

FOOTBALL

A PATH TO

SELF-AWARENESS

becoming master of our emotions



RESPECT



TESTIMONIALS OF
GREAT CHAMPIONS

One day we'll live in a world where all young people will have access to an education that will enable them to develop their emotional well-being and the quality of their relationships. Through their experiences in school and sports they will discover the skills that will increase their self-knowledge, their ability to truly listen and their empathy with others. Knowing oneself is one of the great adventures of the 21st century. Up to now, little attention has been paid to the richness of our interior functioning: learning to handle one's emotions, how to feel good with oneself and with others. Being young today means having the privilege of disposing at an early

age of a multitude of tools to discover one's internal world. In sports, and football in particular, all of our emotions come into play; it's an ideal context for learning how to master them. It's an excellent space where each situation can become an opportunity to learn more about ourselves and to understand what makes us and others tick. The Education 4 Peace Foundation encourages a diversity of approaches and methods, based on pleasure, sharing and awareness, thus contributing to improved physical and emotional health.

Mark Milton
Founder of Education 4 Peace



The world of football is a microcosm of society. Tensions, team work, emotions and reflection, it's all there. Football is often associated with violence, whereas it is seen by millions of people just as a source of entertainment and well-being that creates solidarity and comradeship. Football also teaches us about life, how to behave with others and how to better ourselves.

The game triggers a wide range of emotions. The line between what is considered as a fault and what isn't is often tenuous, and in the heat of a match, a referee's decision can be perceived as unfair. Football provides an ideal setting to explore self-awareness and empathy.

We would like to express our gratitude to the three associations members of UEFA for their contribution to this book. We hope this guide will help current and future generations of players, coaches and supporters so that they can give their best to the game in terms of performance and behaviour.

Peter Gilliéron
Chairman of the
UEFA Fair Play and
Social Responsibility
Committee



RESPECT

Goldberg. His name was Goldberg. I admired him because he was the goalkeeper for the school's football team. He could dive elegantly. This young star used his talent and our admiration for him to develop joyous and peaceful relationships. He explained to us that whenever he got upset his inadequate reactions weakened his effectiveness. I admired him for telling us that, too.

In our modern society, sports play an important role. Not only are they activities that a lot of people take part in, but they also provide an effective means of development for young people.

Being master our emotions doesn't mean extinguishing them. On the contrary, it channels

them so that we can use their energy to help us play better. Some decades ago, we were told that emotions skewed a scientific approach. Nowadays, science studies emotions. We are thus discovering that not mastering our emotions causes an enormous waste of energy, we tire ourselves unnecessarily, we spoil our relationships with teammates, friends and family: a bad deal!

Those who learn to regulate their emotions, concentrate better, tire themselves less and enjoy pleasant relationships with their friends: a good deal!

Dr Boris Cyrulnik
Psychiatrist, author

In 2008, the reform of coaches' training programme initiated by the French Football Federation led us to review our educational principles, from a conceptual and pedagogical point of view. It became clear that the behaviour of players, coaches, and even coach trainers plays a crucial role on how the game is played and on the quality of the teamwork.

The mental, emotional and physical dimensions of self-awareness were clearly seen as a source of progress and a key element to the improvement of performance. In 2014, the French national technical management DTN created a task force dedicated to performance optimisation. Its

Emotions play a huge role in football, the most beautiful diversion in the world. There is an undisputed connection between thinking processes, emotional and physical condition, as well as the behaviour that arises as a result of them on the sports field. Emotions and behaviour are mutually interactive! The joy of a victory or an important goal, or even pride about one's own performance are experiences that influence personal development. By contrast, there are often negative feelings such as stress, disappointment or anger in the world of sports. These are all factors that decrease enjoyment of the game. There is no doubt that the technical,

Self-confidence, determination and responsibility, or self-doubt? Showing initiative and learning from challenges, or enduring them passively? Managing difficulties calmly, with patience, autonomy and confidence, or succumbing to panic and exaggerated reactions? Players, coaches, referees, fans and spectators all experience again and again a host of varied emotions during football matches.

