



LIFE AFTER SPORT

MANUAL

3-STAGE DUAL CAREER PROGRAM FOR YOUNG ATHLETES

Coordinator

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Thessaly.

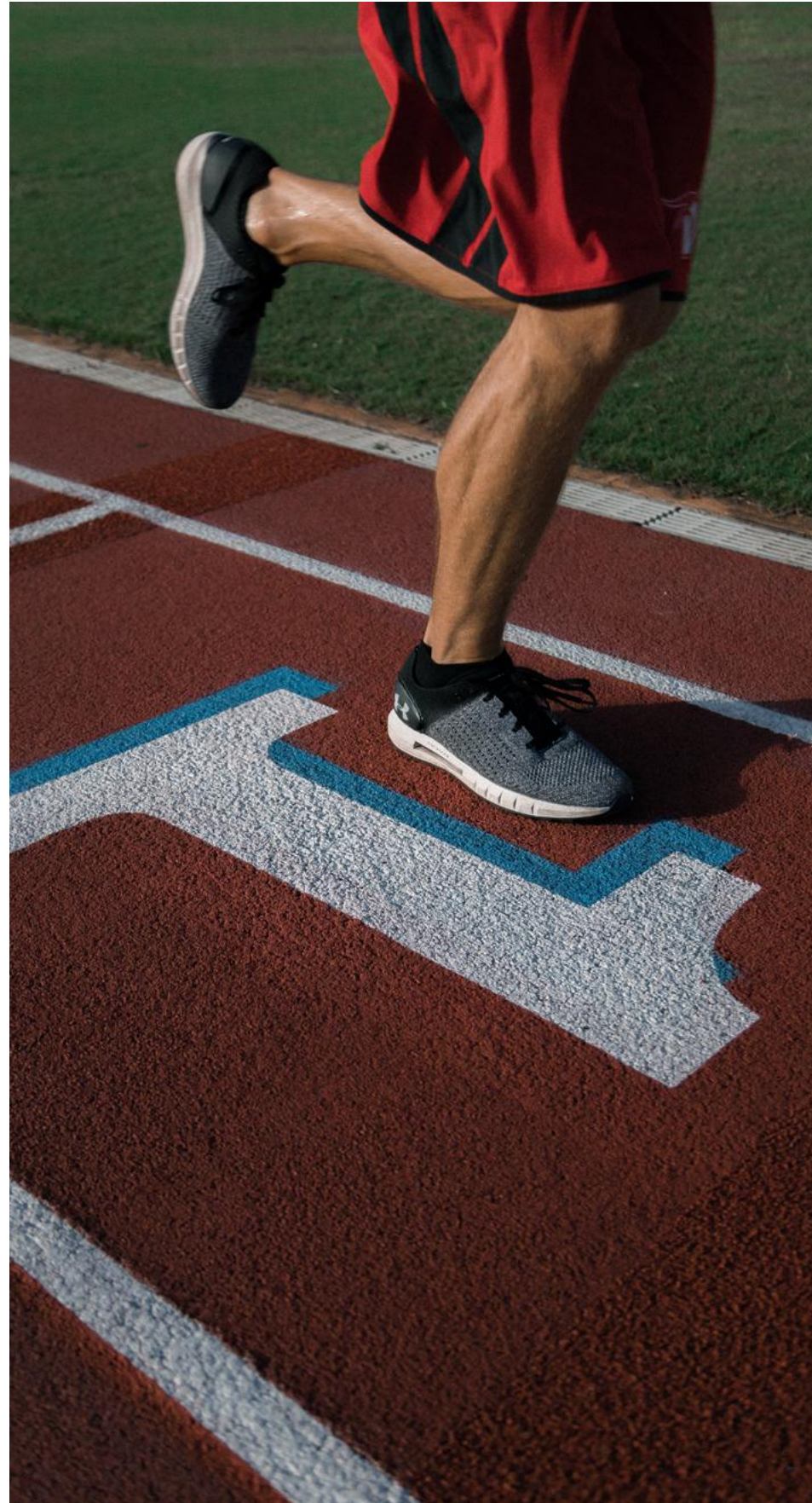


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WE STRONGLY BELIEVE THAT "AN EARLY SUCCESS IS ALWAYS BETTER THAN A LATE FAILURE".

In addition, opting for a dual career at an early stage is mutually beneficial for the athletes on the one hand and society on the other.

WHAT'S THIS MANUAL FOR?

The subject of "Dual Career" has been a priority for the European Union, ever since the 2007 White paper on Sport, where the Commission emphasizes the importance of taking into account the need to provide young sportspeople with an education and/or professional training already in an early stage in order to ensure the reintegration of professional sports persons into the labor market at the end of their sporting careers. Subsequently, this has been adopted by relevant European Policy Documents and other EU Institutions. For instance, the Council of the European Union 2008 Declaration on Sport covered the question of "combined sports training and education for young people", along with the stated during the EU Sport Ministers meeting in the same year in Biarritz "dual curriculum of education and sports is vital for the training of sport professionals and high level athletes to enable them to prepare for a future life after their sports career has ended.

Thus, the project will contribute to the development of the European dimension in sport, creating and sharing a new model of transmitting and sharing the experiences of those responsible for young athletes' development. The necessity of preparing athlete's transition in the working world is proven to be crucial. Positive experiences in EU Member States where youth academies of professional sport clubs already cooperate with VET institutes, leading to sport-related qualifications, prove that dual career arrangements should include a curriculum leading to a profession in sport (EU Guidelines on Dual Careers of Athletes, Brussels, 2012, p.19). But there is still inevitable need to compose a training module by underlining the three important stage "Learning, Life Skills, Career Plan" to support the balance between sport and education careers of these young athletes.

We strongly believe that "an early success is always better than a late failure". In addition, opting for a dual career at an early stage is mutually beneficial for the athletes on the one hand and society on the other. The former is able to excel in performance in and outside the sports world, whereas the latter profits from the added value athletes brings with the unique capabilities they have developed throughout their sports careers. Athletes become role models in society and society becomes to athletes a natural continuation of life after sport.

In order to make a step forward for such the development of young athletes on life after sport, we created this manual to support trainers, facilitators, sport coaches, teachers from 6 countries to increase young athletes' awareness on learning, life skills and career plans. Within this manual, you can reach related information about the project which gave us such opportunity to realize our ideas into practice, the methodology itself, our definition of 3 stage dual career program, concrete tools and tips for trainers/facilitators, evaluation and assessment tools to conclude the learning process of young athletes.

PROFESSIONAL SPORTS SHOULD BE ALSO BALANCED WITH AN EDUCATION PATH WHICH CAN PROVIDE MANY OTHER QUALIFICATIONS TO ENRICH ATHLETES PERSPECTIVES AND THE WAY HOW THEY SEE THEIR FUTURE.

FOREWORD

As Istanbul Culture and Sport Association (IKOS), sport is an effective tool we use for social empowerment. Due to our experiences in the sport field, we observed that sport provides a physical development and a universal framework of values. These values are equality, respect, fairness, inclusion which activate learning and complement cognitive skills. Additionally, IKOS invests in empowerment of young people and kids who obtain soft skills, self-confidence and shaping their future via sport. Therefore, education-based sport activities are our main methodology to educate and motivate young people to take their lives in their hands.

When we look at the outcomes of the usage of sport in the life of the young people, we can clearly see the development of leadership skills, sense of active citizenship, open space to realize their potential, socialization with other peers, growth of self-confidence. When sport can develop such skills and competences of young people, it should be also balanced with an education path which can provide many other qualifications to enrich their perspectives and the way how they see the future. Considering that the young athletes who specialized in sports careers, they follow a more performance-oriented path. But it shouldn't be forgotten that being an athlete can be viewed as a career and sports career of elite athletes generally ends by his/her 35's. But what will happen after 35?

We here don't hesitate to ask this question to young athletes to provide them true support when they are in the stage of shaping their future. Since the present is the milestone of the future, we strongly believe to overcome a need by providing necessary support to balance the education and sport life for these young athletes. As a trainer, who believes in a life-long learning process in the life of everyone, I believe that the education and learning process cannot be only assessed with the lectures we have completed. We need the combination of various methodologies, way of learning, especially in the early path of youngsters.

In the light of a 3-stage dual career program for young athletes who are between 15-18 years old, they will be able to supported by their coaches, teachers and trainers to focus on life skills, learning to learn competence, self-awareness, self-esteem, future planning on their dual career and evaluation of new experience. Thanks to this opportunity under Erasmus+ Sport Program, we have found chance to come together with various stakeholders in sport field to contribute the ongoing methods and the mindset to lead the young athletes not only in physical/technical trainings but in a wider vision to make youth plan their career for "life after sport".

To all of you who will read this, I hope you find it useful in your daily work with young athletes across Europe.

ERASMUS+

SPORT COLLABORATIVE PARTNERSHIP

LIFE AFTER SPORT PROJECT

M. Volkan Müderrisoğlu
TRAINER

"Life After Sport" project deploys a multidisciplinary and committed Consortium of 6 partner organizations spanning 6 different European countries. The partnership represents a Network with a long-term perspective whose members will work on the development of a three-stage training program targeted at 15-18 years old athletes. The focus of the program will be to ensure young athletes' acquisition of the knowledge and skills fostering facilitating their employability upon the conclusion of professional sport careers. The project's objectives address the objectives by raising the awareness and importance of the dual carrier for athletes, starting from the youngest ones. Athletes often face challenges to combine the sporting career with education, as they need broad personal and professional relationships, they need to take aware decisions of their own future after a professional sports career.

Our project aims to develop an innovative program to support dual careers that facilitates an optimal combination of high-quality training and education to young athletes using face-to-face workshops. The Programme will target athletes between 15-18 years old, special critical age in which sport and professional transitions take place. In total, 120 athletes coming from the 6 countries will be directly involved in the testing of the pilot programme. Young athletes will be

supported by the "Ambassadors of dual career" by the sporting non-governmental organisations as a key figure to facilitate the integration in the labor market. The main aim is to facilitate a successful preparation for combining the sporting career of young athletes by bringing them the right supporting training and hence contributing that at a later stage of life they keep a balance between sports training and employment. The project links a series of key activities designed to develop and implement a sustainable training program as the focal point of the project.

"Life after Sport" Partner Consortium:

Coordinating organisation: Bulgaria, Champions Factory - ChF (www.championsfactory.bg)

Partner organisations:

Partner:

Greece, UNIVERSITY OF THESSALY - UTH (<http://www.uth.gr/en/>)

Turkey, ISTANBUL KULTUR VE SPOR DERNEGI - IKOS (<http://www.ikos.org.tr>)

Italy, Mine Vaganti NGO - MVNGO (www.mvngo.org)

Croatia, PRVA RIJEČKA HRVATSKA GIMNAZIJA - PRHG (www.prhg.hr)

Spain, ASOCIACION DE JUGADORES DE FUTBOL SALA - AJFS (www.ajfs.es)



Project Meetings:

1. Kick-Off meeting in *February 2019 in Rijeka (Croatia)*
2. Training of "Ambassadors of Dual Career for Young Athletes" in *November 2019 in Istanbul (Turkey)*
3. Transnational mid-term evaluation meeting in *July 2020 in Madrid (Spain)*
4. Final Evaluation meeting and conference in *November 2020 in Sofia (Bulgaria)*

Intellectual outputs:

IO1: Research Report on Student Athletes Needs' Assessment

IO2: "3-Stage Dual Career Program for Young Athletes"

IO3: Guidelines for "3-stage Dual Career Program for Young Athletes" implementation in the form of an online document that can be spread widely

Multiplier sport events:

1. Multiplier of "3-Stage Dual Career Program for Young Athletes" in each partner country between April and July 2020.
2. Conference "3-Stage Dual Career Program for Young Athletes" in November 2020 in Sofia (Bulgaria)

Work-packages:

Work package 1: Project Cooperation and Management

Work package 2: Research

Work package 3: Development of a comprehensive curriculum

Work package 4: Implementation of "3 Stage Dual Career Program"

Work package 5: Evaluation

Work package 6: Dissemination and Visibility

"DUAL CAREER"

Elite athletes often face difficulties in combining sports careers with a professional career outside sports. To achieve a high level of success in sports, athletes have to continue their intensive training and competitions at home and abroad. If they like to continue their higher education or work in the labour market simultaneously, they face various difficulties and constraints. The term dual career refers to the challenge of combining a sports career with studies or work (Ryba, et al, 2015). After several decades of studying the topic of "student-athletes" (Amara, Aquilina, & Henry, 2004), in 2012, the European Union's (EU) Education and Culture Commission developed the EU Guidelines on Dual Careers of Athletes (European Commission, 2012). This document states that the athlete's welfare is a responsibility of National Governing Bodies, educational institutions, and sport federations.

Not to force talented and elite athletes to choose between education-sports or work-sports is possible not only with their motivation and responsibility but also by the creation of special arrangements. Such "dual career" arrangements should benefit athletes' careers, enable them to study and do sports, support their post-sport careers and maintain their position (Lopez de Subijana, Barriopedro, Conde, 2015). Additionally, time management is a key element in the dual career. "Dual career" in sports is a relatively new concept in the world.

