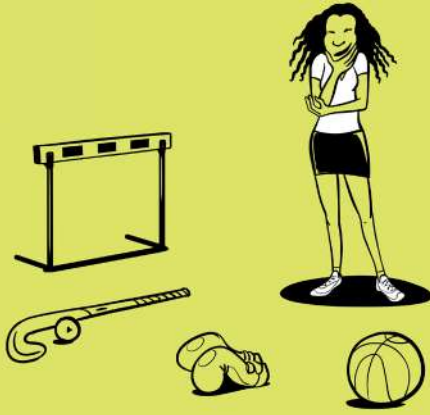


1



Autonomy

Coaches/trainers

Encourage youngsters right after the training to tell which parts they liked most and why. Use the appropriate feedback in the next trainings. Discussing goals and strategies with youngsters is helpful. Listen to participants voice, encourage youngsters to ask questions during training.

1



Autonomy

Coaches/trainers

Start the training with a short warm-up, during which let the youngsters choose and play their own games. Ask them to have different roles (referee, timekeeper, coach) and let them express their choices.

1



Autonomy

Coaches/trainers

Ask youngsters how his/her perfect sport season would look like and support him/her in achieving it.

1

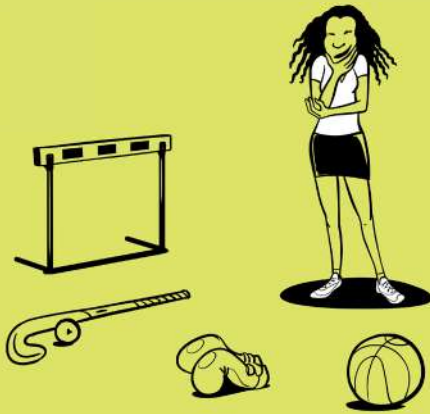


Autonomy

Clubs

Create a youth committee, to participate in club decisions. Sharing leadership and decision-making with youngsters is sharing on the rewards of sport.

1



Autonomy

Clubs

Allow youngsters to provide their input by creating a positive and constructive dialogue, which stimulate pro-activity and different initiatives, provide new choices and challenges and encourage responsibility and autonomy.

1



Autonomy

Clubs

Give youngsters an active role in recruiting and organizing the participation of newcomers.

1



Autonomy

Clubs

Ask youngsters in person to participate in activities to make them feel important.

1



Autonomy

Clubs

Reinforce youngsters' autonomy by leaving them to make decisions regarding tasks and activities they would like to participate in.

1



Autonomy



Give youngsters multiple opportunities to practice sports; let them participate in the sport they enjoy and feel like provide the most rewarding experience.

1

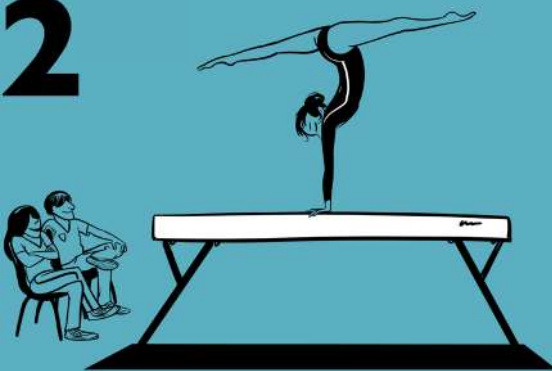


Autonomy



Whenever possible, supervise the youngsters' practice, allowing for self-organization tasks and activities.

2

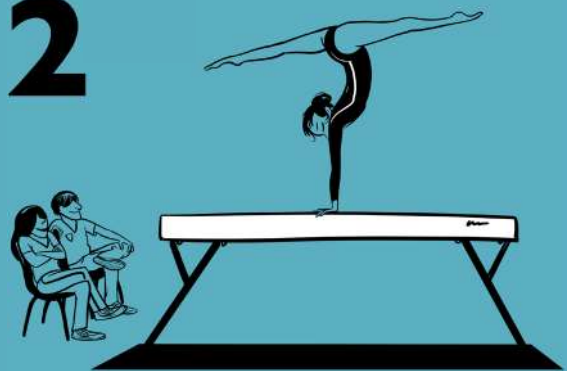


Perceived Competence



Compliment and reinforce youngsters on their effort and results.

2

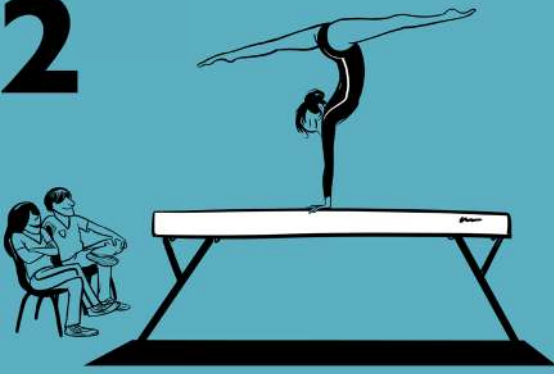


Perceived Competence



Try to consider the youngsters' developmental rhythm and respect trainability; be patient and postpone the introduction of new skills training tasks in the training process until the previous stages are processed; adjust and accelerate when they are ready to move to the next training challenges.

2

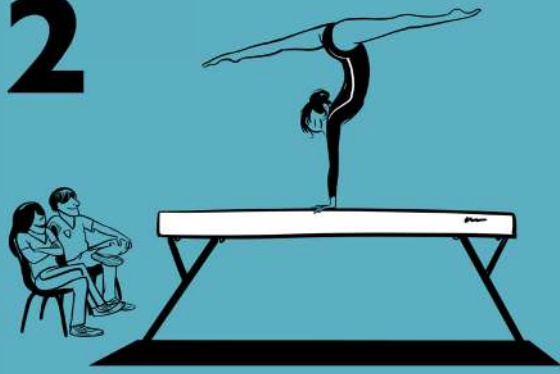


Perceived Competence

Coaches/trainers

Create a good balance between challenging tasks and success experiences.