This fascinating team sport gives us an opportunity to look at ourselves. Successes and failures in football, but also in sport in general, must always be connected to human behaviours. The assessment of the performance of a player, a

mission was to propose tools to develop players' support, and to create the first coaching certificate in this field. We are proud to have collaborated on this initiative with our Swiss and Belgian friends, and we are very happy to see that others are following this route to improve our sport. It is a sign that we all share the same objective, which is to take football further for the future generations.

François Blaquart
National Technical
Director, France



tactical, physical and psychological aspects of football have become more advanced. However, the psychosocial skills are often neglected. Generating and controlling the 'appropriate' emotion are prerequisites for practising sport successfully. We would like this book to be an innovative pillar of support for our trainees during the implementation of techniques and strategies to encourage personal development, as well as team and communication skills.

Jean-Marie Greven
Head of the Soccer
Coaching School in
the Belgian German-speaking Community



coach or a referee is always based on his observable behaviour. This book is designed as a toolbox, to help us learn more about ourselves and improve our skills in numerous fields. Let's score this goal together!

Laurent Prince
National Technical
Director, Suisse



Part 1 : EMOTIONS RUN HIGH IN FOOTBALL!

Controlling your emotions = controlling yourself

1.1 Football, emotions and well-being 9

- Football is intense! 10
- Our emotions can get the better of us 13
- Emotions and well-being 15
- Managing your emotions is a skill 16

1.2 How emotions affect performance 19

- Impact on energy levels 20
- Impact on skills and tactics 21
- Impact on concentration and motivation 22
- Impact on behaviour 23

1.3 Learning to master your emotions – it’s like learning to master the ball! 25

- Practice makes perfect 26
- Performing well in all areas of life 28

Part 2 : HOW CAN WE DEVELOP OUR EMOTIONAL INTELLIGENCE?

2.1 Understanding how emotions work 33

- Our internal weather system ❶ 34
- The role of emotions 36
- Our three brains 37
- A palette of emotions 38
- Emotions and thoughts 40
- Emotions and needs 42
 - Human needs 45
 - Emotions tell us about our needs ❷ 50
- Anger and violence 54
- Finding out more about needs and requests 56
- Our emotional glass 60

2.2 Developing practical tools 63

Tool No 1 : Self-awareness ❸ 64

- Developing your inner observer, being centred 66
- Releasing tension ❹ ❺ ❻ ❼ ❽ 68
- Conscious breathing ❾ ❿ ⓫ ⓬ ⓭ ⓮ ⓯ 72
- Creating a protective bubble ❾ 76

Tool No 2 : Thought awareness ❽ 78

- The thoughts you have about yourself ❾ ❿ 79
- Managing the past and the future and living in the present ⓫ ⓬ ⓭ ⓮ ⓯ ⓰ ⓱ ⓲ 82

Tool No 3 : Conscious communication 86

- Knowing how to say no to something and to voice your anger in a non-violent way ⓳ ⓴ ⓵ ⓶ ⓷ 87
- Giving praise ⓸ ⓹ ⓺ ⓻ ⓼ 96
- Listening with empathy and taking criticism another way ⓽ ⓿ ⓰ ⓱ 98

2.3 Putting the theory into practice on the pitch 103

- Your relationship with your team, your coach, your parents, the referee and the other team ⓴ ⓵ ⓶ ⓷ ⓸ ⓹ ⓺ ⓻ ⓼ 104
- Learning how to be a good winner and a good loser ⓽ ⓿ 114
- Where to start? ⓰ ⓱ 118

Part 3 : PARENTS AND COACHES

3.1 Teaching today 123

- Our teaching objectives 124
- Modern authority 126
- Respect, violence, self-esteem and relationships 128
- Competition: a double-edged sword 136

3.2 The four keys to respectful communication for well-being and performance 139

- Our habits and their effects 140
- Listening properly ❶ 142
- Giving praise ❷ 146
- Being respectful when we’re not happy with something ❸ 148
- Hearing the suffering behind the violence ❹ ❺ 150

3.3 Teaching with respect to teach respect 157

- Being a role model 158
- Learning to communicate ❻ ❼ ❽ ❾ 160
- Respect on the pitch and in life 166

27 books in 1

Another way to read this book!

