

# Erasmus SELF

Copenhagen 22-23rd  
September 2025



Co-funded by  
the European Union



**Day 1**

# Agenda -Monday

11:00 Start - social gathering

11:15 Welcome and intro by Pernille and Gino

11:30 Summary scoping review by Kostka

12:00 Lunch, served in the meeting room

12:45 Try out of (some) toolbox exercises by Marjolein

14:00 Basketball with a small walk

15:00 Pilot planning and communication part 1

16:00 Break

16:30 Pilot planning and communication part 2

17:30 Wrap up

18-ish Walk to the hotel

19:30 Dinner, Axelborg. Guest Adam Evans

# Agenda -Tuesday

9:00 Welcome by Gino

9:15 Dissemination plan by Kostka & Pernille

10:45 IT solution by Nitán

11:15 Break

11:30 TBD (most probably finalizing of pilot plan)

12:00 Write dissemination article and publish

12:30 Wrap up and confirm to do's

13.00 Finish



# Welcome and intro



Københavns  
Universitet,  
Frederiksberg  
Campus

Copenhagen Plant  
Science Center

Frederiksberg Volley

Bülowvej

kliniskdiatist

Skoletjenesten  
SCIENCE og SUND

Bülowshallen

Frederiksberg  
Aikido Klub

Falcon Basketball Klub

Skolen ved Bülowvej

Basketball og  
fodboldbane

Udendørs  
Basketball Bane

Karate Skole

SECONI

Fuglevangsvej

J. M. Thieles Vej

Fuglevangsvej

Stine Hvid

Bille Brahes Vej

Jakobskolen

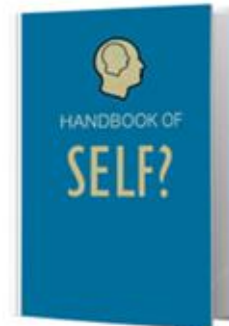
OUTPUTS

# Self-Regulation Toolkit

The tools



How to apply them



Where to find them



Funded by  
the European Union

# Action plan

WP.2	<b>Work Package 2: Toolkit development + digitalization</b>	MTS		
	<b>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</b>		Feb 25	Nov 26
T2.1	Produce an European Self-regulation landscape analysis	FAL	Feb 25	May 25
T2.2	Define toolkit framework and design criteria	MTS	May 25	May 25
T2.3	Create toolkit blueprint v1	MTS	Jun 25	Sep 25
T2.4	Pilot the toolkit	MTS	Oct 25	Jan 26
T2.5	Review toolkit blueprint v1	MTS	Jan 26	Mar 26
T2.6	Create the final toolkit + toolkit Manual	MTS + BLU	Mar 26	Jul 26
T2.7	Design digital resource and development platform	ARM	Sep 25	Nov 25
T2.8	Create a pilot version of the digital resource and development platform	ARM	Nov 25	Jun 26
T2.9	Pilot the digital resource and development platform	BLU	Jul 26	Oct 26
T2.10	Review the digital resource and development platform	ARM	Oct 26	Nov 26
T2.11	Launch the SELF digital resource and development platform	ARM	Nov 26	Nov 26
T2.12	Programme evaluation	FAL	May 25	Nov 26
D2.1	<b>Landscape analysis</b>	FAL	-	May 25
D2.2	<b>Self-regulation toolkit for trainers/coaches</b>	MTS	-	Jul 26
D2.3	<b>Grassroot onboarding manual</b>	BLU	-	Jul 26
D2.4	<b>Digital resource and development platform</b>	ARM	-	Nov 26

# Action plan

WP.3	<b>Work Package 3: Dissemination and legacy</b>	ARM		
	<b>This WP focuses on the sustainability and transferability of the deliverables</b>		Sep 25	Dec 26
T3.1	Create a dissemination plan	FAL	Sep 25	Feb 26
T3.2	Produce shareable toolkit dissemination materials (digital and paper)	MTS	Jul 26	Sep 26
T3.3	Implement the dissemination plan	BLU	Jul 26	Dec 26
T3.4	Organize European Self-regulation dissemination seminar	CHF	Oct 26	Nov 26
T3.5	Create an insight and legacy plan	ARM	Jul 26	Dec 26
<b>D3.1</b>	<b>Dissemination plan</b>	FAL	-	Feb 26
<b>D3.2</b>	<b>European SELF dissemination seminar</b>	CHF	-	Nov 26
<b>D3.3</b>	<b>Insight &amp; Legacy plan</b>	ARM	-	Dec 26

