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Socialsoccer
The guidelines

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Università di Roma "Tor Vergata"

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SUMMARY

PREFACE

Football is a sport suitable for all ages, a particular experience that can involve both children and adults, male and female, skilled and less-skilled players, without the need for any specific level of motor abilities. Even those who do not stand out for the quality of their technical skills can, in the end, manage with significant ease to play with others, chase after the ball, their teammates and opponents; above all, they succeed in finding enjoyment by making a particular move or scoring a goal. Technically, the ball is the main element needed to play. It represents the primary stimulus inherent in the game itself, which can then acquire a deeper significance as a tool for communication between the team members, who will try to hold onto the ball as much as possible by hiding it from their opponents. These latter, in turn, will try to penetrate the collective dialogue built by the other team. However, no particular conflict toward the opposing team is involved: this behaviour is part of the game, which is governed by rules defining permissible techniques for tackling and which foster each individual's skill within the collective action.

If we try to trace our own personal history, we have all experienced at some time the above, whether it be on the parish playing fields, on dirt patches or in the pitches that are characteristic of the current scenario. Football embraces everyone, and the game provokes feelings of both bewilderment and exaltation that often emerge in our memories.

Social football – or social soccer – is therefore a mixture of incentives and opportunities, capable of engaging its participants, who become the protagonists of the game, without exception, given that inclusion is at its very foundation. One does not play against others: the aim of social football is to play with others, and thus the game becomes like a party that rewards everybody, since the ethical values underpinning it enrich more than any other imposed, standard-issue educational activities, which consequently seem less and less attractive.

Social football rules are not only those normally set by the referee during a match. In fact, according to a broader definition of the term and of its meaning, social football rules must be seen as educational actions aimed at social integration, at respect for values such as friendship, respect for others and the ability to accept the final result by emphasizing the positive aspects of both defeat and victory.

Social football offers a helping hand to all, and if someone is in trouble, it will do everything to help them, to involve them and to draw from this experience new impetus and feelings which can be transferred from football to everyday life.

Stefano D'Ottavio

EUROPEAN FOOTBALL, FROM ITS ORIGINS TO THE NOVELTIES OF FOOTBALL AS A SOCIAL AND PEDAGOGICAL PHENOMENON

by Antonio Lombardo

FOOTBALL: AN ENGLISH INVENTION

Football, as it is practiced today in every corner of the world, with all its articulations and facets, is a pure invention of 19th-century England. It is the result of the extraordinary changes occurring in that country around the middle of the century: industrial revolution, the gradual extention of spare time to all social classes, the advent of Liberal democracy – which states the new values of urban bourgeoisie – and transport revolution. In these years games as well as popular and noble pastimes were progressively regulated, losing their old connotations of transgression and violence. Therefore, all the interpretations which see football as derived from ball games held in ancient times, in particular Roman *harpastum* or medieval and Renaissance soule, pelota, Florentine football, etc., are to be rejected. If we want to establish a somewhat connection between our modern football and the games from the past, we need to focus on some popular games played in England from the 13th century on, such as *hurling over country* and *hurling at goal*, or *folk* and *street football*. As for *hurling over country*, it was actually a match, rather than a meeting, held during holidays between "teams" from neighboring villages: 20, 30, 50 people on one side and 30, 40, 60 people on the other were thrashing the living daylights out of one another, trying to push with either their hands or their feet a sort of ball into the opponents' "gate"; not into the goal, but into the gate or the opponents' village square. Huge fights, with the gloves off, occurred: punching, pushing, kicking shins and any other parts of the body were permitted. The difficulty of scoring goals was inversely proportional to the ease of having on the field people

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injured and, in some cases, even dead! Many documents testify to the considerable violence used by the "combatants", and even to the rare attempts by the authorities to ban these games, which were considered hazardous for the contenders and especially for public order, since in some cases the games triggered riots.

These popular games, along with others (like boxing, for instance) had to necessarily change their shape with the proceeding civilization processes and the advent of the so-called "League of Manners". They changed much to the point that at the end of these transformations they turned into something new, like rugby and football. From the XVII century on, according to common sentiments injuries or even death caused by the practise of simple pastimes were no more accepted. Violence was an integral part of daily life, so much so that in the previous period it had been the order the of the day, causing no sensation; but that new society did not accept such insistence on violence anymore. It si no coincidence that in England, at the end of that century, appeared what could be percevided as the forerunners of liberal principles, with the earliest forms of Parliament. It should also be noted that the gradual fencing of land prevented throngs of players to continue using countryside. These games followed one of the country's most common practices: fox hunting. This sport provided that dozens of aristocrats, with their own dogs, chased foxes for days until they were hunted down till death. Customs civilization led to changes in the common rites of fox hunting: it was necessary then to follow some rules, which allowed the fox to have better chance for escape and, in case of capture, foxes were killed only by dogs.

THE ROLE OF PUBLIC SCHOOLS

During the 18th century and in the first part of the 19th century, the decline of *people's games* was compensated by the spread of ball games in the public schools of the United Kingdom. This is a decisive step for the birth of modern football. As we know, *public schools* were actually private schools attended at first by the scions of noble families (particularly of medium aristocracy), and then also by the children of the emerging middle class. In schools *people's game* underwent the first forms of regulation, for that moment only orally, because games started to be held in smaller fields, with fewer players and with a specified timeframe.

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The most notable changes in some of these schools occurred in the first half of the XIX century, especially at Rugby, where Thomas Arnold imposed his pedagogical reform, which considered ball games important tools for youth education.

As is known, before Arnold's committment those schools were dominated by the law of the jungle: senior students were used to imposing their rules on younger pupils with the so-called *fagging*, a violent practice similar to the toughest cases of current bullying. In addition, at school the aristocrats' children, due to their social superiority, imposed the law of the strongest also on teachers, who came from lower classes. There were many cases of teachers thrown into channels, or ridiculed and humiliated. There were also several cases of request for help to law enforcement officers by headmasters to quell violence and riots. The social changes taking place at that time, the rise of the bourgeoisie, the new status assumed by the latter, ensured a changement within schools as for the balance of power. Arnold was the very expression of these changes. On what does his pedagogical reform focus? His reform was simply aimed at giving students more confidence and more freedom of expression, insisting on incentives and the affirmation of their personality. Arnold thus aimed at the freely development of students' expressiveness, giving them the chance of forming and moulding their own character. His goal was to create team spirit, to strengthen students' body and spirit, to let them put aside self-interest to fulfil the greater good. The football team, and the game itself, was still based on the indistinct use of hands and feet; seen as both physical education and a moral factor, it provided young people with self-responsibility, ensuring that they could assume duties towards community and make decisions independently, without infringing the others' rights. Amongst Arnold's aim were to be free and make better use of one's own freedom. It is easy to associate these values with the features of liberal democracy, which was taking the ground at that time in the United Kingdom and whose key idea self-government. Sport was tasked to direct and give social life new rules for a better use of vote, freedom of thought, opinion and press, putting aside as much as possible one's family, caste and class background. Yet, despite all these allegedly merits, Arnold cannot be acknowledged as the inventor of modern sport. Indeed, these processes were reported in all *public schools* of the United Kingdom and sport, particularly football, predominated in the formation of Victorian ruling class' character. At Rugby, as at other schools, hacking was banned, and

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around the mid-1800 match periods were regulated in one hour. Furthermore, the height of the goal (two meters and with no crossbar) was set and the figure of the referee was gradually introduced. In particular, at Eton and Harrow the use of hands was forbidden and *dribbling game* started taking hold: it was forbidden to use violent acts when attacking one's opponent, who would be walked through with body movements, namely dribbling. It can thus be stated that dribbling is a natural consequence of the civilization processes carried out in the fashionable physical activities and in the amusements of mid-1800s European societies!

The history of football is well known: in 1855, the first football club in the world, *Sheffield Club*, was launched; in 1860, the goal measures were taken to two meters and fifty tall and seven meters long and the goalkeeper (who could only touch the ball with his hands) was introduced.

Finally, on 26 October 1863, thirteen delegates representing eleven companies with the aim of unifying the rules, and thus of facilitating the matches, gathered at *Freemason Tavern*, London. As is known, these delegates split into two factions: there were those who wanted to keep the use of hands and some physical violence, and those who wished to banish both. The first school of thought, headed by the delegate of Rugby School, gave birth to the *Rugby Football Union*; the second, to the *Football Association*. And so modern football was born.

FOOTBALL AND SOCIO-CULTURAL BOUNDARIES

Of course, these early football clubs depended on the social status and places where they were formed, namely elite schools, and thus they were composed of players coming from high-ranking families of lawyers, engineers, teachers, and doctors. Since the 1980s, wage increases, a reduction in working hours and the subsequent chance of more leisure time by skilled workers had led to widening the practice of football also to a part of the working class. The growing success of the game amongst all social classes resulted in the gradual increase of the spectators and the players' first income. The success, the creation of the first football stars, and betting growth led to the birth of the first professional players, also because workers' children could train like those who belonged to the upper classes thanks to decent sums of money. Thus, towards the end of

the century the first enlargement of the social bases of football can be seen. This latter, however, was anchored to some traditional cultural patterns, such as its being a specific male activity: women even vaguely approached this discipline. For many decades football had expressed the values of manhood. In fact, the beginning of women's movements led to a reaction on the part of male culture with a strong emphasis on the typical masculine connotations: strength, courage, aggressiveness, camaraderie. In short, football has been for many decades the domain of only male youth classes, although during the 20th century it lost the aristocratic and bourgeois exclusivism which had been its distinctive feature since the origins.

In recent years, and in many countries, football has broken down the last barriers (of gender, class, religion and geographical ones) resulting from a negative tradition, and has conquered new territories and new cultures. Social football can thus be put at the end of a trajectory that has seen football as increasingly democratized after the latest social and mental limits have been dissolved.

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FOOTBALL

By Stefano D'Ottavio

Athletic games, including football, are a part of the so- called "situational" sports. "The execution of techniques on the competitive conditions, especially the technical and tactical ones, and the conditions of the opponent and the opponent team"

Football at every level of qualification, from children to adults, besides being defined as a situational game environment, is also characterized by its invasive model of technical and tactical actions, meaning that both teams are completely free to move within any part of the field and may also evidently come into physical contact. Football is also considered a sport with a high level of technical and coordination skills, in which the foot is reserved a lot more activities than usual Feet are generally used for support and movement, having a different biological sensorial evolution compared to hands, which normally have primary interactive functions with the environment. In general terms, the football player's performance is made up of the following components:

- Genetic and morphological/functional;
- Perceptive and sensorial;
- Technical and coordinative;
- Conditional;
- Tactical (cognitive processes);
- Psychological and social.

Therefore, the content and methods used in training and development programmes for players will have to be selected considering:

- primary requisites (hereditary factors, biological structures),
- perceptive requests, derived from the information available in an extremely variable game environment,
- construction of technical moves that are directly linked to the

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development of coordination skills,

- construction of an adequate organic and muscular metabolic support,
- development of "tactical thought", creating the necessary decisional pre-requisites for the player,
- an appropriate psychological climate that stimulates motivation and commitment to performance, during training as well as during competitions, which favors a wider opportunity for social interaction.

The expressions "*functionality" and "situation*" mean that the simple technical execution itself makes no sense, if it is not linked (functional) to the context (situation) that justifies its use. It is therefore very important for the coach to teach the techniques by putting the young player in the necessary conditions to consciously perceive and evaluate the effects of their behavior (feed-back), thereby creating a higher motivation to learn.

One must also notice that the concepts of functionality, situation and evaluation come from system theory, elaborated by the Russian neuro-physiological P.K. Anochin (1957), who claims: *«Every functional, mechanical, or biological system that has been created or that has evolved, in order to maintain a certain degree of usefulness, must in any case have a cyclical aspect. It cannot exist if no return is made on the degree of use of the produced effect».*

As in other contexts in life, learning technical skills is a gradual process, characterized by phases of training and based on the principle of repetition. The learning-teaching process in football, intended as a "situation" sport, cannot be exclusively characterized as a didactical process that is strictly based on standard repetition (even if this is inevitable in some cases), but it must necessarily offer other factors that influence performance during training and during competitions. The technical move needs to be functional and adapt itself to changing situations and actions and is therefore defined as an "open" skill, meaning that the technical skill is built in a constantly changing environment. The various fundamental techniques, such as controlling the ball, dribbling, reception and passing, shooting, headers, throw-ins and the respective evolutions of these moves, would become actual functional units in this case (see Ottavio 1996) and not, as it sometimes occurs, pre- programmed structures that are excluded from the context and deprived of meaning. Furthermore, a technique that

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refers excessively strictly to a theoretical technical model (even if correct), runs the risk of not being adaptable to the pupil's evolutionary dynamics, under a morphological and anthropometric perspective, as well as a biological and locomotor one. This is why, for this very reason, they should respond to a "flexible skill" principle during the period of basic activity. On this subject, Schmidt R., 2002, underlines in his statements the importance of recognising the invariable characteristics at the core of each movement, as well as the variable characteristics, which are on the superficial structure of the movements. The former is not usually subject to change, whereas the latter may be influenced by environmental factors.