"Dual careers" in sport encapsulates the requirement for athletes to successfully initiate, develop and finalise an elite sporting career as part of a lifelong career, in combination with the pursuit of education and/or work as well as other domains which are of importance at different stages of life, such as taking up a role in society, ensuring a satisfactory income, developing an identity and a partner relationship. Dual careers generally span a period of 15 to 20 years. Different stages of athletes' development have been identified in a range of models starting from the introduction in a sport to the development towards a talent, the perfection of performance in the mastery stage, and the stage of ending a high-level sport career and looking for a new career.

The length of each stage varies depending on the type of sport and other factors such as gender and personal ability. Specialisation will occur during adolescence in most sports and in childhood in early specialisation sports such as gymnastics, figure skating and swimming. Not all sport careers span all stages. In particular, many young athletes already drop out during the development stage or the beginning of the mastery stage.

As shown in Figure 1, an athletic career is determined by developments on an athletic level as well as on psychological, psychosocial and academic and vocational levels. Interactions occur

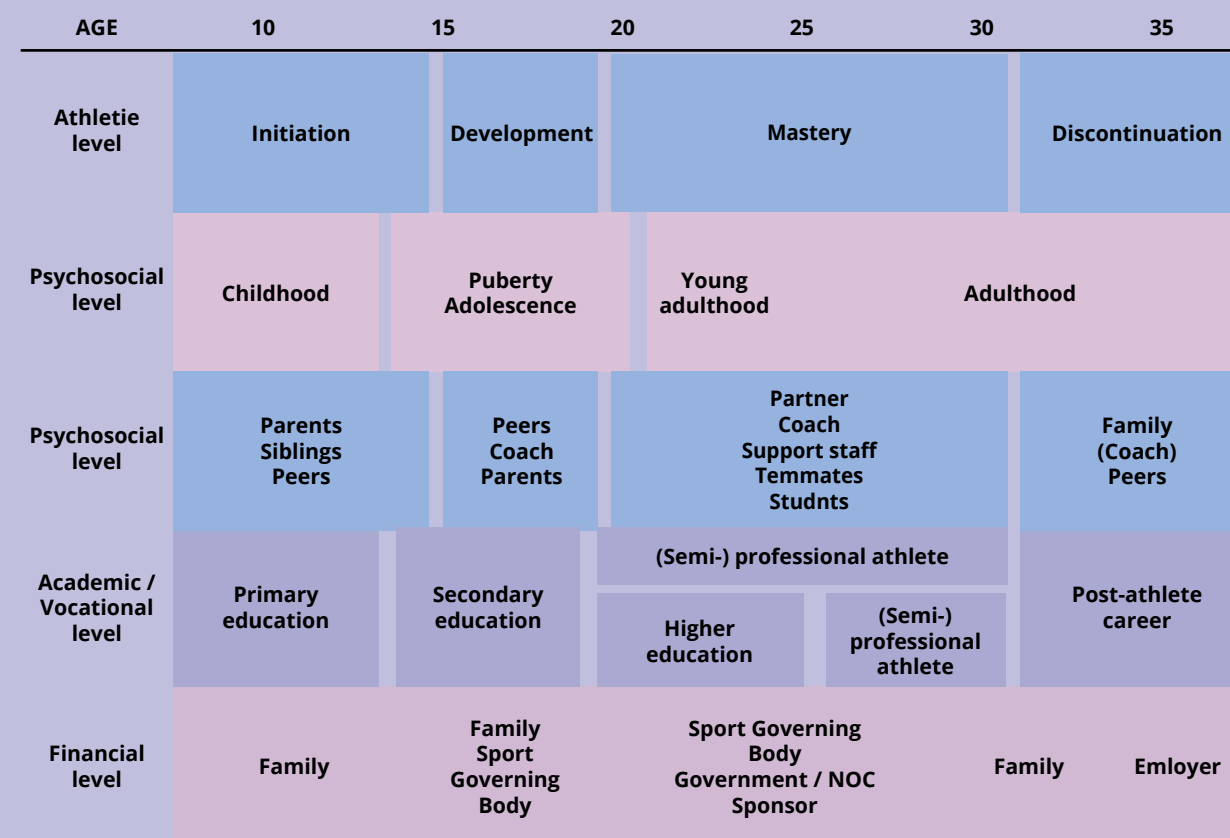


Fig.1. A developmental model of transitions faced by athletes at athletic, individual, psychosocial, and academic/vocational level (Wylleman & Lavallee, 2004)

between these levels of development and transitions are encountered by athletes throughout their sporting careers. Alongside transitions that can be expected, athletes also face less predictable transitions (e.g. an injury or change of personal coach) which can equally have a big impact on the quality of their participation in education, work, competitive sport and life in general.

Research findings show the strong concurrent, interactive and reciprocal nature of transitions occurring in the sporting career (athletic transitions) and transitions occurring in other domains of athletes' lives (e.g. academic, psycho-social, professional). As pupils change educational levels, they generally also disperse to different schools, thus breaking up the friendship networks which were a primary source of initiation of sport participation. While young talented athletes try to reach the mastery/perfection stage in their sporting careers where they need to perform at their highest level, as consistently and for as long as possible, they also have to cope with transitional changes at the psychological level (from adolescence into young adulthood), at the psycho-social level (development of temporary/stable relationships with a partner), and at the academic or vocational level (transition to higher education or a professional occupation). This all happens in an environment with a growing number of professional actors involved to improve the performance of the athlete. Athletes starting

a professional career in sport may be supported by a personal manager or agent and may have occasionally contacts with the media and politicians opening their lives from a micro level as individual athletes to the macro level of society.



"3-STAGE DUAL CAREER PROGRAM"

In order to better understand the structure of this program, we have created 3W1H questions for you!

WHY 3-STAGE DUAL CAREER PROGRAM

According to international researches conducted to better analyze the need and to make a successful transition, athletes need to develop personal resilience, skills, an education and professional relationships. Hundreds of elite athletes do struggle with the transition to a post-sport career, even though those who did succeed in professional sports had resilience, optimism and confidence. They also had a strong internal drive and were open to new experiences. While some athletes might naturally have more of these traits than others, it can be developed through relevant support and coaching.

More precisely, one-third of all participants between the ages of 10 and 17 withdraw from sports each year as they consider that sport takes up too much of their time and prevents them from pursuing other things in life (e.g. to study). More efforts therefore need to be made to coordinate and support athletes' dual careers to keep talented young people in sports and educational systems and make them aware of the benefits of a dual career. This process will enhance the responsibility of young athletes while making them aware of the benefits of a dual career. Additionally, many studies on elite athletes who are actively engaged in high-level sports have revealed that most of the athletes do not have any career plans. Elite athletes who do not make the necessary career plan during the active sports period cannot meet the needs of the labor market during the post-sports period. Employers do not prefer athletes who achieved success at international levels because, if they are not adequately educated, they do not have necessary and professional skills for a non-sports career. To overcome all these problems and to reintegrate

the experienced to the society, 3-stage dual career program will be used among young athletes.

Benefits for athletes involved in dual career program (as compared with athletes experiencing a lack of coordination between sport and education) are clearly articulated in sport research and include:

- Health-related benefits (e.g. *balanced lifestyle, reduced stress levels, increased wellbeing*);
- Developmental benefits (e.g. *better conditions to develop life skills applicable in sport, education and other spheres of life, development of personal identity, positive effects on athletes' self-regulation abilities*);
- Social benefits (e.g. *positive socialisation effects such as expanded social networks and social support systems and better peer relationships*);
- Benefits related to athletic retirement and adaptation in life after sport (e.g. *better career/retirement planning, shorter adaptation period, prevention of identity crisis*);
- Enhanced future employment prospects (e.g. *higher employability and access to well-paid jobs*).

Society and sport will benefit from the positive image of educated athletes who do sports more attractive for others, function as positive role models for young people and express the importance of excellence in society.

What does the 3-STAGE DUAL CAREER PROGRAM consist of?

3-Stage Dual Career Program provides a comprehensive approach to balance the education and sport careers in the early age of young athletes. Our manual has been designed according to the facts which are reached in the previous intellectual output of our project: Youth Athletes

Need Analysis Report. Right after the implementation of the Kick Off Meeting of our project; the research phase to identify the Young Athletes' learning needs and the challenges they encounter has been conducted. Customization of learning outcomes; Collection of insights for methodological development have been completed within equal efforts of 6 partners.

Such research phase consists of a two-pronged identification of Young Athletes' learning needs and challenges in terms of knowledge, skills and competences across the "3 Stages of the Dual Career Program". The identification has been carried out through a combination of literature/policy document/statistics analysis and surveying. The aim was to identify the unmet learning needs of young athletes against the "real-world" backdrop (particularly upon conclusion of a professional sport career) by means of simultaneously investigating the self-perception of the mentioned athletes, the perception of stakeholders (educational institutions, employment agencies, firms) and the available landscape of policy documentation/statistical evidence with a view to achieving a comprehensive insight into the concrete shortcomings faced by young athletes in each of the 3 dimensions to be covered by the program.

This phase also contained the performance of partner the research based on surveying and analysis of existing success stories in professional Athlete's integration within the labor market at the level of each partner country. The research aimed at identifying the specific topics to be comprised within the "3-Stage Dual Career Program for Young Athletes" Education, Life Skills and Employment". Partners produced a Survey targeted at Athletes former professional who managed to successfully find an employment/societal position after the end of their professional Sport career, with a view to gathering and processing indications as to the most relevant topics to be integrated in the program in each of its constituent Stages. In the light of all these mentioned stages of comprehensive research phase, we reached out the real sector problems and ongoing challenges that young athletes face in their sport and education life.

In the creation of this manual, next phase was selection of "Ambassadors of Dual Career for Young Athletes". We had chance to come together with 18 ambassadors from 6 countries and discussed these results within the real-life facts and applications. Our ambassadors first met with Experiential Learning Theory which is the base of Non-Formal Education. In the process of 4 full days training for Ambassadors who are sport coaches, trainers, sport teachers had chance to contribute 3-Dimension Dual Career

program which are consist of Employment, Education and Life Skills. This framework has been finalized more specifically in **3 stage within 6 steps**.

STAGE 1: LEARNING

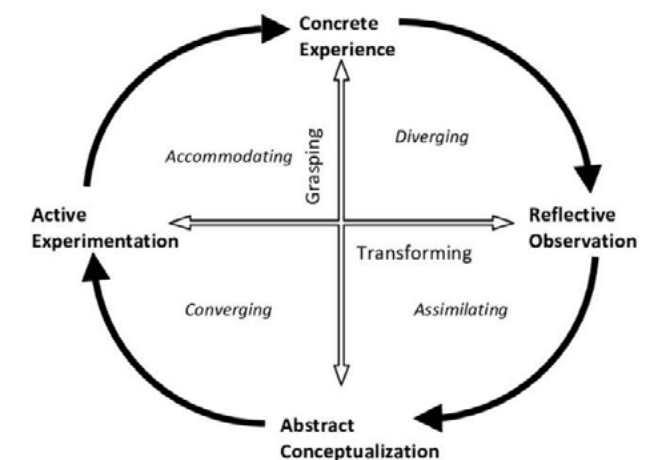
This stage has important 2 steps:

1. Creating Learning Environment
2. Learning Styles

We strongly believe that how we learn is how we live. When we look at the inevitable challenges of young athletes; we can clearly see the intense formal education and the struggle to balance it with their sport career. But within 3-STAGE of DUAL CAREER PROGRAM, we support their learning process within tools which is based on Experiential Learning Theory.

Experiential Learning Theory is a dynamic view of learning based on a learning cycle driven by the resolution of the dual dialectics of action/reflection and experience/abstraction. Learning is defined as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience." Grasping experience refers to the process of taking in information, and transforming experience is how individuals interpret and act on that information. The Experiential Learning Theory Model portrays two dialectically related modes of grasping experience:

- **Concrete Experience and Abstract Conceptualization**
- **Two dialectically related modes of transforming experience (Reflective Observation and Active Experimentation)**



Learning arises from the resolution of creative tension among these four learning modes. This process is portrayed as an idealized learning cycle where the learner "touches all the bases"—experiencing, reflecting, thinking, and acting—in a recursive process that is sensitive to the learning situation and what is being learned. Immedi-

ate or concrete experiences are the basis for observations and reflections. These reflections are assimilated and distilled into abstract concepts from which new implications for action can be drawn. These implications can be actively tested and serve as guides in creating new experiences.

STAGE 2: LIFE SKILLS

This stage has important 2 steps:

1. Self-Awareness
2. Self Esteem

Many top athletes and coaches believe that psychological factors have a crucial role in sport, as important as physical attributes and sporting skills. Mental strength is not enough to compensate for lack of skill, but if physical skills are matched, the athlete with the strongest control over their own mind will usually be the winner. Self-awareness is fundamental to the success of sport psychology interventions and a quality associated with both developing and performance excellence. It can help athletes to build self-confidence and self-esteem, take more responsibility for their actions, as well as make better decisions. As such, self-awareness is not only vital for sporting success but many other aspects of life, including school, work, and family.

What is self-awareness?

