

Erasmus SELF

Amsterdam 27-28th
February 2025

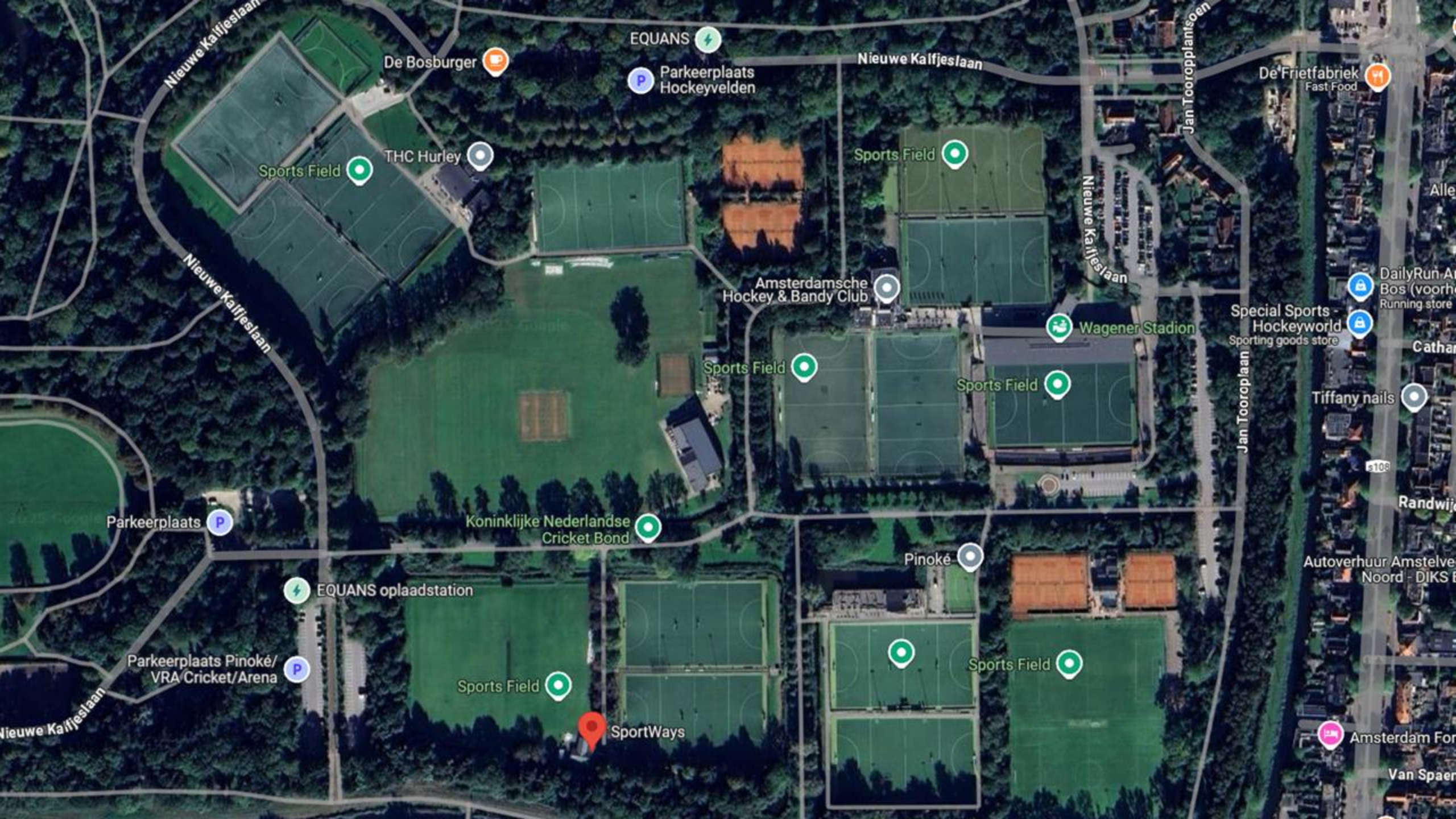


Co-funded by
the European Union



Day 1

SELF



Nieuwe Kalfjeslaan

De Bosburger

EQUANS
Parkeerplaats
Hockeyvelden

Nieuwe Kalfjeslaan

De Frietfabriek
Fast Food

Sports Field

THC Hurley

Sports Field

Nieuwe Kalfjeslaan

Amsterdamsche
Hockey & Bandy Club

Nieuwe Kalfjeslaan

Wagener Stadion

Special Sports -
Hockeyworld
Sporting goods store

DailyRun Am
Bos (voorheen
Running store)