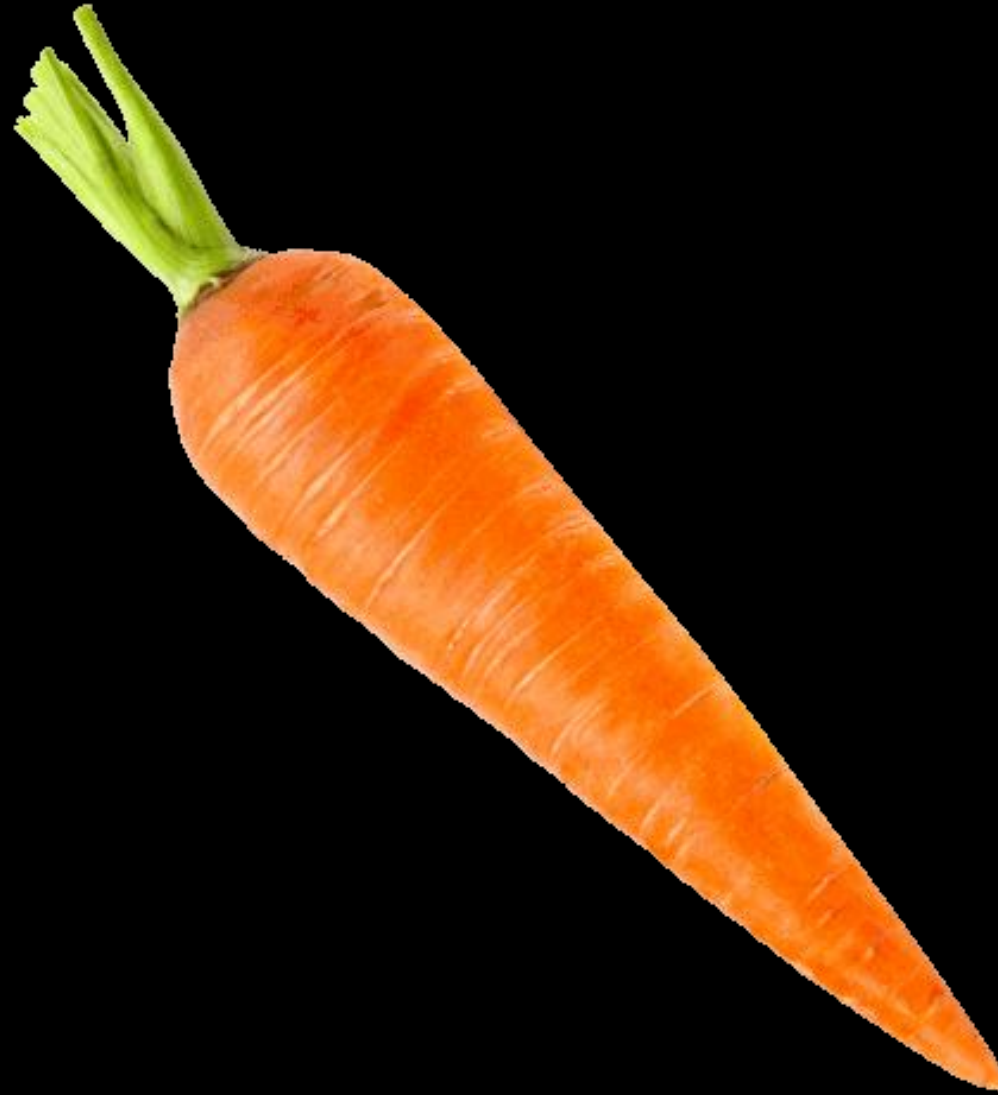
# MEETING SCHEDULE

- 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												
										WP 3 : Dissemination and legacy			
EVENTS	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												
	WP 3 : Dissemination and legacy												
EVENTS				E1.5 Tiblissi, GEO					E1.6 Online			E1.7 Prague	
											incl. dissemination event	E1.8 Brussels European Dissemination Event	

# Scoping review summary (Kostka)

# Lunch



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**Play the SELF exercises and  
finalize the pilot exercises  
(Marjolein)**

# Refresher self-regulation

## 5 self-regulation skills:

- goal setting
- planning
- monitoring
- evaluation
- reflection

# Refresher self-regulation

## Long term goals, long term self-regulation:

- A goal for 3 months, 6 months, 1 year, 5 years...
- Planning (how will I reach this LT goal?)
- Monitoring: after a few weeks
- etc.