Simply put, being self-aware involves having knowledge and perception of one's own:

- Strengths and weaknesses
- Thoughts, emotions, and behaviors
- Motivation
- Habits
- Values and beliefs

We want to underline the importance of this stage by stressing the need to lead of young athletes to transform themselves more self-aware and self-esteem to ensure the further life skills. Lack of self-awareness may lead athletes to struggle to regulate their own thoughts, feelings, and behaviors as well as assert self-control when needed. It may even cost an athlete by letting negative thoughts or emotions spiral out of control and getting distracted. Without self-awareness an athlete misses important cues that can lead to a positive change



in performance. Not only may being unaware harm performance, but it can also increase the possibility of other detrimental effects such as burnout or injury and negatively impacting interpersonal relationships.

STAGE 3: CAREER PLAN

This stage has important 2 steps:

1. Future Planning in Dual Career
2. Assessment & Evaluation

The transition to the post-sport career or athletic retirement is the one inevitable transition for athletes that mixes athletic context (e.g. reasons for termination in sports, athletic career satisfaction) with non-athletic context relevant to starting a new life after sports. Retired athletes must accept retirement and adjust to the status of a former athlete, start/continue studies or work, reconsider their personal identity, and renew their lifestyles and social networks. In the light of this fact, we want to ensure of these young athletes will plan their dual career in the early ages of their life. By giving chance them to discover their strong and weak points or make them imagine themselves in following 10-15-20

years provide young athletes to believe themselves and imagine (and prepare) their future. It will help them to embrace their identity and thinking outside of the box to hold the control of their lives in their hands.

Regarding to the assessment and evaluation path; life is full of stories of successes and failures; that is how athletes progress, too. Their failures lead them to future successes, and this is where self-assessment comes into play. Feedback is essential in all aspects of life. Everyone who has been involved with sports understands the important lessons that come along with trainings, practices and games. Sports play such an integral role for young athletes because the lessons they learn in sports. To provide open space for athletes to evaluate themselves help to grow personally, academically and athletically.

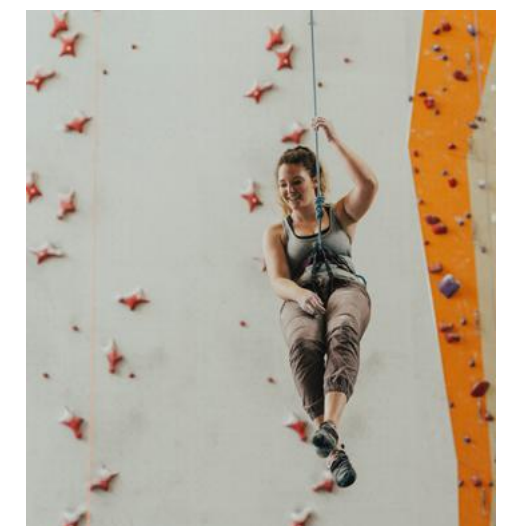
We believe that these 3 stages dual career program within specifically defined 6 steps will support young athletes to discover their own potential in the early age. This program will also help these athletes to prepare their mental and physical strength within more balanced way of their lives.

We could summarise the "Life After Sport" is an inevitable transition for athletes and the earlier

they think about, the better they will be the life after sport later and the thinking in two ways is necessary if you are an active sportsman. "Life After Sport" Project is a guarantee, which helps young athletes to be prepared in their best for the slowly, but surely coming life after sport, providing them with the chance to understand their strong and weak sides and using them in a proper way for realizing their hidden potential and releasing this energy in a right way, which could be of help to many persons in and outside the sports field.

How will 3-STAGE DUAL CAREER PROGRAM function?

"Life after sports" is tailored to the participating organizations and the target group' specific needs, guaranteeing a well-adapted personal approach applicable to athletes from all over the globe, thus proving the project's sustainability. Partner organizations from 6 countries will implement this program at their national level with participation of min. 20 athletes. Within the effort of Ambassadors of Dual Career Program, national training outlines have been created on 17th of October 2019 in Istanbul, Turkey. These national training outlines will be implemented at the local level in 6 countries (Bulgaria, Croatia, Greece, Italy, Spain, Turkey).



SESSIONS OUTLINE AND FLOW FROM DUAL CAREER AMBASSADORS:

BULGARIA TRAINING FLOW

<p>STAGE 1 : LEARNING</p>	<p>1.Creating Learning Environment Duration: 40min Name of the Tool(s): My Favourite Sportsman Evaluation & Assessment: Dart board of evaluation</p> <p>2.Learning Styles Duration: 40min Name of the Tool(s): Questionnaire about learning styles Evaluation& Assessment: Dart board of evaluation</p>
<p>STAGE 2 : LIFE SKILLS</p>	<p>3. Self Awareness Duration: 50min Name of the Tool(s): Resiliency bingo for athletes Evaluation& Assessment: Dart board of evaluation</p> <p>4.Self Esteem Duration: 40min Name of the Tool(s): Self-esteem question deck Evaluation & Assessment: Dart board of evaluation</p>
<p>STAGE 3 : CAREER PLAN</p>	<p>5. Future Planing on Dual Career Duration: 60min Name of the Tool(s): Self-esteem question deck Evaluation& Assessment: Dart board of evaluation</p> <p>6. Assessment & Evaluation Duration: 35min Name of the Tool(s): Presentation (short video) Evaluation& Assessment: "Brain storm"</p>

CROATIA TRAINING FLOW, DEVELOPED BY PRHG AMBASSADORS: ANITA JOKIĆ, MIRELA CAPUT & DAJANA ROSATI

<p>STAGE 1 : LEARNING</p>	<p>1.Creating Learning Environment Duration: 45min Name of the Tool(s): Life Survival Box Evaluation & Assessment: discussion, comparison of ideas, winner gets The LS Box</p> <p>2.Learning Styles Duration: 45min Name of the Tool(s): Am I stylish enough? Evaluation & Assessment: Structured questionnaire analysis according to seven learner types (answers: 0, 1 or 2)</p>
<p>STAGE 2 : LIFE SKILLS</p>	<p>3. Self Awareness Duration: 45min Name of the Tool(s): I know what's best for you! Evaluation & Assessment: role play (coach, manager, physical therapist, parent, teacher), decision making process analysis</p> <p>4.Self Esteem Duration: 45min Name of the Tool(s): Self-esteem checkup Evaluation & Assessment: Data analysis by overall number of points</p>
<p>STAGE 3 : CAREER PLAN</p>	<p>5. Future Planing on Dual Career Duration: 45min Name of the Tool(s): Mapping my future Evaluation& Assessment: Career Quiz</p> <p>6. Assessment & Evaluation Duration: 45min Name of the Tool(s): How my tree grows? Evaluation & Assessment: Analysis and reflection of a drawing which represents personal growth and progress</p>

GREECE TRAINING FLOW

<p>STAGE 1 : LEARNING</p>	<p>1.Creating Learning Environment Duration: 45min, group creation of 3 to 4 persons. Selecting number randomly. Name of the Tool(s): 1. "Galloping" (energizer) 2. "Storytellers": Narrating a story, fictional or real one where leading actor is each participant of the group Evaluation & Assesment: Ability to interact and be confident around others</p> <p>2.Learning Styles Duration: 1 h 30 min Name of the Tool(s): "Concrete Experience". In order to analyze the different components (thoughts, experiences, and abilities) that contribute towards one's unique identification Evaluation & Assesment: Giving feedback and offering reinterpretation of existing experience.</p>
<p>STAGE 2 : LIFE SKILLS</p>	<p>3. Self Awareness Duration: 1h 30min Name of the Tool(s): "Self pros and cons reports" Group creation selection (3 to 4 persons) according to sports specialization Evaluation& Assesment: Feedback from group and trainers. Note that critique can be acknowledged as a decisive factor or, in the opposite case, an ineffective procedure. Thus, trainers should focus on considering judgments as a useful information in order to gain sight into intra-personal characteristics</p> <p>4.Self Esteem Duration: 15min for a 7 person group Name of the Tool(s): 1. "Fall in trust": In rows, each participants is falling backwards with eyes close while persons behind are capturing him before completely falling to the ground. 2. "Check my strength": Each participant performs/paint/reads/writes, etc, something that he considers as his strength to the rest of the team. Evaluation & Assesment: Lack of trust for strangers, feedback for report</p>
<p>STAGE 3 : CAREER PLAN</p>	<p>5. Future Planing on Dual Career Duration: 2 hours Name of the Tool(s): "Self-reflection survey", including questions regarding problem solving, information analysis, improving communication skills, organizing and managing capabilities. Evaluation& Assesment: Self-evaluation</p> <p>6. Assessment & Evaluation Duration: 1h 30min Name of the Tool(s): "Road map to success": Building, drawing, scheduling the road, with the necessary checkpoints, for the final destination described as the perfect career plan. Evaluation & Assesment: Forster your future network: Reporting persons, stakeholders, clubs, associations sports federations, academic institutions that can potentially augment each participant's road map to success.</p>

ITALY TRAINING FLOW

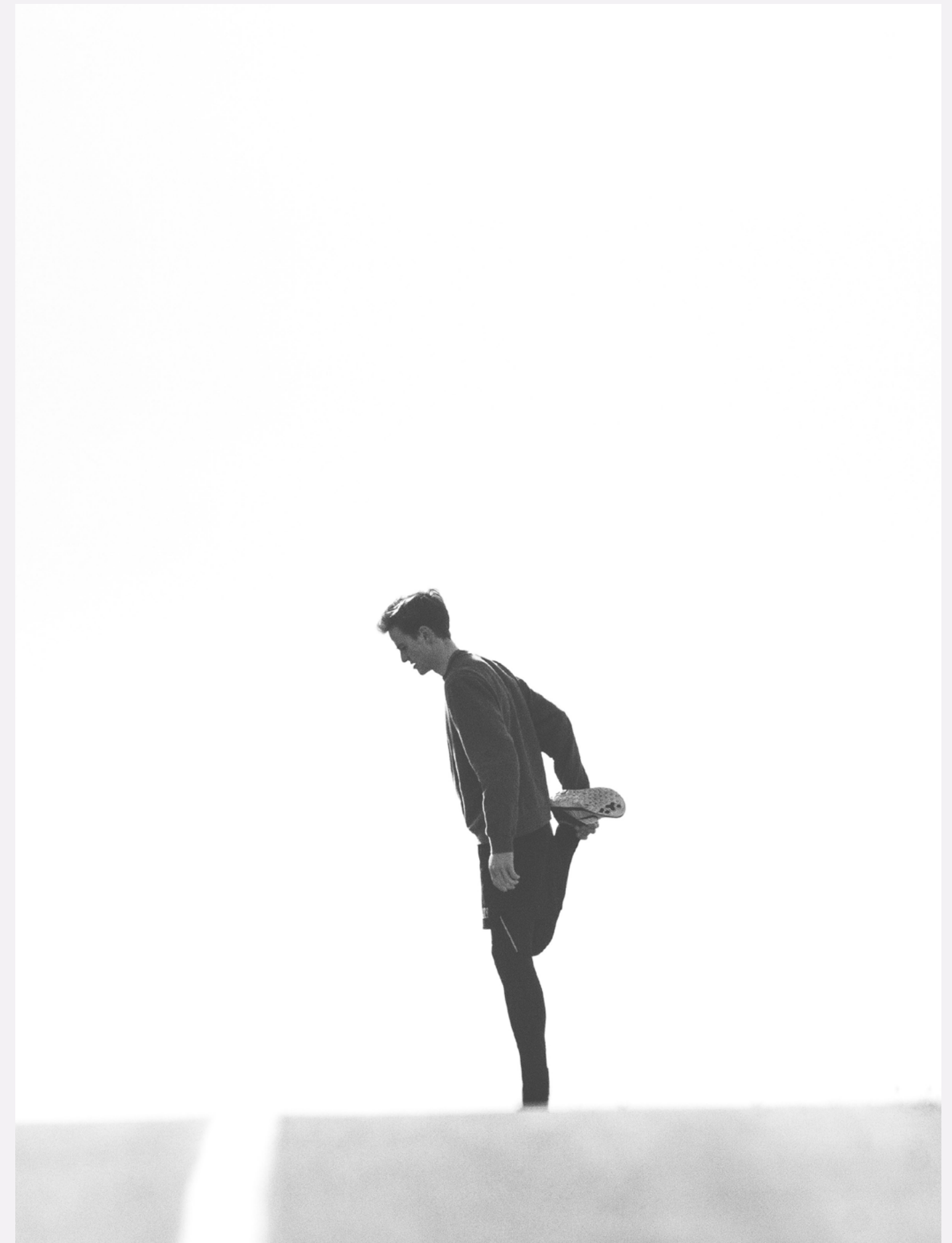
<p>STAGE 1 : LEARNING 1 day</p>	<p>1.Creating Learning Environment Duration: 30 min Name of the Tool(s): Warm up Evaluation & Assesment: Questioning "How do you feel now?" Answer should be without word "good"</p> <p>2.Learning Styles Duration: 1 hour Name of the Tool(s): Questionnaire Evaluation & Assesment: Ask about "Bungee jumping"</p>
<p>STAGE 2 : LIFE SKILLS 1 day</p>	<p>3. Self Awareness Duration: 1h 30min Name of the Tool(s): Life changing experience + energizer with the ball; Open self with design Evaluation & Assesment: Briefing</p> <p>4.Self Esteem Duration: 1h 30min Name of the Tool(s): Life changing experience + energizer with the ball; Open self with design Evaluation & Assesment: Briefing</p>
<p>STAGE 3 : CAREER PLAN 1 day</p>	<p>5. Future Planing on Dual Career Duration: 1h 30min Name of the Tool(s): Dream came true in sport and studies (describe the steps you did to achieve, how much time did it take); finger test with 2 hands sport and career Evaluation& Assesment: Briefing</p> <p>6. Assessment & Evaluation Duration: 1 hour Name of the Tool(s): Questionnaire, Describe your experience in one sentence, What do you think about DC now after this program? Evaluation& Assesment: Briefing</p>