2

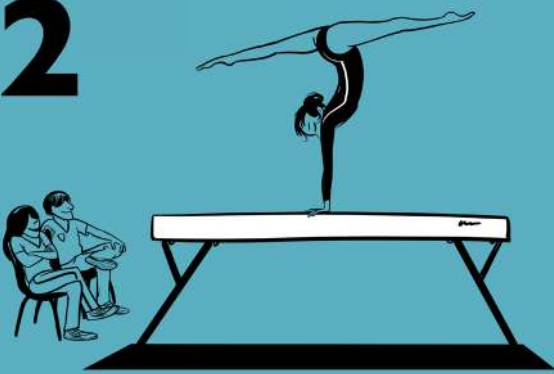


Perceived Competence

Coaches/trainers

Use infographics of the skills and tasks so youngsters can check how the skills and activities are performed.

2

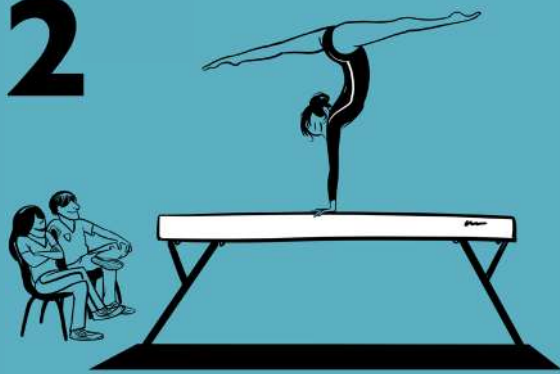


Perceived Competence

Coaches/trainers

Give meaningful explanations that take into account the cognitive abilities, the personal goals, and the wishes and interests of the youngsters.

2

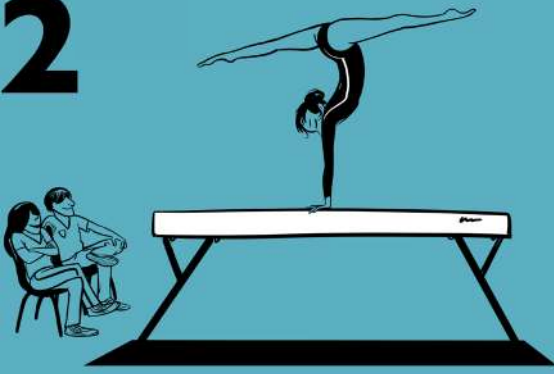


Perceived Competence

Coaches/trainers

By giving constructive feedback, encourage every bit of progress.

2

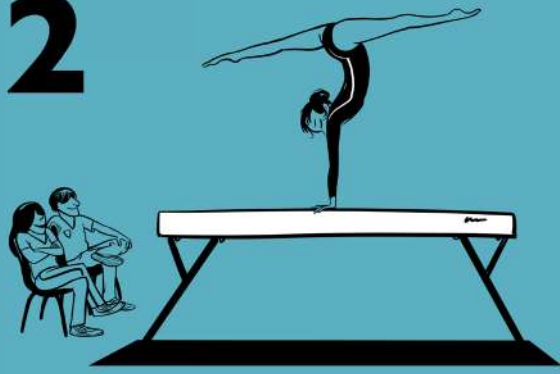


Perceived Competence

Coaches/trainers

Express your confidence in the capabilities of your youngsters when giving them challenging tasks.

2

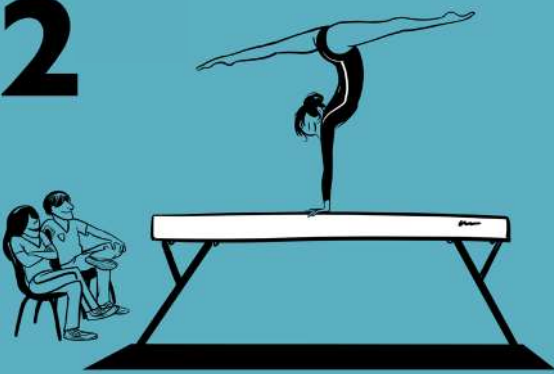


Perceived Competence

Coaches/trainers

Do not stress the mistakes the youngsters make during the learning process; it is important to adjust learning strategies, exercises and tasks to overcome problems.

2

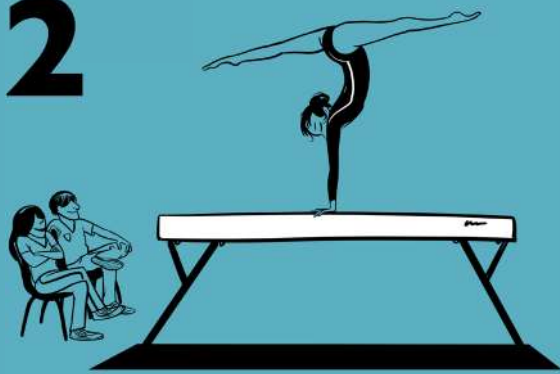


Perceived Competence

Coaches/trainers

Use an individual approach. Every team and every youngster is different.

2

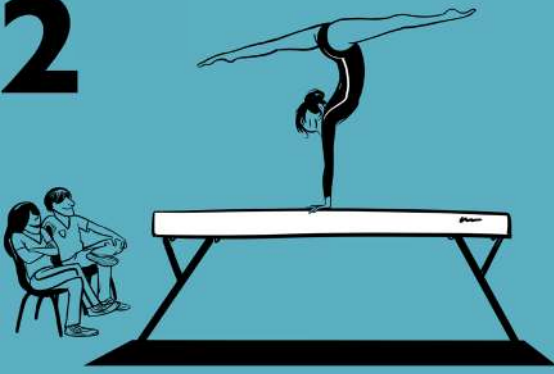


Perceived Competence

Coaches/trainers

Make appeal to self-evaluation in regards with the standard expectations; provide tools for this.

2

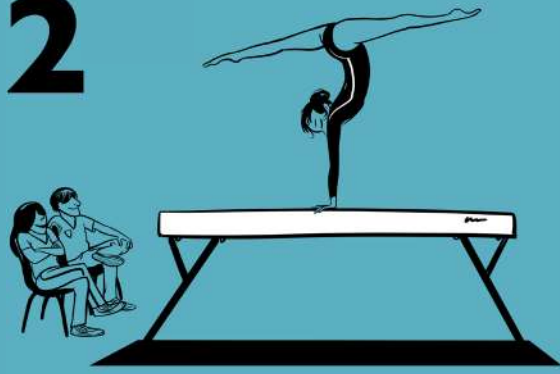


Perceived Competence

Clubs

Recruit young people, currently active in sports club, as instructors or assisting coaches. Sometimes paid, sometimes on voluntarily basis.