Technical skills represent all forms of specific motory commun of the game. They are the found in tactical intentions, with a high possibility of success. Technique in football must be considered as an element of transmission of the players decisions into movement, therefore it represents the means and not the end of the game. For the learning process to be successful it must consider the element of economy, which is an essential component of any game plan, as the reserve of physical and mental energy equals better efficiency of decision making and execution. The technical move, therefore, will be expressed through variations of its execution according to variable parameters, such as:

- Strength
- Direction of arrival of the ball
- Direction of exit of the ball
- Variation of speed, frequency and rhythm
- Balance conditions
- Presence of opponent/s
- Presence of team mate/s
- Available space for action
- Visual orientation (perceptive difficulties)
- Combination of contemporary or sequential movements
- Mental energy
- Physical tiredness
- Second-guessing before and after execution
- Regulative feed-back (control information during the execution)

The technical move, therefore, in football, is always expressed under

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more or less complex conditions, most of the time caused by the presence of one or more opponents, available space, speed required by the situation and also by the technical precision needed for success in a certain game-plan. This general condition, that occurs constantly throughout the game, has a strong influence on the plan of technical programmes and teaching methods. Therefore, during exercises it is necessary to use opponents (active or with partially reduced activity) frequently, or didactical rules that entail limitations of the exercise (reducing time, space, etc.).

CONTROLLING THE BALL

It is the technical element that allows the player that holds the ball to move in any area or direction of the field whilst maintaining control. The player uses this skill to gain space with reference to the opponent's goal (advancement) or to gain a more favorable position to carry out a pass or to attempt a shot to goal (game direction).
Technical tips:

- Always keep the ball under control without moving too far away from it
- Use the part of the foot that is best for the intended move
- Keep the distance between the player and the ball proportional to the speed of the game and according to the presence of opponents
- Keep peripheral vision open, by gradually teaching to not always watch the ball (heads up).
- Kick when the opposite foot is placed normally
- Keep the foot slightly relaxed during impact.

DRIBBLING

Dribbling is the individual action where control of the ball is maintained even when avoiding the opponent. Dribbling and controlling the ball alike are based on a basic movement programme that begins with running and, combined with the presence of the ball, becomes a specific technique. The ways of execution generally provide for contact between the ball and:

- Whole instep of the foot;
- External instep of the foot;
- Internal instep of the foot.

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Technical tips:
- Dribble the opponent on his weak side
- Defend the ball with the body
- Keep the direction towards the goal or towards free space
- Pay attention to the opponents countermoves
- Choose the moment to second-guess the opponent by observing his movements
- Once you have cleared the opponent bring the ball forward with the foot that is further from the opponent
- Practice a feint before beginning to dribble
- Combine dribbling and shooting actions
- Combine dribbling with variations of speed and direction.

PASSING THE BALL

It is the specific move that represents the means of communication between two team mates. For a pass to be successful, it is fundamental for the player on the receiving end of the ball to find a favorable position for reception through intentional movements; the player that passes the ball, in turn will have to be able and quick in deciding the best moment to pass (by eluding the opponent). According to the situation of the game, and the possible geometric solutions, a pass can be:
- Horizontal;
- Diagonal;
- Vertical;
- Backwards.

The technical execution can mainly be carried out by using the foot or the head and, if less frequently, by using the chest and the thigh. When using the foot, according to the situation, a player can use:
- The inner part;
- The instep;
- The internal instep;
- The external part;
- The point;
- The heel;
- The sole.

The basic movement patterns from which this technical gesture evolves consist in striking and jumping.

Technical tips:
- To give the right strength to the kick.
- To kick when the ball is close to the body.

FOR PASSES USING THE INNER PART OF THE FOOT (THE MOST POPULAR CHOICE WITH CHILDREN IN FOOTBALL SCHOOLS) BEAR IN MIND TO:
- Base yourself on the supporting foot at the same time as you swing the striking foot back;
- Base the supporting foot laterally and in line with the ball;
- Rotate the kicking foot externally with the point slightly pointing upwards;
- Once the kick is finished let the kicking leg continue its upward movement and carry out a small jump on the supporting foot to provide continuity to the following movement.
- Rotate the supporting foot and the chest in the direction of the pass.

RECEIVING THE BALL: THE STOP

This move is the confirmation of a correct communication between the two players. It is also true, however that the move can be carried out to intercept the move of the opponent team. After all, this mental and locomotor expression in particular, which is based on the ability to predict, can also on occasions - with less probability - be a prelude to a shoot to goal, a pass, and sometimes to a situation of dribbling-control of the ball. One can technically execute a stop, depending on the trajectory of the approaching ball (parabolical, medium height, grazing height), with:
- The foot (internal, external, point, sole);
- Chest;
- Thigh;
- Head;
- Abdomen.

The ball may be controlled in space in the immediate surrounding of the

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individual for "takeover", or "in sequence", if there is the anticipation of an immediately successive action plan (shoot, pass, etc.). The basic movement patterns on which this skill is based and refined are: receiving and jumping.

FOR A STOP DURING A SEQUENCE (ORIENTED CONTROL):
- Turn the upper body in the direction you intend to proceed towards after the stop.
- Pay attention to the trajectory of the incoming ball,
- Make sure you re-establish the correct balance to carry out the following move.

COVERING THE BALL

The technical conduct, which is an expression of individual control over the ball, is only carried out in the direct presence of the opponent. This form of behaviour, inevitably born out of a specific situation, is integrated with the various expressions of reception, control, and also the passing of the ball as a result.

GOAL SHOOTING

It is the conclusive action of the various game strategies. The phases that precede this move are considered exclusively as build-up and preparation for this opportunity. Goal shooting gives the meaning to the game and it should therefore be given the adequate consideration in a didactical plan. During a game of football, "to play well" without goal shooting only satisfies the purpose of the game partially, whereas "not to play so well" and to repeatedly conclude is more satisfactory for the purpose of the game. The opportunity of shooting can occur after an action of control or dribbling, after a pass, after a situation of reception and control, after an interception. The ways the move is carried out, depending on the situation and the specific movement required, will be by using:

- The foot (internal; internal or external instep, full-on instep, point, heal);
- The head (frontal or parietal)

And so on with:
- The chest;
- The thigh;

- Any other part of the body allowed by the rules of the game. The latter condition applies to all the other technical movements listed beforehand. The movement patterns on which this skill is structured are the abilities to strike and jump.

Technical tips:
- During the run up, steps must be short to provide the right coordinates and the last step must be wider to prepare the kicking leg.
- During the shoot the body should be above the ball,
- When the ball is moving, the supporting leg must be slightly in front of the line of the ball.
- During the moment of contact with the ball, the ankle must be "rigid" and the foot pointed downwards.
- When the shot is carried out with the inner part of the instep, the upper body should be inclined towards the supporting leg.
- At the moment of impact the arm that corresponds to the supporting legs should be extended forwards.
- After impact, the kicking leg should continue its upward-forward movement to direct the ball.
- Teach the pupils to observe the goalkeeper's position.

Head play

This technical skill that has already been mentioned during the presentation of the other techniques, is characterized by the use of a specific region of the body that essentially has the only option of hitting the ball. Contrarily to the feet, the head, because of its morphological characteristics, offers less opportunities of control. This should be considered when we talk about the development of the dynamics of the game, which do not allow, except in rare cases, for a succession of repeated contact between the head and the ball, and even less for balancing situations. Therefore, the head may be used to pass, to stop, to shoot, to intercept, to defend, and exclusively when the ball is in the air. The header can be carried:
- With both feet placed on the ground;
- When both feet are in the air;
- After a more or less long run up with only one foot on the ground;
- During a dive.

Impact with the ball is mainly on the following surfaces:
- Forehead;
- Side.

According to the needs of the game, it can happen by giving a direct trajectory to the ball or only deviate it. The basic movement patterns that follow the evolution of this move are hitting and jumping.

Technical tips:
- Keep eyes open when heading the ball;
- Move towards the ball (not be hit by the ball).
- Bring the upper body backwards before hitting the ball.
- Bring the arms back to keep balance.
- At the moment of impact bring the head forward and keep the neck muscles tight.
- Let the movement begin from the lower limbs.
- When hitting with the side of the head slightly twist the upper body beforehand.
- During headers in the air, hit the ball before it begins its descent.

TACKLE

It is the technical element that stems from the contemporary action of two players that try to maintain or regain ball possession. So the person with the ball will tend to avoid a tackle whilst the person without the ball will tend to apply it. This opposing action has to abide by the rules that provide for, in this specific situation, intervention of the players exclusively directed towards the ball. In some cases, tackling can assume the form of a combination of two technical elements. This happens when the player, having successfully solved the tackle, continues his action without interruptions. For example, in situations of control of the ball, tackle and shooting; or during a run without the ball, tackle and passing. This technical move, more than others, requires an adequate level of general muscular strength, especially concerning the lower limbs, and a well-balanced body arrangement (barycenter within and closer to the ground). Tackling can be carried out in various ways:
- Frontal;
- Lateral
- From behind

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- Sliding tackle
- Arial tackle

Technical tips:

- The move requires, at the moment of contact, an adequate general muscular tension, especially in the lower limbs.
- Keep a balanced body position with a low barycenter.
- The best moment is when the ball is further away from the opponent's foot.
- Try to find the right coordination, choose the "right time" and measure the "empty space" available.
- Think ahead, in case of successful conquest or maintenance of the ball, for your next move.

THROW-IN

This technical move is the only opportunity in which the players (excluding the goal keeper) can use their hands to play the game. There really aren't any techniques in particular if not to take full advantage of the ability of the body to flex and extend itself to throw the ball at the desired distance and in the right direction. The move can be carried out with or without a run-up, and the feet mustn't leave the ground when the ball is thrown.
A sufficiently acceptable throw-in requires:

- Sensible handling of the ball;
- Fluid and rapid movements;
- Mobility and extendibility of the upper body and the legs;
- Adequate level of strength.

The basic movement pattern will be, in this case, to throw.

GOALKEEPER TECHNIQUE

The goalkeeper needs to be considered and subsequently trained on the basis of a completely different required performance from his other team mates, even if, for some time now, he is often being required to, on the basis of the new game regulations, to perform unusual technical movements compared to the traditional ones (seeing as the game and the regulations bring him to use his hands more frequently than his feet).

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However, even if the goal keeper uses a different variety of techniques, his game must be strongly integrated with the technical organization of the defence and the team in general. If we refer to the various situations, all that is requested of the goalkeeper is to keep the ball from entering the goal, using all the technical methods he has, or to interrupt the opponent's offensive action, to recover the ball within his range, to re-launch with precision and efficiency. The ways he carries out his role can be structured by:

- Position between the goal posts (goal coverage);
- Seizing of the ball;
- Diving, seizing and deviating;
- Exit;
- Re-launching the ball using hands and feet;
- Kicking the ball away.

In more specific situations:

- Direct and indirect free kick;
- During wall set-up;
- Penalty kick;
- Corner;

and, considering the new rules of the game:

- More speed in defending with his feet;
- Ability to kick the ball away from a back pass;
- Better selection of information regarding back passing (is it possible to touch the ball with my hands or not?);
- more regularity in defending with his feet (last opponent facing the goal).

The basic movements on which the specific skills of the goal keeper are based and structured are the patterns of "receiving", "hitting", "throwing", "jumping", "running", "diving".

Generally, when we train young players should remember

1. automatization via conscious control;
2. cognitive participation;
3. higher degree of freedom
4. motivation to learn

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5. Problem Solving method
6. game-situation drills
7. dynamic teaching: phases with high or low intensity
8. simplified rules
9. appropriate spaces and equipment
10. adapting the above to the children's age.

PEDAGOGY OF SPORT AND *CALCIOSOCIALE*

By Laura Pantanella

Education is the activity aimed at the formation and development of each individual's knowledge as well as his mental, behavioural and social faculties. Such an action takes strong influences from both the historical period and different cultures.

Etymologically, the term "education" is derived from the Latin verb *educĕre*, namely "to lead out". However, the meaning of education is much broader if intended as the extrapolation and enhancement of potential qualities and skills. The broader and nobler meaning of *educĕre* constitutes the solid and charming foundation of pedagogy.

In fact, if we focus on the etymological analysis of the word "pedagogy", we can notice that it comes from the Greek "paidagoghìa" (παιδαγωγία), itself composed of "pais", "paidos" (παῖς, παιδός), meaning child, and "ago" (ἄγω), that is "to lead". Since ancient times pedagogy has been described as "the child's guide", thus indicating his education and training process.

It is highly important to clarify that education belongs to community, and not just to the individual. For this reason, it goes beyond the private sphere. The educational path, even starting from the individual, reaches its true essence within the community, in the transition therefore from the single person to the multitude. These principles generate the profound meaning of modern pedagogical studies, amongst whose objectives are the personal development and formation so that the person acquires and achieves autonomy and responsibility of thought and action. The individual must become able to critically master, apply and transmit cultural, social and existential values. He must become aware and bearer of ethical thought.

Pedagogy, seen as a science, is therefore not only addressed to the individual as a person, but also to the individual perceived as an evolving reality and a master of his own "formation". The fascinating journey

which accompanies us from the phase of our early training to the discovery of our identity is a real adventure that involves us and that ultimately lasts a lifetime. In this arcane and sometimes unconscious journey, the Self moulds its shape, strength, and identity through the encounter with the Other. The Other is to be regarded as something captivating, seductive, fascinatingly malicious, which will allow the Self to define its boundaries and manifest.