SPAIN TRAINING FLOW

<p>STAGE 1 : LEARNING</p>	<p>1.Creating Learning Environment Duration: 1h 30min (at the beginning of the first and second day) Name of the Tool(s): First Day cooperative learning (Posotive Interdependence) 30mins Second Day: Thinking Routine (I see, I think, I wonder) 30mins Evaluation & Assesment: Portfolio / Reflection Diary</p> <p>2.Learning Styles Duration: 1 hour Name of the Tool(s): SNAKE - Every player has on his forefront a posit with a skill that define a learning style. Then, they look for the one with which they feel more identify. And, they have to stand behind this person. Evaluation & Assesment: Portfolio / Reflection Diary</p>
<p>STAGE 2 : LIFE SKILLS</p>	<p>3. Self Awareness Duration: 30 min Name of the Tool(s): MOOD METER How do you feel after knowing this life experience? How do you feel when you play this sport? Evaluation & Assesment: Portfolio / Reflection Diary</p> <p>4.Self Esteem Duration: 30 min Name of the Tool(s): PAPER PLANE Firstly, every player makes a paper plane and they write a strength of themselves. Later, they throw the plane to another player, this player takes it and write something positive about his partner. At the end, every people get back his paper plane Evaluation & Assesment: Portfolio / Reflection Diary</p>
<p>STAGE 3 : CAREER PLAN</p>	<p>5. Future Planing on Dual Career Duration: 1 hour Name of the Tool(s): Visual Thinking Evaluation& Assesment: Portfolio / Reflection Diary</p> <p>6. Assessment & Evaluation Duration: 1h 30min Name of the Tool(s): Presentation Portfolio (Reflection Diary) Evaluation& Assesment: Verbal Evaluation</p>

TURKEY TRAINING FLOW

<p>STAGE 1 : LEARNING</p>	<p>1.Creating Learning Environment Duration: 2 hours Name of the Tool(s): Introduction Name Game With Object (Ball) Human Bingo Internal & External Circles Evaluation & Assesment: Verbal Evaluation - Debriefing</p> <p>2.Learning Styles Duration: 1h 30min Name of the Tool(s): Introduction Phase: Thematical WS – Experiential Learning Cycle Learning Styles Inventory</p> <p>Evaluation& Assesment: Verbal & Written Evaluation</p>
<p>STAGE 2 : LIFE SKILLS</p>	<p>3. Self Awareness Duration: 1h 30min Name of the Tool(s): Energizer: Catch the Finger Learning Through Johari Window Debriefing Evaluation& Assesment: Verbal & Written Evaluation</p> <p>4.Self Esteem Duration: 1h 30min Name of the Tool(s): Energizer: Trees & Nature "I'm my hero" Template Dialogue of Desire Evaluation & Assesment: Verbal Evaluation - Debriefing</p>
<p>STAGE 3 : CAREER PLAN</p>	<p>5. Future Planing on Dual Career Duration: 2 hours Name of the Tool(s): Energizer: Find the Dancing Leader Case Study: Tom & Sport Ten Fingers Evaluation Evaluation& Assesment: Verbal & Written Evaluations</p> <p>6. Assessment & Evaluation Duration: 1hour Name of the Tool(s): Energizer: "Wind Blows the Door .." Pizza Method for Evaluation World Cafe: Learning Outcomes & Learning</p> <p>Evaluation & Assesment: Written Evaluation – Google Forms</p>



TOOLS FOR STAGE 1: EDUCATION

MY FAVOURITE SPORTSMAN

<p>1. Theoretical Background:</p> <ul style="list-style-type: none"> • Start with energizer • Everyone tells about their favourite athlete , why he or she choose it, any real life story that inspired him or her.
<p>2. Learning objectives:</p> <p>To get more information about each other , about the country's top athletes and the preferences about their sports background</p>
<p>3. Description : Starts with the energizers:</p> <ol style="list-style-type: none"> 1. Introduce yourself and the sport you are involved in while making the mimics (mimics are only for the sport) 2. Starts with saying your favourite sport, without mentioning the sport, instead you say the sportsman who represent the sport; (for example - My favourite sport is Usain Bolt) and the others has to recognize the sport which you thinking about. 3. Sharing the story of the favourite athlete and explaining why they like it , are they role model for them and why , are they get inspired by him/her and why? <ul style="list-style-type: none"> • write it on a paper(7 min) • starting to mix the papers with each other and when I ask them to stop , in order they start to read and give more information about the sport/athlete/etc.
<p>4. Tips for Trainers:</p> <p>While evaluation trainers not to be in the room.</p>
<p>5. Resources, references & availability:</p> <p>Making a reflection groups, Likes/dislikes, recommendations and suggestions and the feeling of the workshop.</p>

NAME GAME WITH OBJECT (BALL)

<p>1. Theoretical Background:</p> <p>Such tools are considered as ice-breaking tools and methods which helps to people to establish first contacts and let them learn games through interactive ways.</p>
<p>2. Learning objectives:</p> <p>In the beginning of the learning session, this activity will be held to help participants to learn and remember each other's names.</p>
<p>3. Description :</p> <p>Basics:</p> <ul style="list-style-type: none"> • Stand in a circle. Go around the circle and have each person introduce him/herself. • After everyone has stated his/her name, call someone's name and toss the ball to that person. • The recipient must then call someone else's name and toss the ball to that person. • Repeat until everyone in the circle has been tossed the ball once. • Instruct them to remember to whom they threw the ball. <p>Advanced:</p> <ul style="list-style-type: none"> • Have the group toss the ball around the circle in the original order again. Make sure people throw the ball to the same person they did the first time around, continuing to state that person's name. • Add a second ball and third ball so more than one ball is being thrown at a time. • Throw the ball in reverse order. Start with the last person and go backwards. • Rearrange the circle. Have the students stand somewhere different in the circle, but continue to toss the ball in the same order.
<p>4. Tips for Trainers:</p> <p>Required materials for this getting know each other game are tennis ball or small balls.</p>
<p>5. Resources, references & availability:-</p>

LEARNING STYLES INVENTORY

1. Theoretical Background:

Learning style describes the unique ways individuals spiral through the learning cycle based on their preference for the four different learning modes. Because of one's genetic makeup, particular life experiences, and the demands of the present environment, a preferred way of choosing among these four learning modes is developed.

2. Learning objectives:

The new KLSI (Kolb Learning Style Inventory) 4.0 introduces these nine style types by moving from a 4 pixel to 9-pixel resolution of learning style types as described below. The learning style types can be systematically arranged on a two-dimensional learning space defined by Abstract Conceptualization-Concrete Experience and Active Experimentation-Reflective Observation.

3. Description :

- SENTENCES:** Below are 12 sentences with a choice of four endings. Rank the endings for each sentence according to how well you think each one fits with how you would go about learning something. Try to recall some recent situations where you had to learn something new.
- RANK:** Using the spaces provided, rank order each sentence ending, starting with a "4" for the sentences that best describes how you learn, down to a "1" for the sentence ending that seems the least like the way you would learn. Be sure to rank all the endings for each sentence unit. No two endings in a set can be given the same rankings. **4=MOST descriptive of you **1=LEAST descriptive of you
- REACT:** In ranking the words, use your first impression. There are no right or wrong answers. The real you is best revealed through a first impression. Analyzing each group will obscure the real you. Do not answer as you WISH you were or as you think you SHOULD be, just answer as you honestly think you are.
- PROCEED:** Continue to rank all twelve sentences, one at a time.
- TIME:** The ranking should take no more than 5 minutes.
- NEXT:** When you have finished ranking, go to the SCORING GUIDE.

Here is the sentence template:

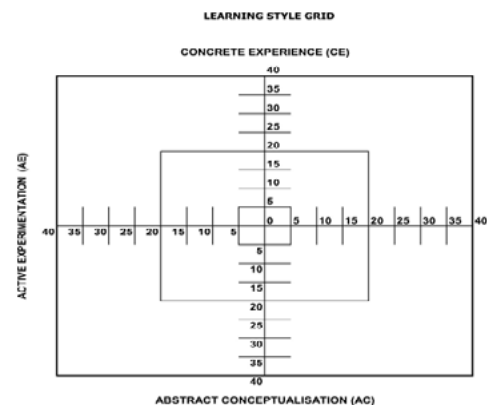
SENTENCES				
1. When I learn...	...I like to deal with my feelings	...I like to watch and listen	...I like to think about ideas	...I like to be doing things.
2. I learn best when...	...I trust my hunches and feelings	...I listen carefully and watch	...I rely on logical thinking	...I work hard to get things done
3. When I am learning...	...I have strong feelings and reactions	...I am quiet and reserved.	...I tend to reason things out	...I am responsible about things
4. I learn by...	...feeling	...watching	...thinking	...doing
5. When I learn...	...I am open to new experiences	...I look at all sides of an issue	...I like to analyse things, break them into their parts	...I like to try things out
6. When I am learning...	...I am an intuitive person	...I am an observant person	...I am a logical person	...I am an active person
7. I learn best from ...	...personal relationships	...observation	...rational theories	...a chance to try and practice
8. When I learn...	...I feel personally involved	...I take my time before acting	...I like ideas and theories	...I like to see results from my work
9. I learn best when...	...I rely on my feelings	...I rely on my observations	...I rely on my ideas	...I can try things out for myself
10. When I am learning...	...I am an accepting person	...I am a reserved person	...I am a rational person	...I am a responsible person
11. When I learn ...	...I get involved	...I like to observe	...I evaluate things	...I like to be active
12. I learn best when...	...I am receptive and open-minded	...I am careful	...I analyse ideas	...I am practical
Total Score				

SCORING GUIDE

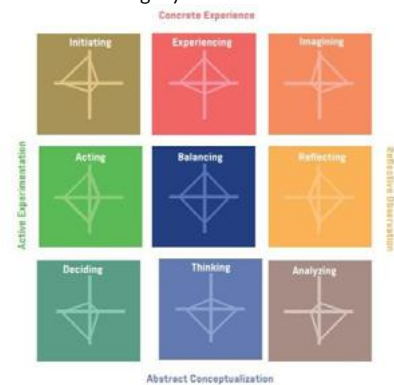
- Add the numbers in each box down each column. Put that total in the box in the total score row.
- Check: the combined total scores must be 120. If not, recheck your scoring.

GRAPHING THE LEARNING STYLE GRID

- On the vertical axis pointing toward 12 o'clock (Concrete Experience) place a large dot by the number which corresponds to your total score in column 1.
- On the horizontal axis pointing toward 3 o'clock (Reflective Observation) place a large dot by the number which corresponds to your total score in column 2.
- On the vertical axis toward 6 o'clock (Abstract Conceptualization) place a large dot by the number which corresponds to your total score in column 3.
- On the horizontal axis pointing toward 9 o'clock (Active Experimentation) place a large dot by the number which corresponds to your total score in column 4.
- Join the four dots to form a four-sided figure. You now have a graphic representation of your dominant (27-40 points), intermediate (16-26 points) and low (10-15 points) style.
- When you have completed this, give a copy of your completed Learning Style Grid (without the name of trainee) to trainer.