Affirmation

86 to 96, 111, 146 to 149

Anger and Violence

14, 54, 55, 91 to 95, 100, 101,
128 to 132, 150 to 155

Authority

126, 127

Being centred

21, 64 to 77, 82, 83

Breathing

72 to 75

Coaches/Teachers/Parents

123 to 129, 134 to 137, 157 to 167

Communication

139 to 143, 146 to 151, 160

Competition

136, 137

Confidence and Self-esteem

45, 46, 48, 79, 80, 81, 85,
114, 115, 133 to 135, 146, 147

Emotional glass

60, 98, 153

Emotions

16, 17, 20, 21 to 23, 34, 36, 38, 39,
40, 42, 50, 51, 60, 61

Energy

20, 74, 75, 82, 84,
94, 95, 104 to 107

Fear

12, 16, 36, 37, 39, 40,
64, 65, 73 to 77

Judgements

79, 90, 96, 100, 101,
148, 149, 153, 154

Listening

98, 99, 142 to 145, 150, 151

Making a request

50, 51, 59, 90, 148, 149

Motivation

19, 22, 79, 84, 85, 146, 147

Needs

42 to 51, 56, 61

Performance

17, 20 to 23, 27 to 29, 45, 78, 79,
83, 104, 105, 146, 147, 160

Referee

12, 23, 40, 41, 112, 119

Relationships

86, 104, 106 to 109,
112, 113, 118, 140 to 143

Responsibility

40, 41, 78, 79, 84, 91, 92,
104 to 107, 136, 137, 158, 159

Stress

21, 37, 60, 70, 75, 82

Team

23, 105 to 107, 113, 114

Thoughts

40, 41, 78, 79, 80, 82 to 84

Values

80, 81, 114, 115, 132 to 135

Victory and Defeat

114 to 117, 132



63 opportunities to progress

Know yourself better

- ① Spot your emotions 35
- ② Spot your needs 53
- ③ Develop your self-awareness 64-65
- ⑧ Focus your attention 78
- ⑪ Transform your mistakes and store them 82
- ⑫ Approach a challenge with confidence 82
- ⑬ Leave your worries in the dressing room 83
- ⑭ Shut the door on each disappointment 83
- ⑮ Mental image: Strength 83
- ⑯ Mental image: Calm 83
- ⑰ Find your motivation 84
- ⑵ Living a victory 114
- ⑶ Living a defeat 117
- ⑶ On the pitch 118
- ⑶ In a match 119

The attitude of champions

- ④ Feeling good in your body
and good in yourself 68
- ⑤ Tensing and relaxing 68
- ⑥ Awareness of your body in movement 69
- ⑦ Cleansing your emotions 70
- ⑧ Fall asleep easily 71
- ⑨ Conscious breathing 1 72
- ⑩ Conscious breathing 2 72
- ⑪ One minute re-centring 72
- ⑫ Feel and amplify your breathing 73
- ⑬ Emergency re-centring 73
- ⑭ Inhaling when you need energy 74
- ⑮ Exhaling when you want to calm down 74
- ⑯ Quickly find your calm 75
- ⑰ Create your bubble 76
- ⑶ Play cool-headed 112

Feeling good

- ⑲ Stop judging yourself 79
- ⑳ Strengthen your self-esteem 81
- ⑳ Build your self-confidence 85
- ⑶ Learn to mention positive things 147

Know how to listen and express yourself to be heard

- ⑲ Conscious communication 1 89
- ⑳ Conscious communication 2 89
- ⑳ Asserting yourself with respect 90
- ⑳ Letting off steam 94
- ⑳ Learn to see what is going well 96
- ⑳ Say it while talking about you 96
- ⑳ Giving praise 1 97
- ⑳ Giving praise 2 97
- ⑳ Giving praise 3 97
- ⑳ Ask for the listening you need 99
- ⑳ Practice being a good listener 99
- ⑶ Hear the needs behind criticism 1 100
- ⑶ Hear the needs behind criticism 2 101
- ⑶ Observe how you function 104
- ⑶ Observe how your team-mates function 105
- ⑶ The relationship with yourself 106
- ⑶ The relationship with your team 106
- ⑶ Contribute to a good atmosphere 107
- ⑶ Practice to say what you like
and what you don't 108
- ⑶ Your relationship with the other team 113
- ⑶ Your relationship with the spectators 113

Parents and coaches

- ⑶ Listening properly 143
- ⑶ Learning to talk about ourselves 149
- ⑶ Learning to listen empathetically 151
- ⑶ Escaping the spiral of violence 155
- ⑶ Everyday relationships 161
- ⑶ Dealing with aggression 161
- ⑶ Paying attention to ourselves 161
- ⑶ Learning to handle intense emotions 161



EMOTIONS

RUN HIGH IN FOOTBALL!