Sports Field

Sports Field

Catharina

Tiffany nails

Randwijk

Autoverhuur Amstelveen
Noord - DIKS

Amsterdam For

Van Spaen

Parkeerplaats

Koninklijke Nederlandse
Cricket Bond

EQUANS oplaadstation

Pinoké

Parkeerplaats Pinoké/
VRA/Cricket/Arena

Sports Field

SportWays

Sports Field

Nieuwe Kalfjeslaan

Agenda

	Thursday 27th of February 2025	Lead
11.00 - 11.15	Social gathering	All
11.15 - 11.30	Welcome + intro	Gino / Ambrose (?)
11.30 - 12.00	Objectives and actionplan	Gino
12.00 - 12.45	Lunch	All
12.45 - 13.45	What is Self Regulation?	Marjolein
13.45 - 14.45	Define Toolkit framework and design criteria (T2.2)	Marjolein
14.45 - 15.00	Break	
15.00 - 15.30	European Self Regulation landscape analysis (T2.1)	Pernille & Marjolein
15.30 - 16.00	Speed dating	Toko
16.00 - 16.45	IT solution options (16.15 Marek online)	Marek Zgraja
16.45 - 17.15	Wrap up + evening programme and second day agenda	
	Moving to the restaurant	All
18.00 - 21.00	Dinner Cafe Ano 1890	All
	Friday 28th of February 2025	Lead
	9.00 Leave from Hotel	
9.30 - 9.45	Welcome and agenda	Gino
9.45 - 10.30	Absorbing the actionplan + clarifying	All
10.30 - 11.00	Who are the 2 trainers in my club to pilot the toolkit? +1 reserve?	Marjolein & Gino
11.00 - 11.15	Break	
	??	
12.20 - 13.00	Wrap up	All

Welcome and intro

(Gino)

Welcome to all guests



MY ACCOUNT

ABOUT US

FOR CLUBS

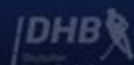
BECOME STAFF

ENGLISH

UNFORGETTABLE MEMORIES

Day and overnight hockey camps for a range of ages

Immerse yourself in a world packed with hockey clinics, tournaments and social madness and boost your hockey skills to the max! We organise hockey camps suitable for every skills level and ability and for players of all ages. Experience the unforgettable adventure that is SportWays!



MISSION

Encourage the use of Self Regulation principles and tools to empower young players to take ownership of their own development and destiny, thus developing themselves faster and enjoying it more

The focus will be on young players and their coaches

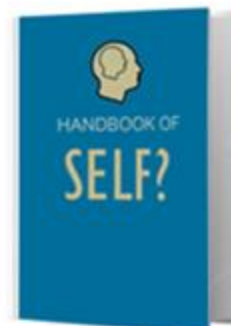
OUTPUTS

Self-Regulation Toolkit

The tools



How to apply them



Where to find them



Funded by
the European Union



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the European Union

SELF

5 SELF REGULATING YOUR LIFE PARTNERS

Partners	Acronym	Country	Role	Lead
Czech Hockey Federation 	CHF	Czech Republic	Project Coordinator & Federation partner	Gino Schilders, Jan Brzak
Marjolein Torenbeek Psychologie 	MTS	Netherlands	Expert partner	Marjolein Torenbeek
SV Arminen Hockey club 	ARM	Austria	Grassroot partner	Nitan Sondhi
AC Falcon Basketball club 	FAL	Denmark	Grassroot partner	Pernille Clemen Otbo / Kostka Palade Galindez
Bluehawks Hockey club 	BLU	Georgia	Grassroot partner	Tornike Tevdoradze

ROLES

Torenbeek Psychologie

- Give expert input for the toolkit
- Design and build toolkit (hands-on tools)

Clubs

- Co-design and co-build the toolkit
- Pilot the toolkit
- Disseminate in club

Czech Hockey Federation (lead)

- Project management
- Co-design and co-build the toolkit
- Ensure European dissemination and legacy

Objectives and actionplan (Gino)

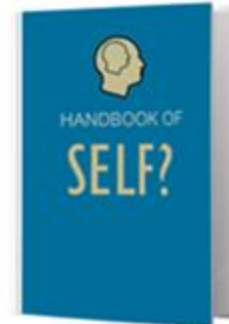
OUTPUTS

Self-Regulation Toolkit

The tools



How to apply them



Where to find them



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WORKPACKAGES : deliverables

Workpackages	Deliverables
WP1: Project Management / CHF	<ul style="list-style-type: none">• Sound human, financial and administrative management / CHF
WP2: Toolkit Development and digitalization / MTS	<ul style="list-style-type: none">• Scoping review document / FAL• Self-regulation toolkit / MTS• Grassroot onboarding manual for youth trainers / BLU• Digital resource and development platform / ARM
WP3: Dissemination and Legacy / ARM	<ul style="list-style-type: none">• Dissemination plan / FAL• Dissemination seminar / Multiplier event / CHF• Insights & legacy plan / ARM