At the end of the completion of four-sided figures, each trainee will have the image of their learning styles. Here are the figures and name of the learning styles:



4 Tips for Trainers :

- Translation of learning styles inventory will be done into native language of trainees.
- The handouts of these inventory with questions will be given to trainees.
- 30 minutes should be given to trainees to complete the test.
- It's important to avoid deep thematical explanations to 15-18 years old trainees.
- The Experiential Learning Cycle should be explained and connection with learning styles should be explained to trainees

5 Resources, references & availability:

- Kolb Learning Styles
- [Experiential Pedagogy of the Oppresses Book](#)



HUMAN BINGO

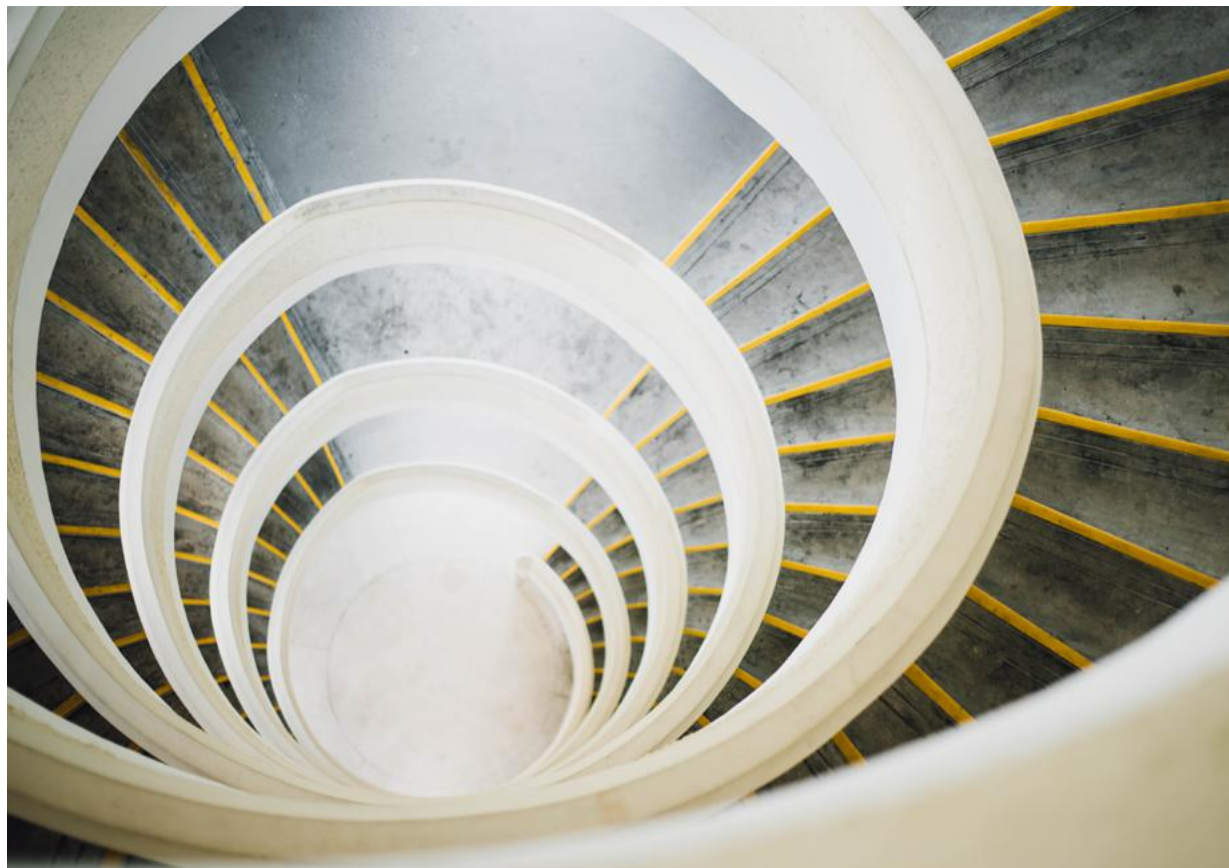
<p>1. Theoretical Background:</p> <p>Human bingo is one of best ice breakers Socializing with people is the first step, and after the game is over, you'll know more about each other in interesting ways.</p>
<p>2. Learning objectives:</p> <p>The objective of this game is for people to wander around the room and to obtain the signatures of people who have the facts listed on the bingo sheet.</p> <ul style="list-style-type: none"> • Raising communication skills of trainees • - Providing them an open space to establish more comfortable learning environment
<p>3. Description:</p> <ol style="list-style-type: none"> 1. Prepare the cards. Use a standard 5 x 5 square grid (as used in the regular bingo games). Create one card for each person. If you don't have such bingo cards, you can also use A4-size papers. <ul style="list-style-type: none"> • Also have pens or pencils for each card. 2. Fill in the bingo boxes. Think of interesting human characteristics, personalities, and life facts for the bingo matches. Some examples could be:owns or has owned a pet commutes to school/work <ul style="list-style-type: none"> •has never smoked before •has gone to a sporting event •has visited another country •has tried a different cuisine outside of their own •has ever won something •has more than two pets •has worked in another state •has a social networking account, etc. 3. Announce the game rules to everyone. You could do this either as you hand out the cards or once everyone has arrived and is ready to get to know one another. <ul style="list-style-type: none"> • Tell the players that they must interview each other. Have each player go around the group and ask other people to check off one box that applies to them. Names or signatures on multiple boxes won't count. 4. Declare the winner with a full or completed signed card. Let the players know to come to you when their card is full and you can call out the winner. <ul style="list-style-type: none"> •Alternatively, you could declare winners when a row (across, up, down or diagonal) has been checked off; this depends on whether you want to speed things up or not.[4] •Offer a small door prize such as a chocolate bar, or a cake, to the winner.
<p>4. Tips for Trainers:</p> <p>This game is a get-to-know-you style icebreaker. The recommended group size is: large or extra large. The game works best with a group of about 25 people. It can be played indoors or outdoors. Required Materials are printed bingo sheets and pens.</p>
<p>5. Resources, references & availability:</p> <ul style="list-style-type: none"> • Human Bingo (Did You Know?) Game

SENTENCES



1. When I learn...	...I like to deal with my feelings _____	...I like to watch and listen _____	...I like to think about ideas _____	...I like to be doing things. _____
2. I learn best when...	...I trust my hunches and feelings _____	...I listen carefully and watch _____	...I rely on logical thinking _____	...I work hard to get things done _____
3. When I am learning...	...I have strong feelings and reactions _____	...I am quiet and reserved. _____	...I tend to reason things out _____	...I am responsible about things _____
4. I learn by...	...feeling _____	...watching _____	...thinking _____	...doing _____
5. When I learn...	...I am open to new experiences _____	...I look at all sides of an issue _____	...I like to analyse things, break them into their parts _____	...I like to try things out _____
6. When I am learning...	...I am an intuitive person _____	...I am an observant person _____	...I am a logical person _____	...I am an active person _____
7. I learn best from ...	...personal relationships _____	...observation _____	...rational theories _____	...a chance to try and practice _____
8. When I learn...	...I feel personally involved _____	...I take my time before acting _____	...I like ideas and theories _____	...I like to see results from my work _____
9. I learn best when...	...I rely on my feelings _____	...I rely on my observations _____	...I rely on my ideas _____	...I can try things out for myself _____
10. When I am learning...	...I am an accepting person _____	...I am a reserved person _____	...I am a rational person _____	...I am a responsible person _____
11. When I learn ...	...I get involved _____	...I like to observe _____	...I evaluate things _____	...I like to be active _____
12. I learn best when...	...I am receptive and open-minded _____	...I am careful _____	...I analyse ideas _____	...I am practical _____
Total Score	_____	_____	_____	_____

INTERNAL & EXTERNAL CIRCLES

<p>1. Theoretical Background:</p> <p>It allows participants to meet many people in a short time and introduce themselves to more than one person in the same time. Allows the group to meet in more detail.</p>
<p>2. Learning objectives:</p> <ul style="list-style-type: none"> • Getting know each other in more details • Creating bounds among trainees to create more personal relation
<p>3. Description:</p> <p>The participants are divided into 2 groups and are asked to sit in inner circles with their faces facing each other. After each question; The participants in the inner circle are asked to move clockwise. Thus, the face-to-face contacts are changed. Then the outer ring is moved again clockwise or counterclockwise. Moving the inner and outer circles is repeated for each question until the end of the exercise.</p> <p>The participants are asked what kind of information they want to learn about each other. Here are a few sample questions.</p> <ol style="list-style-type: none"> 1. Tell your opponent what you love most. 2. The craziest thing you've ever done 3. The last book you read 4. Something you love about your country 5. How do you define yourself?
<p>4. Tips for Trainers:</p> <p>Selection of the interesting questions is really important for target groups</p>
<p>5. Resources, references & availability:</p>



LIFE SURVIVAL BOX

<p>1. Theoretical Background:</p>
<p>2. Learning objectives:</p> <ul style="list-style-type: none"> • Creating a survival kit which would encourage and help learners when encountering an obstacle
<p>3. Description:</p> <ul style="list-style-type: none"> • students make pairs (eg. to group them by date of birth, two closest are a pair) • they are given a Life Survival Box sheet with 7 photos and gaps. First two photos have explanations already written. Students write explanations for the remaining eight objects, eg. <p> Eraser is there to show you that you are allowed to make mistakes and that mistakes are a part of learning</p> <p> Bandage is there to help your hurt feeling</p> <p>Other objects are: cotton ball, bottle of water, bar of chocolate, tissue, star, pen, sticker and tape.</p> <ul style="list-style-type: none"> • Students have 15 minutes to write down their ideas. • Exchange of ideas, 10 minutes. • Voting for the best idea for each element. • Creating a poster representing 10 best solutions, each pair creates one drawing and explanation.
<p>4. Tips for Trainers:</p> <p>If possible, create a 'real life' Survival kit and award the best pair.</p>
<p>5. Resources, references & availability:</p>



AM I STYLISH ENOUGH?

1. Theoretical Background:

2. Learning objectives:

- Recognizing and understanding of their own learning style(s)

3. Description:

- students individually fill out an online questionnaire on seven learning styles (visual, aural, verbal, physical, logical, social or solitary), answers: 0,1 or 2
- reading descriptions and advice for each style
- commenting graph and areas covered
- exemplary results:

Memetic Styles Graph:



Memetic Styles Graph:



4. Tips for Trainers:

- it is possible for your students to have more than one preferred learning style

5. Resources, references & availability:

- [Melmetics accelerated learning manual](#)



TOOLS FOR STAGE 2: LIFE SKILLS

I KNOW WHAT'S BEST FOR YOU!

1. Theoretical Background:
2. Learning objectives: <ul style="list-style-type: none">• to understand decision making process better, to try and choose what's best for the learner/athlete at a certain point of time in their education or sports career• to be aware of different influences during decision making process
3. Description: <ul style="list-style-type: none">• students are in divided in four groups of five students each (<i>teacher appoints the groups by eg. four colors or animals etc.</i>)• each student is given a role card (<i>coach, manager, physical therapist, parent, teacher</i>) and they do the activity from the characters' point of view• each group is given the same 2 potential problems/scenarios:<p>Problem 1: A 16 year-old athlete has just sprained her ankle during last night's training. It hurts, but nothing is broken. There's an important tournament this weekend. What would each group member advise?</p><p>Problem 2: An 18 year-old footballer has just gotten an invitation to join the two-week national team preparations for the first time. This would be a great step forward. Also, he felt some lighter pain in his wrist when he made a certain move a few days ago, but now it doesn't hurt. Unfortunately, he has his final exams next week if he wants to graduate this summer. What would each group member advise?</p> <ul style="list-style-type: none">• students have 25 minutes to each explain his reasoning to the group• students try to convince each other and finally to agree on the best solution
4. Tips for Trainers: <p>if necessary, trainer can adapt scenarios</p>
5. Resources, references & availability:



SELF-ESTEEM CHECKUP

1. Theoretical Background:
2. Learning objectives: <ul style="list-style-type: none">• to become aware of one's strengths and weaknesses• to recognize weaknesses as opportunities for improvement and development
3. Description: <ul style="list-style-type: none">• students individually fill out a 10-question 'self-esteem checkup' list grading themselves from 0-10 in each question• they add all the points up and calculate the total• all students brainstorm ideas (at least two per question) how to improve each of the characteristics• students individually think of their 'future selves in two years' and add a certain number of points for each question, according to their belief of how much they can improve themselves
4. Tips for Trainers: <ul style="list-style-type: none">• if necessary, trainer can adapt scenario
5. Resources, references & availability: <ul style="list-style-type: none">• Human Bingo (Did You Know?) Game



SWOT ANALYSIS

1. Theoretical Background:
This activity involves the athlete thinking about their Strengths, Weaknesses, Opportunities, and Threats using a simple grid.

2. Learning objectives:

- To help athletes to become more aware of their strengths and weaknesses.

3. Description:

- First of all, SWOT Analysis handouts should be distributed to athletes.

Strengths	Weaknesses
Opportunities	Threats

- They should be asked to fulfill the "Strengths and Weaknesses" part of the analysis.
- Strengths and weaknesses can be systematically identified via a performance profile or through a simple brainstorming exercise.
- Another suggestion is to ask the athlete to describe how other's would see their strengths and weaknesses (e.g., how would your coach describe what are your greatest strengths or weaknesses that you do not see?).
- After they have completed the Strengths and Weaknesses part, you can lead the athletes to pass to "Opportunities and Threats" part.
- Ask the athlete to reflect on what opportunities exist for them in the future. These could be potential future strengths.
- Similarly, what are future threats? These are potential goal-busters that might be obstacles or challenges that hinder goals the athlete would like to achieve in the future.
- After athletes fulfill the all parts of the table, you can move to "Analysis and Planning" phase by giving address to "USED" synergy.
- Ask the athlete to reflect on the four areas and what they learn from about themselves from this analysis.
- Next, encourage the athlete to think about how they will use this information – a key step in the activity that should not be overlooked, by generating strategies for the following:
 - How can you Use each Strength?
 - How can you Stop each Weakness?
 - How can you Exploit each Opportunity?
 - How can you Defend against each Threat?

4. Tips for Trainers:
This tool contributes the self-awareness path of young athletes. It's normal that they might have never approached to themselves from 4 corners. Trainers should give time to athletes and shouldn't push them to come with concrete ideas.

5. Resources, references & availability:

- [A sport psychologist's guide for helping athletes develop better self-awareness by Jennifer Cumming](#)

JOHARI WINDOW

1. Theoretical Background:
The Johari window is useful for helping athletes to recognise their blindspots (e.g., certain attitudes or beliefs) as well as discover aspects of themselves they may have never fully appreciated (e.g., underestimated ability or skill)

Similar to a SWOT analysis, the Johari window involves a simple grid of four quadrants each representing a different area for athletes to consider about themselves as well as getting feedback from others:

- Open self: What is known by the athlete about him/herself and is also known by others.
- Blind self: What is unknown by the athlete about him/herself but which is known by others.
- Hidden self: What the athlete knows about him/herself that others do not know.
- Unknown self: What is unknown by the athlete about him/herself and is also unknown by others.

