize misconduct and delays. At the end of the match, he/she checks the scoresheet and signs it. Should the 2nd referee be absent, all his/her responsibilities will be carried out by the 1st referee.

SECOND REFEREE

The second referee performs his/her responsibilities standing on the ground outside the court near the post, on the opposite side of, and facing the 1st referee.

Jurisdiction

- The 2nd referee is the assistant of the 1st referee, but also has his/her own areas of jurisdiction.
- He/she may, without whistling, also signal faults and violations outside his/her areas of jurisdiction, but must not insist upon them to the 1st referee.
- He/she supervises the work of the scorer.
- He/she observes the players on the bench and reports any misconduct to the 1st referee.
- The 2nd referee authorizes the breaks in play, regulates their duration and rejects improper requests.
- He/she oversees the number of time-outs and substitutions used by each team.
- In the case of injury of a player, the 2nd referee authorizes an exceptional player substitution or allows 3 minutes recovery time.

Responsibilities at the beginning of each set, and at any time necessary during the match, the 2nd referee checks that the positions of the players on the court match those on the starting line-up form.

During the match, the 2nd referee decides, whistles and signals:

- interference due to reaching into the opposing teams side of the court and space under the net;
- positional violations of the receiving team;
- contact of players with the net;

- a block completed by a back-row player or an attempted block by a libero player, or an attack play violation by a back-row or libero player;
- contact of the ball with an external object;
- when the ball crosses the net totally or partially outside the region between the antennae or touches the antenna, including from a serve;
- contact of the ball with the floor if the 1st referee is not in position to see that. At the end of the match, he/she checks and signs the scoresheet.

SCORER

The scorer performs his/her responsibilities seated at the scorer's table on the opposite side of the court from, and facing, the 1st referee.

Responsibilities The scorer fills in the scoresheet according to the Rules.

He/she uses a buzzer or other device to notify violations within his/her areas of responsibilities.

Prior to the match and set, the scorer:

- writes down the details of the match and teams, according to the mandated procedures, and obtains the signatures of the captains;
- records the starting line-up and serve order of each team. During the match, the scorer:
 - records the points scored;
 - checks the serving order of each team and notifies the referees of any error immediately after the serve;
 - records the time-outs and the substitutions, checking the number of such, and informs the 2nd referee;
 - notifies the referees of a request for an illegal time-out;
 - notifies the referees of the end of the sets;
 - records any penalties and requests for illegal actions;

- records all other events as instructed by the 2nd referee, such as exceptional substitutions, recovery time, prolonged interruptions, external interferences, etc.; At the end of the match, the scorer:
- records the final result;
- signs the scoresheet, before he/she obtains the signatures of the referees.

LINE JUDGES

A match may have 2- or 4-line judges. If only 2-line judges are used, they stand at the corners of the court closest to the right hand of each referee. Each line judge monitors both the end line and side line on his/her side.

Responsibilities The line judges perform their responsibilities using flags (40x40 cm), to signal:

- the ball "in" or "out" whenever the ball lands near the line(s) they are monitoring;
- the ball touching the antenna, the serve crossing the net outside the crossing space, etc.;
- any player (except the server) stepping outside of the court at the time the serve is thrown;

At the 1st referee's request, a line judge must repeat his/her signal.

OFFICIAL SIGNALS REFEREES' HAND SIGNALS - see appendix 1

The referees must indicate the reason for their ruling using the official hand signal (the nature of the fault or violation whistled or the purpose of the stop in play). The signal has to be maintained for a moment and, if it is indicated with one hand, the hand corresponds to the side of the team at fault or that has made the request.

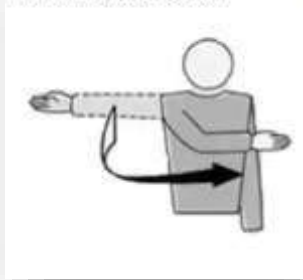
LINE JUDGES' FLAG SIGNALS

The line judges must indicate the nature of the fault or violation using the official flag signal, and maintain the signal for a moment.

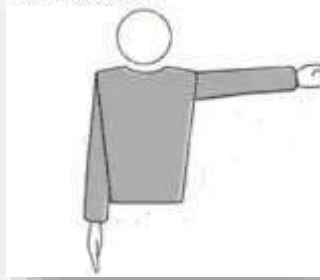


Appendix 1 Officials Hand Signals

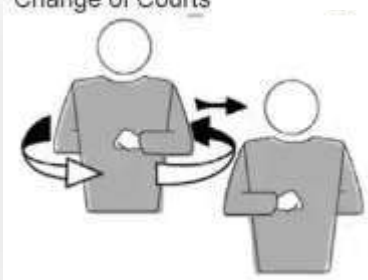
Authorization to Serve



Team to Serve



Change of Courts



Time-Out

4



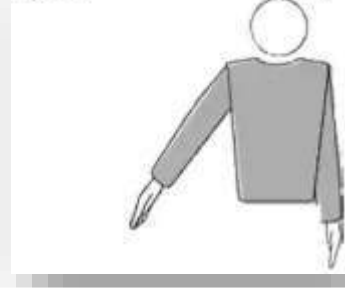
Positional or Rotation
Fault

13



Ball "In"

14



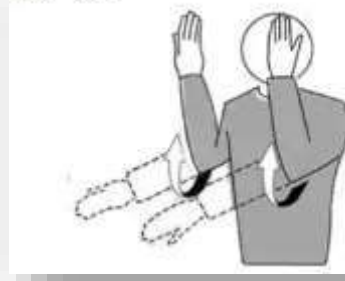
Delay in Service

11



Ball "Out"

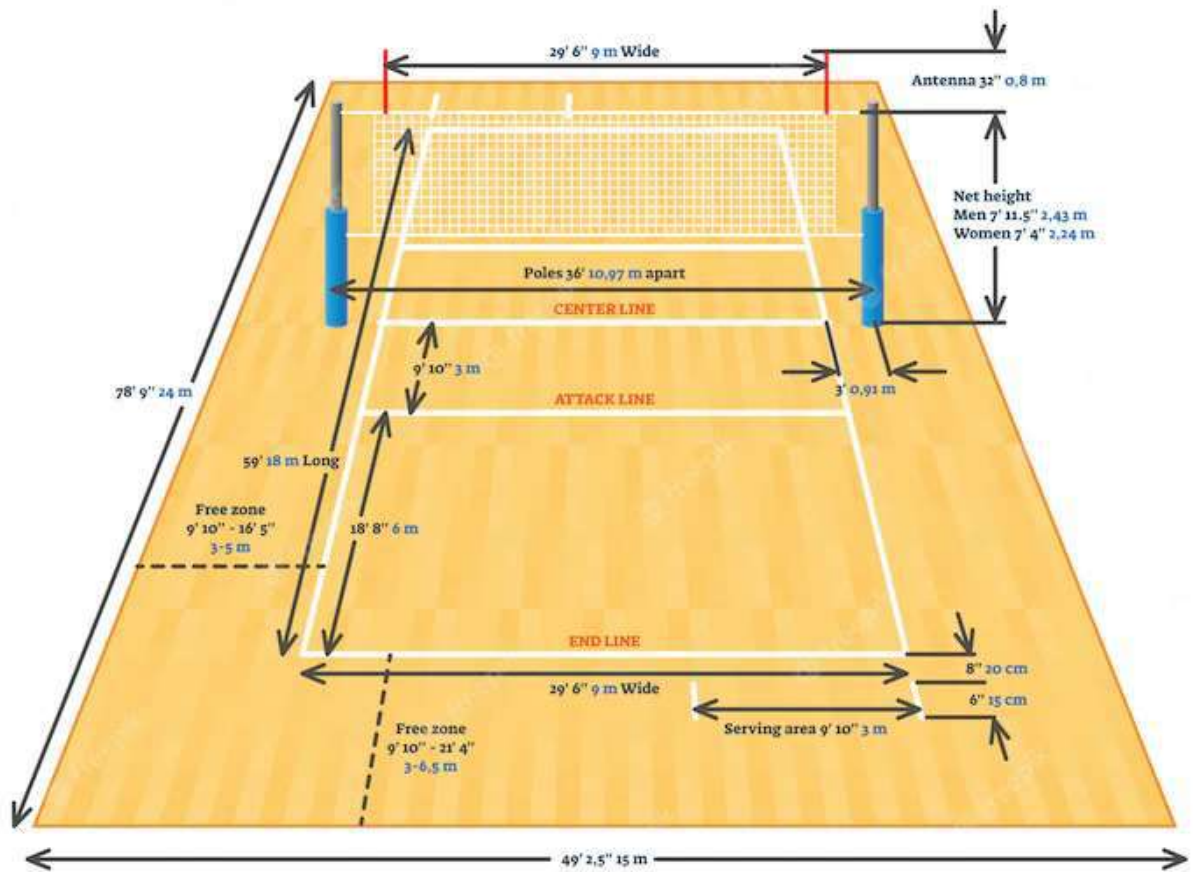
15





Appendix 2 Court dimensions

COURT DIMENSIONS





Funded by
the European Union



D4.1 Manual of Sport Event Management for people with CHC

Call: ERASMUS-SPORT-2022-SCP

Type of Action: ERASMUS-LS

Acronym: MOVE UP

Number: 101185128

Duration: 36 months

Start: 1 Nov 2024

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Introduction to “MOVE UP” project

Over the past decades, there has been a growing understanding that access to and participation in sport and physical education is not only a right in itself but can also be used to promote a number of important developmental goals through facilitating democratic principles, promoting leadership development, and encouraging tolerance, respect and social networking. All areas of development can be influenced by sport, including health, education, employment, social inclusion, political development and peace and security.

Insufficient physical activity is a leading risk factor for non-communicable diseases and can also negatively affect mental health and quality of life. WHO recognizes physical inactivity as a serious and growing public health problem and aims to reduce it by 10% by 2025. Policies that tackle the gender gap in physical activity could therefore have a substantial impact on overall population health.

The project is foreseen to address the priority “inclusion and diversity” and its goal is to engage women to participate in Sport and Recreational Physical Activities (SRPA), including indoor and outdoor sports and to create an European network for women sport as a base for future projects and for enabling of an international focus on recreational sports for women, as a balance for the professional sports for women, the actual option for them to engage in sports.

Through its conception, but much more through its deployment, the project will create synergies between the different Erasmus+ fields of education, training, youth and sport, as every one of these fields has a resonance within project's activities.

Women are underrepresented as sport professionals: trainers, coaches, referees, sport instructors, managers. As a consequence, the role of women in sport appears as secondary. In this sense, coaches can play a crucial role in involving and keeping girls and women involved in sports in terms of motivation.

There is a wide acceptance of the notion that women coaches (as role models) can encourage girls and women to take part in sport and sustain their participation. Women coaches are powerful role models, demonstrating to girls that they belong and deserve to be included in sports, boosting girls' confidence and inspiring their continued participation. Some women choose to train with female coaches due to

- personal preferences,
- cultural customs,
- religious views.

It is also recognized that a more diverse coaching workforce may assist in encouraging women from underrepresented backgrounds (e.g., migrants, persons with disabilities) to engage in sport or work in development/executive roles.

Women are also underrepresented in sport media: their coverage by the media and their presence in sport shows and sport-live transmissions is anecdotic compared to men

Specific objectives:

- Identification of good practices in the world of sport for women;
- Deployment of specific training modules;
- Actively engaging women in sport practice;
- Using digital tools and apps;
- Establishment of an inclusive network dedicated to enrolling and empowering women in and through sport.

Objectives will be reached through activities like: recruiting and enrolment of targeted groups, deployment of training stages, sport event organizing, participating in EWOS 2023&2024, seminars and workshops, newsletters.

Targeted groups: women aged 20-45 having less opportunities to practice sport; women from disadvantaged groups (minorities, migrants, roma communities, physically challenged), from local companies, women sport instructors, coaches, trainers, social workers.

What Makes Women Attracted to Sport

Sport has been a significant part of human civilization for centuries, providing a platform for individuals to showcase their physical prowess, mental strength, and competitive spirit. While traditionally seen as a male-dominated arena, women have increasingly been drawn to sports in recent decades. In this essay, we will explore the multifaceted reasons that make women attracted to sport, encompassing aspects like empowerment, physical fitness, camaraderie, and the opportunity to challenge societal norms.

➤ Empowerment Through Sports

One of the most important reasons women are attracted to sports is the sense of empowerment it offers. Engaging in sports allows women to break free from traditional gender roles and expectations. On the field, they have the opportunity to challenge themselves, compete, and achieve success, much like their male counterparts. This sense of empowerment extends beyond the sporting arena and influences their lives in profound ways, instilling confidence, self-esteem, and a belief in their ability to overcome challenges. We have experienced this in Corporate Games over the last years. Our attempts to balance gender participation was a lost of time until we decided to change the approach and introduce a new sport that is complying with the concept of empowering women; CATCHBALL. As it is designed to be exclusive and women sport – even if this might be perceived as positive discrimination – the sense of engagement of women of all ages is extraordinary. In our opinion empowering women through sports is not just about physical activity; it's a pathway to personal growth, self-fulfillment, and the dismantling of gender-related barriers. It empowers women to overcome obstacles, both on and off the field, and encourages them to reach their full potential. The impact of women's involvement in sports extends far beyond the playing field, contributing to a more equitable and inclusive society, as well as a networking platform for

friendship and fun. With time, the empowering process is building stronger characters, achieving goals boosting their self-confidence. As the players develop skills and witness their own progress, they gain a sense of pride and self-assuredness that carries over into other areas of their lives.