 "The Other is us": with this resolute phrase by the writer Ryszard Kapuściński, the Other is seen as the main actor – Self included – of the relationship and reciprocity that allows me to discover myself by unveiling it.

It is indeed this fascinating interplay, this meeting and clash with others that enables us to aspire to becoming the key players in our existence, to be conscious that the Self can be known and expressed though "Us". In this context, the Self is the result of our essential relationship within the multitude, which models and affects its shape, its manifestation and affirmation.

Over the centuries, the focus of pedagogy has thus expanded to cover a vast and complex ever-growing variety of disciplines and fields of intervention and reflection. For this very reason, it emerges a need for reflecting on Educational Sciences as "developing and moving sciences", which must be constantly reinterpreted according to a critical view and objective scientific criteria, from an interdisciplinary and transdisciplinary perspective, and a pedagogical connection.

The philosopher and education theorist Angiulli claims that human history is deeply rooted in the conditions of the natural, historical and social environment. Nevertheless, unlike the organic world, it depends also on men's actions and choices. In this context, pedagogy stands as a bridge between intellect and society; in fact, this discipline aims to society, "starting" from the individual.

Now, what makes a community cohesive, what connects the whole of behaviours? The universal glue is represented by culture. It holds multitudes together and empowers men to their status as able and aware citizens. Society must consider each person as a whole, so that the individual is not reduced to a mere list of rights and duties, but is conceived as an entity that acquires value and meaning through relationships and encounters with others.

Human activity overcomes the concept of passively accepting social practices, which weakens every potential for changing and improving, in

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what Jean Vanier defines "the tyranny of normality". Education for critical intelligence, for a constructive thinking model, cannot be obtained except by testing personal skills, limits, and potential strengths that may be used as a somehow leverage to go beyond each individual limitation. It is a question of knowing how to be, and how to be critical and self-critical. In this connection, educational principles must be contextualized and conceived as "flowing", integrated into that specific historical moment and culture.

All educational principles contain some values that represent the vigour, the essence of the educational project. For their close dependence on the social context of reference, the values can never be determined unambiguously and conclusively once and for all, because their significance is affected by the political, social, cultural, economic and ideological conditions of the time period.

The values represent the prerequisites of thought and ethical behaviour. If we consider morals as the individual's inner voice of conscience, the relationship with Self is inevitable for ethical action, conceived as the non-physical place in which the Self acts with others. A place with public significance, where moral values, with their intimate essence, are expressed by acquiring a social value.

Education is always associated with values and finds its roots in the values themselves. Therefore, they represent the starting point, the content and the goal of education. Values have a close link with inner reality as they are reflected when the subject enacts them by expressing his freedom. Hence, we can say that they draw strength from within the being (through a personal and contextualized choice), which brings them new life in order to be explained outside.

As opposed to this choice, which is internal in origin, we find the norms, the rules that instead have an external dimension. In terms of norms, freedom gives way to obligation, namely to an external force acting on the person and on his personality.

Sport is the exemplification of this duality between freedom and obligation. Le Boulch argues that sport is educational when allows for the development of the individual's motor skills in relation to his emotional, cognitive and social aspects. There are social, cultural, moral, economic, aesthetic, and religious values, which depend on personal beliefs; finally, there are also the so-called sporting values.

The concept of fair play internationally holds all values of sport and sports competition. Fair play indicates a correct behaviour marked by genteel kindness in relation with others.

Pierre De Coubertin believed that sport is part of every man and woman's heritage and its absence can never be compensated.

Sport is an ethical, value and social system; it is historically born to fulfil ethical-social community functions. In this sense, sport must be considered as a defined and flexible system.

It is a system because it is characterized by an organized set of elements; heterogeneous yet transverse elements such as the social, economic, political, technical and sports ones. It is defined since such items are clearly identified and recognized within society, economy and environment. It is flexible because it is in progress, continuously changing its shape, and if possible, constantly improving.

Thus, sport can be recognized as a system defined in its protection of discipline and its protagonists, and as a flexible one as it can and must make room for innovations which may improve the same discipline it should be protecting. In the latter sense, discipline (in its entirety) and no more the athlete is at the heart of the educational act. Tradition joins innovation based on divergent thinking and choices. Sports pedagogical thinking means that innovation is understood as improving the rules and how to break them, so it is a real triumph of the divergent behaviour that needs to establish itself without ever becoming unfair.

Sport is also intrisically global. Its increasingly positive social and economic value significantly contributes to strengthening solidarity and encounter strategies between peoples and cultures. Nelson Mandela stated that sport has the power to change the world, to arouse emotions, to reunite people as few other things, to awaken hope where before there was only despair.

As evidence of what has just been stated, in recent years the European Union has seen sports activities not only as a recreational activity, but above all as a key factor for social inclusion. The establishment by the EU Parliament of the 2004 European Year of Education through Sport was followed by the publication of the European Commission's 2007 White Paper on Sport.

Sport is an effective tool to reach educational groups or individuals who risk exclusion or self-imposed exclusion from other pedagogical paths. Integration, inclusion and interculturalism are the humanitarian objectives

which, being transversal, belong to all areas, from the sociological to the economic and financial ones.

Sport helps fight deviance when the educational process allows the subject to improve himself and, consequently, his own personality at an affective-emotional, cognitive, physical-motor, and social-relational dimension.

Hence, every educational process', and every educator's ambitious task, is to give, through experiment into practice, each individual and the group the object value to be transmitted so that it becomes a lifestyle for the latter.

The proper procedure must go beyond the exhortation and prescription paradigm to give strength to awareness, which passes through the understanding, internalization, application, and transmission process. Meirieu indicates how we should "educate without assembling", with the individual who builds himself with the help of educational projects that surround him, thus overcoming the concept that the educator builds the Other being inspired by his only action.

In this context, *calciosociale* (a new type of football, with its rules and open to all) firmly takes off. *Calciosociale* is simply but amazingly a "new kind of football", as defined by those who created it, giving it an inherent value of hospitality, positivity, and self-esteem, which unconditionally and necessarily passes through the love and respect for others.

The stated goal is to give the youngest and the least youngs a socially fairer and healthier model of society. A society that can and must exist and in which we must directly involve ourselves. John Paul II argued that the potential of sports makes for a significant tool for the overall development of the person and a very useful factor for building a society more tailored to people's needs. By personally experiencing this, you become bearer of universal human values. The pedagogical education process goes through each individual's experience, and takes shape and is converted into a way of life, personal and shared power, leading strength, though the group's strength.

The larger the group's response to their sense of collectivism, the stronger the communication within it, just as spontaneous will be the motivation to embrace behaviors and educational actions inherent in *calciosociale*.

Help, loyalty, respect, sense of sharing, inclusion, joy, harmony are just a few of the intrinsic values of such a sports discipline.

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In its finest form, *calciosociale* is "an experience" that strengthens, enhances and enriches any member of the group, whether he be "in difficulties" or not. For this reason, the playing field becomes a training ground for life, a workshop where to live and directly experience positive behavioral models, so much so that they become somewhat "behavioural baggage" to transversely apply to the different contexts confronting us.

The rules characterizing the game are few and all addressed to very noble and recognized sociological and pedagogical principles. The aim is not to standardize aseptic rules, or simply to regulate what needs to be done and what not, but to directly and spontaneously experiment how to behave so that the group can exist and the individual may be active and conscious. It means living a healthy and fortifying experience to embrace it as a lifestyle, as the essence of one's being, as ethical action and "sought-awareness".

It is an exhortative experience, respectful of the values and never coercive. The strength of social football lies in the principle that sports games educate men's moral and civic conscience; they form their body, enhance and strengthen their mind as for both intelligence and proactive critical reflection.

The sports game in its true and deep essence joins and includes both people and minds as it is a carrier of fundamental educational values such as tolerance, team spirit, perseverance, commitment, loyalty, and above all hope.

Hope is felt as strength, the vital energy which makes us overcome any fear towards the open society that guarantees us to acquire the most profound of the goods: freedom.

In the dream world, in the childish, fairy-tale world hope is the transversal and constantly present element, albeit sometimes concealed. In the world of educational sport, hope may exceed the limit of passive listening to be experienced, tasted and internalized. Hope should not be seen as mere illusion, but as an ecosystem, that humus which generates a basic trust rich in potential, growth and confidence in the future. It is an alchemical element which activates reason and leads to choosing an ethical action. Pope Francis says that neither severity nor laxity is the essence of life, but discernment, namely the careful analysis of the soul driven by clear and free mind, which allows us to understand the reason for operating.

THE PRINCIPLES OF HUMAN MOTION EVALUATION

by Bruno Ruscello

Evaluation is a basic part of any educational process, both when teaching humanities, art, logical-mathematical subjects and when the teaching of praxic-motor skills and sports is involved.

Evaluating human motions in the context of sports means dealing with the very core of the Trainer profession; indeed, a trainer is constantly engaged in the difficult task of improving the performance of his/her trainees. Without adopting the right **evaluation** procedures, it is impossible to determine the **general orientation** of a Trainer's didactic, pedagogical and technical action, in terms of both efficiency and effectiveness.

Checking the improvement and the (partial or final) outcomes of the learning process is one of the **vital phases** of all teaching, training or instruction practices.

The two **main factors** to be **evaluated** during sports teaching and training are:

1. The degree of **development of motor skills** (conditional and coordination skills).
2. The extent of **progress made in learning specific movements** (technical skills).

Three types of **checks** are usually adopted:

- The **first type** is aimed at identifying and recording the level of performance (usually through **tests**) or learning (through **systematic observation**); in this case, the **evaluation** is **initial** and/or **ongoing**.
- The **second type** is characterized by the **sharing of data** and/or **outcomes** whose evaluation is aimed at improving performance based on the actual outcomes of the check; this type of evaluation is known as **formative evaluation**.

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- The **third type** of check leads to a somewhat "**official**" evaluation: it consists of the general outcomes of the learning and training process and is focused on the relationship between the objective performance of the trainees and the teacher or trainer's requests. In sports, this is investigated during the **Competition**, that is, the **summative evaluation** of the performance.

These checks aimed at **evaluation** should always be **planned** and included in any teaching/training **process**.

INSTRUMENTS OF EVALUATION
Motor Tests

The most common method adopted to check physical and sports performance levels is Testing. Tests are generally held as standardized instruments for analyzing and checking, usually based on performing one or several movements. The outcome of testing usually provides information on the extent to which certain motor skills have been acquired.

One of the basic principles of the validity of any administered tests is standardization. Standardized tests must be **equal, consistent and repeatable** in terms of both administration of the test and the **assignment of scores** or **relevant evaluation**. When adopting motor tests, a high level of standardization is required with regard to:

1. the materials used for the test
2. the protocol (description) of the test
3. the testers' behaviour
4. the preliminary demonstration (in order to contrast the testing or learning effect)
5. the verbal instructions provided during the test (e.g. encouragement)
6. the observation of requested movements or positions
7. the methods of measurement

It is necessary to remind that any administered motor test must ensure:

1. **repeatability** (reliability; similar outcomes in subsequent tests)
2. **validity** (measurement of specific characteristics)
3. **objectivity** (the test must not be influenced by those who administer it)

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4. **specificity** (the test must allow studying the characteristic which is the object of research).

Observation

In both education and sports, one of the main forms of evaluation is Observation. However, observing does not simply mean watching.

Actually, observing implies the observer's selective capacity, that is, the capacity of effectively scanning the surrounding environment and looking for signals which are known and classifiable into several categories of reference. Observation is, therefore, a complex technique, which must be learned, trained, and perfected over time. Several mistakes are possible during observation. For the purposes of the current publication, it shall only be mentioned that an observer is not a photo or video camera and mistakes in evaluation stemming from incorrect observations may cause several issues from both the pedagogical point of view and the outcome of sports performances. As far as sports are concerned, being able to observe may become a powerful instrument for Trainers and Judges/Referees, each in their own capacity.

Broadly speaking, there are two main types of observation:

- "**Natural**" Observation
- "**Systematic**" Observation

The so-called "Natural" Observation does not require any specific procedures but the ability to "catch" as many features as possible of the observed object; it is based on the capability of memorizing events, which is, in most cases, flawed. "Systematic" Observation is a more solid procedure, which allows collecting extremely important data: it can and must be used as a vital instrument of evaluation in any sports and education context. As stated above, this type of observation should be learned and perfected over time. Moreover, systematic observation also concerns the reliability of several observers observing the same event at the same time. For the sake of simplicity, an operational definition of systematic observation is provided below: this definition can be used as a reference in our daily work as trainers:

"Systematic observation allows **properly trained staff** *to* **observe**, **record** *and* **analyze** *(following* **pre-determined guidelines** *and* **specific procedures***) the interactions occurring during an event. It implies the certainty (***statistical significance***) that other observers following the same guidelines and procedures,*

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when observing the same sequence of events, may **agree** *with the data collected by the first observer".*

Systematic observation is based on a **project**, refers to a clear **theoretical framework** (e.g. the knowledge of the trainer, judge/referee), is **periodical** (data is collected according to a pre-determined schedule), is **recorded using specific instruments** (e.g. evaluation cards, grids, videos, etc.), is **reliable** (it aims at eliminating mistakes to the maximum possible extent).

From the operational point of view, a good systematic observation includes the following steps:

1. Deciding what to observe
2. Developing definitions for the observed behaviors
3. Selecting the most appropriate observation strategy and determining whether this is the best observation method based on the observer's requirements
4. Determining the observer's reliability
5. Performing the observation
6. Synthesizing and interpreting the collected data (e.g. Performance Analysis).