WORKPACKAGES : outputs

Workpackage	Deliverables	Description
WP1: Project Management / CHF	<ul style="list-style-type: none"> • Sound human, financial and administrative management / CHF 	<ul style="list-style-type: none"> • Sound human, financial and administrative management entails the operational, administrative and financial coordination of the whole SELF project. It aims to ensure an effective and efficient use of the project's human and financial resources.
WP2: Toolkit Development and digitalization / MTS	<ul style="list-style-type: none"> • Landscape analysis/ FAL • Self-regulation toolkit / MTS • Grassroot onboarding manual for youth trainers / BLU • Digital resource and development platform / ARM 	<ul style="list-style-type: none"> • The landscape analysis will feature a description of existing consensuses in the area of self-regulation in sports in Europe. • The self-regulation toolkit for trainers and players will describe a practical model and approach how to implement self-regulation among young players making it second nature for them to apply to enhance their development • The grassroot onboarding manual for youth trainers describes how the toolkit can be used most effectively and provides guidance on how to make this an integral part of the training and game plans. • The digital resource and development platform will feature a single point of contact place where trainers can find the toolkit components as well as the trainer manual explaining them how to implement self-regulated learning in their daily lives
WP3: Dissemination and Legacy / ARM	<ul style="list-style-type: none"> • Dissemination plan / FAL • European SELF dissemination seminar / CHF • Insights & legacy plan / ARM 	<ul style="list-style-type: none"> • A dissemination plan describing how we will ensure that all outputs created and learnings from the project will be actively shared among all trainers/coaches inspiring the embedment of self-regulation in clubs among youngsters. • A European SELF dissemination seminar (multiplier event) where the project outputs will be shared with all interested federations/clubs/trainers/coaches and other stakeholders • An insight & legacy plan outlining the insights from the project and the activities which will take place after the project officially ends. The plan will define the roles & responsibilities of the partners (and others involved) to ensure sustainable embedment of all the project outputs. The involvement of the non-official umbrella partners (the European Hockey Federation and the Danish Basketball Federation) who endorse this programme will support this ambition

ACTIONPLAN (see full plan in Google Drive)

Erasmus SELF tracker

Erasmus SELF tracker

Funded by
the European Union

M1 =Jan 2024

RISK MANAGEMENT (1 = low risk / 3 =high risk)

SUCCESS OUTCOME SCORECARD

CHF manager

CHF admin

MTS

ARM

FAL

BLU

WORK PACKAGES		LEAD PARTNER/S	Start	End	LIKELIHOOD	IMPACT	RISK RATING	ACTION REQUIRED	ON TARGET	ACTIONED	Time	Time	Time	Time	Time	Time
WP.1	Work Package 1: Project Management	CHF									75	65	110	65	66	82
	This WP includes the operational, administrative and financial coordination of the SELF project		M1	M24												
T1.1	Initiate the project	CHF	M1	M1	1	1	1				2		1			
T1.2	Prepare detailed planning	CHF	M1	M3	1	1	1				6		1	1	1	1
T1.3	Organize consortium meetings	CHF	M1	M24	1	1	1				9	22				
T1.4	Document progress and results	CHF	M1	M24	1	1	1				7	7	1	1	1	1
T1.5	Monitor execution and put quality control in place	CHF	M1	M24	1	1	1				6	2				
T1.6	Manage risks	CHF	M1	M24	1	1	1				4					
T1.7	Manage stakeholders	CHF	M1	M24	1	1	1				5	5				
T1.8	Ensure formal Erasmus reporting	CHF	M5	M24	1	1	1				5	3	1			
D1.1	Sound human, financial and administrative management	CHF	na	M23	1	1	1									
WP.2	Work Package 2: Toolkit development + digitalization	MTS														
	This WP focuses on the development of the toolkit which will provide trainers and players with hands-on exercises and accompanying tools to integrate self regulation principles in a playful, effective and meaningful way in training and competition situations		M2	M23												
T2.1	Produce an European Self-regulation landscape analysis	FAL	M2	M5	1	1	1				1		10	3	11	3
T2.2	Define toolkit framework and design criteria	MTS	M5	M5	1	1	1				4	1	4	2	2	2
T2.3	Create toolkit blueprint v1	MTS	M6	M9	1	1	1						17	8	8	6
T2.4	Pilot the toolkit	MTS	M10	M13	1	1	1				4	1	20	7	7	14
T2.5	Review toolkit development	MTS	M12	M15	1	1	1						9			