➤ Physical Fitness and Well-being

Physical fitness is a universal attraction to sports, irrespective of gender. Women, like men, are drawn to sports for the health benefits they offer. Regular physical activity not only promotes cardiovascular health, muscular strength, and flexibility but also contributes to overall well-being. Women who participate in sports are more likely to maintain a healthy weight, reduce the risk of chronic diseases, and improve their mental health. The desire to lead a healthier and more active lifestyle and also to improve the physical appearance is a driving force that attracts many women to sports. By participating in sports, women can experience numerous benefits that lead to a more balanced and fulfilling life. Encouraging women to engage in sports and physical activity is not only about improving their physical health but also about nurturing their overall well-being. Also, engaging in sports can promote a more positive body image. As women become more attuned to their bodies' capabilities and strength, they may develop a healthier and more accepting attitude towards their physical appearance. Last, but not least, sport can serve as a form of self-care, giving women a designated time to focus on their well-being and physical health. The mental and emotional benefits of self-care contribute to a sense of balance and fulfillment.

➤ Camaraderie and Social Bonds

This is one of the most important factors to keep women in sport, as soon as they are convinced to try it. Participation in sports often leads to the development of strong bonds and friendships. Team sports like catchball, football and beach volleyball, generates a sense of camaraderie among women as they work

together towards common goals. These bonds formed on the sport court often extend to social circles and provide a sense of belonging. The shared experiences, victories, and defeats create lasting friendships and a support system that goes beyond the sport itself. Sharing victories and celebrating successes together reinforces camaraderie as the joy of achieving a common goal is magnified when experienced as a team. Camaraderie often provides opportunities for leadership. Women athletes who naturally inspire and support their teammates may emerge as leaders, both on and off the field. During the sport events we have found out that camaraderie in women's sports is often built on a foundation of mutual respect, whilst for men is just competition usually. Women team members recognize each other's strengths and weaknesses and work together to complement one another's skills. This respect extends beyond the field or court and influences how they interact off the sport venues and competitions. We have plenty of examples in Corporate Games where lots of connections were created, from family ties to business leads. As we all have a HOME family and an OFFICE family, there is always room for a SPORT family. This is one of the main reasons we have selected catchball as one of the tools in this project, as this recreational sport is all about making fiends and having fun, whilst training hard to be winner in the many competitions available.

➤ Challenging Societal Norms

Women's attraction to sports is also driven by the opportunity it presents to challenge societal norms. Historically, women were discouraged from participating in physically demanding activities, but through their involvement in sports, they break down barriers and stereotypes. By excelling in sports, women send a powerful message that they can achieve greatness and compete at the highest levels. This challenge to traditional gender roles is a strong motivator for women in sports. For this project we have selected football as a perfect example of the power of challenging societal norms, breaking stereotypes and prejudices.

➤ Breaking Stereotypes

Women athletes are increasingly breaking stereotypes and shattering preconceived notions about femininity. They prove that strength, determination, and athleticism are not confined to gender. Iconic athletes like Serena Williams, Simona Halep, Nadia Comaneci and many others inspire women of all ages to pursue their athletic passions without fear of judgment or ridicule. The desire to challenge and change societal perceptions is a very strong reason for women to engage in sports and the success of 2023 World Cup for women football in Australia is the perfect example. With more than 1,7 million tickets sold and a stunning 45 million TV spectators in China on their match against England, this event just exceeded all expectations. Women's World Cup is a great initiative that is actively breaking stereotypes by showcasing the skill, talent, and dedication of female athletes in football, while also challenging outdated views on gender roles, equality, and the potential of women in sports. This tournament is a catalyst for positive change and progress in women's sports on a global scale.

➤ Building Leadership Skills

Participation in sports offers an excellent platform for women to develop leadership skills. As they navigate team dynamics, strategize, and make decisions on the field, they cultivate valuable attributes that extend beyond the sport itself. These leadership skills have a transformative effect on their personal and professional lives, as they learn to communicate effectively, manage conflicts, and inspire their teammates.

➤ Positive Role Models

The presence of positive female role models in sports is a significant motivator for women. When they see women athletes achieving success, displaying sportsmanship, and serving as advocates for gender equality, it encourages

other women to follow in their footsteps. These role models become a source of inspiration and motivation, showing that women can excel in any field they choose.

➤ Opportunities for Scholarship and Career

For some women, sports offer not only personal growth and empowerment but also opportunities for scholarships and careers. Scholarships in women's sports, especially at the collegiate level, can open doors to education and professional opportunities that may not have been available otherwise. Women attracted to sports often see it as a pathway to higher education and potential career options in coaching, sports management, or sports-related industries.



Key success factors for participation of women in sport

Insufficient physical activity is a leading risk factor for non-communicable diseases and can also negatively affect mental health and quality of life. WHO recognizes physical inactivity as a serious and growing public health problem and aims to reduce it by 10% by 2025.

Policies that tackle the gender gap in physical activity could therefore have a substantial impact on overall population health. The barriers to women's involvement in sports are numerous and complex.

The physical activity gap between boys and girls begins early. Researchers found that girls aged 6–11 years experienced less enjoyment from being physically active and less confidence in their sporting ability than boys as they got older. Children's exposure to narrow gender norms around boys versus girl's activities and a failure to adapt the types of sports offered can create this lack of

enjoyment and body confidence, and in turn shape attitudes to physical activity into adulthood.

If we look at EU data, according to the Eurobarometer (2021), men are more likely than women to exercise or participate in sports 44% of men do so on a regular basis, compared to 36% of women; nevertheless, 40% of men never exercise or participate in sports, compared to 52% of women.

The gender gap is most pronounced in the younger age groups: just 15% of males aged 15-24 never exercise or participate in sports, compared to 33% of women in the same age group. As people become older, the gender gap narrows: the majority of men and women in the 55+ age range never exercise or participate in sports (58% and 64% respectively).

With regard to the number of sports modalities, it is more common among women to practice only one modality. More specifically, 26,4% of female athletes in Europe only practice one sport, compared to an estimated 16,6% of male athletes.

While men are much more likely to practice football, basketball, tennis, cycling or paddle tennis, women take part at much higher rates in any type of gymnastics or swimming. So, it is a fact that many women are put off by certain physical activities over concerns about stereotypes, because of insecurities around body image, or feeling constrained by cultural acceptability.

But what are the barriers to sport participation for women and girls? and why the drop out from sport activities? According to a study carried out by Smart Cities & Sport (2021):

- 75% of women have to decrease their sport activities due to time issues. Time issue is a common reason for women to decrease or even stop being active. Family, children and work will often come first in the list of women's priorities. 70% of women who are employed full-time and have dependent children (aged 0-14 years) report 'always/often' feeling rushed for time, compared with 56% of males.

- 70% of subsidies allocated to sport activities are used by men. Women have half as many choices as men for sport activities that are likely to please them and use two times less than men the public infrastructures at their disposal.
- 7% of online sports coverage is dedicated to women's sport. Research has shown that most girls learn 'culturally-appropriate styles of movement' by imitating their older female counterparts. But communicating the achievements of those exceptional women to others remains a challenge. Today, 43% of girls agree there aren't many sporting female role models.
- At a higher level, it is widely known that media attention is considerably more focused on male athletes than female athletes (Cooky et al, 2015), thus reinforcing the message that sport is "a man's thing" for all of us, but especially for girls.

The negative social messages concerning girls' participation in sports are internalized, especially by adolescent girls (McCallister et al., 2003), but more generally by women, and may limit their participation (TCRGWS, 2018). This intensifies the common reasons for young people leaving sports: a lack of time, competing interests, and a lack of enjoyment of pure recreational practice (Keathley et al., 2013)

- At primary school, differences in sport participation between boys and girls are striking. From year 6, only 39% of girls remain active, against 73% of boys. School plays a big role in showing the importance of having an active life: a high level of sport participation at school translates to a 76% chance to develop a sustained interest in sport overtime.
- 53% of female students who do sports experienced sexist remarks. Sexist behavior may take various forms and intersect with other forms of discrimination such as lesbophobia, tomboy tag, etc. This type of behavior discourages girls from participating in sport activities. your sport events, it's important to recognise that they often experience different motivations and barriers to boys and men when it comes to taking part in sport

and physical activity. It is also important to recognise that women and girls are individual groups and shouldn't be treated as the same.

Their experiences, motivations and barriers will all be different and are likely to change at different life stages. Being able to identify and understand the most common barriers and motivations can help you to make small, practical changes to your marketing, offer and approach. These changes can have a positive impact on both welcoming and retaining more women and girls as members/participants and volunteers.

The key factors that we have found as important in creating a positive sport experience for women are:

✓ **Accessibility**

Sport selection should offer a good choice in order to be attractive and this is one of the most important activities when managing sport events. In Less4more project we have selected three sports that can offer satisfaction for a large majority of participants, because one is an innovative new sport that creates equal opportunities for all players – CATCHBALL – the second one is a recreational sport that comes close to an Olympic sport – BEACH VOLLEYBALL 4 - and the third one is the most popular sport for men, so a challenge to contribute to gender equality and empowering women – FOOTBALL.

Many women are intimidated by gyms because they think they're full of people who look like the women in adverts. A more relaxed and supportive approach to bringing children along is needed. Facilities and changing rooms must be encouraging and supportive environments, reinforcing positive messages. Women-only sessions with screens help females to feel more comfortable and confident

✓ **Transportation**

Transportation can present a significant obstacle for women participating in sports, acting as a barrier that hinders their ability to access training facilities,

attend competitions, and fully engage in athletic pursuits. The lack of reliable and affordable transportation options can disproportionately affect women, limiting their opportunities for involvement in sports and hindering their overall athletic development.

In many cases, women face challenges related to safety and convenience when it comes to transportation. In some regions, inadequate public transportation systems or poorly lit routes to sports facilities can create safety concerns, particularly for women traveling alone, making it a deterrent for them to participate in sports. The absence of female-friendly transportation options may force women to rely on inconvenient or unsafe modes of travel, discouraging their active involvement in sporting activities.

Moreover, financial constraints can exacerbate transportation-related obstacles for women in sports. Owning or maintaining a vehicle, or even covering public transportation costs, can be a significant burden for those with limited financial resources. This financial strain can prevent women from accessing training sessions, attending competitions, or participating in sports leagues, hindering their ability to fully engage in the sports community.

The impact of transportation obstacles extends beyond individual athletes to affect the overall landscape of women's sports. It contributes to a lack of diversity and representation within the sports community, limiting the talent pool and perpetuating gender disparities. Overcoming transportation challenges is not just about getting from one place to another; it is about dismantling barriers that hinder women's access to the opportunities, resources, and experiences that sports can offer.

To address these challenges, it is essential to implement inclusive transportation policies, develop safe and accessible routes to sports facilities, and consider the unique needs and concerns of women in transportation planning. By recognizing and addressing transportation as an obstacle, we can create a

more equitable environment, ensuring that women have equal access to the transformative power of sports

So, the more local the sessions are, the better. Having activities on your doorstep reduces many barriers associated with the time and cost of travel, and increases confidence as people are familiar with their surroundings

✓ Safety

Sky Sports News research in collaboration with the Women's Sport Collective reveals 79% of women have felt unsafe out exercising; 43% say they have been harassed

The key is putting girls at the center of plans. Because gender inequity creates unsafe spaces particularly for girls, women, and gender-diverse people, it's crucial for everyone to support women and girls and work towards advancing gender equity.

Here are some suggestions:

- Call on sport organizations to train coaches and activity leaders in gender equity so they understand and can meet the needs of girls and women
- Request that sport organizations train administrators and staff on why and how to apply a gender equity lens to everyday decision-making
- Call on board members to become gender equity champions

✓ Affordability

Affordability emerges as a formidable obstacle for women doing sports as a recreational activity, impacting their ability to engage in physical activities and challenging the overall inclusivity of sports communities. Women often face financial constraints that limit their access to essential resources and opportunities, creating a barrier to active participation.

The cost of sports equipment, ranging from athletic gear to appropriate clothing, can present a significant challenge. For many women, especially those with limited financial means, the expense of obtaining quality gear

becomes a prohibitive factor, impeding their ability to engage safely and comfortably in sports. And appearance is somehow more important to women than man, so the affordability of quality and branded sport cloth and gears can be a challenge.