Among the observation methods most commonly used in the motor and sports field there are:

1. **Event recording**: recording a pre-determined event every time it occurs
2. **Time sampling**: verifying whether an event occurs at the end of a pre-determined period (e.g. every 10")
3. **Interval recording**: verifying whether an event occurs during a pre-determined period (for example, observing for 5'- suspending observation for 5' – resuming observation for 5' and so forth)
4. **Duration recording**: timing the duration of a pre-determined event every time it occurs**.**

GENERAL PRINCIPLES OF THE OBSERVATION AND EVALUATION OF PERFORMANCES
Why Observe and Evaluate a Sports Performance?

Broadly speaking, achieving success at the highest levels of sports requires maximum motivation and determination in each single aspect of

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the sports performance. Information derived from the new technologies can be a key resource both strategically (e.g. off-line analysis, before and after a competition) and tactically (e.g. on-line analysis, during the competition).

Technology applied to sports is playing a vital role in modern sports, in terms of both daily training practises and in the management of competitions. Thus, the training of specialized staff is becoming increasingly important.

Currently, Performance Analysis and its derived branch, Match Analysis, are pursuing the following general goals, which can be widely applied to soccer:

1. Providing each individual athlete's performance profile
2. Identifying each individual athlete's strengths and weaknesses
3. Providing input for improvement based on objective information
4. Objectively evaluating the effectiveness of specific training methods or instruments
5. Objectively evaluating the effectiveness of other measures adopted in connection with training (nutritional schemes, psychological support, etc.)
6. Monitoring progress during the rehabilitation and/or reathletization phases of injured athletes
7. Identifying the individual's actual performance ability against performance models of reference (elite vs. sub elite)
8. Monitoring the athlete's general state of health
9. Contributing to the identification of Sports Talents
10. Trying to determine the methodological framework of reference for action, based on the performance of several and various athlete groups (i.e. according to gender, age, qualification level, etc.)
11. Monitoring and evaluating progress in young athletes
12. Including athletes in the right training groups
13. Monitoring performance year after year (data base training)
14. Making hypotheses on the future development of a sport
15. Providing useful data for applied scientific research

To sum up, Performance/Match Analysis is a branch of Sport Pedagogy and Motor Science. Several scientific subjects aimed at describing, classifying, explaining and making predictions (on statistical bases) contribute - to a greater or lesser extent - to the analysis of the most significant events which may occur during competitions.

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This may also contribute to regulating the pedagogical relationship between the Trainer/Technical Staff and the Athlete/s of a team, with the aim of achieving several goals (Ruscello, 2008).

SPORTS TALENTS

The issue of Talent, its definition and identification, its promotion, guidance and development, is one of the most debated topics in all the environments where...the world which is yet to come is analyzed and designed. Indeed, in every stage of civilization, the ongoing interest in young people's education and training has always been a form of investment in what is - or should be - the main asset of any social system: the young, the future protagonists of tomorrow.

The desire to find easy ways to understand this truly complex topic often leads to an "oversimplification" of this issue and to a quest for "shortcuts". However, this widespread attitude casts some serious doubt over the effectiveness of the systems and methods employed, the ethical fairness of certain operations and the randomness which often characterizes the way Talent is dealt with.

Sports Talents, their identification, selection and development are among the most debated topics in sports and, together with studies on Top Level, they are at the core of much scientific research carried out in the world of sports in recent years.

FOUR GOOD PRACTICES TO ADOPT WHEN DEALING WITH SPORTS TALENTS

Detecting talents (from first contact to loyalty)

Detecting a Talent means organizing specific actions aimed at recruiting individuals who, although they have not been fully included in the sports system, have characteristics which may potentially be enhanced in the practice of a sport. For example, this occurs during mass screening aimed at involving individuals in specific sports, as was (and, sometimes, still is) the case in some nations where sports are a vital part of the national education system. In our nation, this practice is usually left to the good will of individual clubs, local sports associations or soccer schools.

As stated before, based on current scientific knowledge shared among the international scientific community, there are no certain predictors of the development of sports talents to be used to strictly regulate the first

phases of sports practices or the selection of individuals for youth teams at several levels (local, regional, and national). This is a fact of no secondary importance: indeed, in our recent history, some trends or fads (often rooted in some groups' vested interests) have led to think that, since the very first phases of talents' selection, it is vital to act according to standards based on the potential athletes' anthropometric standards, to be later cultivated during the stages of talent development. This attitude, which can often be found even among experienced trainers, has no scientific grounds and may even have hindered the full expression of potential talents. Another issue to be considered in this phase (in connection with what has already been underlined) is the *relative age effect*. It is a phenomenon observed in many youth teams, where most athletes seem to be born in the first three-four months of the year. This leads to the conclusion that, if this connection between the month of birth and talent were true, most sports champions would be born between January and April. This is actually not the case. **General Guideline**: *soccer, as other sports, is a sport for everyone. All can become excellent players thanks to "normal" physical and psychological characteristics, to be expressed in a high-level training environment. Therefore, more emphasis should be put on the* **training process in its broader sense**, *underlining the importance of training structures offering good* **quality**, **quantity**, *and* **continuity** *of action.*

IDENTIFICATION OF TALENT (FROM PROMOTION OF SOCCER TO PROFESSIONAL SOCCER)

As described above, what is commonly meant by "**identification of talent**" is the **planning** and **concrete organization** of action aimed at recognizing those individuals who are potentially able to excel in a specific sport to the maximum possible extent, based on the performance of other athletes who already practice the same sport. This implies an organization effort focused on the effective cooperation between various educational stakeholders and at several institutional levels (clubs, schools, local federations, national federation, etc.).

TALENT SELECTION

Talent selection is the subsequent and consequential phase of the previous step of the Sports Talent identification, development and promotion process. It is aimed at including gifted youth in increasingly qualified groups (premier league youth teams, youth national teams etc.)

or other federal development schemes. The key notion is **continuity of training and evaluation**, to be achieved though the ongoing monitoring of individual performance levels and the design of tailor-made training plans, to be implemented under the supervision of the association and federation's experts. It must be underlined that, in this phase, a Multi-Dimension Talent Search perspective is to be adopted. Therefore, further research projects should be focused on those physical and psychological characteristics and attitudes highlighted by today's scientific research.

Anthropometric predictors	Physical fitness predictors
(Height, Weight, Body Parts Size and Circumferences, Muscles, Somatotype, Growth, % Body Fat, etc.)	(Aerobic Capacity, Anaerobic Resistance, Anaerobic Power, etc.)
Sociologic predictors	Psychological predictors
(Family Support, Socio-Economic Conditions, Education, Interaction Trainer/Trainee, Training Volume, Cultural Background, etc.)	(Perceptive-Cognitive Skills, Attention, Anticipation, Decision-Making, Personality Features: Self Esteem, Motivation, Control Over Fear and Anxiety, etc.)

Figure 1 – The potential predictors of Sports Talents, for a Multi-Dimension approach.

FULL DEVELOPMENT OF TALENT

Programs aimed at fostering the full development of talents at its maximum extent attach the greatest importance to the 18-24-month period preceding the development of the individual's full potential, based on the theoretical age of maximum performance. Relevant scientific research based on retrospective approaches clearly show that the full development of the individual's best performance stems from some invariable factors, which may be summarized as follows:

1. Initial family support (in its broader sense)
2. Training environment (very high level of the technical skills of trainers, judges, chairpersons of federations, etc.)
3. Individual motivation (especially regarding the intrinsically rooted motivation of sports performance) and actions required to contrast dropout.

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BIOMECHANICAL, POSTURAL AND ERGONOMIC ASSESSMENT

By Mario Esposito

The aim of athletes is to constantly improve their performances by means of specific workout. A careful assessment of biomechanical, ergonomic, and postural aspects cannot be avoided, for the protocol to be analytical and subjective. In this perspective, the elements acquired are determined by particular principles:

- Athletes' characteristics through a postural-functional assessment;
- Ergonomics of the postures assumed and of the specific technical gesture in the different game situations;
- Analysis of (non)technical footwear used;
- Life style.

It is worth highlighting that the in-depth knowledge of athletes and of their particular postures, as well as of their motor gestures during the sports performance, allows identifying possible critical aspects inherent in the technical gesture analyzed. Moreover, it makes taking actions in order to prevent and reduce energy waste, injuries, musculoskeletal-ligament overstrain, and pain, due to overstress and also to postural and paramorphic alterations of the musculoskeletal apparatus which may have a negative impact on the performance.

PERFORMANCE

In the sports language, it refers to an athlete's achievements, in one or more competitions or in a specific term.

The components which contribute to the achievement of the performance are of different types:

- SOCIAL

- PSYCHIC
- PHYSICAL
- TECHNICAL-SPECIFIC
- LIFE STYLE

The **social** component includes aspects linked to the athlete's cultural, environmental and economic situation.

The **psychic** component includes aspects linked to will, motivation, and concentration. By will, we mean the determination to take actions aimed at the achievement of a goal; by motivation, the stimuli which lead to take a proposed action; by concentration, the ability to focus one's attention on the goal.

The **physical** component is determined by the quality of nerve components (neuromuscular, muscular, and organic). Amongst the organic components, the circulatory and respiratory ones are considerably important: the ability of the cardio-circulatory and respiratory system to successfully adjust and respond to the body's demands during physical activity. The neuromuscular qualities and muscular chains are the main characteristics of the organic posture component: the skeletal attitude and muscular tone able to maintain balance within the human body in static and dynamic conditions.

The **technical sports** component includes several characteristics, such as ability, adroitly, experience, and tactics.

Ability: "skill to do (something)", motor actions or parts of them, optimized and automatized through the repetition of the technical gesture.

Adroitly: ability to rapidly learn and perfect sports movement skills, to be rapidly used and adjusted to a continually changing situation.

Tactics: action plan which establishes, controls, and carries out specific goals in relation to specific situations. It is characterized by perceptive factors and decision-making processes regarding the task to be carried out.

Experience: degree of direct knowledge, personally acquired thanks to motor practice through time, of a specific motor action.

The **life style** component refers to the *modus vivendi* and, consequently, to the *modus operandi* of each day which, in youth, is influenced by the social phenomenon of the "current trend" with possible impacts on the

posture. Some examples can be found in clothing: sagging makes lower limbs' ambulation considerably abducted in order to prevent trousers from falling. If this is matched with undone shoes, feet tend to move apart to fill the space (inner part) of the posture and keep it steady; helix or non-physiological step follows and adds to a marked divergence, which leads to the extra rotation of the lower limb and less mobilization of the knee joint and of the astragalotibial. This inevitably causes muscle imbalance, musculoskeletal alterations, and energy waste. Non-controlled technology may be harmful: see, as an instance, the inappropriate use (both from a temporal and from a positional perspective) of mobile phones to send text messages. The prolonged position may cause curved spine and rectification of the cervical curve. The prolonged use of headphones to listen to music at a certain volume, in addition to damaging one's hearing, seems to affect the vestibular system and, consequently, balance.

PERFORMANCE ASSESSMENT PRINCIPLES

In order to achieve the best performance, a training program needs to follow a **biomechanical-postural-ergonomic and lifestyle assessment** of the athlete.
The fundamental items of the assessment are:

- Analysis of subjective characteristics, morphological, postural, joint and flexibility assessment.
- Ergonomic assessment: footwear analysis.
- Subjective posture analysis while performing the technical gesture.
- Analysis of the athlete's lifestyle.

ANALYSIS OF SUBJECTIVE CHARACTERISTICS

The form regarding each athlete shall comprise the following items:

- Somatotype
- Age
- Sex
- Possible postural alterations of the musculoskeletal system
- Joint mobility
- Flexibility, muscular elasticity
- *Modus vivendi* in the everyday context (questionnaire)
- *Modus operandi* in the context of the football activity

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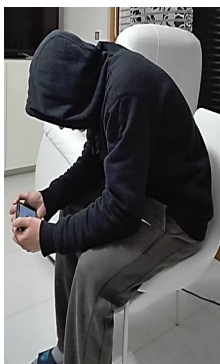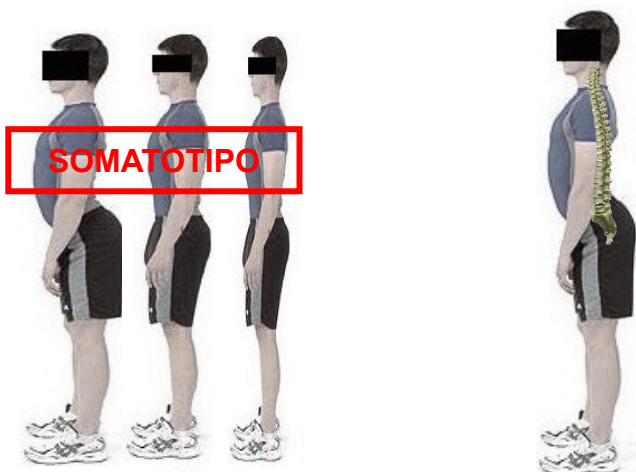
POSTURAL ASSESSMENT

The musculoskeletal-ligament system is a complex system which can be divided into four subsystems:

- Head
- Shoulders
- Pelvis
- Feet
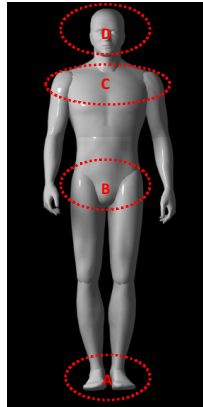
The subsystems, through which an imaginary plumb bob runs (from the forehead to the feet base) equidistant from the two malleoli, have to be aligned.