MEETING SCHEDULE

- 4 Physical meetings + 3 online + Brussel dissemination event

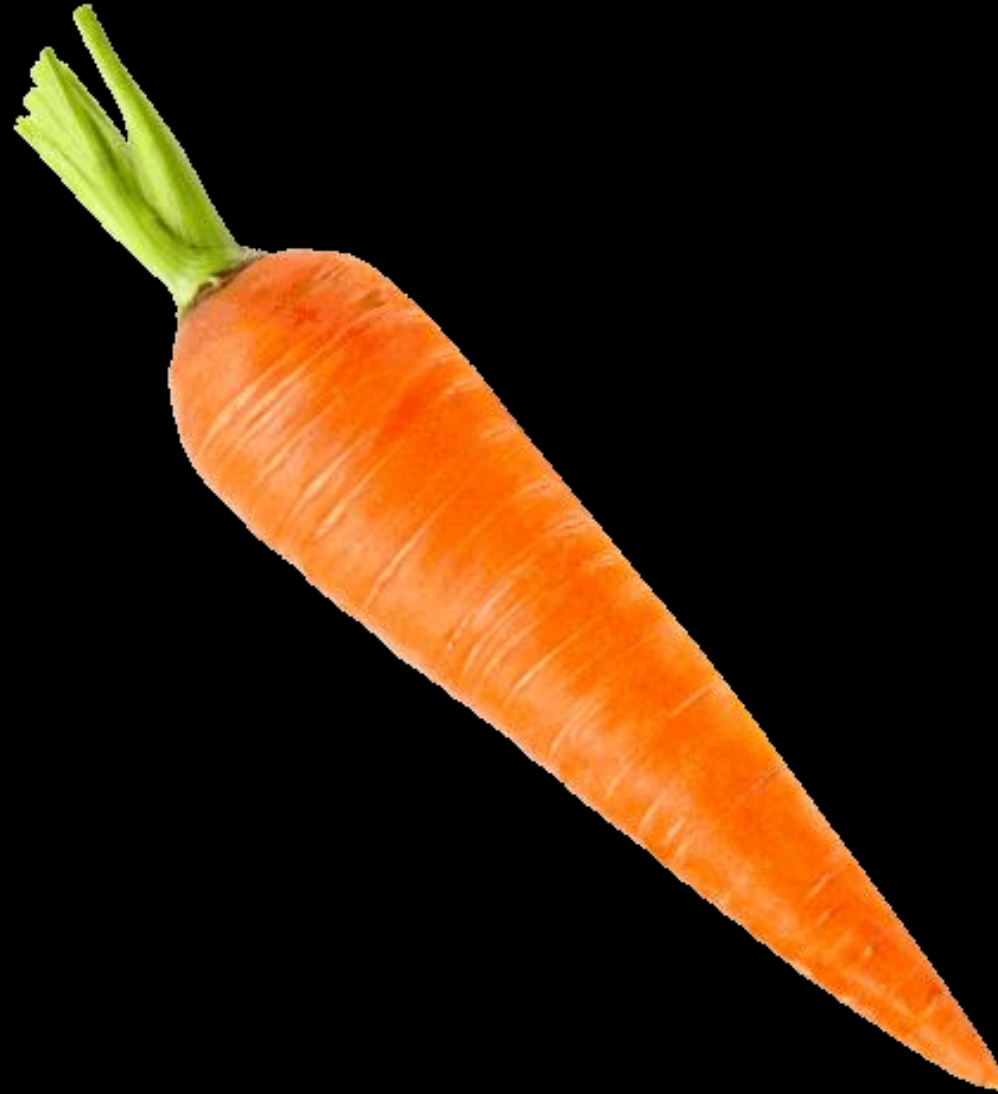
YEAR 1	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
WP	WP1 : Programme Management											
	WP 2 : Toolkit development and digitalization											
EVENTS	WP 3 : Dissemination and legacy											
	E1.1 Online	E1.2 Amsterdam, NL							E1.3 Copenhagen, DK		E1.4 Online	
YEAR 2	M13	M14	M15	M16	M17	M18	M19	M20	M21	M22	M23	M24
WP	WP1 : Programme Management											
	WP 2 : Toolkit Development and digitalization											
EVENTS	WP 3 : Dissemination and legacy											
				E1.5 Tiblissi, GEO				E1.6 Online			E1.7 Prague	
										incl. dissemination event	E1.8 Brussels European Dissemination Event	

- Copenhagen : xxxxx AM CET start. xxx 0 PM CET finish.

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Lunch



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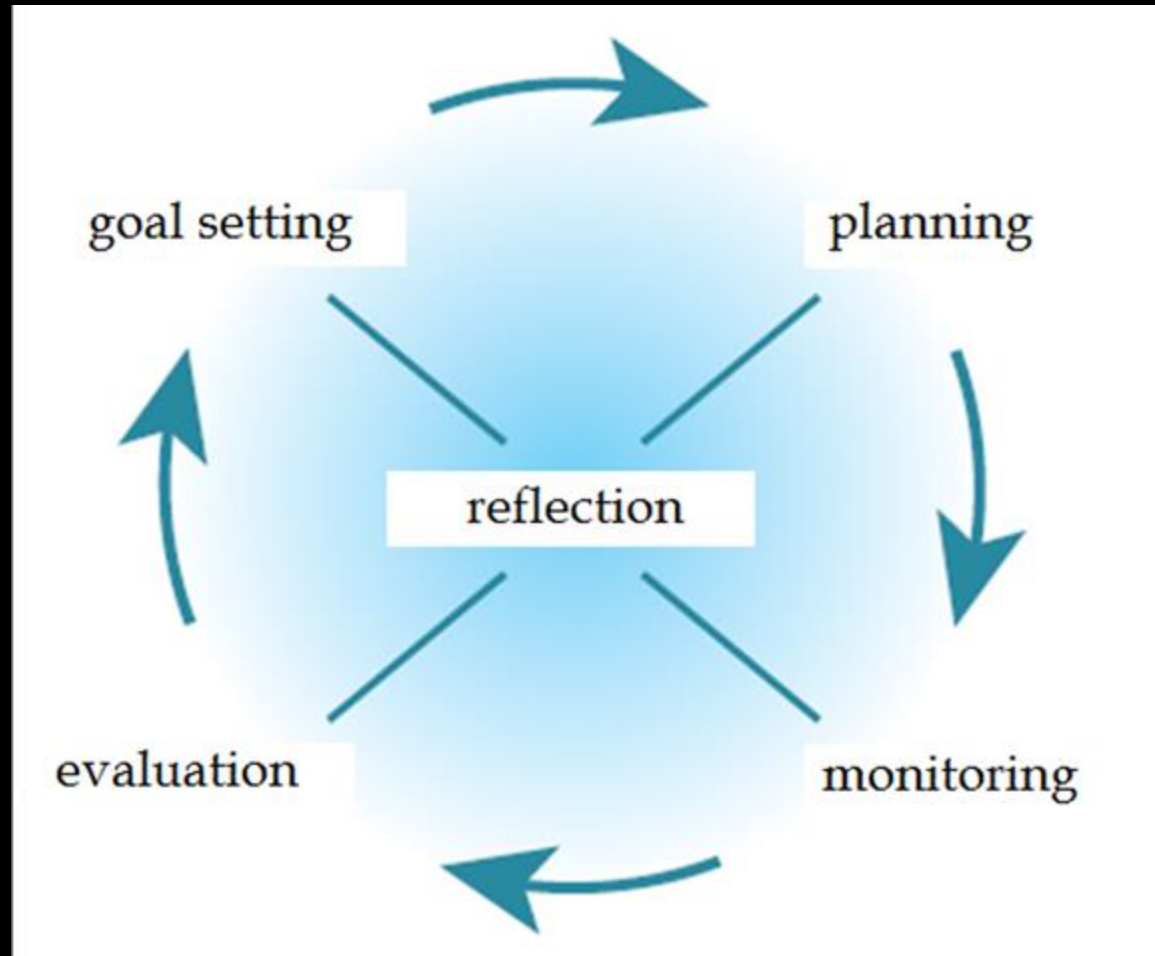
What is (and isn't) Self Regulation (Marjolein)