2

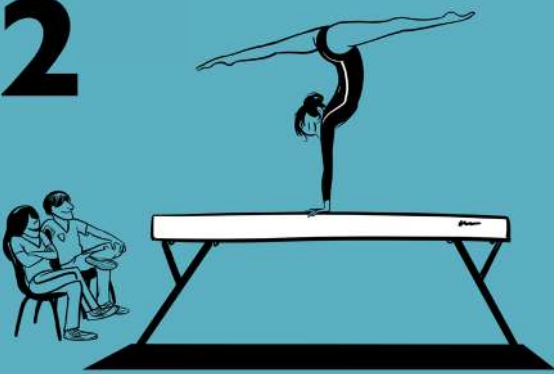


Perceived Competence

Clubs

By giving youngsters an active role, both in the training process as in social intervention, they can become role models for others. Reinforce the focus on the youngsters' individual talent.

2

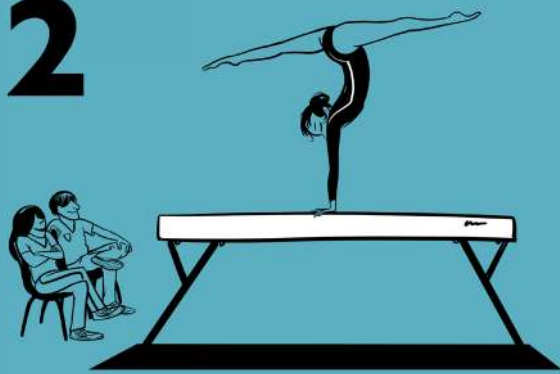


Perceived Competence

Clubs

Provide opportunities to youngsters to collaborate in activities, games and events organization, giving them responsibilities and specific goals to achieve.

2

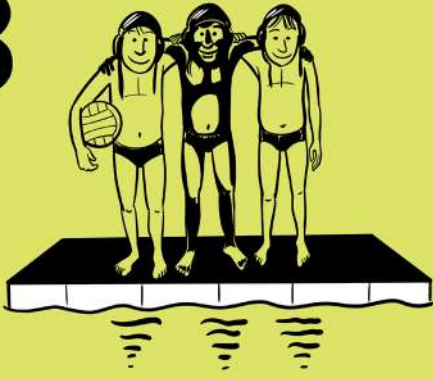


Perceived Competence

Clubs

Through physical activities, as well as social activities (organising activities for vulnerable groups in the neighbourhood), the youngsters learn that they can have influence on their social environment and can actively provide help to others. This also strengthens their self-efficacy and self-image.

3

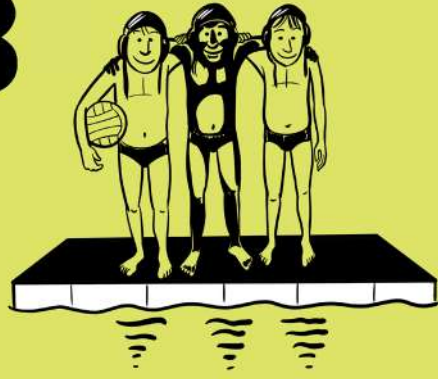


Relatedness

 Coaches/trainers

Try to create a close connection with youngsters by adopting a pro-active posture, demonstrating physical and mental presence.

3

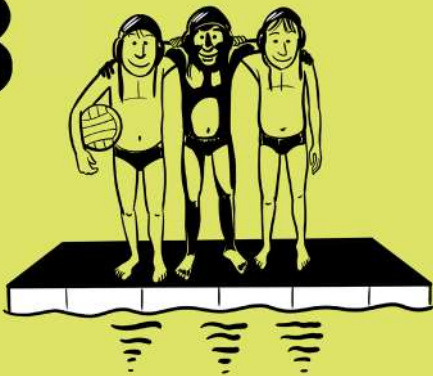


Relatedness

 Coaches/trainers

Try to create a warm environment for youngsters by showing active interest and being accessible when they have questions, complaints or concerns.

3

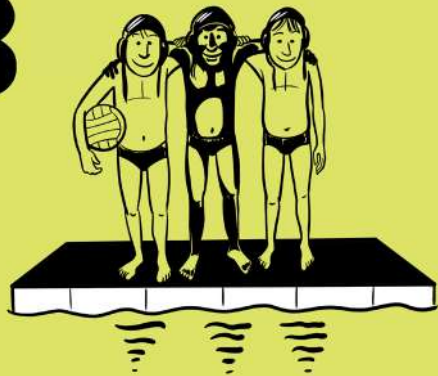


Relatedness

 Coaches/trainers

Use appropriate social media (the type that youngsters are using) to create other forms of communication with them.

3

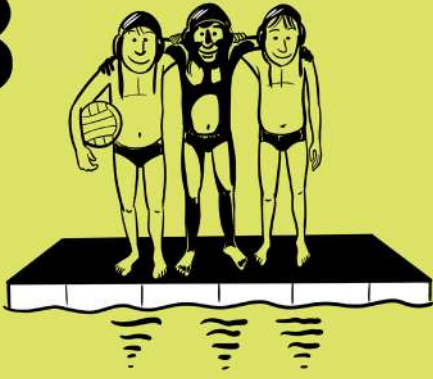


Relatedness

 Coaches/trainers

Make sure that the trainer/coach relates to the youngsters respecting their background, ethnicity and cultural values.

3

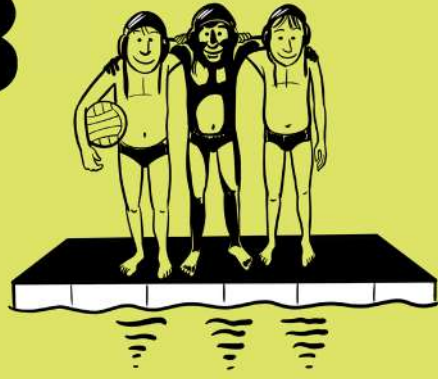


Relatedness

 Coaches/trainers

Try to be aware of what is going on with each one of your players, team or even yourself, and try to prepare and develop among them the skills to better deal with difficulties and challenges.