2. Learning objectives:

- To help build trust and open up lines of communication.
- To provide open space to better know the person itself and others.
- To emphasize on "soft skills" such as behavior, empathy, co-operation, inter group development and interpersonal development.

3. Description:
Johari Window model

Step one:
The place to start in the Johari window is in the open area. Tell your participants to "make some notes about themselves". Complete the Self Awareness Diagnostic. You can lead this phase within such questions:

- What are your strengths and your weaknesses?
- What are you comfortable with and willing to share with others?

Please tell your participants that they should try and be honest and clear about what they know about themselves already.

Step two:
You can involve other participants and ask for feedback about themselves. You should inform them to be prepared to seriously consider it. That doesn't mean that they have to do everything that's suggested, but they should at least listen and think about it. Then you can give the person who provided the feedback some acknowledgement or thanks for making the effort. Depending on how confident your participants are you might prefer to do this as either a group exercise or on a one to one basis.

- It shouldn't be forgotten that giving effective feedback is a skill and some people may be better at it than others. You should notify your participants that when they receive feedback, they should be respectful, listen and reflect on what has been said. It may be on receiving feedback they may want to explore it further that can lead to discovery about themselves.

*** You can also transform this material like drawing about themselves, drawing about other and reflecting their ideas, too.*

4. Tips for Trainers:
All trainers must remember:

- Some things are perhaps better not communicated with others.
- People may pass on the information they received further than you desire or use it in a negative way.
- Some people or cultures have a very open and accepting approach to feedback and some do not. People can take personal feedback offensively so it's important when facilitating to exercise caution and start gradually.

5. Resources, references & availability:

- [Understanding the Johari Window model](#)

I'M MY HERO!

1. Theoretical Background:

This method is used to realize the self-potential and be able express yourself.

2. Learning objectives:

- To help to better realize participants' potential.
- To contribute to raise self-esteem of young athletes and give them the idea of "everything is in their hands"

3. Description:

This activity should start by delivering the "I'm My Hero" handouts to participants. It looks like combination of SWOT Analyses and Johari Window exercises but it's one of the tools really suitable for the participants in their young age. 10-20 minutes should be given to participants to fulfill this template individually. After they completed this template, it should be asked to participants to find their pair to work together and to explain their ideas and what they have written. Another 10 minutes should be given to participants. Final step is to come all together and make the sum up. Circle form of chairs should be done to underline the open communication and equality. In order to make sum-up debriefing method can be used.

- How did you feel when you describe yourself in the form?
- Did you discover something new about yourself?
- Did you realize anything change or different for you now?
- How did you feel when you are sharing your personal identical items with another person?
- Anything which made you feel uncomfortable in this process?
- Do you foresee any extra work to improve yourself?

I am my Hero

What are the strong features of my personality?

What do I think makes me special? what are my accomplishments?

What are the most important values in my life?

gives me strength and motivation

I have experienced difficult situations in my life? What did I get from them?

What is the point of my weakness that prevents me from being the one I want to be?

How do people who love me describe me?

4. Tips for Trainers:

- It's important to give time to participants to prepare themselves to reflect their ideas.
- The pushy attitude might traumatize youngsters while they try to analyze their characteristics etc.

5. Resources, references & availability:

RIVER OF LIFE

1. Theoretical Background:

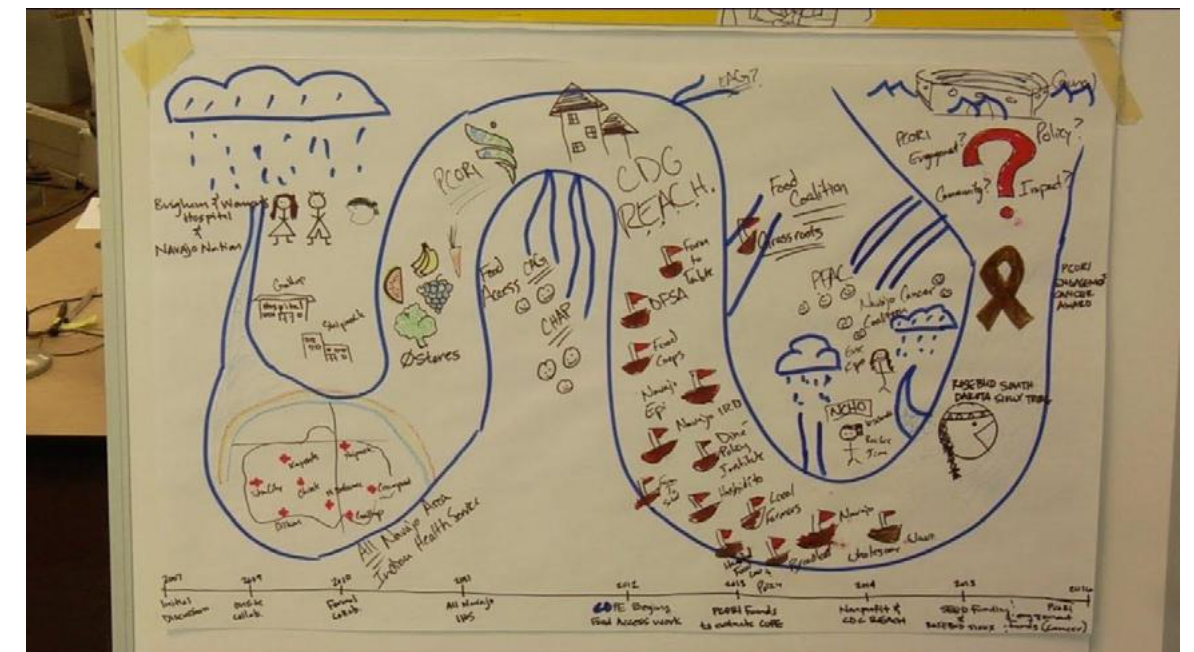
This personal reflection tool uses drawing, story-telling, and sharing to help a group get to know each other better. It is a great way to connect and deepen people's commitment to the issue and movement.

2. Learning objectives:

- To increase the self-awareness of young participants
- To improve the self-assessment skills of young participants

3. Description:

- Offer people a large piece of paper and crayons/markers/pens.
- Ask them to think about their own life as a river to get to this workshop/event: "What different streams and other rivers helped you get here—working on this issue and involved in this movement? Think about the fast-moving times in your life and the challenges or rocks that you moved through. Draw these as a river. Use the metaphor to its fullest—maybe there are offshoots, rapids, waterfalls, or still times in ponds, etc."
- Give people at least 8 minutes to draw. If you give people more time, then they will need to spend more time sharing. This activity can be done in as little as 20 minutes, or as long as 1.5 hours.
- After people draw, give them some time to share, either in small groups (takes less time) or in the whole group (takes more time).



4. Tips for Trainers:

- Since it's individual journey in the beginning of drawing the rivers, don't hesitate to give time to participants.
- Also slow music can help to create emotionally comfortable environment.

5. Resources, references & availability:

- [River of Life](#)

HANDS OF LIFE

1. Theoretical Background:

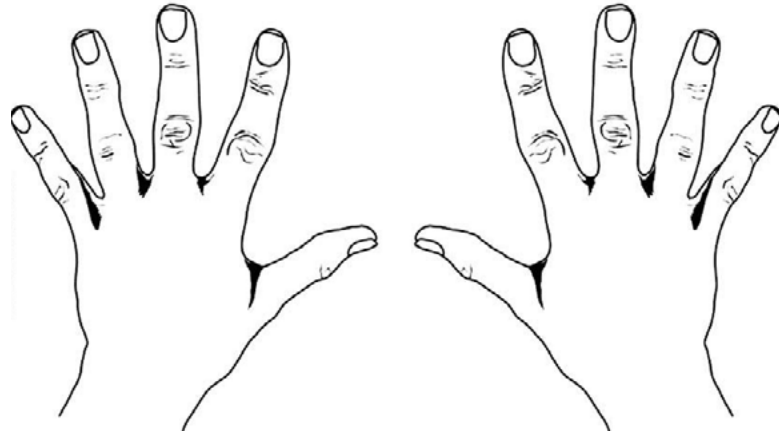
This tool helps to participants to evaluate their most prominent skills and qualifications both in the field of sport and education.

2. Learning objectives:

- To help young participants know themselves in deeper way
- To make the young participants realize their personal strengths and weaknesses

3. Description:

- First of all, tell your participants to take a blank paper and pen.
- Then ask to your participants to draw their two hands to blank paper.

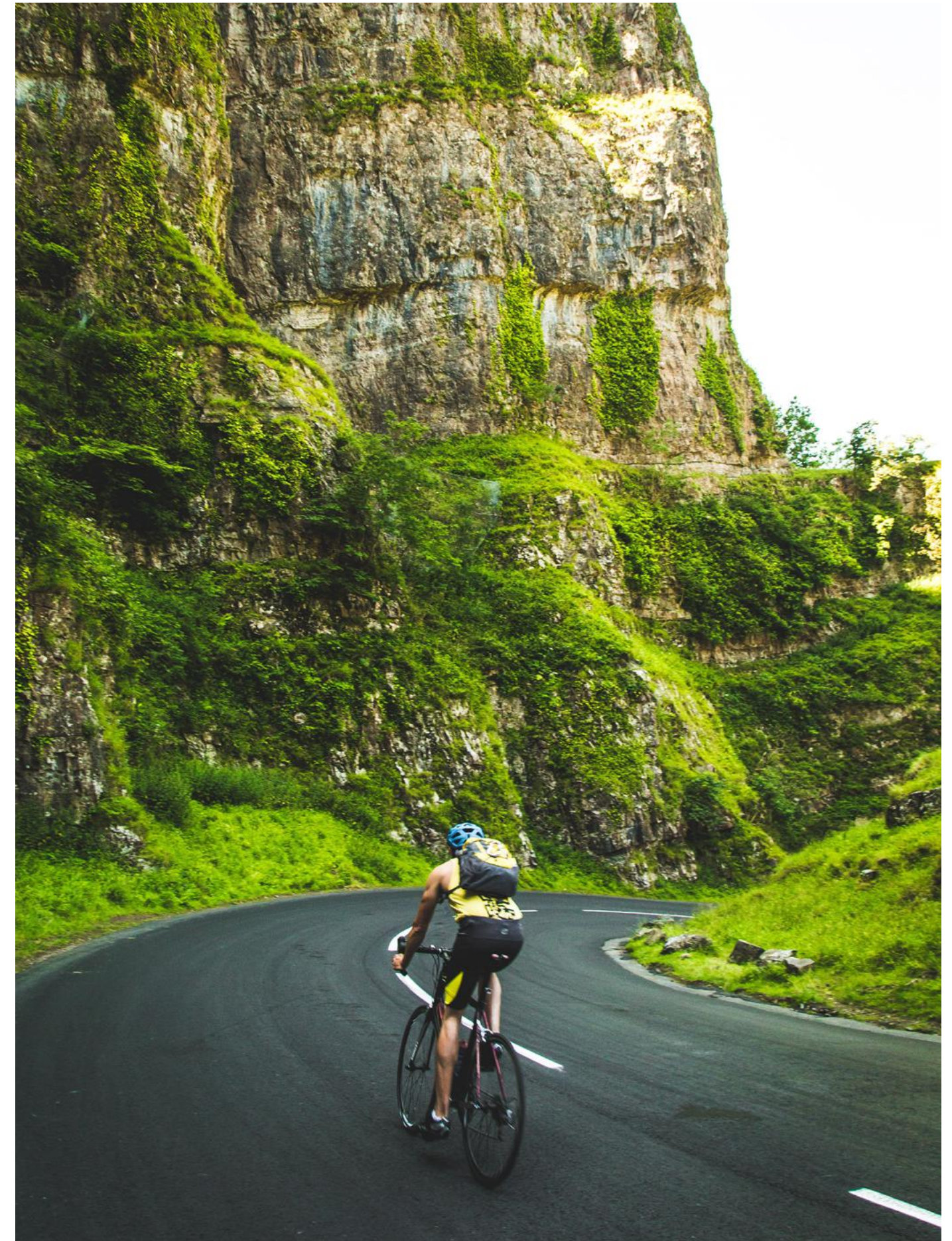


- Later on, you can ask them to consider left hand as their hand of Sport. Then you can ask them to write their qualifications/successes or prominent skills to inside of their fingers and hands. Don't forget to give them time like 10-15 minutes. At the end of this duration, you have to tell them that they have to rank their skills between 1-10. This will show to young participants if they are in the beginning of road, already achieved something but need to build more or it's already strong feature of himself/herself.
- After then, they will pass to the right hand. This hand should be considered as their education or career paths. What about their favorite lectures, the hobby related their learning skills etc. It's important to give enough time to participants to think/reflect and go deeper about their characteristics. At the end of this duration, you should tell them again they have to rank their skills between 1 to 10.
- After both hands completed, all participants are asked to make a circle and evaluate their experience. Debriefing session can be held to ask about feelings, further plans of the participants. Examples for the questions:
 - How did you feel when you identify your skills and competences?
 - Did you realize anything that you wouldn't know before?
 - How did you feel when you are sharing your personal identical items with another person?
 - Anything which made you feel uncomfortable in this process?
 - Why do you think you had these scales of ranking?
 - What are the reasons for this result?
 - What conclusions do you get from this exercise?
 - What would you do differently if you rank your skills once more?
 - What will be your plans to improve your skills in both of the fields?