What is self-regulation?

- **Max 3 words!**



What is self-regulation?



Self-regulation is a mental activity only (not behavior).

- Yes - Front
- No - Back



Self-regulation requires a developed pre-frontal cortex, therefore kids (under 16) are not able to do this.

- **Yes - Front**
- **No - Back**



Kids who are better self-regulated learners, develop faster than others.

- **Yes - Front**
- **No - Back**



The sports practice is a great environment to develop self-regulation in youth athletes.

- **Yes - Front**
- **No - Back**



Why self-regulation?

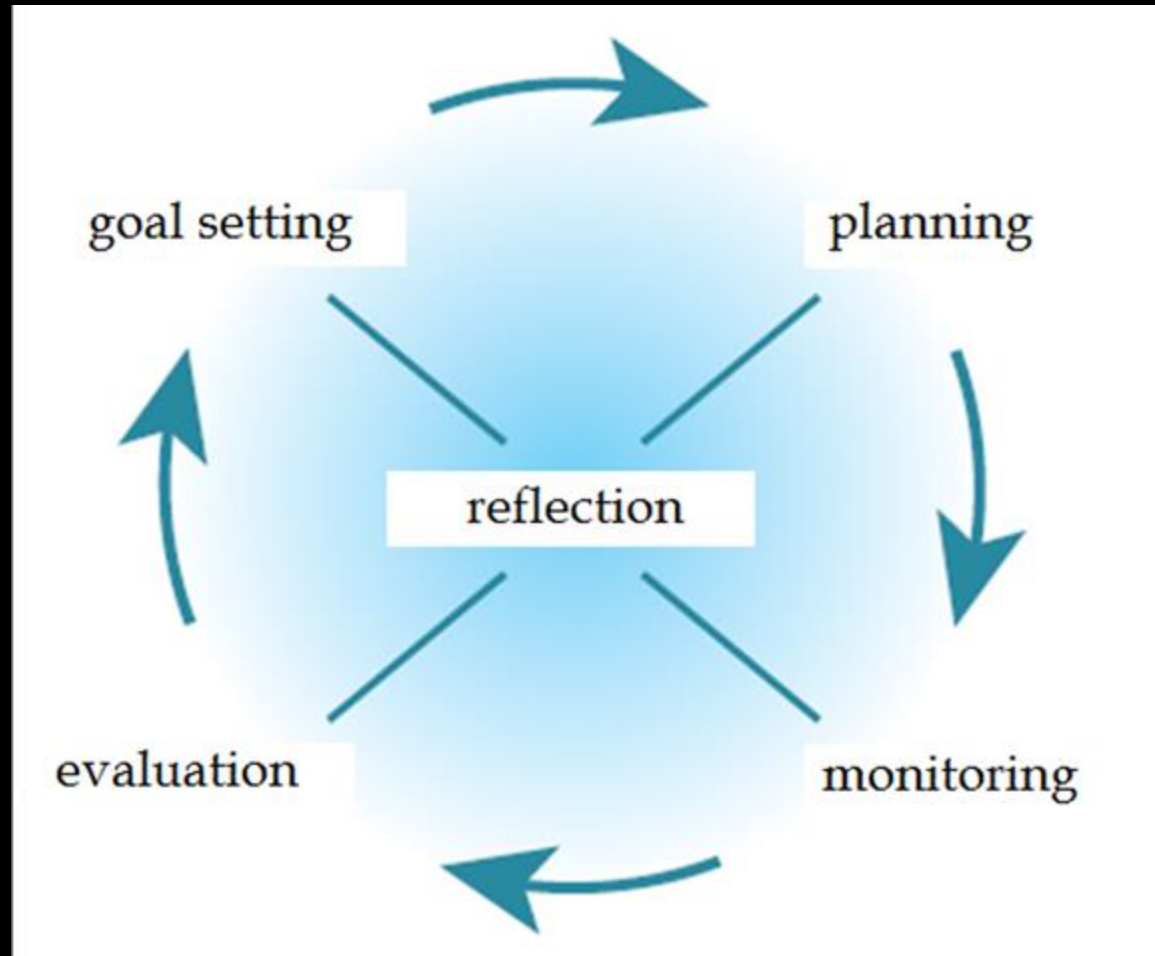


- Most trainers and coaches are driven to optimise development in (youth) players.

Giving direct instructions and continuous feedback helps to develop and perform in the short term.

- But not in the long run, because by telling them what to do, makes the athletes become dependent on the thoughts, vision, and feedback of their coaches. It also leads to slower development, less enjoyment and self-efficacy, all necessary for life-long sport participation.
- Instead, when they learn to think for themselves, make their own decisions and reflect on their own mistakes, they learn how to learn and become more autonomous thinkers. They become less dependent on external feedback, and continue to learn when the trainer is not around.

What is self-regulation?



What is self-regulation?

The process typically applied consists of 3 phases:

- Phase 1: Reflection, goal setting, and planning (Preparation): what am I good at and why? what do I want to improve? And how will I do this?