The subsystems must be in axis with each other

JUNCTION CENTER:
CORE

FUNCTIONAL
COORDINATION –
STABILITY - POSTURE

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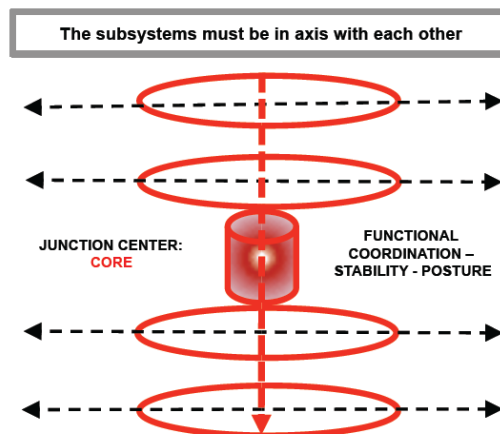
In this analysis, the barycenter has a fundamental importance in terms of stability and, consequently, of energy waste. In the upright position, the barycenter lies at the height of the third lumbar vertebra, off which the force lines branch towards the lower limbs. The barycenter represents the transit point of gravity's central line as the resultant of numerous forces which work to keep our body balanced.
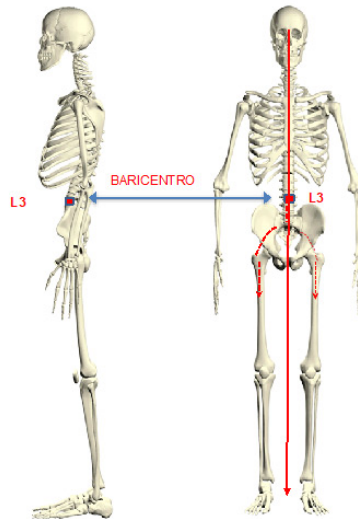
In the upright position, it is few centimeters from the third lumbar vertebra; just a slight variation of the position is enough to move the barycenter. When the barycenter varies, different postural muscles are involved in keeping the balance.

In the upright position, the rest surface is formed by a polygon (trapezium) whose sides are constituted by the feet's side profile and whose two bases are constituted by lines which join the anterior and the posterior parts of the feet, respectively.

The gravity line may be identified by drawing the vertical line from the barycenter to the rest surface:

- the more the mentioned line falls inside the polygon, the greater the stability;
- the more the line gets close to the polygon's boundaries, the minor the stability.

When the subsystems are aligned and the barycenter in its ground projection (COP, Center of Posture), stability is greater and, above all,

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energy waste is minor. On the contrary, when the subsystems are not aligned and the COP is on the edge of the polygon's area, drawn by the two feet on the rest, if not outside the polygon, paramorphism (close to the physiological form) will occur, and this can imply musculoskeletal distress and major energy waste.

The postural assessment needs to be carried out in the upright position on the three planes of the body: frontal plane (anterior and posterior), sagittal plane, and transverse plane.

Different *repère* points have to be considered:

- Frontal plane (anterior): eyes, shoulders (acromion), hips (SIAS), knees (rotula), ankles (astragalus).
- Frontal plane (posterior): shoulders (acromion), scapulae (lower apex), hips (SIPS), knees (popliteal area line), heels (calcaneus).
- Sagittal plane: ear (acoustic meatus), shoulder (humerus), hip (SIAS), knee (lateral condyle), external malleolus.
- Transverse plane: shoulders (humerus).

Punti di riferimento: piano frontale anteriore

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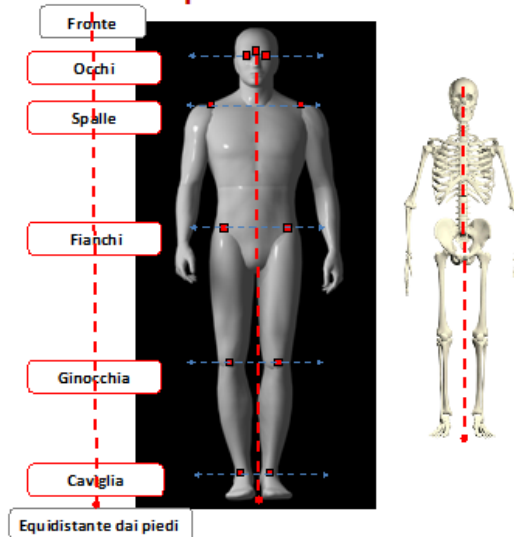
Punti di riferimento: piano frontale posteriore

- Collo
- Spalle
- Scapole
- Fianchi
- Ginocchia
- Talloni
- Equidistante dai piedi
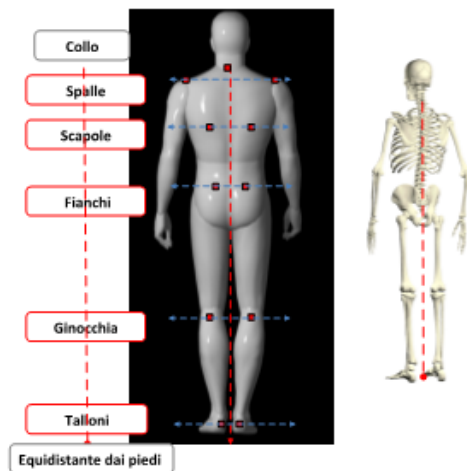
Punti di riferimento: piano sagittale

- Orecchio
- Spalla
- Fianco
- Ginocchio
- Malleolo esterno

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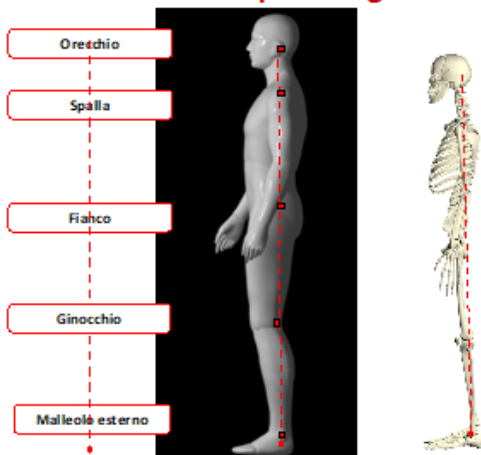
Piano trasverso
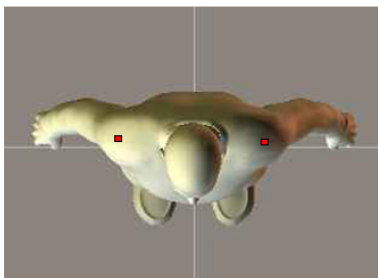
The various *repère* points have to be symmetrical to one another on the frontal and transverse plane; they also have to be aligned on the sagittal plane. A plumb bob, on the anterior frontal plane, starting from the mid forehead, shall divide into two perfect hemi-bodies and fall into the rest polygon formed by the feet and be equidistant from the two inner malleoli (medial). On the posterior frontal plane, the plumb bob shall be placed on the most visible cervical vertebra (spynous apophysis C7), run through the intergluteal line and fall at the same distance from both heels. On the sagittal plane, an imaginary plumb bob shall start from the ear (acoustic meatus), run through the various references mentioned and end at the height of the external malleolus.

In the case of asymmetries in the *repère* points or of non-aplomb, paramorphism may occur, accompanied by a rachis deviation on the frontal plane, followed by increase or decrease in physiological curves on the sagittal plane or by other spine alterations.

JOINT ASSESSMENT – MUSCULAR FLEXIBILITY

By joint mobility we mean the possibility of joint mobility range or ROM (Range of Motion) which is connected to muscular flexibility. Joint mobility is measured by a compass goniometer in the various body areas; as for mobility, one can use a tape measure, as described in the example.

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Measurement of bust bending from the upright posture

Sospensione/flessione del busto sul piano sagittale:

Posizione di partenza:
Stazione eretta, piedi leggermente divaricati e ginocchia completamente estese.

Esecuzione:
Il soggetto compie una inclinazione anteriore del busto fino alla sospensione, si misura la distanza tra la punta del dito medio della mano e il suolo.
Dopo la prima valutazione il soggetto compie una flessione e si ripete la misurazione.

Bust suspension/flexion on the sagittal plane:
Starting position:
Upright position, feet slightly apart, knees completely extended.

Performance:
The subject performs a frontal bending of the bust until suspension; the distance between the middle finger tip and the ground is measured. After the first assessment, the subject performs a flexion and the measurement is repeated.

ROM of foot flexion-extension
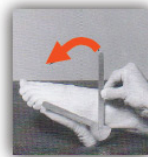
Hamstring muscles flexibility test: joint mobilization in bending

Piriformis muscle flexibility test: joint mobilization in internal rotation

CORE

What is CORE?

The answer is simple: it is the functional center of the musculoskeletal-ligament system. Its task is complex: it is devoted to muscular coordination, to stability, and to posture. Also known as "nucleus", it is the central part, the functional centre, stability joint, inside the abdominal cylinder, at the height of the third lumbar vertebra.

Front and rear muscular chains run through this connection center and are coordinated in their intervention and type of

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contraction. Therefore, the plumb and stability of the subsystems, as well as energy waste, all depend on the CORE.
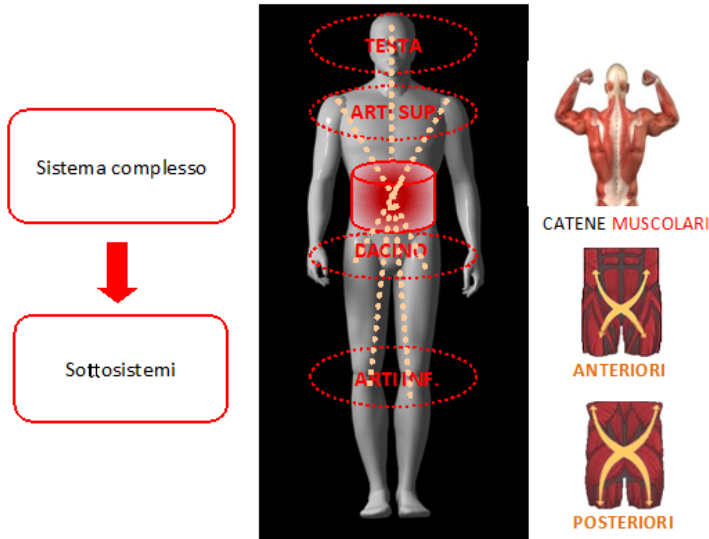
Thus, the ability to maintain functional stability and to keep a correct and ergonomic posture, fundamental to prevent paramorphism and musculoskeletal alterations, the ability to control one's neuromuscular system also in complex situations, such as movements connected to different planes and at a different speed is called *CORE stability.*

Core assessment

Core is assessed by means of: postural assessment with barycenter analysis of barycenter projection on the ground (COP, Centre of Posture); trunk and lower limbs mobility tests from the lying supine position; balance tests in exaggerated postures.

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Starting position: Lying supine position, lower limbs bent (90 degrees). Forearms crossed on the chest, to prevent elbows from leaning to find support. **Performance:** Pelvis retroversion, strong contraction of the whole abdominal region, the lumbar region touches the ground. Keep the position, slowly bend lower limbs, stop the movement when the lumbar region is detached from the ground.	
Starting position: Lying supine position with one's legs outstretched and the lumbar region of the spinal column completely adherent to the rest plane. **Performance:** The subject needs to slowly lift and bend the trunk, by completing the spine flexion (the whole ROM of abdominal muscles can be used).	
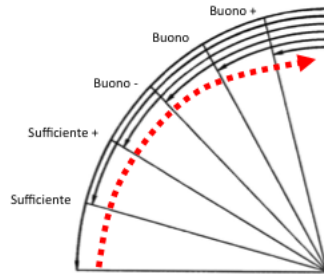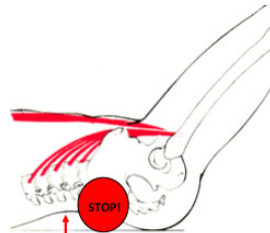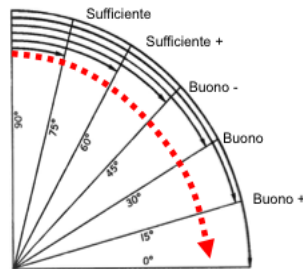
Knee analysis

While analyzing the knee, the following angles shall be taken into consideration:
on the frontal plane, the external angle formed by the thigh and the leg shall be around 175°; if it is different (by $+/-$ 5°), the knee tends towards varus or towards valgus deformities;

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on the sagittal plane, the posterior angle in the popliteal region shall be around 180°; if it is different (by +/− 5°), the knee tends towards *genu recurvatum* or towards flexed knee.