“Self-discovery comes when man measures himself with an obstacle”

Antoine de St Exupéry

1.1

Football, emotions and well-being

page 9

1.2

How emotions affect performance

page 19

1.3

Learning to master your emotions – it's like learning to master the ball!

page 25

**We all want to be happy and we all want respect,
for ourselves and those around us,
in life as well as on the pitch**

But sometimes it's easier said than done ...

**What do I do when someone
doesn't respect me? How do I get
them to show respect without
resorting to violence?**



**What do I do when I get so
angry I can't control it?**

**What about you? Do you ever see red,
want to explode or actually lose control?**

Learning to be happy

We learn a lot at school, things that help us to progress and get a job.

The same is true of our spare time. We like to learn to do things that help our development and are fun.

But until now, far too little attention has been paid to teaching us how we function and what we can do to feel good about ourselves and others. This is something we have to learn on our own, by trial and error.

Yet knowing how to be happy and how to get on with others is just as important as all the rest.



“When the day comes when societies give even the youngest individuals as much information about who they are – the mechanisms that allow them to think, desire, be happy or sad, calm or anxious; in short, what allows them to live – as they

give information on the most effective way to produce goods, ... the daily lives of individuals will be transformed.”

Henri Laborit, 1976
French physician, writer and philosopher

Times are changing.

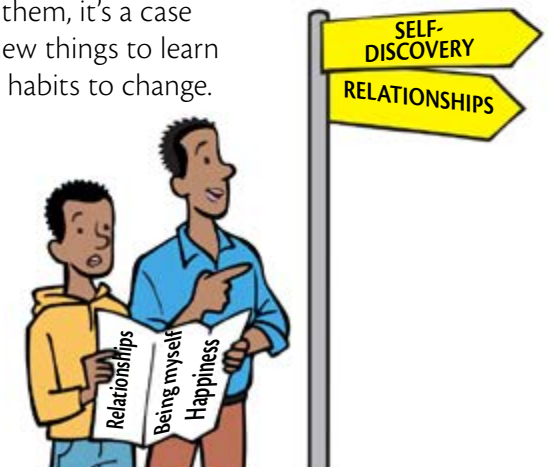
We now have this knowledge, and it's available to everyone. We now talk about well-being, emotional health and so on.

Young people today have the privilege of being able to acquire such knowledge early in life.

Adults are making these discoveries too. For them, it's a case of new things to learn and habits to change.



**SELF-
DISCOVERY IS
ONE OF THE GREAT
ADVENTURES OF THE
21ST CENTURY.**



HOW CAN WE DEVELOP OUR EMOTIONAL INTELLIGENCE?



“The empire of man is internal”

Antoine de St Exupéry

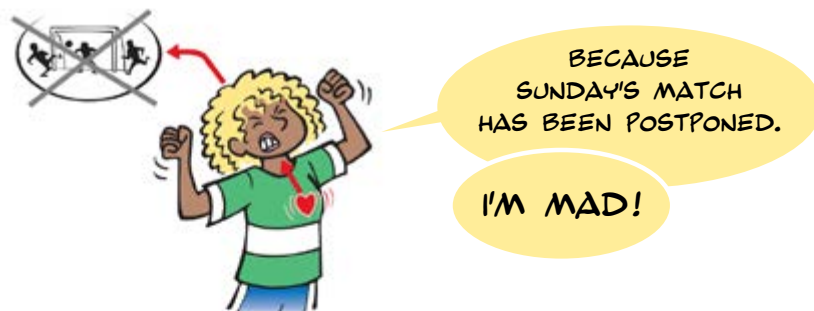
2.1 Understanding
how emotions work
page 33