- Phase 2: Reflection and monitoring (Execution): how is it going? how will I work even better on my goal?
- Phase 3: Reflection and evaluation (Improvement): did I reach my goal? what did I learn for the next time?



Effects of self-regulation

- The use of self-regulation skills is positively associated with motor learning, physical development, and sports performance. This motivates and keeps youngsters involved in their sports.



Why self-regulation in sports?

- **The sports setting appears to be a very suitable environment for the acquisition of self-regulation skills. However, the way in which youngsters are trained and coached on the sports field, hardly enables them to develop these skills.**



At what age?

Active Start

Males and
Females 0-6



FUNDamentals

Males 6-9
Females 6-8



Learning to Train

Males 9-12
Females 8-11



Training to Train

Males 12-16
Females 11-15



Training to Compete

Males 16-23 +/-
Females 15-21 +/-



Training to Win

Males 19 +/-
Females 18 +/-



Active for Life

Enter At
Any Age



How to develop self-regulation?



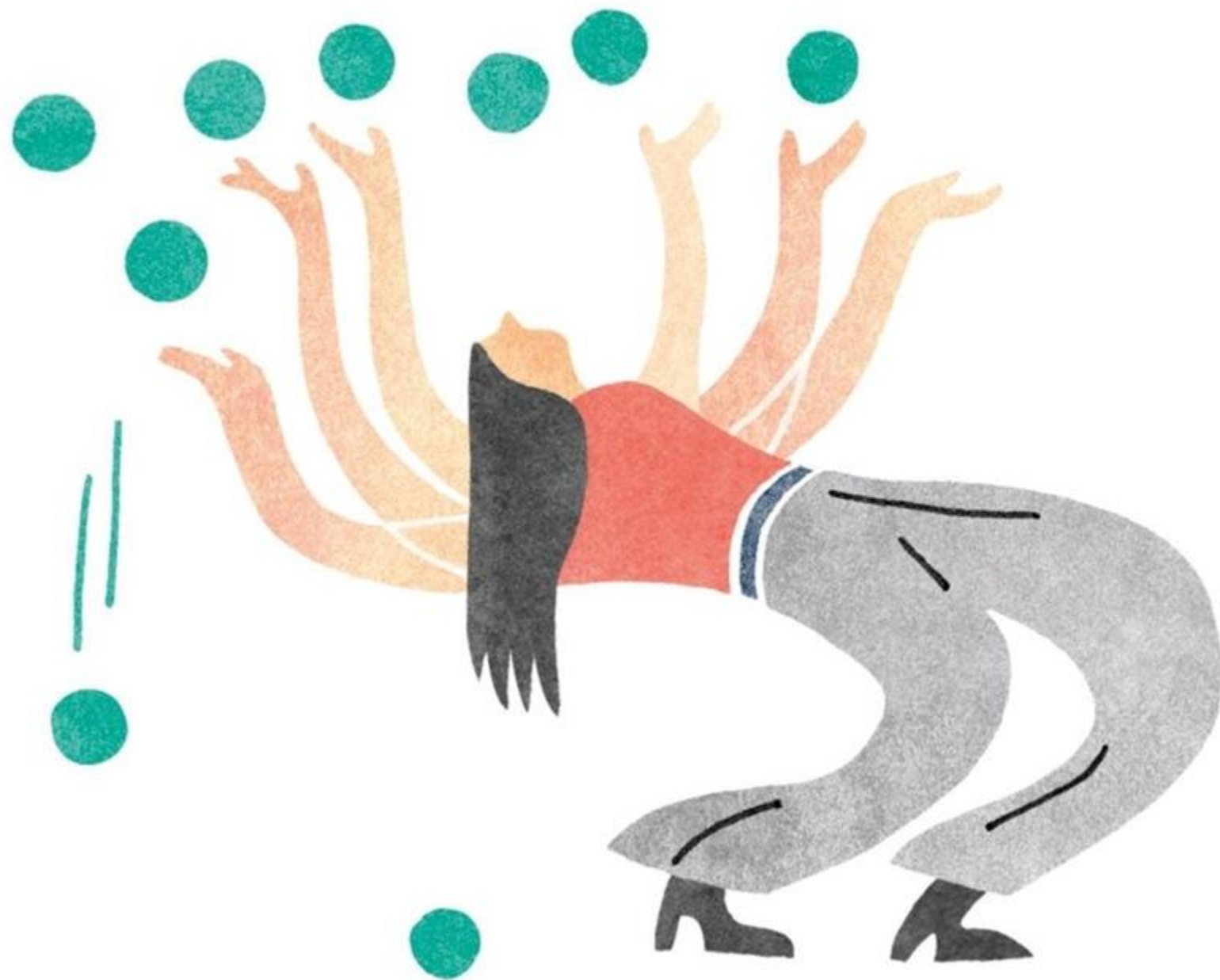
- **Teaching self-regulation skills is about asking players what they want to improve, how they reflect upon and evaluate their own performance and what they think are the next steps to reach their own goals.**
- **In schools pupils used to learn self-regulation skills using pen and paper. For example, they write down how they will approach a math assignment. Afterwards they write down what they have learned and what to do differently next time.**
- **In sports, papers fly away or get lost... Besides athletes do not want to write down stuff when they are practicing.**