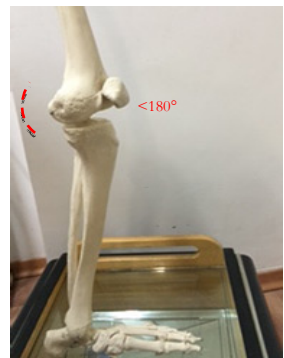| Varus Knee	Physiological Knee	Valgus Knee

Varus Knee — > 175°
Physiological Knee — 175°
Valgus Knee — < 175°
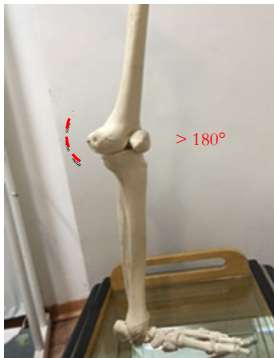
Genu Recurvatum	Physiological Knee	Flexed Knee

Genu Recurvatum — > 180°
Physiological Knee — 180°
Flexed Knee — <180°
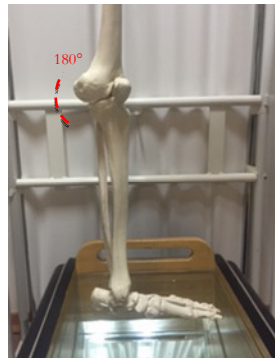
Foot analysis

It is important to analyze athletes' feet to detect any possible disharmony in their foot/feet. Assess whether the vault tends to be minor or major than physiological. Assess whether the rear part of the foot is perpendicular to the floor or tends inwards (pronated – valgus) or, on the contrary, outwards (supinated – varus).

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The foot needs to perform a helix movement, starting by softly placing the heel outwards (*supinated*) and then slightly rotating towards the inner part of the mid-foot (central part); the movement ends with a hallux flexion and push.

The position between the two feet has to form a 30° angle, otherwise ambulation would be outwards (*divergence*) or inwards (*convergence*).

FISIOLOGICO   DIVERGENZA   CONVERGENZA
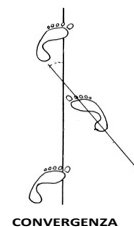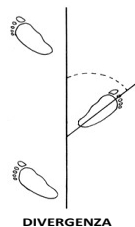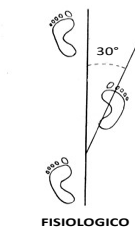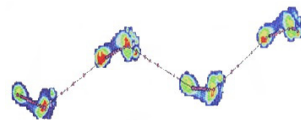
FOOTWEAR ERGONOMY

The type of footwear and its structure play a fundamental role in athletes' performances due to their impact on posture, stability, possible foot alterations and subsequent pain.

The foot is a crucial part of the musculoskeletal system and it represents the key instrument for a football player. It is a masterpiece of nature, made up of 26 bones, 30 joints, 20 muscles, which compose 3 arches with one vault. An amazing architectural work. The foot structure is important not only for ambulation. In fact, it is in charge of 12% of the centripetal thrust of the blood mass. Also for the latter reason, footwear needs to be analyzed in depth. Each foot is different and the right food is always different from the left foot even in the same person. The foot has three fundamental anatomical conformations: in the Egyptian type, the toes' length decreases from the big toe to the V toe; in the Greek foot, the second toe is longer than the others; the square foot has the first four toes of the same length. The anatomical conformation influences the foot movement during ambulation and may cause difficulties and alterations due to the type of footwear.

Before delving into the footwear structure, one should focus on the load distribution on the bare foot. Half of the weight rests on the astragalus: 57% of it is redirected towards the heel bone (lower tuberosity); 43% towards the mid- and forefoot area (2/3 of it towards the head of the first metatarsus and 1/3 towards the fifth metatarsus).
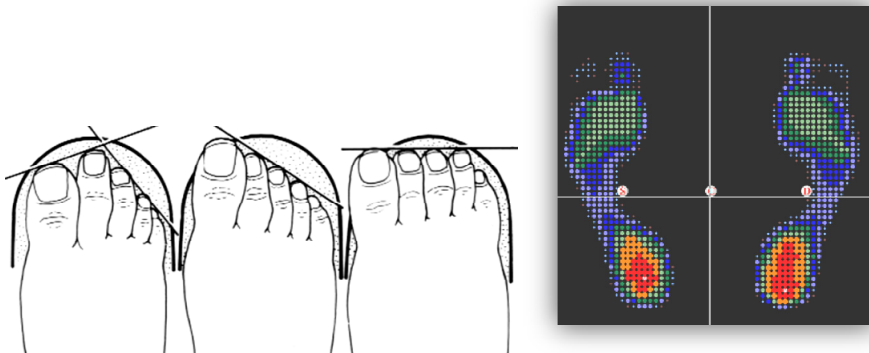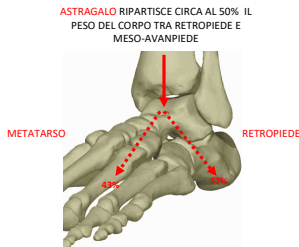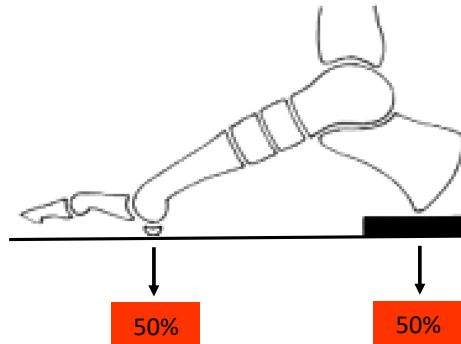
A shoe consists of: ***sole, upper and heel***.

Everyday sports shoe (sneakers)

- **Sole**: it has to be light, resistant, elastic, and porous. The thickness may vary, as long as it does not affect flexibility, which has to be greater in the retro-positioned point of the metatarsal heads. The width needs to respect the physiological foot width.

- **Upper**: it has to be soft, wide, but comfortable. The socket needs to be wide at the sole and adhere to the border. The counterfort needs to be of a medium stiffness, so that the back-foot is well supported and unstressed. The frontal part towards the foot tip needs to be high, otherwise it would press the big toe and impede its extension.

- **Heel**: the height under the heel (aimed at achieving physiological load distribution) shall be 2 cm; the heel shall be symmetric and have no spurs, extensions, or bell shape. Its basis shall be stable. The heel layer has to allow free physiological movement.

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Tacco di 2 cm

Il peso si ripartisce in egual misura

50%   50%

2 cm high heel
The weight is equally distributed

Technical footwear (football boot) :

The characteristics which are usually requested when buying football boots:

- The upper as soft as possible and very tight, so that the shoe is tight as well, also due to the width of the sole, which is no longer physiological (clenched metatarsals, bunion, mallet finger in the case of a Greek conformation; skin injuries due to friction, nail friction).
- The sole as flexible as possible at the height of metatarsal heads; however, the overload on the forefoot due to running may cause hyperkeratosis and metatarsalgia.

The characteristics which are usually neglected:

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- The upper has to ensure backfoot stability to avoid over-supination or, in case of valgus deformities, pronation;
- The sole flexibility has to allow toes to flex-extend but also to rotate, in order to accompany the foot supination-pronation and not hinder helix movement.
- The material of the sole has to absorb the impact on the ground during the run and when landing after a jump.
- The flexible power of the sole needs to help the forefoot in the propulsion phase (push).
- The sole thickness shall not decrease the feedback of tactile information from the sole of the foot but, at the same time, the shoe's sole needs to be high enough to ensure protection.
- Around 10 cm thickness where the heel rests, to have a better load distribution between back-foot and forefoot.

Finally, the number of spikes and their height, their material and arrangement need to be fit for the playing surface.

Subjective posture analysis during the performance of the technical gesture.

In order to detect any possible musculoskeletal alteration due to incorrect postures during the performance of several technical gestures, the movement shall be videotaped and its frames analyzed by means of measurement software.

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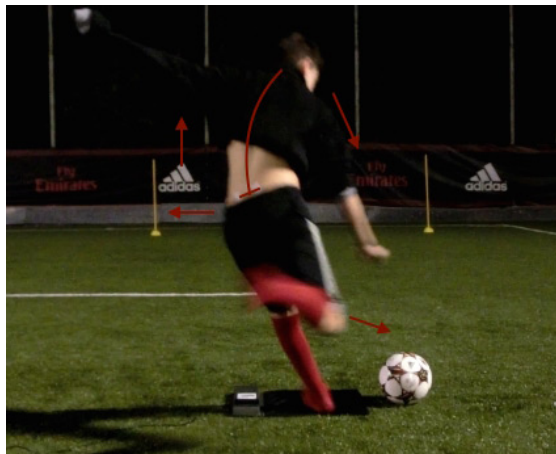
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Example of a throw preparation phase

Pelvis:
- Sips misalignment: …. mm
- Rotation on the transverse plane: counterclockwise (right ante-position, left retro-position) …. degrees

Spine:
- Total convex left curve
- Acromion misalignment: …. mm

Head:
- Inclined sidewards (frontal plane): … degrees
- Inclined frontwards (sagittal plane): … degrees

LIFESTYLE ANALYSIS

The athlete shall be administered a questionnaire regarding:

- Type of diet (type of meals);
- Type of clothing and how it is worn;
- Time spent using one's mobile phones to text message and position assumed;

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- Time spent using computers, PC game hardwares, and position assumed;
- Position assumed while seating at one's desk, on the sofa, etcetera;
- Sleeping position and pillow height;
- Hours of sleep;
- Possible use of mobile phone before sleeping;
- Position assumed while driving one's car or motor vehicle;
- Other factors …

POSTURAL CHART– KINESIOLOGICAL PROTOCOL

The data provided by the various assessments, including the information regarding the athlete's lifestyle, shall be reported in a personal chart to be updated every four months, after the analysis process has been repeated. The chart is useful to compare data from a temporal point of view and to provide a subjective analytical composition of a protocol of specific mobilization exercises which may vary over time, according to the results achieved.

SCHEDA DELLE VALUTAZIONI

PROTOCOLLO CHINESIOLOGICO

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THE HISTORY OF *CALCIOSOCIALE*

by Massimo Vallati

The history of Calciosociale intertwines with its founder's, Massimo Vallati, born in 1976. Massimo's love for football goes back to his childhood, when he started playing football in the under-eleven group. The passion for sports has become his hallmark ever since, a milestone for the future foundation of Calciosociale.

Like all real love stories, eventually there are fights: football schools, cheering, the hooligans widened the gap between the reality of football and the values it promotes. Massimo witnessed the first difficulties occurred on the football pitch: due to the scenario of players' agents, the transfer market, bets, doping, extreme competitiveness and, therefore, to the loss of those values, he lost his faith in sports at a young age. Becoming part of an ultras group was pivotal for Massimo, since it further changed his relationship with football. Only when Massimo became a policeman did things change: he realized that the violence inside and outside the stadiums, racism, physical and verbal injuries, which became part of football games, were not the foundations of his beloved sport.

The idea of Calciosociale originated then.

In 2005, and 23 years after his last kick, Massimo created a brand new set of football rules, Calciosociale, where the values of hospitality, respect, inclusion and diplomacy took the place of the old ones. Moreover, with his rules Massimo wanted to change football as well as reconsider the norms of the real world. According to the philosophy of Calciosociale, the football pitch is, in fact, a metaphor of the social environment. The harmony within the field should progressively extend to the outside world, changing the players' behaviors and perspectives.

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Such a challenging project needs appropriate headquarters. Therefore, the renovation of Centro Sportivo "Campo dei Miracoli Centro Valentina Venanzi", named after a late former volunteer, started in an abandoned area owned by Comune di Roma's ATER. The renovation project reflects the revolutionary nature of Calciosociale, entailing bioarchitectural design and the use of sustainable materials as a key aspect of it.

The use of natural elements, as opposed to the concrete and plastic prevailing in Corviale, makes the Centre stand out, right in front of the so-called "Serpentone", a public building of the 1970s by architect Mario Fiorentino.
Hemp, wood, clay, while coir, cork and flaxseeds are used for the pitches' infill, and this renders Campo dei Miracoli a national example of public spaces renovation and transformation.

Another distinctive trait of the project is its inclusive nature that involved the local community (citizens, students, organizations and health centers) in the building of the wooden roof. This work acted as a glue, holding the locals together, and made it possible for them to learn a new concept of community while taking an active part in it. This new idea was then integrated in the locals' civic conscience.
Campo dei Miracoli is a zero-energy pitch with a high social impact: innovation spreads from the outskirts to the centre of Rome and to luxury hotels, like the Raphael Hotel, situated in Piazza Navona. This renovation project reflects the principles and values of Calciosociale's community and is included in the Open House Roma for its breakthrough architectonic characteristics. Thanks to the Open House Roma, hundreds of important buildings will open their doors to the public for free, offering also special events and guided tours.

The inclusion of Campo dei Miracoli in the Open House Rome tour is one of the greatest awards received, along with the 2013 Premio per lo sviluppo ecosostenibile at the international fair Ecomondo, destined to those projects which have stood out for their commitment and efficiency in the field of sustainable development.

Over time, Calciosociale has been honoured with the following awards:
- **Italian Best Practice for sport and social inclusion**

During the informal meeting of EU Ministers of Sport held in Rome on 20 and 21 October 2014, organized in the framework of the Italian Presidency of the Council of the European Union, the then Undersecretary to the Presidency of the Council of Ministers in charge of Territorial Cohesion Policies and Sports, Graziano Del Rio, presented the experience of Calciosociale as a successful and well-coordinated initiative to the EU Ministers of Sport, to the President of the Committee on Culture and Education of the European Parliament, Silvia Costa, to the EU Commissioner for Education, Culture, Multilingualism and Youth, Androulla Vassiliou, and the CoE Deputy General Secretary, Gabriella Battaini-Dragoni.