4. Tips for Trainers:

- Since the realization of strong and weak part of ourselves is not easy to define it, trainers should respect to young participants' space and no need to rush while they are going to reflect themselves.
- It's important to tell them to keep the papers with them. You can also advice to your participants to implement it regularly in the following months/years by themselves.

5. Resources, references & availability:



TOOLS FOR STAGE 3: EMPLOYMENT AND CAREER PLAN

MAPPING MY FUTURE!

<p>1. Theoretical Background: This tool aims to encourage young athletes to better understand their career choices and plans.</p>
<p>2. Learning objectives:</p> <ul style="list-style-type: none"> • to understand career choices and opportunities better • to become aware of the idea that academic career can be connected to athletic one that one does not exclude the other on
<p>3. Description:</p> <ul style="list-style-type: none"> • students brainstorm jobs/employees that they have in their club, on their team, eg. coach, promoter, marketing director, PR agent etc. • they try to chose one or two they believe they could do at one point of time in their life, they explain their choices and try to connect it to their current studies, learning styles and preferences etc. • finally, they do an online quiz 'What is the perfect career for you?', comment the results, especially if the suggested job is not connected to sports • they try to connect the 'perfect job' to their personal qualities and characteristics
<p>4. Tips for Trainers:</p>
<p>5. Resources, references & availability:</p>

HOW MY TREE GROWS?

<p>1. Theoretical Background: This tool contributes to raise awareness of young people about their change and development.</p>
<p>2. Learning objectives:</p> <ul style="list-style-type: none"> • to asses and evaluate their present state/situation and to reflect of their accomplishments • to become aware of how much they have improved and evolved since they have started training/practicing their sport and that there is still place for further development
<p>3. Description:</p> <ul style="list-style-type: none"> • students are given a tree template individually • they write what they believe their core values, competences and accomplishments were by the age they were 10 • then they add more branches for the period of ages between ages 10 and 15 • finally, they add leaves which represent the period between age 15 and present • they should continue writing down the values, competences and accomplishments on branches and leaves • when they are done, they comment and reflect on different periods • they compare their drawings to other classmates in groups of four and draw conclusions
<p>4. Tips for Trainers: if possible, students use different colours for different period(s) of life</p>
<p>5. Resources, references & availability:</p>

WORLD CAFE

<p>1. Theoretical Background: The World Café method is a simple yet sophisticated method for holding meaningful conversations around important questions in large group meetings. An excellent tool to encourage participant interaction, the World Café can foster deeper engagement with complex or challenging issues.</p>
<p>2. Learning objectives:</p> <ul style="list-style-type: none"> • It creates a safe environment for sharing. The informal nature of the café enables meaningful exchange between individuals. In a small group of 4 - 5 persons, the opportunity to contribute to a conversation is greater than in larger groups. • It creates space for one group to explore a question or issue (within an overall topic), then invites a second and subsequently a third group to come in and provide additional insights, offer critiques and build further on the knowledge captured. • It creates a conducive environment for diverse viewpoints to be shared.
<p>3. Description:</p> <ul style="list-style-type: none"> • Firstly, you should identify the topic of interest, and craft 3 - 5 specific questions or burning issues for discussion. It should be about career planning of young people, how do they plan to balance the education and sport, where do they see themselves in 5 years etc. This is the most important part of the World Café process. Ideally there should be 3 - 5 questions, one per table - enough for a minimum of 3 rotations among tables. Questions/issues should not be highly complex, as this is a rapid exercise. • Secondly, you should identify one host per question/table (in advance), and brief them on the responsibilities which they will have at the event. The hosts can be experts in the particular question, or people with a particularly strong interest in it. Their responsibilities will include to provide a 2 - 3 minutes introduction to each group of participants, on what the question is about, why is important/relevant, etc. • Then you should set up 3 - 5 tables, one per question (or set up a similar number of discrete working areas with simple circles of chairs. Then put the flipcharts to tables. • Later on, you should divide the participants into the groups. Group number must be the equal to the number of tables. Before the process start, you should explain the instructions on how the process will work: <ol style="list-style-type: none"> 1. Each table will choose a rapporteur/host 2. After a 2 - 3 minutes introduction by the table host (e.g., what the question is about, why is it important/relevant, etc.), participants will begin the discussion. 3. While they discuss, participants are encouraged to write ideas on the flipchart paper (or paper tablecloth) that covers the tables. ** Don't forget to set time for discussion for participants. The ideal time for discussion in 7-10 minutes with a group of 6 people. 4. After the time is over in each table; rapporteur/host will stay in the table but other participants will rotate to other tables. <p>When the all rounds have been completed, all participants are asked to make circle and host persons of tables are invited to explain what have been discussed in their tables.</p>
<p>4. Tips for Trainers: The key success factor of the World Café is the questions. Formulate the questions or issues to be thought-provoking. For each one, ask yourself whether it piques the interest of participants enough to encourage lively discussion and even to inspire some to step forth as champions or detractors. Keep questions simple, clear and most of all open-ended so they will easily inspire inquiry and lively exchange.</p>
<p>5. Resources, references & availability: World Cafe production</p>



KNOWLEDGE TREE

<p>1. Theoretical Background: It aims to provide open space for participants to assess their learning outcomes.</p>
<p>2. Learning objectives:</p> <ul style="list-style-type: none"> • Gather qualitative statements about satisfaction and learning success of an event (e.g. a class exchange or an intercultural encounter) • To explore, celebrate and make pupils aware of the rich diversity of experiences that different people bring to any group. • To assess the learning experiences of the pupils
<p>3. Description:</p> <p>You draw on a large sheet of paper a tree (roots, trunk, branches, leaves). If a large plant is available, the wrapping paper can be replaced by a real plant. Cards in three colors for each participant (green, red, yellow). STEP-BY-STEP DESCRIPTION OF THE ACTIVITY The participants have the opportunity to write down on the cards some of their experiences:</p> <ul style="list-style-type: none"> • On the red cards (the "ripe fruit"): the successful experiences and the knowledge that I will take with me; • On the green cards (the "unripe fruit"): I want more of this, it was interesting but still needs to be developed; • On the yellow cards (the "rejected fruit"): this was no success, this should not happen again). <p>The cards are either hung in the plant or glued to the wrapping paper: the ripe fruits at the top of the tree crown, the unripe fruit slightly below the branches, and the yellow cards, falling on the ground. The moderator reads the collected cards and asks questions. If necessary, individual statements can be discussed.</p>
<p>4. Tips for Trainers: The method does not provide quantitative information; there is a risk that e.g. individual negative or positive utterances are overestimated, although the majority view is different. However, a combination with quantitative methods is possible.</p>
<p>5. Resources, references & availability: methodenbox interkulturell</p>



1. LIFE SURVIVAL BOX
2. AM I STYLISH ENOUGH?
3. I KNOW WHAT'S BEST FOR YOU!
4. SELF-ESTEEM CHECKUP
5. MAPPING MY FUTURE
6. HOW MY TREE GROWS?

MODULES WORKSHOPS TO GET BEST RESULT.

Modules Workshops created and tested especially by Anita Jokić, Mirela Caput & Dajana Rosatti representing PRVA RIJEČKA HRVATSKA GIMNAZIJA – PRHG (Croatia)

<p>STEP 1 : LEARNING</p>	<p>1. Creating Learning Environment Duration: 45' Name of the Tool(s): Life Survival Box</p> <p>Evaluation & Assessment: discussion, comparison of ideas, winner gets The LS Box</p> <p>2. Learning Styles Duration: 45' Name of the Tool(s): Am I stylish enough?</p> <p>Evaluation & Assessment: Structured questionnaire analysis according to seven learner types (answers: 0, 1 or 2)</p>
<p>STEP 2 : LIFE SKILLS</p>	<p>3. Self Awareness Duration: 45' Name of the Tool(s): I know what's best for you</p> <p>Evaluation & Assessment: role play (coach, manager, physical therapist, parent, teacher), decision making process analysis</p> <p>4. Self Esteem Duration: 45' Name of the Tool(s): Self-esteem checkup</p> <p>Evaluation & Assessment: Data analysis by overall number of points</p>
<p>STEP 3 : CAREER PLAN</p>	<p>5. Future Planning on Dual Career Duration: Name of the Tool(s): Mapping my future</p> <p>Evaluation & Assessment: Career Quiz</p> <p>6. Assessment & Evaluation Duration: 45' Name of the Tool(s): How my tree grows?</p> <p>Evaluation & Assessment: Analysis and reflection of a drawing which represents personal growth and progress</p>



WORKSHOP 1: LIFE SURVIVAL BOX

LEARNING OBJECTIVES:

Creating a survival kit which would encourage and help learners when encountering an obstacle

Description :

- students make pairs (eg. to group them by date of birth, two closest are a pair)
- they are given a Life Survival Box sheet with 7 photos and gaps. First two photos have explanations already written. Students write explanations for the remaining eight objects, eg.

-  **Eraser**
is there to show you that you are allowed to make mistakes and that mistakes are a part of learning
-  **Bandage**
is there to help your hurt feeling

Other objects are:
cotton ball, bottle of water, bar of chocolate, tissue, star, pen, sticker and tape.

- Students have 15 minutes to write down their ideas
- Exchange of ideas, 10 minutes
- Voting for the best idea for each element

Creating a poster representing 10 best solutions, each pair creates one drawing and explanation.

If possible, create a 'real life' Survival kit and award the best pair.

Mauris sapien leo, lacinia eget justo sit amet, ultricies placerat mauris. Sed ultricies rhoncus quam vitae tincidunt.

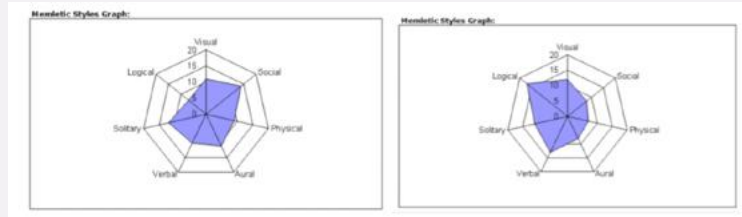
	Eraser is there to show you that it is ok to make mistakes. Never give up!
	
	
	
	
	
	
	
	
	

LEARNING OBJECTIVES:

Recognizing and understanding of their own learning style(s)

Description :

- students individually fill out an online questionnaire on seven learning styles (visual, aural, verbal, physical, logical, social or solitary), answers: 0,1 or 2
- reading descriptions and advice for each style
- commenting graph and areas covered
- exemplary results:



SCAN ME



Tips for Trainers :

- it is possible for your students to have more than one preferred learning style

LEARNING OBJECTIVES:

- to understand decision making process better, to try and choose what's best for the learner/athlete at a certain point of time in their education or sports career

to be aware of different influences during decision making process

Description :

- students are in divided in four groups of five students each (teacher appoints the groups by eg. four colors or animals etc.)
- each student is given a role card (coach, manager, physical therapist, parent, teacher) and they do the activity from the characters' point of view
- each group is given the same 2 potential problems/scenarios:

Problem 1: A 16 year-old athlete has just sprained her ankle during last night's training. It hurts, but nothing is broken. There's an important tournament this weekend. What would each group member advise?

Problem 2: An 18 year-old footballer has just gotten an invitation to join the two-week national team preparations for the first time. This would be a great step forward. Also, he felt some lighter pain in his wrist when he made a certain move a few days ago, but now it doesn't hurt. Unfortunately, he has his final exams next week if he wants to graduate this summer. What would each group member advise?