3

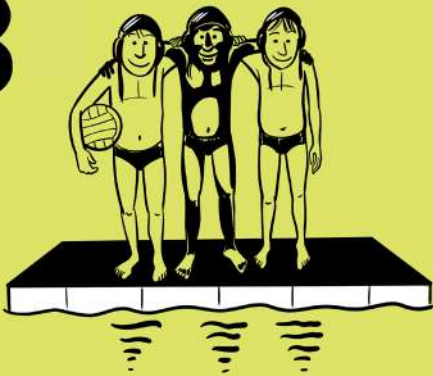


Relatedness

 Coaches/trainers

Strengthen cohesion by organizing group-related and team-building activities and by expressing a feeling of community in your way of communicating.

3

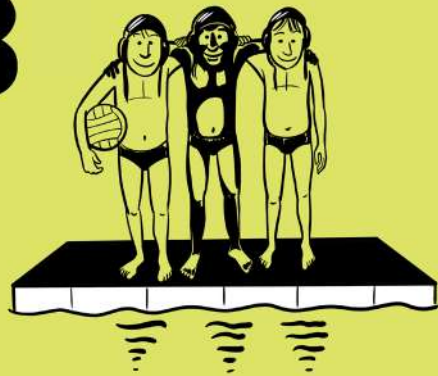


Relatedness

 Coaches/trainers

Be empathetic to injured youngsters, for example by sending a card or other messages to wish them well.

3

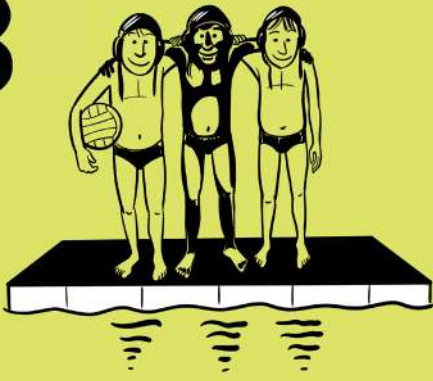


Relatedness

 Coaches/trainers

Try to be available for your youngsters at difficult moments so they can rely on you for emotional support.

3

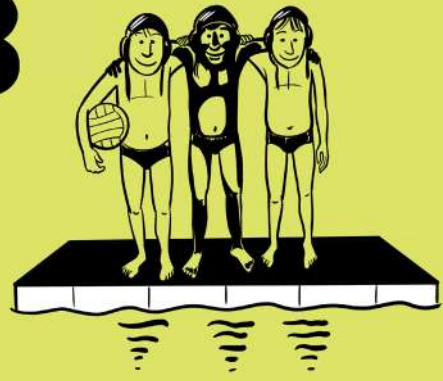


Relatedness

 **Coaches/trainers**

Communicate honestly and openly as a coach and do not compromise confidence and trust by speaking badly behind the back of your youngsters.

3

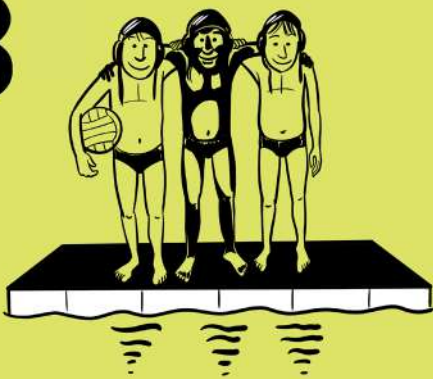


Relatedness

 **Coaches/trainers**

Talk to youngsters if they seem unsatisfied and ask them what could be done better or what do they need to solve their problems.

3

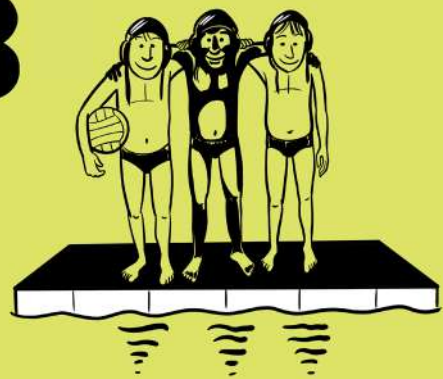


Relatedness

 **Coaches/trainers**

The coach/trainer should give personal attention to every youngster by allowing each one to speak with him/her during any activity, giving room for both practical as well as emotional issues.

3

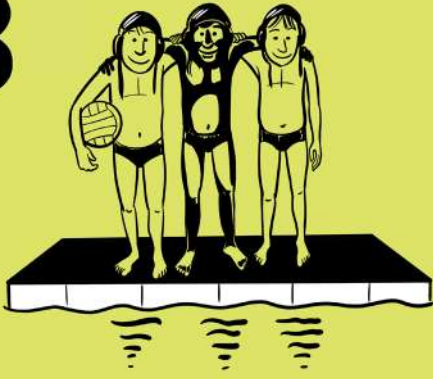


Relatedness

 **Clubs**

Make sure practices and other activities correspond to the youngsters' perception by making them look "cool" or "trendy".

3

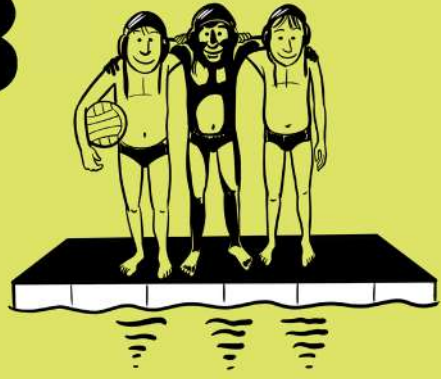


Relatedness

Clubs

Invest in youngsters by offering them training and workshops, for example if they would like to become trainers or referees.