Keeping track of progress on paper

# Refresher self-regulation

**Short term goals: during a training/exercise.**

**Players to become less dependent on external feedback while doing an exercise.**

# Refresher self-regulation

- **Goal setting:** After the coach has explained the [basketball/hockey] exercise, the athlete decides for him/herself what s/he wants to achieve in that exercise. E.g. in basketball: learning to make reverse up tempo.
- **Planning:** After the coach has explained the [basketball/hockey] exercise, and the goal of the exercise is clear, the athlete decides what exactly s/he wants to focus on, to reach that goal. E.g. keeping the ball low when making the return.
- **Monitoring:** While executing the exercise, the athlete thinks about whether or not s/he is doing what the plan/goal of the exercise was. E.g. am I keeping the ball low?
- **Evaluation:** When the exercise is finished, the athlete decides whether or not s/he reached the goal of the exercise. The answer is always: yes or no.

# Refresher self-regulation

- **Reflection (1):**

**After the coach has explained the [basketball/hockey] exercise, the athlete considers whether s/he already can perform the exercise well, or whether it is still (a little) difficult.**

- **Reflection (2):**

**During or after the exercise, the athlete thinks about why s/he was (not/partly) successful in focusing on the goal/plan during the exercise.**

- **Reflection (3):**

**After the exercise, the athlete thinks about what s/he has learned from the execution of the exercise, for the next time/game.**

# The pilot toolkit

## Easy:

- Reflection (1)
- Goal setting (choosing)
- Planning (choosing)
- Monitoring (2 exercises)
- Evaluation

## Moderate:

- Reflection (2) + goal setting
- Planning + monitoring
- Monitoring + reflection (3)
- Evaluation + reflection (2)
- Evaluation + reflection (3)

# Let's finalize the exercises

- **The exercises are printed and everyone is the trainer of their own exercise. The rest of us have the role of the youth athletes :)**
- **Take 5 minutes to plan an easy exercise in the hall (passing, shooting, dribbling). Then we will try out the exercises one by one.**
- **Group gives fast feedback and Marjolein takes notes and observes/asks.**

# Basketball with a small walk



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# Preparing for the pilot part 1

(Marjolein)

# Actionplan

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# Nr of inputs

- A minimum of 3 sets of feedbacks per partner which is a minimum of 21 piloted exercises.
- 1 set of easy, 1 set of medium and 1 of either.
- Optimally 3 youth trainers to each do a set of 6-7 exercises.

Everyone starts with the easy exercises. For both the players as the trainers it is better to start easy.

When training youth athletes (8-11 years old): better to stick with the easy exercises.  
With 12 years and older: when they (trainer and kids) can do the easy exercises without problems, then they can move on to Moderate.

# Trainers for the pilot

Organisation	Trainer 1	Trainer 2	Trainer 3
Pernille / Kostka	Kristian (old/boys)	Niels (old/ girls)	Sona (young / girls)
Nitan	Florian Floko (old boys)	Laurenz (young/boys)	Florian (young boys)
Jan	Tomas Tran (Belgium)	Martin Capouch (Slavia. old / girls)	Petr Chadima (Bohemians boys / young)
Toko	Girls : Melania (young)- Sofo (young)- Tamta (young)	boys: Saba (boys girls / young)	

# Break



# Write the instruction for the trainers

- **Start with why (Marjolein + Toko)**
- **Explain self regulating principles (Marjolein + Toko)**
- **Explain how to work with the materials/cards (Marjolein + Toko)**
  
- **Practical tips (Kostka + Nitán)**
- **When and how to run the pilot (Kostka + Nitán)** e.g. How to plan? Do 1 or 2 per training? Paper and pen or digital to take notes? visualize/prepare what can happen. you know your team ...
  