2.2 Developing practical tools
page 63

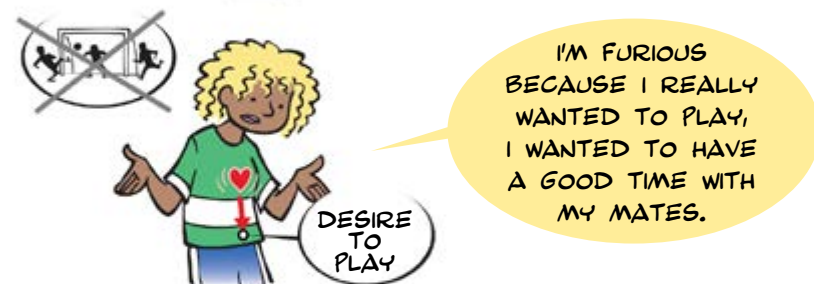
2.3 Putting the theory into
practice on the pitch
page 103

Our emotions tell us what is important to us...

We think that how we feel
has some external cause.



But in fact, even if an emotion
is triggered by an external
event, how we feel comes
from something inside us.



This becomes clearer when
the same external cause
triggers different feelings.



And suddenly, this completely changes
our way of thinking and talking about things.
It's one of the keys to changing from a reptilian
footballer into a thinking footballer.



...they tell us what we really need



EVERY LIVING BEING NEEDS CERTAIN THINGS
TO SURVIVE AND FLOURISH, AND WE HAVE
TO PAY ATTENTION TO THESE BASIC NEEDS.

Also in nature, everything that
lives has needs. For example,
a plant needs:



light, heat



food



water

All plants have these needs, but not to the same
extent. Each plant is unique: some need more
shade, others more sun; some need a lot of

water, others less. A gardener pays attention to
each plant's needs and to the signs they show.

If a plant's needs have
been met, it shows and
the plant thrives.



If its needs have not
been properly met,
this also shows.

Washing away stresses and strains

to release tension and sleep well

Cleansing your body

If you've been playing football, have got all sweaty and go to bed without taking a shower, you don't feel good and don't sleep well.

But if you have a good shower, you feel better when you go to bed and you get a better night's sleep.

If you're muddy, you lather up and have a good scrub-down. If you're not too dirty, a rinse-down will do.



7 Cleansing your emotions

We build up a lot of tension over the course of the day due to the stresses of everyday life. If you go to bed like that, you'll probably not sleep as well as you could.

A relaxation session before going to bed helps us to release tension and helps you sleep better.

If you're very tense, whether physically or mentally (you might be anxious or stressed the night before a big game, for example, or over-excited), try the tensing and relaxing exercise.

(See page 68)

If you're just a little bit tense, gentle movements will probably be enough. (See page 69)



8 A total relaxation session to help you get to sleep:

When you're in bed, after you've washed away your stresses and strains with one of the two exercises we've just seen, you can continue your relaxation:

- feel your abdominal breathing.

Put your hands on your stomach, just below

your belly button, and focus on what you can feel (your hands touching each other, the feel of your clothes or skin, the rise and fall of your stomach as you breathe in and out).

- Let a feeling of calm, well-being and accomplishment descend over you. Notice how it feels. Breathe in that sense of well-being, and then breathe out gently, imagining the well-being circulating inside you, around every part of your body.



HAVE YOU NOTICED THAT IF YOU HAVEN'T SLEPT WELL, YOU'RE MORE IRRITABLE AND YOU DON'T PLAY SO WELL?

KNOWING HOW TO SLEEP WELL WHATEVER'S GOING ON IS ONE OF THE KEYS TO WELL-BEING, SELF-CONTROL AND PERFORMANCE.



PARENTS AND COACHES

This part is specifically for you. Please take the time to read through the other parts, which have been written for the youngsters, because they include a lot of information that's also important for you and won't be repeated here.