How to develop self-regulation?



- **ZIPcoach method: the trainer asks the athletes questions, so they are encouraged to think about training goals, or reflect on an exercise.**
- **With questions like:**
 - **With ... being the exercise. What do you want to learn here and now?**
 - **What will you focus on?**
 - **How is it going so far? How come?**
 - **Did you reach your goal? How come? What have you learned for the next time?**

Let's try the
ZIPcoach
way!



The 'issue' with ZIPcoach

- **ZIPcoach method: this takes a lot from the trainer. Players are not practicing bits if the practice, because they are answering questions.**
- **What trainers would like is to have tools, so that the players are less dependent on him/her to develop the self-regulation skills.**



Let's try the
SELF way!



Example tool for improving the skill 'monitoring'



- The coach explains the exercise.
- He explains the players what to exactly focus on (or when more experienced, he asks them to formulate this for themselves). For example: *when making a fake move, than accelerate when passing by your opponent.*
- The exercise starts.
- Every time the player himself thinks he succeeded in this small goal, he will throw a tennis ball in a basket. When he realizes that he forgot, or did not do it, he takes one ball out.

Practical questions

- Does the trainer work on self-regulation every practice, every exercise?
- Does the trainer have to incorporate all 5 skills in self-regulation exercises?
- What if kids have difficulty, or make 'wrong' decisions?
- Other practical questions?

Define toolkit framework and design criteria (Marjolein)

Task

May 2025

T2.2	Define Toolkit framework and design criteria	Agree on clear design criteria and a framework for the toolkit, to help the task owners with clear guidance. This will help them to focus on the content part of their work instead of thinking about the structure they need to work in. This framework will also define on a high level what is in- and out-of-scope.	MTS All partners	BEN BEN / COO
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Design criteria

- **The look and feel of the toolkit. Imagine this trainer wanting to use a tool from the toolbox.**
- **What does that look like? How can she access this? How can she easily switch when an assignment is too difficult? What does she see first? Only text and/or visuals? Etc.**
- **Brainstorm for various ideas. Two groups: 8 minutes.**



Framework

What choices do the trainers have when using the tool? Like in a dropdown menu.

- Age of players?
 - Difficulty?
 - Number of self-regulation skills?
 - Type of sport?
 - (No) material needed?
 - Language?
-
- Brainstorm for various ideas. Two groups: 8 minutes.



What is in-scope, what is out-scope?

For example: in-scope is tools for ages 8-16 y.o. Out-scope is kids younger than 8 y.o. or older than 16 y.o. Or maybe you disagree?

Group 1: define what is in-/out-scope regarding:

- **Which sports? Specific tools for hockey and basketball. Or applicable for all sports? What is in-scope, what is out-scope?**
- **Who we will create tools for? Trainers, coaches, athletes themselves, ...? What is in-scope, what is out-scope?**

Group 2: define what is in-/out-scope regarding:

- **Ages of the athletes, gender of the athletes: boys and/or girls. What is in-scope, what is out-scope?**
- **How will we disseminate digitally? What is in-scope, what is out-scope?**

8 minutes

Produce a European Self- Regulation landscape analysis (Pernille/Kostka/Marjolein)

Task

February 2025 - May 2025

T2.1	Produce a European Self-regulation landscape analysis	Though not many existing Self-regulation tools were found in the sports world, we will investigate in more detail which tools are already existing in Europe. In scope will be self-regulated learning in sports and other areas which we can use as inspiration to build on. Output of this task will be deliverable for D2.1 “Landscape analysis”	FAL All partners	BEN BEN / COO
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Produce European Self-Regulation landscape analysis

- **There may already be tools developed/available for sports in various European countries. We have to find them, so we build upon that in SELF. We have to make an overview and report this to Erasmus.**
- **Goal of this session: discuss with each other how we will approach this search for existing tools together.**

1.- How can we cooperate in this research?