- **How to give inputs (questionnaire/interviews/video?) (Pernille + Gino)**
- **Help line (Pernille + Gino)**

# Report out

- **Put the puzzle together**

# Why

## Why This Self-Regulation Toolkit?

Direct instruction and feedback from coaches are effective ways for youth athletes to refine their skills. However, to become independent, resilient, and motivated learners, athletes also need to take an active role in their own development. This means learning to:

- Set their own goals.
- Plan how to achieve them.
- Monitor and evaluate their progress.
- Make mistakes.
- Reflect on mistakes and successes.

This process is called self-regulated learning (SRL). Research shows that youth athletes who use SRL skills:

- Learn faster.
- Enjoy their sport more.
- Build stronger self-confidence and self-efficacy.

The SELF Toolkit helps trainers and coaches teach SRL skills in a playful, sports-specific way. Instead of writing reflections (as often done in schools), athletes use engaging on-court exercises to practice goal-setting, planning, monitoring, evaluation, and reflection.

# What are the self regulation skills

## The Self-Regulation Skills

- **Goal Setting:** What do I want to learn in this exercise?
- **Planning:** How do I want to learn this?
- **Monitoring:** Am I doing what I intended (during the exercise)?
- **Evaluation:** Did I reach my goal?
- **Reflection:** What is my level in this exercise? What worked? Why/why not? What can I do better next time?

# What are the materials at your disposition?

1. Prepare a regular training, pick out 1 exercise (not too difficult).
2. Pick out 1 SR tool (1 skill or combination of 2 skills).
3. Integrate it: prepare well. Have the right materials (cones, water bottles, balls, along the field).
4. Set up the exercise.
5. Explain the exercise.
6. Keep it simple, do not do extra's on top what's on your card.
7. When it says 'cones', you can use the other materials. Be creative with the materials to keep it fun for you and the players. Give examples.

# How you can work with them?

	Speed rings/hoops	Spot/field markers	Agility ladders	Mini hurdles	Training poles	Soft balls	Stretch bands
Where do I stand? (R)							
Spot on (G)							
Choose and Show my plan (P)							
Water bottle up or down? (M)							
Energy check-in (M)							
....							

# Some practical tips

**Number of players:** Test the pilot with 6 to 8 players. The same ones in all practices. This is to make sure you can put attention to the results and to ensure consistency. Think of the profile of your players to choose the right ones.

**Before starting:** Meet the 6-8 players and explain them the program they will go through.

Use visual tools. Take photos/videos of how players use them. Take notes about your findings and about players' opinions on the tools.

# Some practical tips

## **What to pay attention to?**

Coach:

How is the flow of the practice?

Is the SELF part disrupting the flow of the practice too much?

Were players able to focus on the SELF tools goals?

Did they understand the whole thing and the “why”?

Players:

Did they enjoy the experience? Did they find it useful?

Why/how?

# Some practical tips

## Preparation

When you know your practice plan, choose which drills you will use SELF in. Make sure they fit the 'SELF need'

What do you want to get out of it?

Consider if you need any extra tool (visual resources, etc...).

Think how will you explain the players the SELF part.

If "goal setting" tool will be used, think of the possible goals.

Think of questions to ask (if "monitoring", "evaluation" or "reflection" are involved).

Do one tool twice in a training (not every drill, or once).

# When and how to run the pilot?

**When to run it:** Run it at least 2 training sessions per week during the pilot period.

Mix different tools that focus on different SELF skills in the different practices. We focus on one SR tool in each practice.

**How to run it:** all players run the same practice. They will all (~~The 6-8 who are subject to the pilot test will~~) add the SELF part. Use SELF in a couple of exercises of the practice (this should take no more than 30 min of the practice, including the instructions and questions).

After each exercise ask the 6-8 players about the SELF part of the exercise.

# What feedback will we need from you?

Whatsapp group of all trainers to keep them engaged. Link to google form on top to be filled in 24 hours after the training (tick boxes mandatory. Open questions optional). English where possible. Local language where necessary.