Participation fees for sports leagues, coaching sessions, and gym memberships further contribute to the affordability obstacle. The financial strain associated with these costs can lead to the exclusion of women from organized sports activities, perpetuating disparities in access to structured athletic programs. Addressing the affordability challenge requires concerted efforts to make sports more economically accessible. Initiatives such as subsidized equipment programs, reduced or waived participation fees, and community-based support can help dismantle financial barriers, ensuring that women from all economic backgrounds have the opportunity to enjoy the physical, mental, and social benefits of sports. By prioritizing affordability, sports communities can foster greater diversity and inclusivity, empowering women to participate fully in the world of sports

✓ **Timing and efficient use of time**

Timing and the effective use of time can pose significant obstacles for women engaged in sports, impacting their ability to balance athletic pursuits with other responsibilities. In many cases, women juggle multiple roles, including work, family, and societal expectations, making it challenging to find dedicated time for sports and maintain a consistent training regimen.

Work-related commitments often become a primary factor affecting the timing of women's participation in sports. Long working hours, irregular schedules, and professional demands can limit the time available for training and competitions. This obstacle is particularly pronounced in careers that lack flexibility, creating a barrier for women who aspire to pursue athletic goals while managing their professional responsibilities.

Family responsibilities further compound the challenge of timing for women in sports. The demands of caregiving, parenting, and household responsibilities can consume significant portions of their day, leaving limited time for personal pursuits such as training sessions or sports activities. Balancing family commitments with sports participation becomes a delicate juggling act, requiring strategic time management and often leaving women with limited opportunities to engage in physical activities.

Societal expectations and traditional gender roles also play a role in shaping the timing challenges for women in sports. Cultural norms that prescribe specific roles and behaviors for women may influence their ability to allocate time to sports, as societal expectations often prioritize other aspects of their lives over personal athletic pursuits.

Overcoming the timing obstacle requires a shift in societal attitudes, workplace policies, and a reevaluation of gender norms. Flexible work schedules, family support systems, and community initiatives that promote the integration of sports into women's lives can help alleviate the time constraints. By fostering an environment that values and accommodates women's participation in sports, we can empower them to navigate the intricate balance between various roles and allocate time effectively for their athletic pursuits. This, in turn, contributes to the overall well-being and empowerment of women in the realm of sports

✓ [Positive role models and coaches](#)

The universality of sport offers an opportunity to challenge social and cultural norms on a large scale and narrow the gender gap. By making female athletic success more visible, girls and their parents can aspire for them to be professional athletes or simply to take part in whatever physical activity they enjoy.

Coaches can play a crucial role in involving and keeping girls involved in sports in terms of motivation (Amorose & Anderson-Butcher, 2015; Cooky, 2009; Kipp & Weiss, 2013; Kipp & Weiss, 2015, Smith et al., 1978; Smoll et al., 1979; Weiss et al.,

2009). There is a wide acceptance of the notion that women coaches (as visible role models) can encourage girls and women to take part in sport and sustain their participation. Female coaches are powerful role models, demonstrating to girls that they belong and deserve to be included in sports, boosting girls' confidence and inspiring their continued participation (Zarrett et al., 2019).

Some women choose to train with female coaches due to personal preferences, cultural customs, or religious views. It is also recognized that a more diverse coaching workforce may assist in encouraging women from underrepresented backgrounds (e.g., migrants, persons with disabilities) to engage in sport or work in development/executive roles. (Kraft et al., 2020)

There is evidence that coaches and athletes of the same gender have better coach-athlete relationships (Jowett and Nezelek, 2012). Thus it is likely that when women who participate in sports have female coaches who face similar social conflicts, their participation in motor activity classes will increase, and their physical performance will improve.

Similarly, Pfister and Norman (2017) in their report for the European Commission "Mapping and analysis of education schemes for coaches from a gender perspective" point out: "There is a wide acceptance of the notion that an increase in women coaches (as visible role models) can provide inspiration and encouragement to girls and women to take part in sport and sustain their participation. It is estimated that between 20%-30% of all coaches in Europe are women; however, in most sports the underrepresentation of women becomes more pronounced at the highest levels of coaching"

✓ [Particularities of sport for migrant women](#)

Sport plays a crucial role in accelerating social integration, physical well-being, and personal empowerment. However, the experience of sports can be influenced by various factors, including gender, ethnicity, and migration status. For

migrant women, engaging in sports brings about a unique set of challenges, opportunities and particularities that deserve attention and consideration.

- One of the primary challenges faced by migrant women in sports is the intersectionality of their identities. Being both a woman and a migrant means navigating a complex web of cultural, social, and gender expectations. Cultural norms may dictate specific roles and behaviors for women, potentially limiting their participation in sports. Additionally, language barriers and unfamiliarity with the local sports culture can further exacerbate feelings of isolation and exclusion.
- Access to sports facilities and programs is another significant hurdle for migrant women. Many may find themselves in areas with limited resources or face financial constraints, making it difficult to engage in organized sports. This lack of access can hinder both the physical and mental well-being of migrant women, depriving them of the numerous benefits associated with sports participation.
- Traditional gender roles and expectations prevalent in some migrant communities may discourage women from participating in sports. Migrant women may experience pressure to conform to cultural norms that prioritize domestic responsibilities over recreational activities. This challenge highlights the importance of creating inclusive and culturally sensitive sports environments that recognize and accommodate diverse perspectives on gender and athleticism.

On the positive side, sports can also serve as a powerful tool for empowerment and social integration for migrant women.

- ✓ Participation in sports can break down cultural and linguistic barriers, providing a shared platform for interaction and communication. Team sports, in particular, offer opportunities for building friendships and support networks, fostering a sense of belonging in a new and unfamiliar environment.

- ✓ Sports can be a means of reclaiming agency and autonomy for migrant women. In a society where they may face numerous challenges and restrictions, engaging in sports allows them to assert control over their bodies and choices. This sense of empowerment can extend beyond the sports arena, influencing various aspects of their lives.

To address the particularities of sports for migrant women, it is crucial to implement inclusive policies and programs.

Sports organizations and community initiatives should actively work to create welcoming and culturally sensitive environments. This may involve providing language support, adapting sports programs to accommodate diverse cultural practices, and addressing financial barriers to access.

Additionally, raising awareness about the benefits of sports for migrant women is essential. This includes challenging stereotypes and misconceptions about women's participation in sports within both the migrant community and the broader society.

Educational campaigns can help shift attitudes and promote the idea that sports are for everyone, regardless of gender, ethnicity, or migration status.

In conclusion, the particularities of sports for migrant women underscore the need for targeted efforts to overcome barriers and create inclusive opportunities.

By recognizing and addressing the challenges faced by migrant women in sports, society can unlock the full potential of sports as a tool for empowerment, social integration, and overall well-being

Guidelines for organizing Less4more multisport events

Organizing sports events for women is a powerful way to promote inclusivity, empowerment, and community. To ensure that these events are accessible, enjoyable, and meaningful for women of all backgrounds and abilities, we've compiled a comprehensive guide. Whether you're planning a local tournament, community sports day, or a larger event, these guidelines aim to create an environment where every woman feels welcome and empowered.

No	Activity	Why it matters	How to do it
1	Diverse and Representative Planning	A diverse planning committee ensures that various perspectives are considered.	Form a committee that includes women of different ages, ethnicities, and abilities. This diversity will enrich the planning process and make the event more inclusive.
2	Clear and Inclusive Communication	Everyone should have access to information about the event, regardless of language or background.	Utilize various communication channels such as social media, community boards, and local newspapers. Provide event details in different languages to ensure that information reaches everyone



3	Accessible Facilities	Participant safety is crucial for a positive experience.	Choose venues with ramps, accessible restrooms, and suitable seating. Ensure that the facilities cater to different physical abilities
4	Safety First	Participant safety is crucial for a positive experience	Have medical support on standby, communicate emergency procedures clearly, and regularly inspect the playing area for any potential hazards.
5	Flexible Scheduling	Women often balance various responsibilities, so scheduling flexibility encourages broader participation	Consider weekends or evenings for events. This flexibility accommodates different schedules, allowing more women to take part.
6	Diverse Sports Offerings	Offering a variety of sports ensures that there's something for everyone.	Include a mix of sports to cater to different interests and skill levels. This diversity encourages a wide range of women to participate.
7	Fair Rules and Regulations	Clear and fair rules create a positive and respectful playing environment.	Develop transparent rules for all sports involved. Ensure that scoring systems and regulations are easily understood.



8	Affordability Matters	Financial barriers should not prevent women from participating in sports events.	Keep the event affordable or seek sponsorship options. Scholarships or subsidies can make participation accessible to a broader range of women.
9	Promote Female Leadership	Seeing women in leadership roles empowers participants.	Encourage female referees, coaches, and organizers. Representation in these roles fosters a sense of empowerment and leadership among participants
10	Feedback Mechanism	Continuous improvement is crucial for future events.	Establish a feedback system where participants can share their thoughts and suggestions. Use this input to enhance future events and address any concerns
11	Celebrating Achievements	Recognizing and celebrating achievements boosts morale and motivation.	Highlight and celebrate individual and team accomplishments during and after the event. This can inspire participants to continue their involvement in sports.



12	Community Engagement	Involving the community creates a supportive environment.	Engage local businesses, schools, and organizations. Their support can enhance the overall experience and encourage community members to participate and support the event.
13	Educational Workshops	Providing educational opportunities enhances participants' understanding and skills.	Offer workshops on various aspects of sports, including nutrition, mental health, and skill development. This not only improves participants' knowledge but also contributes to their overall well-being
14	Networking Opportunities	Building connections within the sports community creates a lasting impact.	Arrange networking sessions or social events during the sports event. This provides participants with opportunities to connect, share experiences, and build a supportive network.
15	Creating a Supportive Atmosphere	A supportive atmosphere encourages participation and long-term engagement.	Foster an environment where everyone feels respected and supported. Encourage camaraderie among participants and emphasize the joy of sports rather than just competition.



16	Accessibility Beyond Physical Ability	Accessibility should address various needs, including mental health and different levels of athleticism.	Consider the mental health aspect by providing spaces for relaxation. Allow participants to choose their level of competition, ensuring that everyone feels comfortable and included.
17	Cultural Sensitivity	Being sensitive to diverse cultural backgrounds promotes a welcoming environment.	Acknowledge and celebrate cultural diversity. Consider cultural norms when scheduling events and respect different traditions.
18	Support for Mothers	Mothers often face unique challenges, and supporting them encourages their participation.	Provide childcare facilities or family-friendly spaces. Consider scheduling events at times that align with childcare routines.
19	Environmental Considerations	Sustainable practices contribute to a healthier community and planet.	Minimize environmental impact by using eco-friendly materials and promoting waste reduction practices. Encourage participants to adopt environmentally friendly habits
20	Long-Term Community Impact	Building a lasting sports community requires ongoing efforts beyond the event.	Establish sports leagues or regular events to keep the community engaged. Foster relationships with local schools and

			organizations to sustain interest in sports
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Organizing sports events for women is a significant undertaking with far-reaching effects. By incorporating these guidelines, organizers can create events that transcend competition, providing women with opportunities for empowerment, community building, and personal growth.

Event management steps

Registration

The registration process for a sports event is a structured procedure that participants go through to officially sign up and confirm their participation. This process is crucial for organizers to gather necessary information, manage logistics, and ensure a smooth and organized event. The registration process can vary depending on the scale and nature of the sports event, but generally, it involves several key steps:

1. Announcement and Promotion

Objective: Inform potential participants about the upcoming event and generate interest.

Actions: Use various channels such as social media, websites, posters, and community announcements to spread the word. Highlight key details like date, venue, and types of sports involved. **See Appendix 1** for a template

2. Pre-Registration or Expression of Interest

Objective: Gauge interest and estimate participant numbers in advance.

Actions: Allow individuals to express their interest before the formal registration begins. This can be done through online forms, emails, or pre-registration events.

3. Opening Registration

Objective: Officially start the registration process.

Actions: Provide a clear start date and time for registration. Open registration through online platforms, physical forms, or designated registration centers. See **Appendix 2** for a template

4. Completion of Entry Form

Objective: Gather essential participant information.

Actions: Participants need to complete a registration form. This form typically includes personal details such as name, age, contact information, emergency contacts, medical information, and sometimes details specific to the sport (e.g., skill level, team name).

5. Submission of Required Documents

Objective: Ensure that participants meet eligibility criteria and provide necessary documentation.

Actions: Depending on the event, participants may need to submit documents such as identification, medical certificates, or proof of age. This step is crucial for compliance and safety.

6. Payment of Registration Fee

Objective: Cover event costs and confirm commitment.

Actions: Specify the registration fee and provide payment options (online, bank transfer, or in-person). Include any deadlines for payment to secure a spot in the event.

7. Confirmation of Registration (Team Leader Report)

Objective: Provide participants with confirmation of successful registration.

Actions: Send an acknowledgment or confirmation email or provide a receipt to participants, confirming their registration status. Include event details and any additional instructions. See **Appendix 3** for a template

8. Distribution of Event Materials

Objective: Equip participants with necessary event information.