3

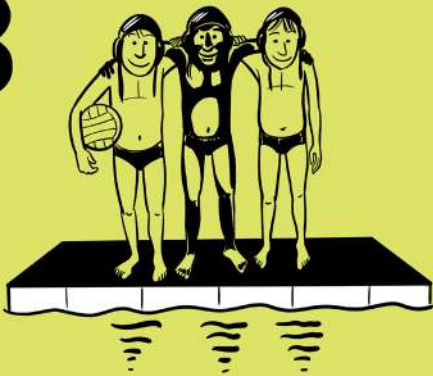


Relatedness

Clubs

By doing many activities together (sport, social and homework), with clear rules concerning positive behaviour, structure and respect, the youngsters get a feeling of belonging.

3

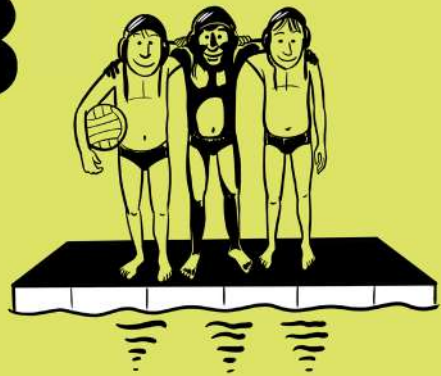


Relatedness

Clubs

Support youngsters with their volunteering activities at the club.

3

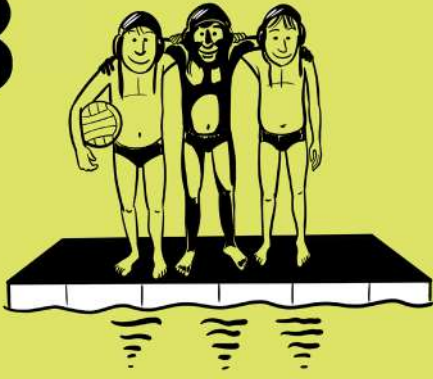


Relatedness

Clubs

Involve girls in organizing activities for girls and involve them in the board or commissions.

3

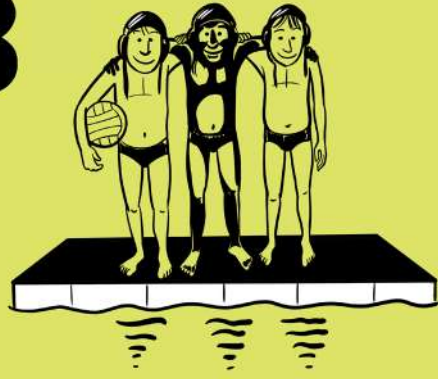


Relatedness

Clubs

Make sure there is proper team gear available and make teams responsible for the maintenance.

3

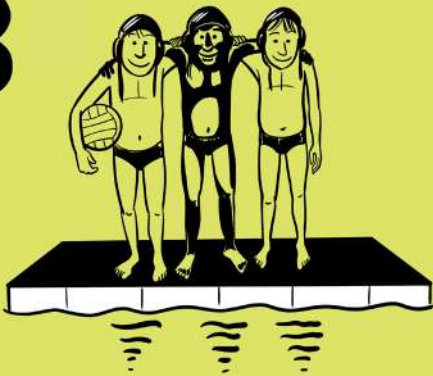


Relatedness

Clubs

Connect a physiotherapist to your club, which can provide support and make it easier for youngsters to cope with their injuries.

3

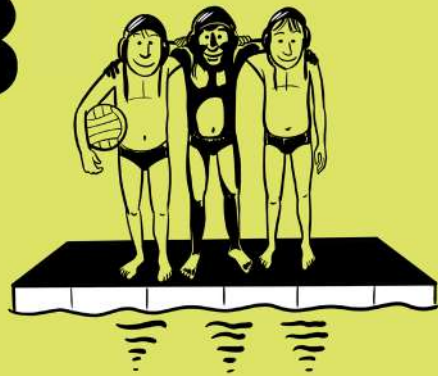


Relatedness

Clubs

Be open for social internships at the sports club.

3

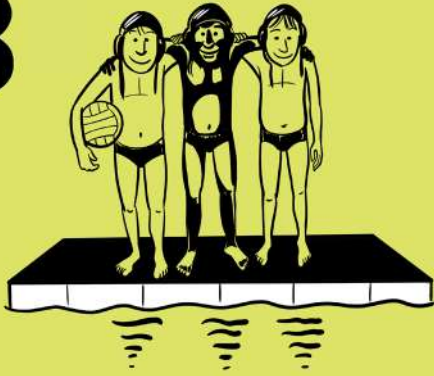


Relatedness

Clubs

Try to stimulate the fun aspect of the activities proposed by providing different game types, fun elements, challenging activities, or activities which can reinforce curiosity and guided discovery.

3

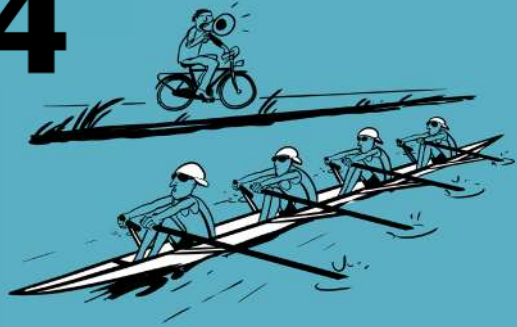


Relatedness



Organise additional activities for youngsters, such as a party.

4

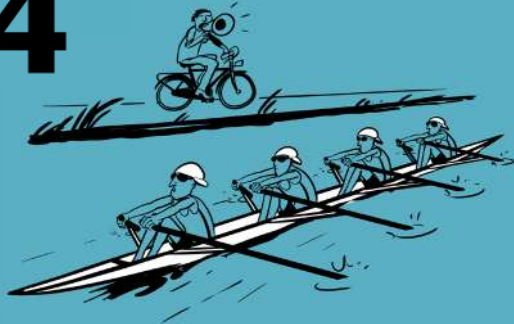


Learning climate



Create a social and fun environment in a sports climate, which promote skills and abilities development, learning opportunities and reinforce team spirit.