Exercise specific questions + mid term pilot survey (with 3 coaches) how the experience it (which exercise did you like more, works better for older, do you notice that the self regulations improves the performance of your team)

Mid term optimally physical. if not online.

End interview (physical meeting with all 3)

# What feedback will we need from you?

Where did it make sense?

How did it help your players to develop?

What was the hardest part?

What was most surprising or interesting?

Would you rather focus on 1 self regulation principle for a longer time or do you think it's better to mix them during a week or 2 week period?

In what order would you put the exercises from very good to bad/less good

Would you have an exercise you would include or a tip to change something in an exercise you did?

Do you feel they are more focused on their own development than on comparing themselves with others?

If you would run this

# Who to call for help?

Put in in the whatsapp group and ask for help from the team

Personal or sensitive topics direct to your local contact

# What feedback do we want to get (Pernille/Gino)

- **Feasibility** – was it realistic to integrate self-regulated learning (SRL) into training?
- **Children's response** – how did the kids engage with it?
- **Trainer's perspective** – usefulness, clarity, future potential.

# Questions (Pernille / Gino)

## 1. Implementation

- How easy was it to include the SRL exercises in your training?  
 Very easy  Easy  Neutral  Difficult  Very difficult
- Did you understand the instructions well enough to guide the kids?  
 Yes fully  Mostly  Somewhat  Not really  Not at all

## 2. Children's Engagement

- How motivated were the kids to try the SRL exercises?  
 Very motivated  Motivated  Neutral  Unmotivated  
 Very unmotivated
- Did the kids seem to understand what they were asked to do?  
 Yes fully  Mostly  Somewhat  Not really  Not at all

## 3. Observed Effects

- Did you notice any positive changes (e.g., focus, self-reflection, persistence) during or after the exercises?  
 Yes  Somewhat  No

If yes, please give one example: \_\_\_\_\_

## 4. Trainer's Perspective

- How useful do you think these exercises are for your team?  
 Very useful  Useful  Neutral  Not so useful  Not useful at all
- Would you be willing to use similar SRL exercises again in future training?  
 Yes definitely  Maybe  Not sure  Probably not  No

## 5. Open feedback

- What worked well?  
\_\_\_\_\_

- What could be improved?  
\_\_\_\_\_

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# Preparing for the pilot (Marjolein)

# How do we onboard the trainers + materials

- **Info mail? When, who?**
- **Online session where we explain and share exercises and feedback system?**

# **Wrap up day 1 + dinner + day 2 agenda**

**(Gino)**



**Day 2**

# How do we onboard the trainers + materials

- **Onboarding**

- **Inform coaches that we would like to have them involved + mention online EU meeting + follow up in club/country**
- **10 minute online EU meeting**
- **Club/country meeting to inform them about details (send info package upfront or discuss during meeting)**
- **Email to parents, coaches and board to launch the pilot (+ e.g. web article)**
- **Pilot phase 1**
- **Mid term review**
- **Pilot phase 2**
- **Final review/evaluation**

# **Dissemination overview deliverable**

## **(Pernille/Kostka)**

# What we need to deliver by Dec 2025?

Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D3.1	Dissemination plan	3	FAL	<i>R</i>	<i>PU</i>	M14	<p>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 club hockey among youngsters.</p> <p>A digital plan of action in English (expected 5-8 pages)</p>

# Proposed components/chapters

- A. Define the content**
- B. Define the stakeholders/target groups**
- C. Define the dissemination principles**
- D. Define the dissemination channels**
- E. Define the dissemination plan and action owners**