Actions: Provide participants with event materials such as schedules, rules, and identification badges. This step ensures everyone is well-prepared and informed.

9. Participant Briefing (Supercenter)

Objective: Communicate important event details and expectations.

Actions: Host a briefing session, either in person or virtually, to go over event rules, safety measures, and any last-minute instructions. This helps create a unified and informed participant group.

Participants

The participants registered with the selected target groups, prioritizing immigrants with a low social, cultural and economical background, are entitled to participate based on sending the complete entry form to the organizers. Each participant shall enter the competition only after they will register personally at the Supercenter, based on the confirmation of participation received from ORGANISER and a recent passport type PHOTO. The entry by means of mandate, delegation or other form of representation is not accepted.

The Teams

The participating organizations or sport clubs may participate with an unlimited number of teams

Each team must play all three sports

The players, members of the team, must meet the following requirements:

- a. must represent one of the organisations or sport clubs
- b. must be certified as medically fit for practicing the sport for which they are entered
- c. must hold a confirmation of the entry signed by ORGANISER
- d. must not be registered as professional player in the last three years

Sports & Entry Forms

A team or players shall enter the event by each participant's filling out an Entry Form comprising the following data:

- ✓ the full name of each participant
- ✓ the ORGANISATION or club representative (team leader)
- ✓ the date of birth

Based on the entry form fully and correctly filled out, ORGANISER shall send a confirmation of entry (Registration Guide) that must be submitted together with

an passport type photo, to SuperCenter, in order to be admitted to the competition.

The Competition System

The sport competition system of play refers to the structure and format used in various sports to organize competitions, tournaments, and matches. The system is designed to determine winners, establish rankings, and ensure fair and competitive play. While the specifics can vary widely between sports and competitions, there are several common elements and formats that make up the competition system of play. Here are some key components

Various sports use different formats to determine winners. Some of the most common formats include round-robin, knockout, group stage, league play, and single-elimination. The choice of format depends on the sport, the number of participants, and the desired level of competition.

The sport competition system of play is designed to provide structure, fairness, and excitement to sports competitions. The specific rules and formats vary from sport to sport, but they all share the common goal of determining winners and celebrating athletic achievement. The choice of format and structure is an essential aspect of the sport and can greatly influence the dynamics and competitiveness of a competition.

Validation of the Participation

For the participation of a team in THE SPORT EVENT, a permit of participation, with the photo and the personal identification elements must be submitted before each sport competition.

The permit shall be handed in only to the participants within the procedures at Supercenter, according to the competition schedule. No representation through mandate, power of attorney, etc. is accepted.

The objections to the list of the rival team shall be lodged with the officials before the start of the event. The umpire shall make a decision before the start of the round on such objections.

The teams shall appear equipped with the sport materials specified by the regulations for each sport and is the referees/officials responsibility to verify if they comply

Scheduling

THE SPORT EVENT will be organized, in general, in pool games:

- a. the group phase: as a general rule on SATURDAY
- b. the eliminatory phase and finals stage: as a general rule on SUNDAY

Some competitions shall take place only on Saturday, including the finals.

The game system shall be conditioned by the number of teams entered:

According to the number of participants, ORGANISER may change, without notification, the organization and contest system, the event and competition locations.

System of play

According to the number of participating teams, the competition shall be run in group/pools and/or eliminatory phase system. Each participant is provided with the participation in at least 3 contests (races, games etc)

In each phase, the daily schedule of the competition shall be set out by the Sport Management Software. Before the start of the competition, the technical meeting shall be held

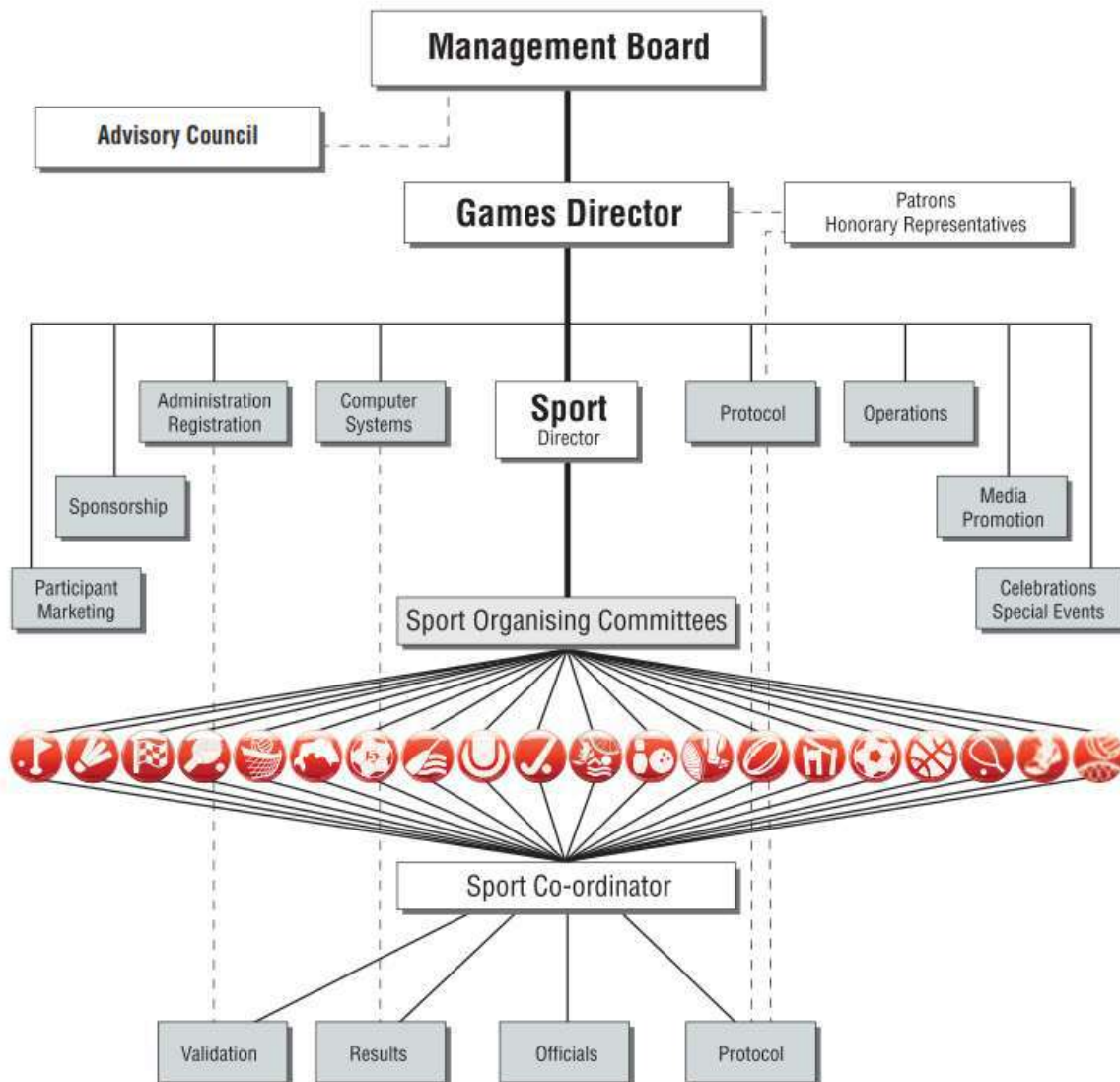
Each competitor shall receive at the Supercenter from the organizer a guide of the events, named Souvenir Program, with the details of each competition,

including the list of the equipments provided by the ORGANISERS and the sport materials that they have to bring.

The referees and the assistants shall be appointed by ORGANISER, in consultation with the involved Federations.

Sport event management team

Organisational Structure



Sport Organising Committee

The Sport Organising Committee (SOC) is the **technical** administration unit for each of the Official Sports of the Games.

persons.

Each SOC is led by a **Sport Coordinator** who assigns positions of responsibility in the basic functions of organizing the Sport and ensuring its integration in the Games. The SOC members include persons responsible for overseeing the:

- 1 Recruitment, scheduling and supervision of the appropriate Officials - referees, umpires, timers etc
- 2 Overseeing the correct medal presentation format and related Protocol duties.
- 3 Recording of Results for all events, maintaining the raw data and reporting to the Games results center.
- 4 Validation of Athletes and Officials at the SuperCenter and Venue Control.

It is essential that SOC members understand that their Sport is part of a **multi sport** festival **not** an independent sport competition.

No SOC member or official may compete in the Games.

Each SOC member must relate to the Games staff member who corresponds to their function.

The SOC **Sport Coordinator**, who is ultimately responsible for the successful management and staging of the Sport, is appointed by the Director of Sport.

Duties of the Sport Director

- ✓ Direction of the Sport according to Games Rules and Procedures and Competition Details.
- ✓ Recruitment and management of SOC members, like secretary, marshals etc

- ✓ Ensuring all SOC members and Officials register.
- ✓ Advice on any special logistical needs of the Sport.
- ✓ Assistance in promotion within the Sport before and during the Games.
- ✓ Ensuring that the Sport Event Protocol and Results requirements are implemented.
- ✓ Overseeing injury and health requirements.
- ✓ Delivery of progress and final results.
- ✓ Return of the Master Sport File and assigned equipment.
- ✓ Delivery of a written review with suggestions for future Games.

Duties of the Sport Manager

In order to ensure a smooth participation each Sport Manager should be PLANNING before the event:

- Recommend Sports
- Recommend days of competition for the Official Programme
- Identify and conduct preliminary selection of venues
- Compile site evaluation form
- Identify organisations related to the Games from whom approvals may need to be obtained
- Identify equipment and service suppliers for sports and related needs
- Develop a sports-based promotions and marketing plan for participation and sponsorship in liaison with Sales and Promotion
- Contact Sports Governing Bodies for insertion of Games details into Calendar of Events and Web sites.
- Liaise with Games Systems Director to ensure the data base of SOC members and officials, scheduling and results.
- Determine the number of Medals and Awards required and possible sourcing of suppliers.

- Prepare check list on venues, personnel, equipment, problems, supplies of toilets, water, or other needs including required sports signage.
- Prepare check list of communication needs including phones, radios, lap tops, and electronic equipment.
- Create a critical path.

Provisions special regulations

The venues and other sport facilities and materials shall fit to the safety of the participants.

The sport event organizers shall provide the emergency medical services and assistance to the participants.

Order and discipline-related measures:

- a. the following persons have access to the game spaces: the players and the captains of both teams, the officials, the referees and the doctor;
- b. the players must behave properly in sport terms, not to have a negative attitude with the rivals or fellow team members;
- c. the players must obey the game's rules and the sport ethical code;
- d. for any complains, the players shall address to the umpires that take decisions in the presence of the captains of those two teams;
- e. the failure to comply with the dispositions given by the umpire in relation to the regulatory running of a match/game may cause the loss of the match/game;
- f. if the rival team fails to appear, the umpires shall award forfeit scores, according to the regulatory dispositions;
- g. in soundly reasoned cases, one can lodge immediately an objection against the dispositions given by the umpire in a match/game, with the Appeal Committee or at the latest within 15 minutes following the end of the match/game. The Appeal Committee consists of 3 persons selected among the

delegates of the participating teams. The Appeal Committee shall deliberate immediately. The decision of the Appeal Committee is binding and can't be challenged.

If the contests are affected by the weather conditions, ORGANISER may decide upon the cancellation, discontinuance or postponement of the competition, the reduction of the game time or the tie-break through free kicks.

Referees

The referees shall be delegated at least 3 days before the contest, by the ORGANISERS.

If the umpires fail to appear in the game, the teams' delegates must solve the absence of umpires within maximum 15 minutes after the time set for the start of the round, and a report shall be entered into under which the agreement on the selected person to umpire, is written down.

The Scoring System

For the individual sports, the ORGANISATION shall get 8 points for the 1st place, 7 points for the 2nd place and so on up to the 7th place that shall get 1 point. The individual sports are those ones to which there is a single.

For the team sports, to which there is no single, the 1st place shall get a number of points equal to the product between the number of the team members and 8. The 2nd place shall get a number of points equal to the product between the number of the team members and 7, and so on up to the 7th place that shall get a number of points equal to the number of the team members. For example, at the tennis double, the ORGANISATION ranked in the first place shall get 18 points, the 2nd place shall get 14 points, etc. The number of team members means the number of the participants effectively participating in the game, without reserves and officials.

For example, the first place at the billiards double shall bring to the represented ORGANISATION 8 points, and the 1st place at FOOTBALL 6 shall get 48 points.

In case of tie between two or more schools or teams, the ranking shall be established based on the following criteria, applied in the below order:

- The total number of points
- The direct result between two teams at tie
- The sum-up of the points got by the teams' players at tie
- The younger team.

The umpires must convey within 48 hours the umpirage report to the ORGANISERS, together with the technical results, with the designation of the ranked teams and possible lodged objections.