4

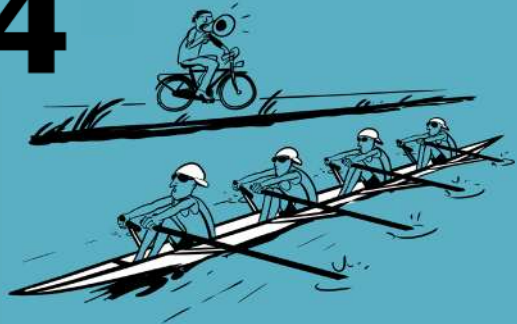


Learning climate



Treat everybody equal and promote equity.

4

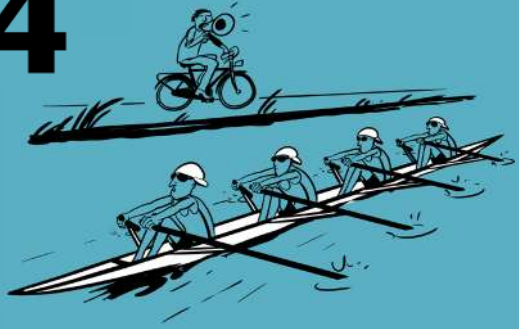


Learning climate



Fairly balance the amount of time during the game for each player, avoiding the exclusion based on the skills level → everyone contributes.

4



Learning climate

 Coaches/trainers

Provide positive feedback, that is process oriented and emphasizing intrapersonal development (task goal orientation).

4



Learning climate

 Coaches/trainers

Be sensitive for the differences between boys and girls.

4



Learning climate

 Coaches/trainers

Teach youngsters to be "sport", respecting ethic values. You can do this by putting them, by turns, in the position of simply supporters, emphasizing the joy of fair play.

4

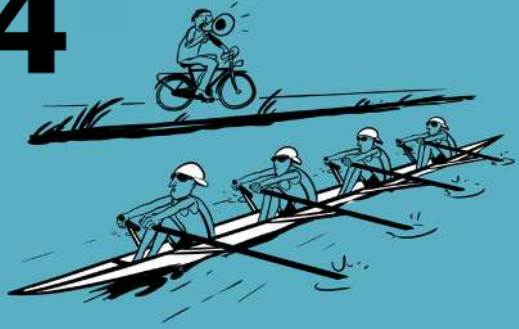


Learning climate

 Coaches/trainers

Develop team-building games to reinforce support between youngsters.

4

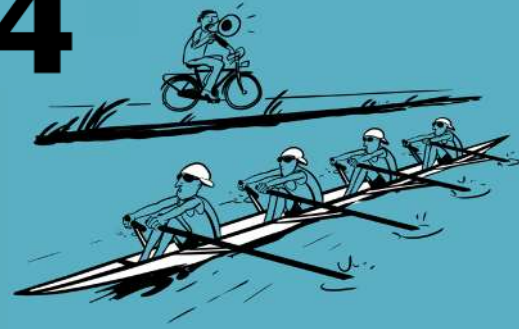


Learning climate

Coaches/trainers

Promote focus on striving during the training; the skills development will follow automatically.

4



Learning climate

Coaches/trainers

At the end of the session, each team identifies a player from the opposite team who provided encouragement and support.

4



Learning climate

Coaches/trainers

Whenever possible, use music during the practice; youngsters like it during the lessons/training.

4

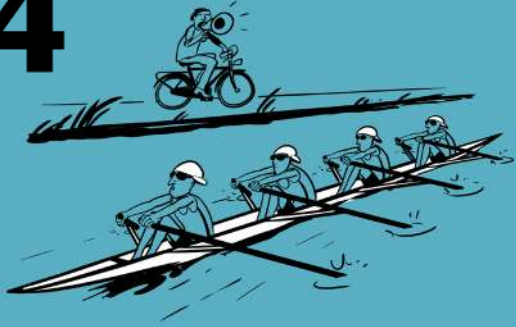


Learning climate

Clubs

Provide coaches with an educational seminar and sample practical sessions on how to assist changing coaching styles and the behaviour of the youngsters.

4



Learning climate

Clubs

Create an award to recognize the ones that most contributed to create a positive practice climate. Take care the reward goes to different youngsters, in role (e.g. "player of the week", "team of the month").

5



Time / Goal Balance

Coaches/trainers

Help and support youngsters to learn how to organize their time and be more efficient.

5



Time / Goal Balance

Coaches/trainers

Inform youngsters on the possibilities to combine sport with school and/or work

5



Time / Goal Balance

Coaches/trainers

Passion for sport could teach youngsters to be time-efficient. Make them passionate!

5



Time / Goal Balance

 **Coaches/trainers**

Sport activities schedule should be arranged as flexible as possible and in accordance with the school program. Whenever possible, articulate class schedules and disciplines evaluation with schools.

5



Time / Goal Balance

 **Clubs**

Implicate parents in collective/ shared transportation if the travel distance between school and sport facility is important.

5



Time / Goal Balance

 **Clubs**

Organize sport classes (directly) after school (end of the midday). Followed by dinner and homework session or social work. Therefore, youngsters are not going home after sport, with the risk that they don't return. Also, eating and homework are to be done anyway.

5



Time / Goal Balance

 **Clubs**

Offer homework classes and support at the sport club if practice does not ideally fit the school schedule.

5



Time / Goal Balance

 **Clubs**

Create extra-classes and opportunities to teach youngsters and parents time management.

5



Time / Goal Balance

 **Clubs**

Open a club facility in the school neighbourhood to decrease the parents and youngsters travel distance.

5



Time / Goal Balance

 **Clubs**

Find technical solutions to organise matches in order to limit the amount of travelling.

6



Cost

 **Clubs**

Offer family or group discounts.



Cost

Clubs

Search for additional funds if parents and clubs cannot pay all the activity costs. (e.g. local subsidies from municipalities, associations, and projects)



Cost

Clubs

Give youngsters and parents the opportunity to decrease the contribution by working voluntarily for the club.



Cost

Clubs

Create payment alternatives adjusted to parents' financial capacities.



Cost

Clubs

Inform parents correctly about the sport costs in advance in order to allow informed decisions about the choice of club and sport.



Cost

Clubs

Be aware of the change in costs if youngsters become senior members. Support parents and youngsters if necessary.



Cost

Clubs

Develop specific programs targeted to focus on youngsters from vulnerable groups.



Cost

Clubs

Create joint projects with the parents and the community to reduce costs impact.