# Target groups

Target group	Objective
<b>PRIORITY:</b> 5 consortium partners	Good communication within the team is essential for a successful running of the project. Though each project partner will have a specific role, being aware what is going on in all other areas will be critical to the success, as it's necessary for all to keep the bigger picture in mind. We also need the team to jointly step up where things might go wrong while at the same time, we want members to be proud on successes of others.
<b>PRIORITY:</b> national federations from the 3 club partners + EuroHockey	<p>Though they are not directly involved in the project piloting, the 3 national federations (Georgia Hockey Federation, Austria Hockey Federation, Danish Basketball Federation) and EuroHockey have all shown interest to share the outputs of the project with their members and potentially integrate the outputs in their development and education systems. We will involve all technical sports directors (responsible for coaching education) from these federations before we produce the final toolkit via an online call to share the outputs/learnings and get their feedback. For this online call we will also connect EuroHockey</p> <ul style="list-style-type: none"> <li>• Danish Basketball Federation: Tomas Johansen, president of the federation has endorsed the project (see letter) and committed so sharing of the outputs.</li> <li>• Austrian Hockey Federation: Sabine Blemenschuetz, responsible for development in the federation, will be connected to get support</li> <li>• Georgia Hockey Federation: Tornike Tevdoradze, besides being club president of BLU, is also vice-president at the Georgie Hockey Federation, and in this role will support this ambition</li> <li>• Czech Hockey Federation: project coordinator Gino Schilders will ensure embedment in the Hockey Academy of the federation and will support sharing</li> <li>• EuroHockey: Tom Pedersen and Cameron Fidler (Development Department) from EuroHockey have committed to share the outputs of this project and to look on how we can embed the outputs in their development systems</li> </ul>
Erasmus+ EU policy makers / taskforce	Show the work done and the results achieved by uploading the final project result. We will also be in regular contact with our Erasmus+ project officer (via the portal) throughout the project to update on progress. For the final European dissemination seminar, we will invite EU policy makers as well.

# Dissemination channels

Dedicated project website	<p>The project website will serve as the main dissemination and information platform.</p> <ul style="list-style-type: none"> <li>The project website will be created at the beginning of the project for information and promotion purposes.</li> <li>The hosting of the website will be ensured by the Project Coordinator, which will register the website prior to the beginning of the project's implementation. Reference to the Erasmus+ funding will be added.</li> <li>Articles from meetings, project documentation, information about the development of activities, and mainly deliverables from the different Work Packages will be made available electronically, free of charge.</li> <li>Partner websites will feature a link to the project website</li> </ul>
Facebook project page	<p>The Facebook project page will serve mainly as a promotion tool to create awareness around the project and to inspire viewers to learn and share our passion and outputs. We have chosen for a Facebook page next to the website as it allows for an easier, more natural dialogue. Minimum frequency of communication: once per 3 months.</p>
LinkedIn profile	<p>A dedicated LinkedIn profile will be set up for the project where updates on the project will be shared. Minimum frequency of communication: once per 3 months</p>
Social media channels from project partners	<p>Mandatory communication after each of the transnational meetings and the dissemination seminar.</p> <p>We will actively share information in the team and will ask partners to disseminate to their partners outside of the project team via the different channels each of them has.</p>
Erasmus+ social media	<p>We will get actively involved in Erasmus+ (official and non-official) social media to promote our project and promote Erasmus+ projects as such. Minimum frequency of communication: 1 / half year</p>
Dissemination events	<p>Dissemination events are used to actively share the outcomes among selected target groups. Here we will also invite policy makers and other stakeholders. We will organize one major official European dissemination seminar event at the end of the project (we plan streaming for this event to reach a wide and heterogeneous audience).</p>
(Sport) conferences and congresses.	<p>We will actively search for opportunities to share the results and passion from/for the project. We will actively participate in conferences and congresses (big and small) related to the topic self-regulated learning and coaching in general.</p>

# Assignment 1: Define the dissemination principles

- Direct as much as possible to the SELF website
- Simple explanation of what is self regulation and why it helps (catchy)
- Communication to be “light” as the main aim is to inspire them to educate themselves and their teams (good teaser)
- Use the new Self Regulation web created as main place for all information about the programmes we will offer
- Go digital where possible, video/picture preferred over text
- Use as much as possible meetings/webinars/tournaments where the key target groups meet
- Work with English as main language. Create language mutations for the main European languages and translate to more languages in the future where there is a specific demand from the country
- Key to share first successes, optimally via the partners to create proudness and ownership
- Use networks from the partners to share as they are the main ambassadors
- Use same/consistent working

# Assignment 2: which materials will you need?

- **Define what materials you would need in order to share the toolkit with your network?**
- **Split in groups of 2 and discuss for 10 minutes. Report out in 2 minutes and send the outcomes to the Whatsapp group**

# What materials do we need (Kostka)

Who are the receivers of the pack? Coaches/clubs of young players (8-16)