For the contests within the eliminatory groups, the scoring system is:

- 4 points for victory
- 2 points for tie
- 1 point for defeat
- 0 points for NO SHOW

Medal and Awards

The ORGANISATION ranked in the first place, based on the points achieved at each sport within the sport event shall be awarded the corresponding ORGANISER Awards

The ORGANISATION that has the most medals, receives the Medal Award. In case of tie, the tie-break shall be made according to the number of gold medals.

The ORGANISATION shall be classified into Divisions, according to the number of entered participants, in this manner: Division 1, from 1 to 5 participants, Division 2 from 6 to 10, Division 3 from 11 to 20, Division 4 from 21 to 50, Division 5 from 51 to 100, Division 6 from 101 to 150, Division 7 from 151 to 200 and Division 8 over 200

participants. In each Division, the corresponding Division Award shall be awarded to the ORGANISATION gathering the highest number of points.

The classification into Division shall be made according to the total number of participants entered in the Entry Forms on the competition date.

Medals for the first three places shall be awarded. The medals shall be awarded ONLY to the hands of the person, based on verification of the badge.

Master Sport File

Each sport event is controlled and coordinated through a Master Sport File, where all info about the participants, schedule of the games and results are recorded.

The Master Sport File is produced by the Sport Management Software after all participants are registered and Team Leaders have confirmed the lists in writing.

The file is actually printed and the summary is:

- List of participants with codes and contact details
- List of events with codes
- List of organisations registered or teams
- Rules of play
- General regulations
- Safety protection rules
- Scheduling
- Result sheet
- Medals inventory sheet
- Injury report

Post-Event Communication: A Bridge to Sustaining Connections

Communicating results and gratitude



Effective post-event communication and the collection of participant feedback play a pivotal role in ensuring the overall success and continuous improvement of future events.

Post-event communication serves as the bridge that extends the event's impact and maintains connections with participants, sponsors, and

stakeholders. It is a medium for conveying gratitude, highlighting accomplishments, providing information, and building anticipation for future events.

One of the primary objectives of post-event communication is to express gratitude and acknowledgment. Event organizers, sponsors, volunteers, and participants invest their time, resources, and energy into making the event a success. A simple thank-you message goes a long way in fostering goodwill, recognizing their contributions, and strengthening relationships for future collaborations.

Furthermore, post-event communication serves as a platform to showcase the achievements and successes of the event. Whether it's the record-breaking attendance, funds raised for a charitable cause, or the event's broader impact on the community, sharing these accomplishments reinforces the event's significance and creates a sense of pride among participants.

Additionally, post-event communication provides a channel for offering necessary information and addressing inquiries that participants may have after the event. This phase is an opportunity to distribute follow-up materials, share presentation slides, or direct participants to resources that can enhance their post-event experience or provide valuable insights related to the event's content.

Another essential aspect of post-event communication is building anticipation for future events. For recurring events or subsequent editions, organizers can utilize this phase to

share save-the-date announcements, early-bird registration details, and exciting updates related to the forthcoming event. This proactive approach not only keeps participants engaged but also ensures that the event remains on their radar.

However, the true value of post-event communication often becomes most apparent when it includes the gathering of participant feedback.

Participant Feedback: A Valuable Source of Insights

Participant feedback is a treasure trove of insights that provides event organizers with a detailed understanding of an event's strengths, weaknesses, and overall impact. It serves as a crucial tool for assessing the event's success and uncovering areas that need improvement. Here's why gathering participant feedback is so important:

- **Quality Improvement:** Participant feedback offers valuable insights that help organizers identify areas that require improvement. It highlights aspects of the event that may have fallen short of expectations or suggests enhancements for future iterations.
- Feedback is an invaluable source of information for understanding the attendee experience. Participants' comments and observations provide a direct window into their perceptions, enabling organizers to gauge whether the event met their expectations and where enhancements can be made.
- Participants often offer innovative ideas and suggestions for future events. Their insights may include new features, topics, or formats that can breathe fresh life into the event and appeal to a wider audience. Such creative input can be the catalyst for the event's continued evolution.
- Participant feedback serves as a barometer for measuring the event's success against its intended objectives. It helps organizers evaluate whether the event fulfilled its goals, and if not, how to adjust future strategies to align more closely with the desired outcomes.
- Encouraging participants to provide feedback demonstrates that event organizers value their opinions and input. This engagement fosters a sense of ownership and investment in the event's success and its continuous

improvement.

- Feedback can also help organizers identify trends in participant preferences, interests, and needs. This data can inform future event planning, content curation, and marketing strategies to ensure that the event remains relevant and appealing to its target audience.
- In the event that participants encountered issues during the event, feedback provides an opportunity for organizers to address and resolve these problems. Acknowledging and rectifying issues can prevent them from recurring in future events, improving the overall participant experience.
- Positive feedback offers recognition and reinforcement for event organizers and volunteers. It acknowledges their hard work, dedication, and commitment to creating a successful event. Acknowledgment of their efforts can motivate and inspire continued excellence.

Post-event communication and the gathering of participant feedback are integral components of the event management process. They not only extend the event's impact but also offer insights for continual improvement and help organizers understand the event's influence on participants. By carefully and thoughtfully approaching these aspects, event organizers can create more engaging, successful, and memorable events in the future. These endeavors also serve as a testament to the organizers' commitment to enhancing the event experience and maintaining positive relationships with participants, sponsors, and partners. See **Appendix 4** for a template

Appendix 1

Objective: Inform potential participants about the upcoming event and generate interest

Subject: Get Ready for the Most Exciting Event of the Year!

Dear [Recipient's Name],

We are thrilled to announce the most anticipated event of the year, and we can't wait to share all the exciting details with you! Whether you're a sports enthusiast, a culture lover, a technology geek, or simply someone looking for a fantastic day out, this event promises something for everyone.

Event Details:

Name: [Event Name]

Date: [Event Date]

Time: [Event Time]

Location: [Event Venue]

Tickets: [Ticket Details]

Why You Should Attend:

Unforgettable Entertainment: Prepare to be dazzled by top-tier performers, thrilling matches, or mind-blowing exhibitions. Our event promises to leave you with lasting memories and unforgettable experiences.

Learn and Engage: For the knowledge seekers among us, our event offers an array of workshops, seminars, and interactive sessions. You'll have the chance to learn from industry leaders and engage in thought-provoking discussions.

Networking Opportunities: Connect with like-minded individuals, potential mentors, or future collaborators. The event is the perfect place to grow your network and explore opportunities in your field.

Family-Friendly Fun: We haven't forgotten the little ones! Bring your family and enjoy a day of fun, kid-friendly activities, and entertainment.

How to Get Involved:

Tickets: Secure your spot at the event by purchasing tickets online at [Ticketing Website]. Early bird discounts and exclusive packages are available for a limited time.

Volunteer Opportunities: We're looking for enthusiastic volunteers to help make this event a success. If you want to be a part of the action, sign up to volunteer [Volunteer Sign-Up Link].

Exhibition and Sponsorship: If you're a business or organization looking for exposure, we have various exhibition and sponsorship opportunities available. Connect with our team at [Contact Information] to explore options.

Stay Connected:

Stay up-to-date with event news, announcements, and exciting sneak peeks by following us on our social media channels: [Social Media Links]. Join the conversation with our official event hashtag: #EventHashtag

Don't miss out on the event of the year! Mark your calendar, invite your friends and colleagues, and get ready for an extraordinary day.

For more information and to purchase your tickets, visit [Event Website]. We look forward to welcoming you to an event that promises to be truly unforgettable!

Best regards,

[Your Name]

[Event Organizer/Company Name]

[Contact Information]

Appendix 2

Objective: Officially start the registration process for sport event

Subject: Registration Now Open for [Sport Event Name] - Secure Your Spot Today!

Dear [Recipient's Name],

We're thrilled to announce that the registration process for the highly anticipated [Sport Event Name] is now officially open! This is your chance to be part of a sporting spectacle that promises excitement, competition, and unforgettable moments.

Event Details:

Sport Event: [Sport Event Name]

Date: [Event Date]

Location: [Event Venue]

Registration Period: [Start Date] - [End Date]

Categories: [List of Categories or Divisions]

Why You Should Participate:

- Be part of a great sport event: [Sport Event Name] attracts some of the finest athletes in the sport. Whether you're a seasoned pro or an up-and-coming talent, this is your opportunity to challenge yourself against top-tier competitors.
- Experience the Thrill: Feel the adrenaline rush as you step onto the field, court, or arena. The electric atmosphere, cheering crowds, and fierce competition make [Sport Event Name] an experience you'll never forget.
- Build Connections: Connect with fellow athletes who share your passion for the sport. Create lasting memories and friendships that extend beyond the event.
- Prizes and Recognition: Win fantastic prizes and earn recognition for your skills and

achievements. Compete for glory and rewards that celebrate your dedication to the sport.

How to Register:

Registering for [Sport Event Name] is easy and can be done online. Here's what you need to do:

- Visit Our Registration Portal: Go to [Registration Portal Link].
- Choose Your Category: Select the category or division you wish to compete in.
- Complete Your Profile: Provide the required information, including your name, contact details, and relevant sport credentials.
- Payment: Pay the registration fee securely online using your preferred payment method.
- Confirmation: Once your registration is complete, you will receive a confirmation email with all the necessary details.

Volunteer Opportunities:

If you're not participating as an athlete but still want to be part of the action, we are also looking for enthusiastic volunteers to help make [Sport Event Name] a success. If you'd like to contribute in this capacity, sign up to volunteer [Volunteer Sign-Up Link].

Stay Informed:

Stay up-to-date with event news, important updates, and exciting announcements by following us on our social media channels: [Social Media Links]. Join the conversation with our official event hashtag: #EventHashtag

[Event Name] is an event that celebrates the spirit of sportsmanship, competition, and camaraderie. Don't miss your chance to be a part of it. Register now to secure your spot and start your journey to sporting excellence.

For more information and to begin your registration, visit [Registration Portal Link]. If you have any questions or need assistance, please contact our support team at [Contact

Information].

We look forward to welcoming you to the [Sport Event Name] family. Get ready to showcase your skills and passion on the grand stage!

vr

Best regards,

Appendix 3

Subject: Confirmation of Registration - Team Leader Report for [Sport Event Name]

Dear [Team Leader's Name],

We are delighted to confirm the successful registration of your team for the upcoming [Sport Event Name]. Your participation is a significant milestone, and we can't wait to witness your team's skills and sportsmanship on the grand stage.

❖ **Team Details:**

Team Name: [Your Team's Name]

Team Leader: [Your Name]

Contact Information: [Your Email Address] | [Your Phone Number]

❖ **Event Details:**

Sport Event: [Sport Event Name]

Date: [Event Date]

Location: [Event Venue]

Category/Division: [Chosen Category/Division]

Team Members: [List of Team Members' Names]

Your team's registration has been successfully processed, and you are officially part of [Sport Event Name].

Here's what you can expect next:

- **Participant Kit:** Your team's participant kit, including event badges and other

relevant materials, will be provided upon your arrival at the event venue.

- **Event Schedule:** Stay tuned for the event schedule, which will be shared closer to the event date. It will include match timings, warm-up schedules, and any additional information you need to know.
- **Venue Information:** Familiarize yourself with the event venue, parking facilities, and any specific regulations or requirements related to the event. We'll provide detailed information to ensure a smooth and enjoyable experience.
- **Safety and Rules:** We prioritize the safety of all participants. Familiarize yourself with the event rules and safety guidelines. Our event officials will be available to address any questions or concerns.

Stay Informed:

To stay updated with event news, important updates, and exciting announcements, follow us on our social media channels: [Social Media Links]. Join the conversation with our official event hashtag: #EventHashtag

Should you require any further information or have specific inquiries regarding your team's participation, please do not hesitate to reach out to our event support team at [Event Support Contact Information].

We look forward to welcoming your team to [Sport Event Name]. This promises to be an exciting and memorable event, and we can't wait to share the thrill of competition and sportsmanship with you.

Best regards,

Appendix 4

After event customer satisfaction survey

Subject: We Value Your Feedback - [Sport Event Name] Customer Satisfaction Survey

Dear [Participant's Name],

We hope you had a fantastic time at [Sport Event Name]. Your presence and enthusiasm contributed to making the event a resounding success, and we would like to express our sincere appreciation for your participation.

To ensure that we continue to improve and deliver outstanding experiences in the future, we kindly request your feedback through our customer satisfaction survey. Your insights and opinions are invaluable in helping us enhance our events and meet your expectations.

Customer Satisfaction Survey Link: [Survey Link]

Survey Details:

Estimated Completion Time: [Time Estimate]

Survey Deadline: [Survey Deadline]

Why Your Feedback Matters:

Quality Improvement: Your feedback guides us in identifying areas where we can enhance the overall quality of our events.

Understanding Your Needs: We want to better understand your needs and preferences to tailor our future events to your expectations.

Continual Growth: Your suggestions help us grow and evolve, ensuring that each event is better than the last.