Cost

Clubs

Whenever possible, for youngsters with low economic background, the club should create alternatives to reduce costs by offering free training stages; however, they have to devote their time and show improvement in their practice.



Cost

 Clubs

Find national and regional programs to subsidise development projects in order to keep costs at reasonable level.



Expectancies

 Coaches/trainers

Be clear on the type and culture of the sport club: competitive, recreation, fun, etc.



Expectancies

 Coaches/trainers

Hold an information session highlighting the main elements essential for the team/sport.



Expectancies

 Coaches/trainers

Provide youngsters with a clear layout of what they must do (i.e. plan for training, warm up and take part).

7



Expectancies

 Coaches/trainers

Make clear rules and guidelines together with the youngsters on time, clothes, effort, bullying and not attending.

7



Expectancies

 Coaches/trainers

Try to communicate clear by giving concrete expectations and providing a structured format.

7



Expectancies

 Coaches/trainers

Ask questions during training to ensure youngsters understand and develop realistic expectancies.

7



Expectancies

 Clubs

Create opportunities to discuss with youngsters and parents the practice, sport and club culture issues in order to develop real and adjusted expectancies.

7



Expectancies



Develop good communication between the coach and stakeholders about the club key messages.

8



Values



Coaches must promote trust, respect and fun. What youngsters receive from coaches and teammates reinforce their progress in sport, allowing them to value sport much better.

8



Values



Invite a role model (such as a professional athlete or senior players) to talk about important things in sport.

8



Values



Teach youngsters to respect the opponent; e.g. shake hands before and after a game; adjust communication language.

8



Values

 **Coaches/trainers**

Organise discussions of the rules of a team (the idea is that the rules and values behind them are mutually shared and everyone has an impression of having been involved in the process).

8



Values

 **Coaches/trainers**

Make sure that your youngsters work towards a goal and that they comply with the rules, sport regulations, and ethical values.

8



Values

 **Coaches/trainers**

Teach youngsters about fair-play and ethical values.

8



Values

 **Coaches/trainers**

The benefits of sport participation should be clearly emphasized to youngsters and parents.

8



Values

Clubs

Develop infographics that could explain those values and their relevance to youngsters and parents.

8



Values

Clubs

Organise educational seminars to provide players information about the value of lifestyle planning, physical fitness and staying involved.

8



Values

Clubs

Find programs and practices to evolve a hobby of one family member into physically active lifestyle of the whole family.

8



Values

Clubs

Promote family participation in the seminars with tasks related to sport values.

9



Coach-Athlete Relationship

 **Coaches/trainers**

Create a warm environment for your youngsters by showing active interest and being accessible when they have questions, complaints or concerns.

9



Coach-Athlete Relationship

 **Coaches/trainers**

Create a close connection with your youngsters by showing physical and mental presence.

9



Coach-Athlete Relationship

 **Coaches/trainers**

Replace compelling (forceful) language by a language that is more inviting. Also, pay attention to body language.

9



Coach-Athlete Relationship

 **Coaches/trainers**

Coach the youngsters in positive behaviour and build a relation of trust and affection with them. Also provide for clear structure how to behave and which are the limits of a correct behaviour.

9



Coach-Athlete Relationship

 Coaches/trainers

Be sensitive to the atmosphere outside of the practice by trying to get to know youngsters better.

9



Coach-Athlete Relationship

 Coaches/trainers

Communicate honestly and openly as a coach and try not to speak badly behind the back of your athletes.

9



Coach-Athlete Relationship

 Coaches/trainers

Allow youngsters to fill out feedback forms or questionnaires to assess their happiness, enjoyment and confidence during training.

9



Coach-Athlete Relationship

 Coaches/trainers

Do not make winning as the ultimate goal; when winning becomes more important than the youngster, full participation is compromised.

9



Coach-Athlete Relationship

 **Coaches/trainers**

Youngsters want their personal feelings respected just as much as any adult. Treat them with dignity when participating in sports.

9



Coach-Athlete Relationship

 **Coaches/trainers**

Be receptive for signs of irritation by adopting a curious and motivating attitude when youngsters are resistant.

9



Coach-Athlete Relationship

 **Clubs**

Ensure competence-supportive aid by providing extra materials, demonstrations, or physical assistance at appropriate times.

9



Coach-Athlete Relationship

 **Clubs**

Ensure coach-player conflicts are monitored and solved.

9



Coach-Athlete Relationship

 Clubs

Assess policies and guidelines on what to do when harassed or abused, and mechanisms on how to report and get support when necessary.

9



Coach-Athlete Relationship

 Clubs

Ensure coaches give a good example during practice and games.

9



Coach-Athlete Relationship

 Clubs

Remind the coach of the reasons why youngsters take part and why they dropout.

9



Coach-Athlete Relationship

 Clubs

Inform coaches of qualities players like to see (e.g. fair, supportive, encouraging).

9



Coach-Athlete Relationship

Clubs

Organize team-building tasks/ activities to improve coach-player relationship.

9



Coach-Athlete Relationship

Clubs

Train coaches about gender equality; it will make them aware about the different approaches for boys and girls.

9



Coach-Athlete Relationship

Clubs

Impose a coach observation sheet so the coach can record players' attributes, content delivery and interaction with the players during sessions. This enables growth of the coach.

10



Peer-Involvement

Coaches/trainers

Begin each game with 10 "respect points". Players can lose or gain points for their team through their behaviour and actions towards teammates, opposition and referees.

10



Peer-Involvement

 Coaches/trainers

Organize sport lessons right after school together with friends and schoolmates.

10



Peer-Involvement

 Coaches/trainers

Involve and invite friends of the youngsters during lessons.

10



Peer-Involvement

 Coaches/trainers

Use icebreaker games to break down social barriers between youngsters in the club.

10



Peer-Involvement

 Coaches/trainers

If youngsters become a member as part of a group, keep them together for as long as possible.

10



Peer-Involvement

 Coaches/trainers

Encourage youngsters to bring a friend or introduce a special training focusing on getting new players involved.

10



Peer-Involvement

 Coaches/trainers

Create a reward system for teams; concede an extra point when youngsters give positive feedback, encouragement and support to each other.