“All grown-ups were once children although few of them remember it”

Antoine de St Exupéry

3.1

Teaching today

page 123

3.2

The keys to respectful communication for well-being and performance

page 139

3.3

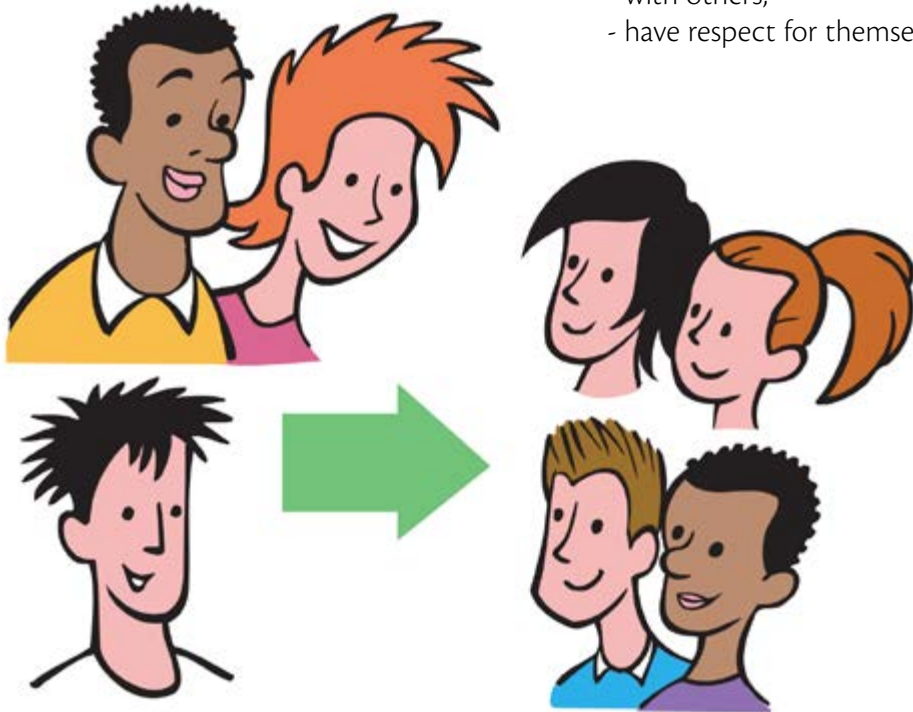
Teaching with respect to teach respect

page 157

Our teaching objectives

Whether we're parents or coaches, we want the best for our children or the children in our care. Broadly speaking, we all have the same teaching objectives, namely that the children:

- are happy,
- are self-confident,
- are independent and responsible,
- find their place in life,
- acquire the skills to be successful in life,
- are comfortable in their relationships with others,
- have respect for themselves and others.



CAN YOU RELATE TO THESE OBJECTIVES?

WE ALL HAVE VALUES THAT ARE ESPECIALLY IMPORTANT TO US, THAT WE HOPE WILL SHAPE OUR LIVES AND THAT WE WANT TO PASS ON.

WHAT ARE YOURS?



Football is one way to meet your teaching objectives.

We want young people to enjoy:

- the ball and the game,
- being with their friends,
- the general atmosphere.



We want this to help them to:

- feel fulfilled,
- express themselves through an activity,
- put their energy to good use,
- discover what they're capable of,
- develop their skills,
- develop their self-confidence.



We want them to learn life skills:

- the value of effort, perseverance,
- the value of team spirit,
- respect for themselves and their bodies,
- respect for others,
- respect for rules,
- respect for material things and places.



SO HOW SHOULD WE ACT ON A DAY-TO-DAY BASIS IN PURSUIT OF THESE OBJECTIVES?
LET'S HAVE A LOOK AT A FEW IDEAS!



ATTITUDE: THE NEW SKILL OF CHAMPIONS!



At the beginning of my career, I was overcome with fears. Only when I dared confront these fears did I learn who I was, develop my self-confidence and become aware of my potential.

My parents' support was essential. It was always unconditional, trusting and offered without expectations or pressure.

As a trainer now, my objective is to get my players as fit as possible, physically of course but also emotionally. My personal experience has taught me the importance of promoting exchanges with and between players, helping them to know themselves better and to express how they feel.

I am convinced that self-awareness has an impact on performance and that it will elevate tomorrow's football.

Zinedine Zidane

This book was written to stimulate interest in self-awareness, and to highlight the connection between well-being and performance. It provides practical information on how to manage our emotions and our thoughts, using multiple approaches.

It is aimed at coaches, young players, educators and parents, in football but also in sport in general. It provides tools to help us exercise self-control in difficult situations.