This award is important as it confirms the uniqueness and efficiency of the Calciosociale educational method and its potential viability in both Italian and European problematic areas.

- **"Innovation and social inclusion" Isfol network**

Since 2014 Calciosociale has been part of the "Innovation and social inclusion" Isfol network, which manages public and private events and initiatives aimed at promoting social inclusion in socially relevant environments. Calciosociale has been chosen as a good means of social integration, "an educational and therapeutic project for the 'rebirth' of the Corviale area addressed to the locals facing disabilities as well as social and family hardships".

- **Coca-Cola and FIFA WORLD CUP**

On 19 February 2014, Coca-Cola Italy chose to hold the Roman part of the FIFA World Cup in Corviale, in Calciosociale's Campo dei Miracoli sport center, making it everyone's Cup for real.

- **GiovaniControMafia**

For the 2014 Antimafia General Assembly, Don Luigi Ciotti's organization "Libera. Nomi e numeri contro le mafie" chose "Calciosociale" and its Campo dei Miracoli as the right place to host over 300 Italian delegates ready to discuss, analyze and make suggestions against Italian mafia and corruption.

Calciosociale's commitment in the area has grown over time in order to give new meaning to the words "legality", "civic responsibility", and "justice", involving young people and their families in a real path to

growth and progresses made of sport, harmony, support, openness and politeness.

In collaborating with Contromafie, Calciosociale takes over from Don Ciotti the aim of promoting a collective conscience against corruption and mafia organizations of all sorts and of supporting the State in its fight against crime.

After strangers attempted to set fire to the Centro in 2015, Calciosociale gave life to RadioImpegno, a network formed by over 70 organizations belonging to the non-profit sector, which also brings the nights at the Centre to life with debates, forums and panel discussions on politics, social and current events open to locals and active Roman citizens.

THE PHILOSOPHY OF *CALCIOSOCIALE*

by Massimo Vallati

"Change football to change the world", Calciosociale's motto, is not a captivating slogan to gather consensus and attention: along with "The winner is the keeper", the objective of the organization is clear.

According to the principles and values promoted by Calciosociale, football is a metaphor of life, building the fundaments of inclusion, respect for other cultures, civic-mindedness and of a sound relationship with society.

Every initiative of Calciosociale is strongly pedagogic-oriented and has a therapeutic value: furthermore, it intends to highlight the potential rather than the limitations of those people considered difficult to handle.

Calciosociale's socially inclusive model proves pioneering as it hones one's skills by giving value to everyone's limitations and differences. In line with the rules of Calciosociale, "looking after the others" and "being loyal", the winning team is the one that promotes the potential of each member, whether he be neurotypical or facing cultural, social, physical or psychic issues.

One of Calciosociale's methodological techniques is the "non-formal" learning type: as recognized by the Directorate-General for Education and Culture of the European Commission, non-formal learning comprises any learning process which occurs outside the formal learning context (i.e. schools, etc) and fosters the development of skills and knowledge as well as the social development of learners due to its dynamic nature.

Non-formal learning is based on a horizontal relationship between teachers and learners, in which the exchange of skills and knowledge is reciprocal and the learning path is student-centered. The main feature of

non-formal learning is "learning by doing", an experiential learning process that enables people to learn from direct experience and establish a strong interaction between learners and their surrounding environment. Moreover, as part of non-formal education, the "peer to peer" learning has become common: this relational method promotes teamwork and enables children to pass down acquired knowledge and to guide those who encounter more problems.

Besides promoting a real inclusion, this inclusive approach makes neurotypical and disabled people interact with one another, proving extremely versatile and, therefore, applicable to different contexts and situations.

As a matter of fact, Calciosociale's methodology is based on a holistic personal development. Well-being stems from a series of actions that take into consideration those aspects, as the children's psychology, his/her socioeconomic status, the relations involved in his/her civic development, which define a sound self- and other-awareness.

CALCIOSOCIALE® REGULATIONS

by Tommaso Valente

2018 Edition

ITEM V – INTEGRATIONS AND AMENDMENTS TO THE REGULATION

ITEM I – ORGANIZATIONAL STRUCTURE

Article 1

(Organizers' Requirements)

A Calciosociale® championship shall be organized by anyone who has:

1. Formally joined the project, and shared its values, methods, and aims, and whose application for membership has been explicitly accepted;
2. Proved ability to create a solid technical-organizational structure for the performance of the functions referred to in Articles 2 and 3, to ensure its formation, and whose abilities have been officially acknowledged in accordance with the rules set by Calciosociale ssdrl;

3. Successfully participated in, and proved the positive outcome of, a training course offered by subjects who do have the requirements referred to in points 1 and 2 of the present article.

Article 2
(Technical Committee)
The organizers who have the requirements referred to in Article 1 shall establish a Technical Committee in charge of realizing and performing sports, social, and training activities.

Article 3
(Educators)
The Organizers and the Technical Committee shall identify, among those who have freely and gratuitously expressed their will to contribute to the organizational structure, the people who will constitute the educational team (hereinafter, "Educators"), whose task will be to contribute to the organization, realization, and performance of the activities established by the Organizers and the Technical Committee.

ITEM II – TEAMS AND PARTICIPANTS

Article 4
(Participants' Requirements)
Participants will be aged between 10 and 90 and will have passed the sports medical examination.

Article 5
(Calciosociale® Championship Registration)
Registration is purely individual and open to every person who has the requirements referred to in Article 4.
The Technical Committee, established under Article 2, reserves the right to accept the entry application, in compliance with rules and regulations in force and the organizational requirements. The application shall not be rejected on grounds of politics, belief, sexual orientation, caste, birthplace or any other criterion which may produce discrimination.
In the event of unsporting behaviour or behaviour which runs counter to the values or aims of Calciosociale®, the Technical Committee reserves the right to terminate the registration with immediate effect, by immediately removing the subject from every activity; its decision is non-appealable.

Article 6
(Evaluation Coefficient)
Before the start of the Calciosociale® Championship, the Technical Committee shall organize a series of preparatory matches (hereinafter, "Preseason Matches"). Entrants shall take part in them, as their aim is to assign each participant an Evaluation Coefficient, defined as a numerical value (on a scale from 1 to 10) which synthetically expresses the ability of each player. The best player(s) registered in the championship is/are assigned a value of 10.

Article 7
(Team Formation)
Once the registration deadline has expired, and at the end of the Preseason Matches, the Technical Committee shall meet for the formation of the teams. They shall be made of 10 players and have the same Overall Coefficient, which is the sum of the Evaluation Coefficient of each player. It is essential for teams to be as heterogeneous as possible and to include players of different age, sex, and condition.
Each team shall include the representatives of the educational team, who are in charge of managing the relationships with and among the players of their own and of other teams, as well as of the organizational responsibility to facilitate the communication among the Organizers, the Technical Committee, and the participants.
No pre-established team shall participate in the championship.
Teams shall be broken up at the end of each championship.

Article 8
(Squad Completion)
The Technical Committee has the right to establish a term or a phase of the Championship in which it is possible to amend the squad composition, with the same aim of pursuing the realization of a balanced tournament, whose outcome has to be uncertain. After the relevant time limit set by the Technical Committee, no amendments shall be introduced in the teams. **It is strictly recommended to keep up with weekly socialsoccer matches to guarantee to maintain a satisfactory degree of involvement among players and to obtain satisfying research results.**

Article 9
(Withdrawals and Insertions)
In case participants were forced to withdraw, the Technical Committee can substitute them by inserting new participants in the reorganized team. However, this shall be done only in the term or in the phase of the championship in which it is possible, in compliance with Article 8, to introduce amendments in the team composition.

ITEM III – PHYSICAL STRUCTURES

Article 10
(Field of Play)
A "field of play" is defined as the whole structure devoted to the sports activities and which includes, in addition to at least one playing enclosure in compliance with Article 12, also locker rooms and other premises.
The task of the Organizers and of the Technical Committee is to identify a field of play to be placed at the disposal of the participants, (if possible) equipped with locker rooms and other premises, which may be useful instruments for promoting union and daily life sharing among participants. Were the Organizers and the Technical Committee in the conditions to make a decision, improve any existing facilities or build some new ones, they shall prefer facilities as eco-compatible and as eco-sustainable as possible, produced by means of cutting-edge bio-architectural techniques able to introduce valuable elements and to enhance the quality of adjacent areas and/or make them usable.
It is the task of the Educators to ensure a constructive and constant presence on the field of play, which is useful to involve participants in the activities and, consequently, to strengthen the sense of community.

Article 11
(Multipurpose Rooms)
The Organizers and the Technical Committee shall identify one or several premises (if possible) next to the field of play. They may be used to perform social, training, and lab activities, aimed at the development of the individual personality, reception, and legality, and requiring the considerable participation of the Educators and of the whole community.

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Article 12
(Playing Enclosure)
"Playing enclosure" is defined as the area delimited by a net or other appropriate enclosure method and which includes the field of play (as referred to in Article 13), the "campo per destinazione" (as defined in Article 14) and, if necessary, benches, technical areas, tracks, boards, and other facilities for other sports.

Only officially registered participants shall enter the playing enclosure, in addition to Educators, Organizers, and members of the Technical Committee. In the event that the Organizers and the Technical Committee decide to allow third parties to enter the area, they will make it their job to insert the parties in the participants list.

Article 13
(Playing Area)
"Playing area" is defined as the area within which the game actually takes place. It is the task of the Organizers and the Technical Committee to assess the suitability of the playing area for the performance of Calciosociale® matches. The assessment needs to take into consideration the quality standards established in the following points.

    a.   Field Surface

The field of play shall have a completely flat and green surface. Natural, artificial or hybrid surfaces are allowed. In the case of artificial surfaces, priority is placed on organic infill.

    b.   Field Size

The field shall be rectangular. Its width shall range between 25 and 42 meters; its length between 42 and 64 meters. The ratio between width and length shall be comprised between 0.59 and 0.65.

    c.   Field Markings

Field markings shall include continuous lines, preferably white, which do not alter the surface and do not jeopardize the safety of the players. The lines are part of the surfaces which they demarcate and shall have the same thickness, between 8 and 12 cm.

"Side lines" are defined as those which demarcate the longer sides; "goal lines" demarcate the shorter sides of the field. Towards the area inside the rectangle, one-fourth of a circle shall be marked on each of the four corners, to demarcate the corner area. The radius of the circle shall be 0.5 m long.

The midpoints of the side lines shall be joined by a "mean line", which divides the field into two halves of the same size. The midpoint of the mean line shall be marked by the "central point" of the field, around which a 5-meter-radius circle shall be drawn.

"Penalty area" is defined as the area delimited by:

- A 21.5 m part of the goal line, whose midpoint corresponds with the midpoint of the goal line;
- Two lines perpendicular to the goal line which, starting from the goal line and in correspondence with the outermost points of the portion defined in the previous point, shall be 8.25 m long towards the inner part of the field;
- A line parallel to the goal line which joins the two outermost points, inside the field, of the two perpendicular lines referred to in the previous point.

Within each penalty area, at 7 meters from the goal line and in the projection of its midpoint, the "penalty kick point" shall be marked. The arc of a 5-meter-radius circle shall be drawn with its centre lying in the penalty kick point, outside the penalty area.

Other lines are allowed on the field, as long as they are of a different colour and clearly distinguishable.

d. Goals

At the centre of each goal line a structure shall be placed: it shall be made of two vertical posts joined by a cross bar, hereinafter "goal". Both the posts and the cross bar shall have the same thickness of the lines used to mark the field; they can have a square, circular or elliptical section; they shall be white and made of suitable material. The interior distance between the posts is 5 meters; the distance between the field and the lower edge of the bar is 2 meters.

Nylon, hemp or jute nets shall be fixed to the goals and to the ground behind the goals, by means of suitable supports which do not jeopardize the players' safety. The depth of the goal, defined by the nets and supports, shall be at least 80 cm in the upper part and 100 cm at the ground level.

Whether they are fixed or mobile structures, the goals have to be firmly fixed to the ground during the game and they must not pose any danger for the players' safety.

Article 14
(Campo per destinazione)
"Campo per destinazione" is defined as the strip of flat land, at least 1 meter wide, around the field and at the field level. During competitions, the "campo per destinazione" shall be completely clear of structures and/or people.

ITEM IV – RULES OF GAME

Article 15
(Access to Playing Enclosure)
During a competition, only the members of the teams involved in the competition are granted access to the playing enclosure, as well as the Organizers and the members of the Technical Committee, who however are not allowed to enter the field during the game.
Article 16
(Ball)
The Organizers and the Technical Committee are in charge of providing and establishing the suitability of a ball to be used during a Calciosociale® competition, by taking into consideration the following quality standards:
- Shape: spherical
- Circumference: 68-70 cm
- Weight: 410-450 g;
- Pressure: 0.6-1.1 atm (at sea level).

If, during a competition, the ball becomes defective, the game has to be suspended and resumed with a new ball. The game resumption shall take place by means of a goal kick awarded to the team in possession before the game was interrupted, in compliance with Article 34. If the ball becomes defective when a place kick has just been performed, the kick shall be repeated.