What the Survey Covers:

Our survey covers various aspects of your experience at [Sport Event Name], including:

- ✓ Registration and Check-In Process
- ✓ Event Venue and Facilities
- ✓ On-Site Services and Amenities
- ✓ Event Organization and Communication
- ✓ Competitions and Matches
- ✓ Entertainment and Activities
- ✓ Overall Satisfaction

We encourage you to share your honest thoughts on each of these topics. Your responses will remain confidential and be used solely for the purpose of improving our events.

Stay updated with our latest news and upcoming events by following us on our social media channels: [Social Media Links]. Join the conversation with our official event hashtag: #EventHashtag

Thank you for being part of [Sport Event Name] and for taking the time to provide your feedback. Your input is highly valued, and we look forward to implementing your suggestions to create even better experiences in the future.

If you have any questions or require further assistance, please do not hesitate to contact our support team at [Event Support Contact Information].

Best regards,

[Your Name]

[Event Organizer/Company Name]

[Contact Information]



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D3.4 Walking Basketball Manual

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Content and scope of training of Trainers Walking sports (basketball and football)

Knowledge, abilities and skills

1. can explain the theoretical foundations of sports training
2. knows the methods of loading, the structure of training stimuli in senior age
3. knows training methods leading to load optimization
4. can describe the peculiarities of sports preparation of seniors
5. knows the basics of sport psychology and pedagogy in sport
6. knows the basic principles of health-oriented fitness
7. can describe the system of training load, regeneration and rest in sport
8. can describe the methods, forms and means of developing motor abilities in the process of motor learning in accordance with the individual peculiarities of seniors
9. he/she is able to independently explain, practically show and teach basic locomotive skills within his/her professional competence (football and basketball)
10. has appropriate theoretical knowledge, basic practical experience and coaching skills that enable him to assist in conducting sports training at the level of sport for all seniors

Scope and content of education:

- a) general part, a total of at least **10 hours of teaching** in the following headings
 1. **Biological-medical foundations in sports (2 hours)**
 - Introduction to muscle anatomy and functions
 - senior motor skills, sense organs
 - peculiarities of the structure and functions of the organs of the active musculoskeletal system of seniors.
 2. **Biomechanics (1 hour)**
 - Properties of the body as a material system
 - musculoskeletal system activity – support and movement system
 - kinematics and dynamics of movement.
 - The technique of movement of the athlete and its image.
 3. **Sports psychology (1.5 hours)**
 - Basic starting categories of psychology, methods of psychology
 - cognitive processes, emotional states and feelings
 - motivational and volitional processes
 - Personality as the highest level of psychic regulation
 4. **Basics of pedagogy (1.5 hours)**
 - basic concepts in andragogy (learning, education, upbringing...)
 - adult education in the context of lifelong learning (SA)
 - The importance of adult education today
 - Key Competences for Lifelong Learning - European Reference Framework
 5. **Theory and didactics of sport (4 hours) syllabus :**
 - theoretical foundations of sports training,
 - basic concepts, sports performance, sports performance,
 - basic methods of training loading,
 - structure of training stimuli,



- basic methods of developing motor skills,
 - the peculiarities of senior sports training in sport for all.
- b) **special part, at least 20 hours of instruction in total**
- Rules of walking basketball (football) with a focus on the activities of the coach
 - Training unit in walking basketball (football)
 - Warm-up
 - Gaming features
 - systematics of game activities: shooting, passing and catching (processing) the ball,
 - relaxing with and without the ball, defending a player without the ball, defending a player with the ball, individual defending in a power play situation
 - load and load in walking basketball (football), intensity, volume, complexity, variability in training and match
- c) final thesis of up to 5 pages and its defense consisting of leading part of the training unit
- d) General and special part examination

Questions for the exam (test):

Open 10

1. What is athletic performance, which factors influence it?
2. What is the classification of sports performance?
3. What is sports talent?
4. What are the principles of talent selection?
5. What is the structure of sports performance and what is its use in practice?
6. What components of sports training do you know?
7. What are the peculiarities of sports training for children and teenagers?
8. Should they empower children?
9. What methods of developing motor skills and skills do you know? (at least 5)
10. What abilities should be avoided in children and why?

Closed 5

1. How many basic components of sports training do we know

- (a) 5
- (b) 3
- (c) 6
- (d) 4

2. Methods of developing strength abilities include:

- (a) continuous
- (b) interval
- (c) bulk
- (d) pyramidal

3. When strengthening youth, it is necessary to avoid

- (a) improper technique
- (b) the use of disproportionate weights
- (c) the use of dumbbells
- d) going to the gym

4. In the training of children, it is important to focus attention on development

(a) anaerobic endurance

(b) coordination skills;

(c) practicing the technique of basic physical activities

d) it doesn't matter what they do, especially that they have an experience of it

5. Premature specialization occurs in the next stages of sports training

(a) loss of motivation

(b) to better performance

(c) optimum growth in sports performance

(d) a decline in sporting performance

Common Mistakes in Walking Basketball:

1. **Running:** Many players accidentally break the rule of not running in walking basketball, which leads to turnovers or fouls.
2. **Traveling:** Like in traditional basketball, traveling can occur when players take too many steps without dribbling the ball.
3. **Double Dribble:** Players may inadvertently commit a double dribble by starting to dribble again after stopping.
4. **Illegal Dribbling Height:** Some players may dribble the ball too high, above waist height, which is against the rules.
5. **Overaggressive Defense:** Overcommitting on defense can lead to fouls, especially in a non-contact game like walking basketball.
6. **Poor Passing:** Inaccurate or poorly timed passes can result in turnovers.
7. **Ignoring the Pivot Foot:** Players often forget to establish and maintain a pivot foot, leading to traveling violations.
8. **Fouling:** Unnecessary physical contact is a common mistake, as walking basketball is typically non-contact.
9. **Shot Selection:** Players may take ill-advised shots without setting themselves or their teammates up for success.
10. **Not Following Rules:** Lack of awareness of walking basketball rules, such as not dribbling too high or understanding the no-running rule.

Common Mistakes in Traditional Basketball:

1. **Poor Shot Selection:** Taking low-percentage shots rather than looking for higher-percentage opportunities.
2. **Turnovers:** Mishandling the ball, bad passes, and getting stripped by opponents are common sources of turnovers.
3. **Lack of Defensive Positioning:** Players may lose their defensive position, leaving opponents open for easy scores.
4. **Foul Trouble:** Accumulating fouls too quickly can limit playing time and disrupt team defense.
5. **Not Boxing Out:** Failing to secure rebounds by not boxing out opponents.

6. **Over-Dribbling:** Holding onto the ball too long or dribbling into heavy defensive pressure.
7. **Not Communicating:** Poor communication can lead to defensive breakdowns and missed offensive opportunities.
8. **Ball-Handling Errors:** Mishandling passes or losing control of the ball can lead to turnovers.
9. **Poor Free Throw Shooting:** Missing free throws can be costly in close games.
10. **Ignoring Shot Clock:** Players may lose track of the shot clock, leading to rushed or ill-advised shots.

To address these common mistakes in either form of basketball, practice, proper coaching, and a thorough understanding of the rules are essential. Identifying and correcting these errors can significantly enhance a player's performance and team dynamics.

Let's elaborate on each of the common mistakes in both walking basketball and traditional basketball:

Common Mistakes in Walking Basketball:

1. **Running:** In walking basketball, running is not allowed. Players often make the mistake of transitioning from a walk to a run, which is a violation of the game's rules. This can result in turnovers or even fouls if it happens repeatedly.
2. **Traveling:** Just like in traditional basketball, traveling in walking basketball occurs when a player takes too many steps without dribbling the ball. This mistake can lead to turnovers as the opposing team gains possession.
3. **Double Dribble:** A double dribble is when a player starts to dribble again after stopping. This is against the rules in walking basketball, and it can result in a turnover.
4. **Illegal Dribbling Height:** Dribbling the ball above waist height is not allowed in walking basketball. Players must keep the ball at or below waist level while dribbling.
5. **Overaggressive Defense:** While defense is a part of the game, being overly aggressive can lead to fouls. Walking basketball is typically a non-contact sport, so players need to maintain proper defensive distance.
6. **Poor Passing:** Inaccurate or poorly timed passes can result in turnovers, as the recipient may struggle to control the ball or lose it to the opposing team.
7. **Ignoring the Pivot Foot:** Like in traditional basketball, establishing and maintaining a pivot foot is important in walking basketball to avoid traveling violations.
8. **Fouling:** Contact is generally discouraged in walking basketball. Unnecessary physical contact can lead to fouls, affecting the flow of the game.

9. **Shot Selection:** Players may take low-percentage shots without setting themselves or their teammates up for success. It's essential to choose high-percentage shots and look for open teammates.

10. **Not Following Rules:** A lack of awareness of walking basketball rules, such as not dribbling too high or understanding the no-running rule, can lead to mistakes and penalties.

Common Mistakes in Traditional Basketball:

1. **Poor Shot Selection:** This mistake occurs when a player takes low-percentage shots instead of looking for higher-percentage scoring opportunities. It often results in missed shots and wasted possessions.

2. **Turnovers:** Turnovers happen when players mishandle the ball, make bad passes, or get the ball stolen by opponents. These errors can lead to the opposing team's fast-break opportunities and easy scores.

3. **Lack of Defensive Positioning:** Failing to maintain proper defensive positioning can result in opponents getting open shots. It's essential to stay between your man and the basket and contest shots effectively.

4. **Foul Trouble:** Accumulating fouls too quickly can limit a player's playing time and disrupt team defense. It's crucial to play defense without fouling excessively.

5. **Not Boxing Out:** This mistake involves failing to secure rebounds by not boxing out opponents. It allows the other team to grab offensive rebounds and create second-chance scoring opportunities.

6. **Over-Dribbling:** Over-dribbling occurs when a player holds onto the ball too long or dribbles into heavy defensive pressure. It can lead to turnovers and disrupt the offensive flow.

7. **Not Communicating:** Poor communication on the court can lead to defensive breakdowns and missed offensive opportunities. Players should communicate with their teammates to coordinate plays and defense.

8. **Ball-Handling Errors:** Mishandling passes or losing control of the ball can lead to turnovers. Good ball-handling skills are crucial for maintaining possession and setting up plays.

9. **Poor Free Throw Shooting:** Missing free throws can be costly in close games. Players should work on their free-throw shooting to maximize scoring opportunities.

10. **Ignoring Shot Clock:** Players may lose track of the shot clock, leading to rushed or ill-advised shots. It's important to be aware of the shot clock and make smart decisions as it winds down.

How to avoid common mistakes in walking basketball

§ The first common mistake “**Runing**” could be avoided by organizing special training part for players with the task to walk as fast as possible, but without running. That would help them to feel sense, what is maximal speed of walking but what yet is not running.

§ Other mistakes (such as poor passing or over – dribble), which are more common also with traditional basketball and is more related to **basketball techniques**, could be avoided by organizing traditional basketball trainings with the focus on specific elements, explaining participant, who didn’t played basketball at all before, all the rules and train them in practice.

§ Besides explaining rules for traditional basketball, it’s important to explain **consequences of each situation** of overcoming rules, because some situations, for instance, illegal dribbling height, could be even more dangerous for target audience, who is playing walking basketball.

§ Another mistakes, which are more related to **team spirit** not individual playing (for instance, not communicating enough with coach teammates during the game) could be solved with implementing some team building activities, which will make them to feel more as team focused on the best result, but less as individuals, who just want to play walking basketball.

§ Also some other common mistakes, more related to **way of thinking** (such as poor free throw shooting), could be solved by inspiring players more to take a risk and therefore also to create new opportunities for taking risk instead of being afraid of making mistakes.

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Walking Basketball Warm Up Exercises

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The Importance of Warming Up

Everybody is different when it comes to exercise. Some people want to hit the trails first thing in the morning without a warmup and others take their time getting their body warm to prepare for their workout. With so many different schools of thought, it can be difficult trying to decipher whether or not you should incorporate a simple warmup into your exercise routine. You might be asking questions like should you include a warmup when you're only going to be doing low-impact exercises at home or exclusively when you're going to be heading to the gym? Is warming up necessary, and what does it do for the body?

The good news is that you're not alone when asking these questions, which is why we've put together a helpful guide to help highlight some of the key benefits you can gain when you incorporate a warmup into your exercise routine, the reasons why warmups are important, and some quick warmup exercises you can implement easily.

Why Warmup Before Working Out?

Warming up essentially tells your body to prepare for exercise with light intensity or low impact movements. A "warmup" may help reduce the risk of injury and soreness by pushing your cardiovascular system to get your blood pumping and your body temperature higher. Warmups will usually be exercise specific, so for example, a runner's warmup will look different than a football players' warmup due to the necessity of activating the key muscles to utilize in the workout.

In a 2008 Norwegian study, researchers studied the injury rate in a thousand female soccer athletes who warmed up before workouts compared to several hundred female soccer players who did not. They

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found that those who warmed up sustained fewer injuries, fewer overuse injuries, and any injuries that were endured as well — were less severe compared to the individuals who did not warm up.