- How can we help reach the widest number of EU countries?
- How to use connections in countries we are not represented in?
- How to share the data collection process? How to share best practices/learnings on the process?
- What would be the optimal way to communicate about this analysis?

2.- What kind of products should we be asking about?

- What example of tools can you think of?
 - What “keywords” can we search for to get the right information?
 - Should we focus only on general tools -all sports-, or also on specific tools for each sport? What about global tools vs. local tools (language, etc)?
 - Should we evaluate tools and filter out based on something? How should we evaluate them and what could be criteria to filter out (readiness, fitting purpose, etc...)?
-

Speed dating (Toko)

Let's get to know each other more

IT solution options (Mark/all)

Wrap up day 1 + dinner + day 2 agenda

(Gino)

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11.00 - 11.15	Break	
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12.20 - 13.00	Wrap up	All




Tasks from today



- T2.1
- T2.2


18.00





9:23 PM (Thursday) -
9:37 PM (14 min)





 357 > 


9:23 PM from Amsterdam, Kalfjeslaan
 9 min


 Add to Calendar


9:23 PM  Amsterdam, Kalfjeslaan
1181 BS Amsterdam, Netherlands

9:23 PM  Amsterdam, Kalfjeslaan


 357 Elandsgracht Amsterdam


 5 min (3 stops)


9:24 PM  Amsterdam, Amsterdamse Bos


9:27 PM  De Boelelaan/VU

Service run by Connexxion - [Route information](#)




9:28 PM  Amsterdam, Amstelveenseweg



 Walk


 About 9 min, 650 m


9:37 PM  Olympic Hotel Amsterdam
IJsbaanpad 12, 1076 CV Amsterdam,
Netherlands


8:38 PM (Thursday) -
8:52 PM (14 min)





 357 > 


8:38 PM from Amsterdam, Kalfjeslaan
 9 min


 Add to Calendar


8:38 PM  Amsterdam, Kalfjeslaan
1181 BS Amsterdam, Netherlands


8:38 PM  Amsterdam, Kalfjeslaan


 357 Elandsgracht Amsterdam


 5 min (3 stops)

8:43 PM  Amsterdam, Amstelveenseweg

 Walk

 About 9 min, 650 m

8:52 PM  Olympic Hotel Amsterdam
IJsbaanpad 12, 1076 CV Amsterdam,
Netherlands

 Co-funded by
the European Union

SELF

Day 2







Agenda

(Gino)

Agenda

	Friday 28th of February 2025	Lead
	9.00 Leave from Hotel	
9.30 - 9.45	Welcome and agenda	Gino
9.45 - 10.30	Scoping exercise	Marjolein
10.30 - 11.00	Who are the 2 trainers in my club to pilot the toolkit? +1 reserve?	Marjolein & Gino
11.00 - 11.15	Break	
11.15 - 11.30	What is my superpower?	Gino
11.30 - 12.00	Sharing today's meeting + adding to dissemination overview	Gino
12.00 - 12.30	Wrap up	All

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8 minutes

**Who are the trainers in my
club/country for the pilot
(Marjolein/Gino)**

Trainers for the pilot

Organisation	Trainer 1	Trainer 2	Trainer 3 (optimal)
Pernille / Kostka	Kristian	Niels	Sona
Nitan	Asia	Laurenz	Florian
Jan	Linda	Capy	
Toko	Girls : Melania - Sofo - Bela - Pikria	boys: Gela - Giga - Kosta - Murtazi	

Break



Agenda

	Friday 28th of February 2025	Lead
	9.00 Leave from Hotel	
9.30 - 9.45	Welcome and agenda	Gino
9.45 - 10.30	Scoping exercise	Marjolein
10.30 - 11.00	Who are the 2 trainers in my club to pilot the toolkit? +1 reserve?	Marjolein & Gino
11.00 - 11.15	Break	
11.15 - 11.30	What is my superpower?	Gino
11.30 - 12.00	Sharing today's meeting + adding to dissemination overview	Gino
12.00 - 12.30	Wrap up	All

What is my superpower

Gino

Superpowers

Who	Superpower
Pernille	Excel, structured
Kostka	Firefighter, Mr. Wolf from Pulp Fiction, People person
Marjolein	Structured and organised, good writing skills
Toko	Mr. Google, Movie/video creation
Nithan	Out of the box thinking, creativity, supporting/supportive
Gino	Reliable,, Network

Sharing today's meeting

Gino

SELF agenda attendance dissemination - Google Sheets

Wrap up

Gino

COLLABORATION

- Ownership
- Always keep your team members informed
- Give me feedback
- Inform stakeholders, do your PR
- Enjoy the ride

SELF agenda attendance dissemination - Google Sheets

Next steps

- **Article**



**22nd and 23rd
September 2025**

LOONEY TUNES



That's all