- SoMe: Instagram, Facebook (with online busting)
- Videos, photos to illustrate and to promote it.
- Demo (video, document): what is it and how is it used.
- Posters and/or stickers w/ QR code
- Promotional material: reversible shirts, phones cases, water bottles, wrist bands, etc (with QR)

Info to share:

- Catch phrase
- Main goals
- Graphics (also some facts)

# What materials do we need (Pernille)

- Video
    - What is self regulation?
    - Why and for who? (toolkit)
    - Tool example
  - Web:
    - Instead of About section on web SELL the content
    - Development booster for you!
    - What's in it for the coaches, kids, parents
    - Info about pilot etc
- \* QR code to redirect them to the platform
- \* Digital communication package (Poster format, banner)

# Assignment 3: who is in your network?

- **Which organisations and people in your network will you share the toolkit with once ready?**
- **Each individually to write it down in electronic version and send in the Whatsapp group**

# My network / Toko

- Ministry of Sports of Georgia
- Georgian Olympic Committee
- My Classmates from IOC (they are from different countries)
- Georgian hockey federation
- Hockey clubs
- City governments
- Ministry of Education of Georgia

# My network / Pernille

- LinkedIn
  - Funds
  - Individuals
  - Policy makers
- Federation
  - basketball
  - Sports DK/DGI
- SoMe
- Personal network

# My network / Kostka

- Danish Basketball Federation
  - Education department
  - Club's development department
- LinkedIn
- Foundations
  - Nordea
  - LEGO Foundation
- Danish Youth Basketball development group
- Italian mini-basket coaches association
- Spanish Basketball Federation
- DGI / DFI: Danish Olympic committee and sports promotion.
- Other Danish Federations

# My network / Marjolein

- LinkedIn
- Uball Academy
- Topsport Gelderland
- VSPN
- KNHB
- NBB

# My network / Nitán

- TCP Hockey Coaches (all over Europe)
- German Club Coaches (all age groups)
- Austrian Hockey Coaches
- Implement it to the Austrian Hockey-Coaches Education
- Andreas Vock: Head of the Austrian Coach Education
- Norbert Meister: Austrian Coach Education - Sports Psychologist
- Pat Harris Team USA - Hockey
- Cedric D'Souza UP Rudras (India Hockey Clinics)
- Martin Schultze - German Hockey Federation

# My network / Gino

- Czech Olympic Committee
- NSA Sport Agency
- Club Hockey Academy Ambassadors
- EuroHockey Coach Committee
- European presidents
- EuroHockey Development Committee members
- Czech Youth Leader group
- LinkedIn : sport and business colleagues
- Adam Evans (Copenhagen University), Arseni Seni (Hockey Spain)
- Slavia trainer group
- Ex Erasmus project team members + BESST2.0 project members
- Make it part of the Coach Junior/Senior education plan
- Andre Oliviera, Mike Joyce : FIH Academy (post)
- Sportways , Thomas Tichelmann
- Bartel Berkhout, SportsInq



**SELF**

# Agenda -Tuesday

9:00 Welcome by Gino

9:15 Dissemination plan by Kostka & Pernille

10:45 IT solution

11:15 Break

11:30 TBD

12:00 Write dissemination article and publish

12:30 Wrap up and confirm to do's

# Break



# IT Solution (Gino/Nitan)

# Decisions on design

1. language mutations
2. videos (do not need translations at the moment)
3. ability to distinguish seniority level
  - a. keep it simple though
    - i. beginner/experienced (or starter/next)
    - ii. What is the skill. Ability to select skill (planning/reflection)
  - b. Ability to create favorites
  - c. Option to print selected tools for the practice
4. feature to give feedback to coaches (on the post/video or some other way)
5. post types
  - a. videos, images, text, PDFs, audio
6. sharing possibility - nice to have
7. gate keeping
  - a. free for all / free for all after sign up. Sign-in needed for personalization
8. web vs mobile
  - a. mobile app is preferred
9. e-learning
  - a. a/b/c/d

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# Sharing today's meeting

**Gino**

# Wrap up day 2

## (Gino)



**April 2026**

# LOONEY TUNES



*That's all*