The participants who did warmup engaged in "active" stretching, not static stretching. What does this mean? Active stretching is doing jumping jacks or lunges to engage the muscles before a workout; whereas static stretching would be simply stretching your muscles by touching your toes or stretching your calf.

Warming up and activating the muscles in your body in preparation for a workout dramatically decreased the injury rate in these athletes.

Warming up before you begin any physical activity is important to make sure that you're actively taking steps to reduce your likelihood of an injury and prepping your body for the upcoming stress it's about to engage in. In addition, adding a warmup to your routine can help your body ease into the upcoming workout with critical internal systems like your cardiovascular system and muscle groups that will be heavily utilized in compound movements.

When you add a light warmup into your exercise routine, the risk for injury goes down due to the fact that you're prepping your body for some of the kinds of movements it should expect to engage in for however long your upcoming workout is going to be. A good example of why this is beneficial is how most of us go about our daily routine. For most of us, you might be performing the same type of activity or routine throughout the day like sitting at a desk at work. Once you get to the gym, your body is used to the idea of sitting down all day.

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When you engage in a light warmup, you're essentially helping your body get ready to ease into the upcoming exercises through some light physical activity. In doing so, you can take steps to increase your flexibility and range of motion before you try to put all kinds of strain on those muscle groups and joints from lifting heavy weights or performing rigorous cardio activity. In combination with some pre-workout stretches, a light warmup before your exercise routine can help you increase your range of motion and improve overall flexibility before your workout session.

In addition to reducing your risk for injury, adding a light warmup into your exercise routine can help you increase your body and muscle temperature. When you add a light warmup into your exercise routine, you're elevating your body and muscle temperature so that it's not so cold and taught from the get-go.

When you increase your muscle temperature, you're helping ensure that your body can move in certain ways and perform certain activities without causing too much strain. As your muscle temperature increases, you're helping your muscles adapt to performing while under stress and the oxygen requirements that come from performing certain activities. Over time, your muscles will begin to grow accustomed to this new state and relax over time.

Another reason that you want to include a light warmup before your workout is that it will help you mentally prepare. We've all been there where we have our mindset on a hundred different things and the last thing that we have on our mind is the upcoming jog or weights we're about to lift. When you add a light warmup into your routine, you're

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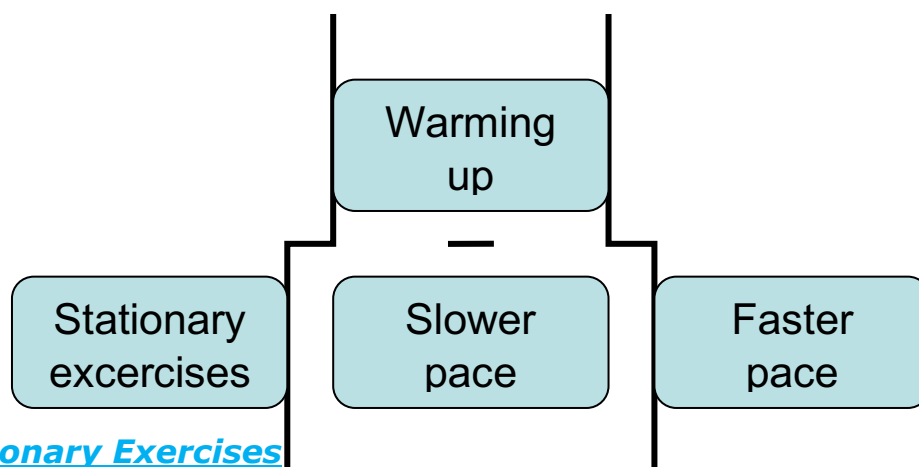
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The Perfect 5-Minute Basketball Warm Up

There are many more options for basketball stretches that you can implement into your warm-up, and of course, you will not have time to jam all of them into the preparation for just one workout, practice, or game.

Ideally, you should be able to get your team stretched out using some of the exercises above within 5 minutes. After all, nearly every coach has dealt with limited practice time, and you can not spend all of it on stretching.

In order to maximize time, you should organize the exercises you want to perform into **3 different groups**.



1. Stationary Exercises

One of those groups is for exercises that are performed while standing in place (Arm Circles, Leg Swings, Low Lunges, etc...).

Spread your players out far enough so they have room to perform the exercises freely, but close enough that they can still hear you. These exercises can be done for **30 seconds each**.

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2. Slower Pace Exercises

Once you have completed the stationary exercises, line your players up across the baseline, and choose a few exercises that are done on the move, but at a slower pace (Glute Walk, Walking High Knees, Lunges, etc...).

Your players should perform the exercise from baseline to baseline, and then jog back to the original baseline between each exercise. Jogging in itself can also be considered a dynamic exercise.

3. Faster Pace Exercises

Now that your players are on the move, you can finish your dynamic warm-up with a few of the exercises that are done at a faster pace (Carioca, Butt Kicks, Ankle Pops, etc...).

Regardless of which exercises you choose, your goal should be to find a few within each of those groups that will start your players in a stationary position, and then get them moving, and ultimately to activate multiple muscle groups.

Since there are so many options, it can be great to mix the exercises up within your dynamic warm-up so that your players are not doing the same thing every single day.

Conclusion

A stretching basketball warm up is something that you can get done in a short amount of time that will have an impact in the immediate future, and also down the road.

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Like just about everything else, basketball is evolving, and the process to warm-up to play basketball has evolved as well.

The days of holding one stretch in place for 30 seconds at a time have largely been left in the past, in favor of dynamic exercises that are designed to improve range of motion and mimic the actions your players will use while playing basketball.

Taking 5 minutes every time you are together to go through a dynamic warm-up will get you ready to play, it will reduce their risk of injury while playing, and it will better prepare them to perform to the best of their abilities.

Below is shown table with all **warming up exercises:**

Exercises	
1. Walking High Knees	11. Low Lunges
2. Knee Hugs	12. Side Slide
3. Jumping Jacks	13. Squats
4. Backpedaling	14. Carioca
5. Ankle Pops	15. Arm Circles
6. Butt Kicks	16. Walking Lunge with Rotation
7. Quad Walk	17. Inchworm
8. Over the Fence	18. Forward Leg Swings
9. Frankenstein March	19. Lateral Leg Swings
10. Lunges	20. Glute Walk

1. Walking High Knees

Work on the flexibility of your hips, glutes, and hamstrings with Walking High Knees.

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Lift your knee as high as comfortable with each step, making sure to keep your chest up and shoulders back throughout.

As the name suggests, these are done at a walking pace, as opposed to the run that is often commonly used for high knees.



<https://www.youtube.com/watch?v=o5y2TF3IKVk&t=6s>

2. **Knee Hugs**

Similar to Walking High Knees, players should walk forward and use their arms to physically hug their knee up to their chest on each step to perform Knee Hugs.

Again, the hips, glutes, and hamstrings are the muscles that will primarily be activated with this exercise.

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https://www.youtube.com/watch?v=0TbislwLSac&embeds_referring_euri=https%3A%2F%2Fwww.basketballforcoaches.com%2F&source_ve_path=OTY3MTQ&feature=emb_imp_woyt

3. Jumping Jacks

Work the glutes, quadriceps, and hip flexors with Jumping Jacks - an exercise that everybody has done before.

Make sure your players are spreading their feet beyond shoulder-width apart and that their hands are nearly touching above their head on every repetition.

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https://www.youtube.com/watch?time_continue=3&v=iSWLg06gybs&embeds_referring_uri=https%3A%2F%2Fwww.basketballforcoaches.com%2F&source_ve_path=MzY4NDIsMzY4NDIsMzY4NDIsMjg2NjY&feature=emb_logo

4. Backpedaling

Backpedaling will primarily activate the quads, and also the glutes, calves, and hamstrings.

As this is another exercise that all of your players have probably done before in some capacity, points of emphasis should be keeping their hips down and reaching back as far as they can to perform each step.

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https://www.youtube.com/watch?time_continue=26&v=7XLifQs2cM&embeds_referring_uri=https%3A%2F%2Fwww.basketballforcoaches.com%2F&source_ve_path=MzY4NDIsMzY4NDIsMjg2NjY&feature=emb_logo

5. Ankle Pops

Ankle Pops should be similar to the motion of jumping rope, but instead your players will move forward with every jump.

The goal is to progressively improve the range of every jump throughout.

Emphasize jumping lightly off the toes and keeping knees slightly bent.

While Ankle Pops are a dynamic stretch designed to strengthen the ankles and also work the quadriceps, this is also a chance for your players to work on coordination and rhythm.

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6. Butt Kicks

This is another exercise that many of your players have probably done before, so emphasizing technique is important.

Make sure your players keep their ankles, knees, hips, and shoulders facing the direction they are moving, and set the goal of driving their heels up toward their butt as many times as possible over the allotted distance of the exercise.

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7. Quad Walk

The Quad Walk is very similar to Butt Kicks, but is instead performed at a walking speed. On each step, players should use their hand to physically pull their heel up to their butt.

This will again loosen up the quadriceps and hip flexors.

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<https://www.youtube.com/watch?v=hiO8cZtRO70>

8. Over the Fence

To perform Over the Fence, players should face the opposite direction from where they will be traveling.

They should then lift one knee up as high as they can, and rotate the knee backward as though they are trying to step over an imaginary fence behind them.

Alternate legs, traveling backwards for the duration of the exercise. Over the Fence is designed to stretch the hamstrings, groin, and hip flexors.

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9. Frankenstein March

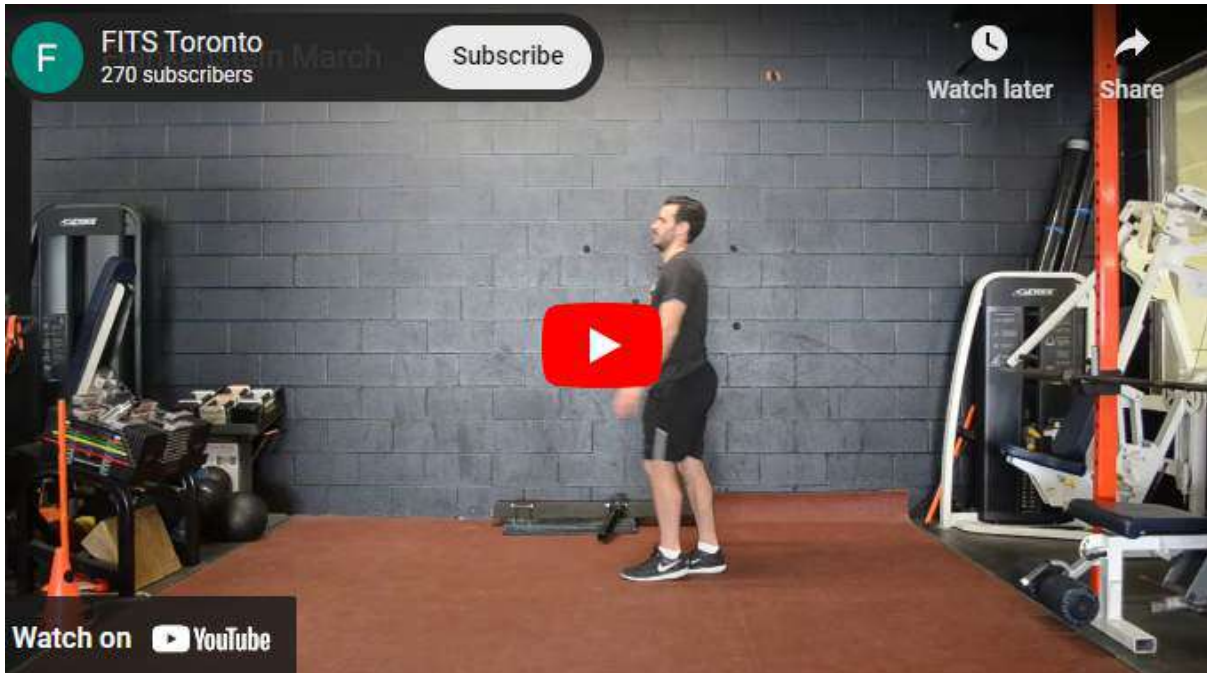
One great exercise to work on hamstring flexibility is the Frankenstein March.

Keeping one plant leg straight down, kick the other leg up with the goal of kicking the fingertips on the opposite hand. Then alternate throughout the allotted distance of the exercise.

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https://www.youtube.com/watch?v=QQbUDSjFHdo&embeds_referring_euri=https%3A%2F%2Fwww.basketballforcoaches.com%2F&source_ve_path=OTY3MTQ&feature=emb_i mp_woyt

10. Lunges

Lunges are one of the most popular dynamic stretches, and can be a building block for many more exercises. It mimics the running movement that is essential in basketball, and most other sports.