- students have 25 minutes to each explain his reasoning to the group students try to convince each other and finally to agree on the best solution

WORKSHOP 4: SELF-ESTEEM CHECKUP

LEARNING OBJECTIVES:

to become aware of one's strengths and weaknesses
to recognize weaknesses as opportunities for improvement and development

Description :

- students individually fill out a 10-question 'self-esteem checkup' list grading themselves from 0-10 in each question
- they add all the points up and calculate the total
- all students brainstorm ideas (at least two per question) how to improve each of the characteristics

students individually think of their 'future selves in two years' and add a certain number of points for each question, according to their belief of how much they can improve themselves

SELF ESTEEM	MY OPINION OF MYSELF (WRITE 0-10)	MY OPINION OF MY „NEIGHBOUR“ (WRITE 0-10)	MY OPINION OF MYSELF IN 2-3 YEARS (WRITE 0-10)
1. I believe in myself			
2. I am proud of my accomplishments			
3. I am generally happy			
4. I think positively in general			
5. I try hard			
6. I take care of myself			
7. I like the way I look			
8. I respect myself			
9. I am not afraid to make mistakes and move on			
10. I accept criticism constructively			
TOTAL NUMBER OF POINTS /100:			

LEARNING OBJECTIVES:

to understand career choices and opportunities better
to become aware of the idea that academic career can be connected to athletic one that one does not exclude the other one

Description :

- students brainstorm jobs/employees that they have in their club, on their team, eg. coach, promoter, marketing director, PR agent etc.
- they try to chose one or two they believe they could do at one point of time in their life, they explain their choices and try to connect it to their current studies, learning styles and preferences etc.
- finally, they do an online quiz 'What is the perfect career for you?', comment the results, especially if the suggested job is not connected to sports
- they try to connect the 'perfect job' to their personal qualities and characteristics

Choice of free online quizzes:

- [123 test](#)
- [Your Free Career Test](#)
- [Open Colleges](#)

LEARNING OBJECTIVES:

to assess and evaluate their present state/situation and to reflect of their accomplishments

to become aware of how much they have improved and evolved since they have started training/practicing their sport and that there is still place for further development

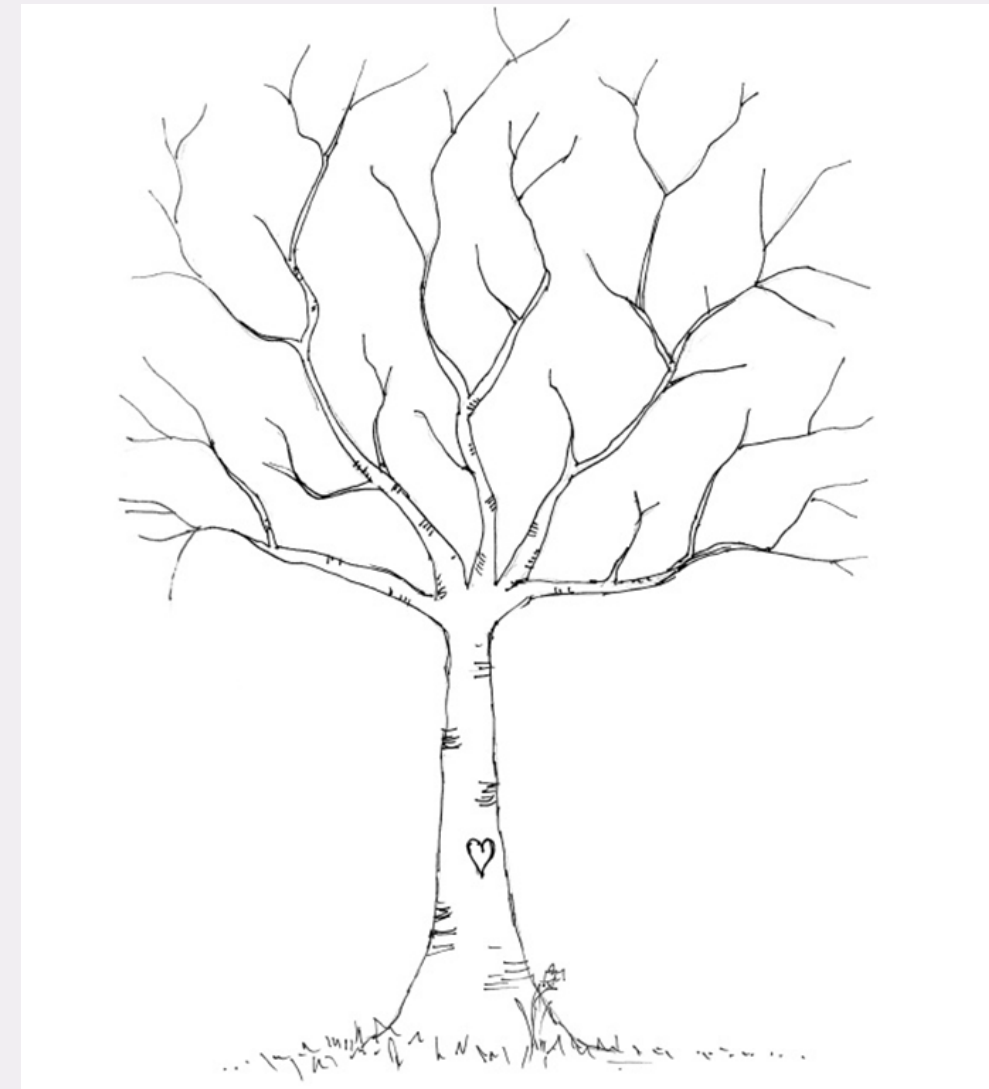
Description :

- students are given a tree template individually
- they write what they believe their core values, competences and accomplishments were by the age they were 10
- then they add more branches for the period of ages between ages 10 and 15
- finally, they add leaves which represent the period between age 15 and present
- they should continue writing down the values, competences and accomplishments on branches and leaves
- when they are done, they comment and reflect on different periods

they compare their drawings to other classmates in groups of four and draw conclusions

Tips for Trainers :

- if possible, students use different colours for different period(s) of life



EVALUATION AND DEBRIEFING AND EVALUATION



—

DEM DEBRIEFING MODEL



1. Theoretical Background:

It's one of the important evaluations and assessment model. DeM Debriefing Model consists of two parts.

Experiential Input -> Remembering + Reflecting = Conceptualization
Conceptual Input -> Associating + Transforming = Planning

These steps can be performed in the same session one after the other, or can also be done using different methods in different sessions according to length.

2. Learning objectives:

The aim of the debriefing is to reach new learning outcomes on the basis of an experience. Experiential learning games designed in this framework can be transformed into profound learning through good debriefing.

3. Description: This method is consisting of 6 steps.

1. Remembering – Remembering the Experience:

It is usually useful to start the debriefing with the emotions. During the experience process, the participants have experienced very different moods and reflected their feelings to their decisions and behaviors without even realizing it. Participants need to relax expressing their accumulating feelings. It is very important to express what is felt in order to make an analysis about the emotions later and to be able to make connections between the emotions and causes. Debriefing Questions for first step:

What do you feel now? Was it all clear to you after listening to the instructions of the game? What did you expect to happen before the game started? What did you feel during the game? What happened? What did you do? What were others doing? What did you observe? What did you feel? What did you think?

2. Reflecting – Reflecting the Experience:

This is the stage in which the abstract conceptualization section in the experiential learning cycle is prepared. At this stage, the experience is analyzed with appropriate questions. Therefore, the more precise the feelings and observations are

taken in the first stage; the easier it is to question them. The basic question in this step is "Why?". Debriefing Questions for second step: Why did you feel like that? Why do you think you had these experiences? Why did you act like that? Why did others behave like that? What are the reasons for this result?

3. Conceptualization – From Experience to New Concepts:

In this phase, participants are asked to think about what they have learned from their experience and the analysis made on the experience, and what conclusions they have reached. This point is where new knowledge, new awareness, and new concepts have been reached by means of blending experience, observation and concepts. Debriefing Questions for third step: What does this experience and what we talked about, tell us? What conclusions do you get from all these experiences and our discussions? What do these conversations mean to you in real life? What would you do differently if you played this game once more?

4. Associating – Associating the Concepts:

In this section, the theories and concepts and models related to the session and the program topic are shared. This section is the stage at which conceptualization reaches the highest level. At this point, the participants should associate their experiences with the game and their expressions in the reflection phase with the concepts you are sharing. Debriefing Questions for 4th step:

How do you see the connection between what this theory/ concept/ information say and the experience you had? Which of these conceptual propositions do your behaviors fit? Which do your behaviors not fit? Which of the sayings of this conceptual information, if you had done, the game could have been different? Will this concept help you to be more competent in this matter?

5. Transforming – Transforming the Reality: A growth producing experience in the philosophy of experiential learning refers not just to a direct experience related to a subject matter under study but to the total experiential life space of the learner. This includes the physical and social environment and the quality of relationships. Debriefing Questions for 5th step:

Do you think all of these inferences also cover other issues in real life? Do you have similar difficulties in your real life? Where can we use these learnings in your life? What benefits may arise if you apply or be able to apply what you learned?

Do you feel the motivation to make a learning plan?

6. Planning – From Concepts to New Experiences:

In order for the experiential learning cycle to continue again with a new experience in a more advanced manner, you should help your participants plan how they will develop themselves in what they learned/realized. You can use the following template to facilitate this planning process.

4. Tips for Trainers:

If there is a real experience that can be debriefed, the experiential learning cycle can be run again with these debriefing steps. For example, if participants have recently had an experience as a group, that experience can be debriefed together in the circle. In order to debrief in the experiential learning process, playing games are not absolutely necessary.

5. Resources, references & availability:

[Experiential Pedagogy of the Oppresses Book](#)

FIVE FINGER EVALUATION

- Theoretical Background:**
This is one of the easy way to evaluate the trainings, workshops, exercises and practices
- Learning objectives:**
As it's simple tool, it helps participants to evaluate the good – negative parts of the workshops/exercises. Additionally, this tool allows to gather some personal and specific information about their learning outcomes.
- Description:** This method is consisting of 6 steps.
Let your participants draw the outline of their hand on a sheet of paper and let them fill it out according to the description below or draw one big hand on a big sheet and let all students fill out one outline.

Explanation to the meaning of the five fingers:

Thumb: What I liked best...

Index finger: This is what I want to point out ...

Middle finger: I did not like this ...

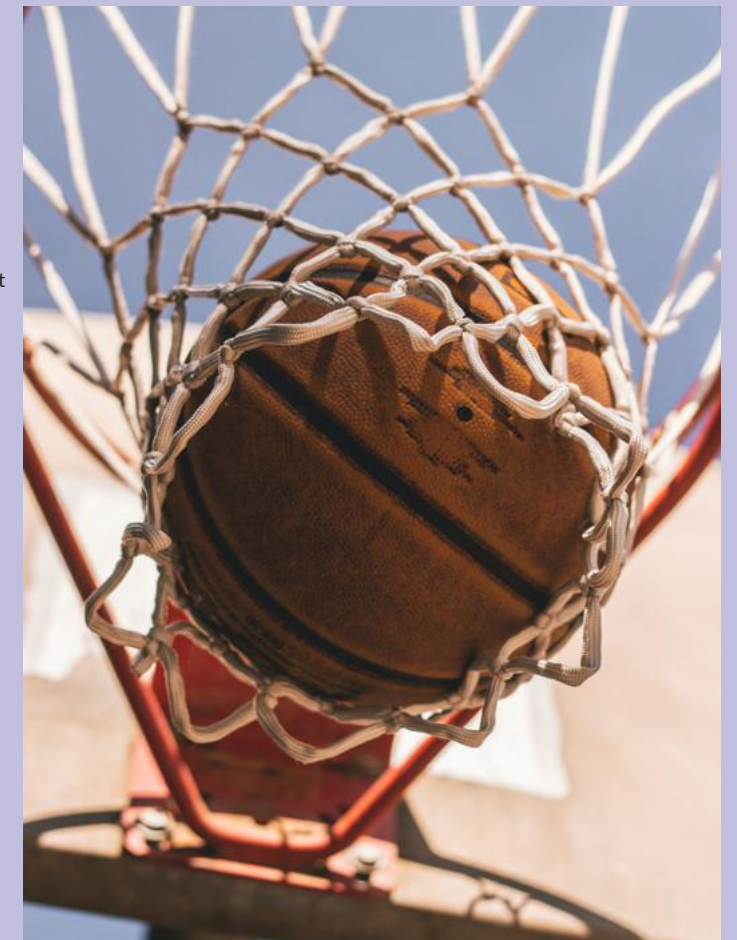
Ring finger: that was my piece of jewelry/ that's what I take with me...

Pinky finger: that missed out a bit ...
- Tips for Trainers:**
Don't forget to give some enough time to participants to reflect their experience and express them.
- Resources, references & availability:**



PIZZA EVALUATION METHOD

- Theoretical Background:**
This is one of the easy and funny evaluation methods.
- Learning objectives:**
It provides open space for participants to anonymously evaluate their experiences.
- Description:**
This is a quick way of evaluating a workshop. Decide the criteria (ideally 8) that you would like to evaluate, e.g. quality of the output, trainers, atmosphere, accommodation and food. Then you draw a big circle on a flipchart and divide it into eight "Pizza Slices" and write the criteria on or around the slices. Then invite the participants to take a colored marker and put a dot on each pizza slice that represents their level of satisfaction. Close to the center is very satisfied, close to the edge is very dissatisfied.
- Tips for Trainers:**
Don't forget to give some enough time to participants to reflect their experience and express themselves. It should be implemented anonymously.
- Resources, references & availability:**



RESOURCES LIST/REFERENCES

1. Coordinating organisation: Bulgaria, Champions Factory - ChF (www.championsfactory.bg)
2. Partner: Greece, UNIVERSITY OF THESSALY - UTH (<http://www.uth.gr/en/>)
3. Partner: Turkey, ISTANBUL KULTUR VE SPOR DERNEGI - IKOS (<http://www.ikos.org.tr>)
4. Partner: Italy, Mine Vaganti NGO - MVNGO (www.mvngo.org)
5. Partner: Croatia, PRVA RIJEČKA HRVATSKA GIMNAZIJA – PRHG (www.prhg.hr)
6. Partner: Spain, ASOCIACION DE JUGADORES DE FUTBOL SALA - AJFS (www.ajfs.es)
7. Kolb Learning Styles (<https://www.demturkey.com/en/experiential-learning/kolb-learning-styles/>)
8. Experiential Pedagogy of the Oppresses Book (<https://www.demturkey.com/wp-content/uploads/2017/12/Experiential-Pedagogy-of-the-Oppresses-Book.pdf>)
9. Did you know bingo (<https://www.icebreakers.ws/large-group/did-you-know-bingo.html>)
10. memletics (www.memletics.com)
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