Article 17
(Players)
Each match is played by two teams. Each of them shall field no more than 8 players, one of whom shall play as goalkeeper. No match shall start or go on if one of the teams has less than 6 players. The players' formation shall be realized in compliance with Articles 19 and 20 and

with possible amendments or integrations in compliance with Articles 19, 20 and 35.

Article 18
(Players' Equipment)
The Organizers are in charge of providing participants with a competition outfit, which includes a (sleeved) numbered T-shirt and a pair of shorts. The outfit is part of a player's mandatory equipment, which also includes socks and suitable shoes.

The use of shin guards and (for goalkeepers) gloves is warmly recommended, though not mandatory. Goalkeepers are allowed to replace shorts with tracksuit pants.

All players are forbidden to wear any item which may pose a danger for their own and for the others' safety. All items of jewellery or accessories are forbidden as well as the use of adhesive tape to cover them. Players are allowed to use non-hazardous protective equipment.

During a match, the two teams have to wear colours which clearly distinguish one from the other. Goalkeepers shall wear colours which distinguish them from other players.

Article 19
(Replacements)
If a team has more than 8 players, the team can replace players every 5 minutes. Each player can stay on the bench for further following turns. If the rotation caused disparity in the minutes played by each participant of a team, the Educators shall ensure that:

- The two players with the highest Evaluation Coefficient are replaced more often than the others;
- The two players with the lowest Evaluation Coefficient are replaced less often; they are never replaced together; they are never replaced during the last 5 minutes of the match.

If both the teams participating in a competition are going to replace their players, the replacements shall take place simultaneously.

In order to keep the championship balanced and, in particular, to modulate the Overall Coefficient which a team is able to field, in compliance with Article 35, the Technical Committee reserves the right to apply a specific regulation concerning replacement for every team. The

regulation comes into force from the time it is notified to all participants, in accordance with the procedures established by the Organizers.

Article 20
(Absences)
In order to prevent absences from altering the Overall Coefficient which a team is able to field, the following rules shall be applied:

- If one of the two players with the lowest Evaluation Coefficient is absent, the team can field 7 players;
- If one of the two players with the lowest Evaluation Coefficient and one of the two players with the highest Evaluation Coefficient are both absent, the team can field 8 players;
- If the two players with the lowest Evaluation Coefficient are both absent, the team can field 6 players;
- If the two players with the lowest Evaluation Coefficient and one of the two players with the highest Evaluation Coefficient are absent, the team can field 7 players.

The lack of an intermediate bracket does not affect the number of players which a team can field, but it affects only the number of replacements, in compliance with Article 19.

If one of the two players with the lowest Evaluation Coefficient leaves the match, he shall be considered absent after the time he was supposed to spend on the bench has passed.

Under Article 35, the Technical Committee has the right to apply a specific regulation for the fielding of players according to absences, which comes into force once it is notified to all participants, in accordance with the procedure established by the Organizers.

Article 21
(Arbitration)
Calciosociale® matches do not include match directors. Arbitration is delegated to the Educators of the two teams that, by mutual agreement, make decisions. The Educators, after having heard the Organizers and the Technical Commission, have the right to delegate the arbitral function to a participant of his/her own team. Hereinafter, the text will refer to Educators and/or other participants to who the arbitral function has been entrusted as "refereeing delegates".

Article 22
(Match Officials)
The members of the Technical Commission must supervise the course of the matches, intervening only upon request of the Educators or when it is necessary to highlight the significant lack of respect of the rules, before said fouls can influence the result of the match.

Article 23
(Moments of Sharing)
At the beginning of each match, the two teams meet at the center of the field, making a circle and dedicating a moment to the sharing of thoughts, feelings, and aspirations, in order to prepare for a moment together in which everyone flourishes, both individually and as a group.
If the match includes significant events, positive and/or negative, at the end of the match both teams can decide to meet again at the center of the field.

Article 24
(Match Length)
Every match has two halves of 30 minutes each. Between the two halves, the players have a half-time no greater than 5 minutes. There is no added time for the recuperation of time lost. The only case in which it is possible to go over 60 minutes of play is that for a penalty kick signaled within the normal duration of the match.

Article 25
(Kick-off)
Before kick-off, a draw is made between the referees of the two teams. The team winning the draw will decide the side of the court on which they will begin playing and will take first possession of the ball in the second half. The team loosing the draw will take first possession of the ball in the first half. When one team scores a goal, the other will restart play with a kick-off.
At kick-off all players must be on their team's half of the field. The ball is placed on the center spot in the middle of the center circle, and the game will begin once the referees has drawn the attention of both goalkeepers. The ball is playing on the ground if, once kicked, it is in clear motion.

The player who kicks the ball first cannot touch it again until another player has touched it. If this happens, the same procedure shall be repeated.

Article 26
(Ball In and Out of Play)
The ball is not in play when:
- it has completely passed the goal-line or a sideline, either on the ground or in the air;
- the game has been interrupted with the agreement of both refereeing delegates.

The ball is in play in all other cases, including when it bounces off a goalpost or the crossbar without going off the field.

Article 27
(Scoring Goals)
Goals are scored when, after play without infringements on behalf of the attacking team, the ball fully goes over the line between the goalposts and below the crossbar.
Scoring is attributed to the player of the attacking time who was the last one to touch the ball before it hit the net: goals are to be considered own goals even if they are made by another team's player. Each player cannot make more than three goals during one match: A goal is not valid if:
1) it is from a corner kick;
2) the goal scorer touched the ball for the last time in his own half of the field.

Article 28
(Match Results)
The winning team is that which has scored the most goals. If both teams score the same number of goals (or do not score any), the result is a tie.
If there are single elimination matches, and if the two teams tie after two halves, in order to determine the winning team there are "penalty kicks" according to the following procedure:
- the refereeing delegates participate in a draw: the winning team can choose whether they kick the first or the second penalty, while the losing team chooses the goal towards which the penalties will be kicked;

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- otherwise, the two teams take 10 kicks each, so that all players come to bat. If a player is missing, be will be substituted by a player with an immediately lower Evaluation Coefficient who, therefore, will make more than one penalty kick;
- at the end of the penalty kicks, the winner will be the team that has made more goals. If, at the end of the penalty kicks, the two teams have made the same number of penalty kicks, the entire procedure will be repeated as aforementioned.

A member of the Technical Commission must write down the results of the penalty kicks. Even if, during a series of penalty kicks, one team may make more goals that the other could at the end of the series, the procedure must be carried out. During the penalty kicks, only the kicker and the goalkeeper from the opposite team may enter the area. The execution of the penalty kick must be carried out according to the procedure in Article 31.

Article 29
(Match Infringements)
Fouls include the following actions and behavior:
- intentionally touching the ball with one's hands (except for the goalkeeper in his area);
- pushing, holding, charging, or jumping on a player form the other team;
- blocking a player from the other team without avoiding contact;
- aiming to hit or hitting, tripping, or kicking a player from the other team;
- dangerous play;
- prohibiting the goalkeeper to give up the ball that he is holding or kicking or attempting to kick the ball when the goalkeeper is holding it or is about to throw/kick it;
- carrying out behavior considered negligent, imprudent or of exaggerated vigor;
- any other action or behavior that can damage, physically or emotionally, a player from the other team.

Serious fouls, violent behavior and object throwing are considered unsportsmanlike behavior, contrary to the values and aims of Calciosociale® and are regulated in accordance with Article 5.

Article 30
(Direct Free Kicks)
When the ball is in play and a player makes a foul, a direct free kick is assigned to the other team. Play must be resumed with the ball placed where the foul was made and is effective when the ball, kicked, visibly moves. Until the ball is put into play, the players from the other team must keep a distance of at least 5 meters from the kickoff. If the ball is kicked and makes a goal, in accordance with Article 27, it is valid only if the foul was made in the half of the field in which the goalposts to be defended by the player who made the foul are situated. If the player who put the ball back into play touches the ball a second time, before it was touched by a second player, the direct free kick will have to be repeated.

Article 31
(Penalty Kicks)
When the ball is in play and a player makes a foul in the penalty area in which the goal to be defended is situated, a penalty kick is assigned to the other team. The execution procedure requires that the player who will be taking the penalty kick must be clearly identified and the goalkeeper from the other team must remain on the goal line, between the goalposts, until the ball is kicked.
A goal scored directly from a penalty kick is considered valid. If the player who took the penalty kick touches the ball a second time before it is touched by another player, the execution must be repeated. It must be repeated also in the event that, when the ball is kicked, other players besides the penalty kicker and the goalkeeper from the other team are present in the penalty area; or the goalkeeper did not stay on the goal line. The execution of the penalty kick is entrusted to the player with the lowest Evaluation Coefficient on the field or on the bench.

Article 32
(Sideline Throw-ins)
If, after being touched by a player, the ball goes completely over the sideline (either on the ground or in the air), a throw-in from the sideline will be assigned to the other team. It must be carried out by a player in the point in which the ball went off the field, facing the field, with his/her two feet at least partially on the sideline or the area outside this and throwing the ball, with both hand, from behind and above his/her

head. All adversaries must be at least two meters from the point in which the throw-in is carried out. If the throw-in is not carried out correctly, or if the ball touches the ground before entering the field, the throw-in from the sideline must be repeated. The player who carried out the throw-in must not touch the ball a second time before it has been touched by another player.

Article 33
(Corner Kicks)
A corner kick is called when the ball, last touched by a player from the defensive team, has fully gone over the goal line (either on the ground or in the air), without a goal being scored. A goal cannot be scored directly from a corner kick. If the ball goes into the goal of the other team, the game is restarted with a goal kick; if the ball goes into the goal of the team who took the corner kick, the game is restarted with a corner kick for the other team. The execution procedure requires that the ball be put within the corner area and enter into play when, kicked, it clearly moves. The players of the defensive team have to be at least 5 meters from the corner kick area until the ball is put into play. If the player who took the corner kick touches the ball a second time before it has been touched by another player, the corner kick must be repeated.

Article 34
(Goal Kick and Goalkeeper's Play)
If the ball completely crosses the goal line without a goal being scored and after it has been touched by the attacking team, the game restarts with goal kick. This shall be performed by the goalkeeper, with his/her hands within his/her own penalty area; the goalkeeper cannot go past the midfield line.
During an action, once the goalkeeper has touched the ball with his/her hands in his/her own penalty area, he/she cannot play it beyond the midfield line, neither with his/her hands, nor with his/her feet.
With a back pass from a teammate, the goalkeeper is allowed to pick up the ball with his/her hands if he/she is inside his/her own penalty area.
To sum up, the goalkeeper is allowed to return the ball beyond the midfield line only when, during a single action, he has not touched it with his/her own hands before playing it with his/her feet. In all other cases, if the goalkeeper returns (with his/her hands or feet) the ball beyond the midfield line, a free kick shall be assigned to the other team, to be kicked

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off from the midfield line where the ball would have crossed said line, had it been on the ground.

ITEM V – INTEGRATIONS AND AMENDMENTS TO THE REGULATIONS

Article 35
(Creating a Calciosociale® Event)
By "creating the event" we mean the full regulations established by the Organizers and the Technical Commission for the execution of a single Calciosociale® championship, which are:

- the subdivision into several phases of a single championship, that must aim towards the development of well-balanced play, of uncertain result, and that leaves the possibility of winning open to the greatest number of teams for the most time possible;
- the methods for the communication and ratification of results;
- the criteria for the assignment of ranking points, in compliance with Article 37;
- the definition of the game schedule, which must assure the greatest heterogeneity as to the game conditions and allow for rest periods for the Community Service, according to Article 36, of the same number for each team;
- possible specific regulations, in accordance with Articles 19 and 20.

The rules contained in "creating the event" cannot alter the present regulations, if not in accordance with Articles 19 and 20, and with action aimed toward reaching greater balance.

Article 36
(Community Service)
The Organizers and the Technical Commission, having heard the Educators, must establish, before the beginning of a Calciosociale® championship, the social, educational and laboratory activities that the teams will carry out during their rest periods in the game schedule, pursuant to Article 35 and that, in accordance with Article 37, influence sports scores.

It is also possible to organize single events, dedicated to Community Service activities, which include the participation of all teams, and which can influence sports scores. These single events cannot substitute, but

only supplement, the Community Service activities that the teams must carry out during the event.

Article 37

(Ranking)

If the event plans to have one or more brackets, the ranking must assign 2 points to the teams that win a match, 0 to those that lose, and 1 to those who tie.

The Organizers, having heard the Technical Commission and the Educators, identify, in the event plan, the criteria according to which they will assign ranking points based on the quality of the Community Service activity. Said criteria must consider the number of players with which a team participates in Community Service and the quality of said service. Tali criteri devono tenere conto del numero di giocatori con cui una squadra partecipa al Servizio Comunitario e della qualità del servizio offerto.

If two or more teams have the same ranking points, the criteria to define their positions are, in the following order:

- the score obtained during Community Service
- head-to-head results (if there are two teams with the same number of points)
- results/difference in goals/goals scored in head-to-head matches (if there are more than two teams with the same number of points)
- difference in goals
- goals scored

Article 38

(Regulation of a Calciosociale® event)

"The discipline of a Calciosociale® event" is defined as the totality of rules contained in the present regulations or in the specific formulation of the event contained in Article 36.

Article 39

(Modifications of the Rules)

Further modifications to the present rules can be made and proposed by Calciosociale ssdrl, and they will come into effect on the day in which an updated edition of the present is published.