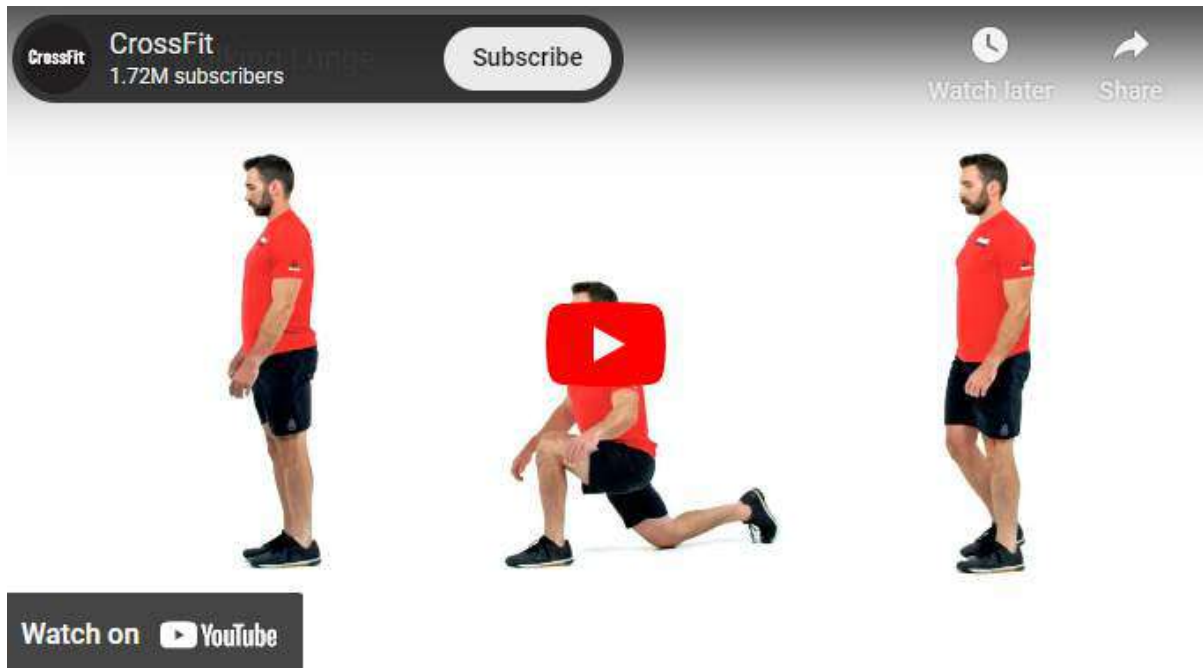
Lunge forward with one leg by bending both knees and keep your trunk upright. Keep moving forward and repeat on the opposite leg.

Make sure the knee is stable during the lunge – keep the knee over the foot – don't let the knee fall inward.

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<https://www.youtube.com/watch?v=DlhojghkaQ0>

11. Low Lunges

While the lunges above will be done on the move, Low Lunges will be performed from a stationary position.

Your players should take a long lunge forward as though they are performing a regular lunge, and then bring the elbow of the same knee that's forward down toward the inside of the ankle, and hold that position for 5-10 seconds.

They should then move their hands to each side of their forward foot and press the heel down toward the ground, and hold that position for 5-10 seconds. Then stand back up, and repeat on the other leg.

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https://www.youtube.com/watch?v=CuzvG8xZ-tc&embeds_referring_euri=https%3A%2F%2Fwww.basketballforcoaches.com%2F&source_ve_path=Mjq2NjY&feature=emb_logo

12. Side Slide

With feet a little wider than shoulder-width apart and staying low to mimic a defensive position, your players should step with their lead leg and push off with their plant leg.

This will increase blood flow and also enforce a defensive fundamental.

An emphasis point to focus on is that the feet should never come close to touching each other. In fact, they should always be at least 6 inches apart.

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13. Squats

The act of squatting mimics the motion of jumping, which of course is a motion you want your players to be prepared for.

Standing in place with their feet a little wider than shoulder-width apart, your players should drop their hips as low as they can, while also maintaining a straight back and keeping their knees centered over their feet.

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https://www.youtube.com/watch?v=cyJFiJOrTpY&embeds_referring_euri=https%3A%2F%2Fwww.basketballforcoaches.com%2F&source_ve_path=OTY3MTQ&feature=emb_imp_woyt

14. Carioca

Carioca is meant to improve lateral movement, agility, and footwork. Face sideways and cross the trailing leg in front and then behind, and continue in the sideways direction.

If your players are performing this exercise in a down-and-back format, they should stay facing the same direction coming back as they were going down.

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15. Arm Circles

Arm Circles are another common exercise that your players have probably done before.

They should circle their arms forward using small controlled motions, progressively making larger circles. These will get blood moving, and will primarily work the shoulders, triceps, and biceps.

After 10 full Arm Circles forward, they should reverse the direction of the motion for 10 full Arm Circles backward.

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https://www.youtube.com/watch?v=V7eliwOnZrU&embeds_referring_euri=https%3A%2F%2Fwww.basketballforcoaches.com%2F&source_ve_path=OTY3MTQ&feature=emb_im_p_woyt

16. Walking Lunge with Rotation

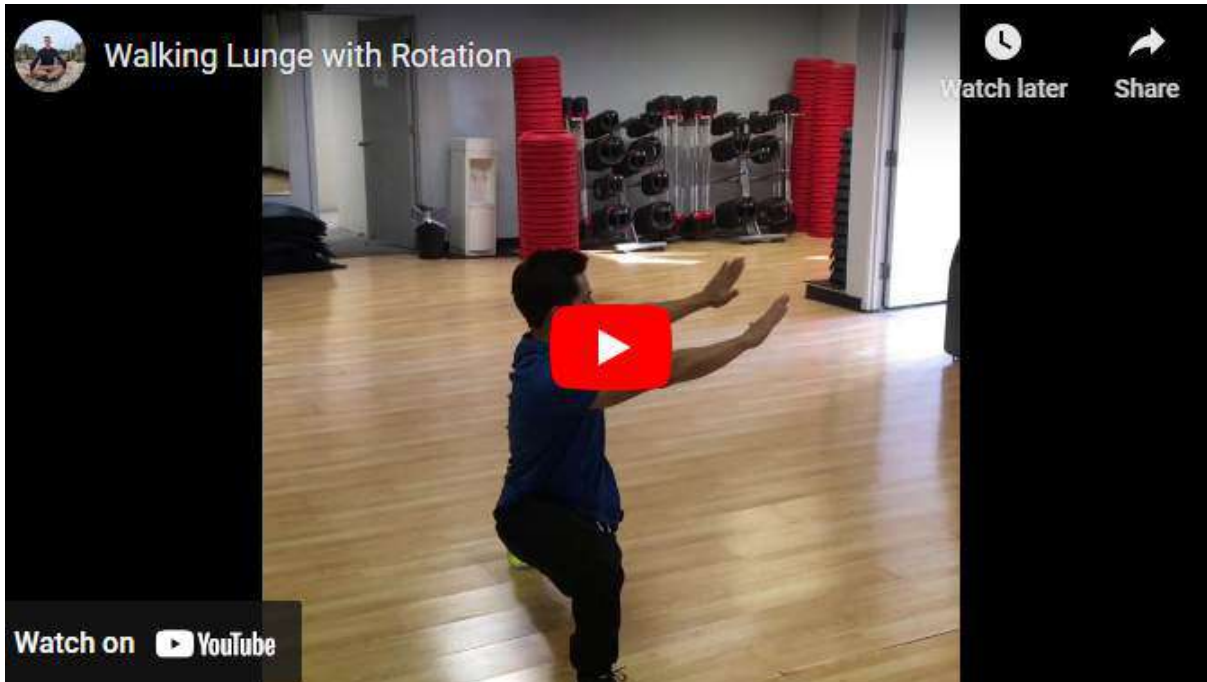
Lunge forward with one leg by bending both knees and keep your trunk upright. After you have lunged and your knee is a couple of inches off the ground, rotate your upper body with arms at shoulder level to same side as forward leg

Keep moving forward and repeat on the opposite leg. Make sure the knee is stable during the lunge, keeping the knee over the foot.

MOVEUP



PROJECT



https://www.youtube.com/watch?v=wSDGhB19ba0&embeds_referring_euri=https%3A%2F%2Fwww.basketballforcoaches.com%2F&source_ve_path=OTY3MTQ&feature=emb_imp_woyt

17. Inchworm

The Inchworm helps strengthen the muscles in the front half of the body while also stretching the muscles in the back half of the body, and is designed to get blood flowing.

Start with feet hip-width apart. Your players should bend down at the waist, reaching for their toes. After touching their toes, they walk out into a plank.

Once they're in the plank position, they should drop their hips down and look up. They can then move back up, walking their hands back to their feet. Stand up and repeat.

MOVEUP



PROJECT



https://www.youtube.com/watch?v=82uqExFVda4&embeds_referring_euri=https%3A%2F%2Fwww.basketballforcoaches.com%2F&source_ve_path=OTY3MTQ&feature=emb_imp_woyt

18. Forward Leg Swings

To do Leg Swings as a team, spread your players out around the gym or whatever space you are in so that they all have their own space against a wall.

Players should reach out and put one hand on the wall for support, and face straight ahead.

Swing either leg forward and back like a pendulum, keeping a tall posture. Start with light, easy swings and progressively increase the range of motion.

They should do 20 swings per leg. This will increase blood flow, particularly to the hamstrings and hip flexors.

MOVEUP



PROJECT



https://www.youtube.com/watch?v=kcnUhWvsboQ&embeds_referring_euri=https%3A%2F%2Fwww.basketballforcoaches.com%2F&source_ve_path=OTY3MTQ&feature=emb_i mp_woyt

19. Lateral Leg Swings

Lateral Leg Swings can easily be paired with the Forward Leg Swings above. This time, your players should be facing the wall and reaching out in front of their body for support.

Swing one leg out to the side, and then back across the body. Again, start with light, easy swings and progressively increase the range of motion.

This will work the hips, and the inner thighs and outer thighs.

MOVEUP



PROJECT



<https://www.youtube.com/watch?v=XH7hrLx58eM>

20. Glute Walk

As you may have guessed by its name, the Glute Walk is meant to activate the glutes before a workout.

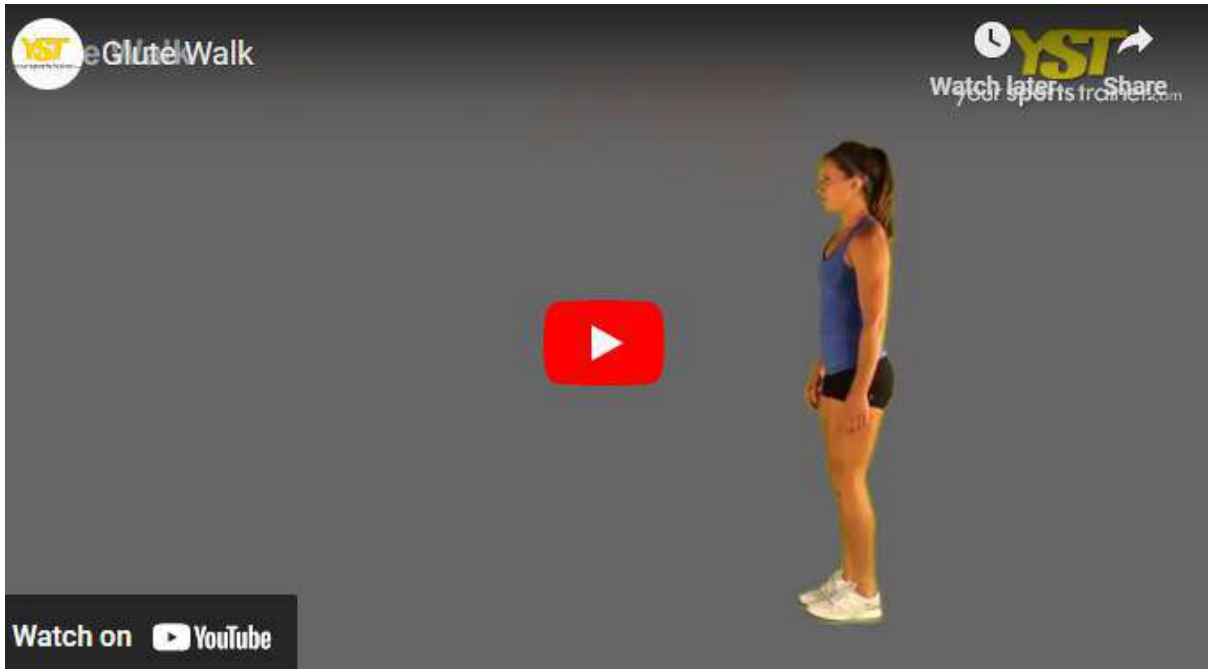
Much like Walking High Knees, players start by lifting one knee up as high as comfortable. If they lift the left knee, then the left hand goes on the left knee, and the right hand goes on the left ankle.

They should then pull their knee and ankle in towards the chest. Take a step, and repeat on the other leg.

MOVEUP



PROJECT



<https://www.youtube.com/watch?v=bUyvtPVjMZQ>

MOVEUP



PROJECT

References

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