10



Peer-Involvement

 Coaches/trainers

Promote a positive environment during the practice to encourage the strength of interpersonal relationships.

10



Peer-Involvement

 Clubs

Promote practices to strengthen the role and involvement of each member of the team, as well as policies to ensure that no one is left alone.

10



Peer-Involvement



Emphasize on zero tolerance on bullying and harassment in sport.

10



Peer-Involvement



Introduce a "buddy system" to ensure that new players feel welcome and part of the club.

10



Peer-Involvement



Ask youngsters to promote the club through flyers/posters in targeted locations (e.g. schools, youth associations etc.) and through social media.

11



Parental Autonomy Support



Discuss with parents to encourage youngsters to participate by introducing them to sports, and perhaps by becoming volunteer leaders in children's sports programs.

11

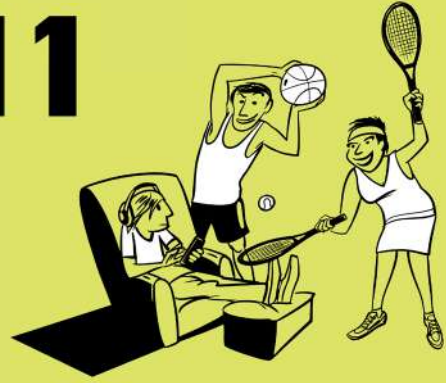


Parental Autonomy Support

Coaches/trainers

Communicate with parents on their child's behaviour and development. They are co-responsible for this.

11



Parental Autonomy Support

Coaches/trainers

Regularly talk with parents and their son/daughter, to make them understand the program and even reinforce at home what their kids had learn.

11



Parental Autonomy Support

Coaches/trainers

Invite parents to be active in the club and think about creating a special welcome.

11



Parental Autonomy Support

Coaches/trainers

Advise youngsters that they have the support from their parents.

11



Parental Autonomy Support



Invite parents to information sessions about the club.

11

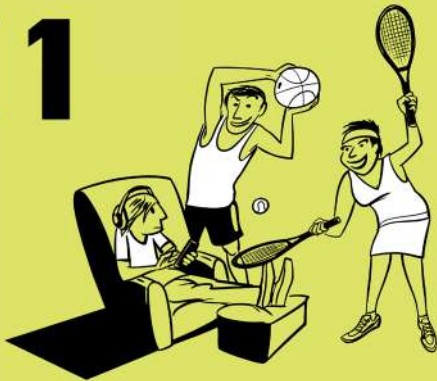


Parental Autonomy Support



Invite parents to volunteer in the club activities. Support and plan the involvement of parents in volunteering.

11



Parental Autonomy Support



Ask parents what kind of contribution they can offer when enrolling a youngster.

11



Parental Autonomy Support



Organise events that involve coaches, youngsters and parents, such as fun runs or walking clubs.

11



Parental Autonomy Support

Clubs

Offer activities for parents, related to the needs of the club.

11



Parental Autonomy Support

Clubs

Introduce appropriate channels of communication between club and parents, coaches and parents (e.g. quarterly meetings, social media, etc).

11



Parental Autonomy Support

Clubs

Teach parents they can help youngsters develop basic skills of sport by playing informally with them.

11



Parental Autonomy Support

Clubs

Teach parents how they can help their youngsters form realistic expectations about their play.

11

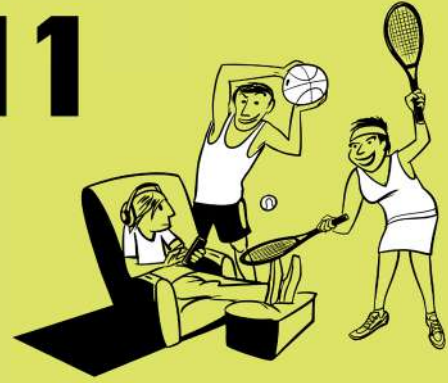


Parental Autonomy Support



Youngsters should not be coerced or intimidated into playing, so teach parents not to confuse appropriate guidance with such tactics.

11



Parental Autonomy Support



Have systematic policies to develop communication with parents in sports club.

12



Prevention Policy



Learn about strategies/best practices, implement strategies on how to keep youngsters involved in sport.

12



Prevention Policy



Inform yourself on dropout factors and be aware.

12



Prevention Policy

Coaches/trainers

Talk to your youngsters about dropout and show interest in their opinions.



12



Prevention Policy

Coaches/trainers

Try to improve your club policies on dropout, based on your experience and in the best practices available.



12



Prevention Policy

Clubs

Monitor the reasons of dropout and take countermeasures.



12



Prevention Policy

Clubs

Clubs need to tailor their coaching policy to ensure the youngsters are at the centre of their focus 100% of the time and to create the right environment to ensure retention.



12



Prevention Policy

Clubs

Promote the club dropout policies through direct (e.g. information and experimental sessions) and indirect (e.g. social media) methods.

12

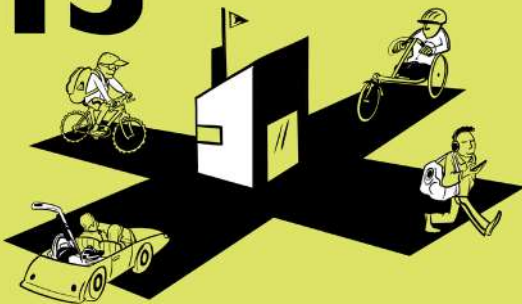


Prevention Policy

Clubs

Organise a meeting at the club with trainers to discuss dropout prevention.

13

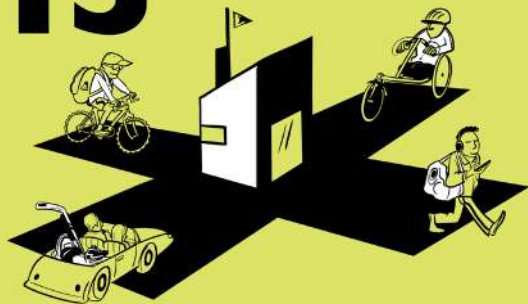


Accessibility

Clubs

Placing sport facilities near schools or in the same campus could reduce transportation time and costs.

13

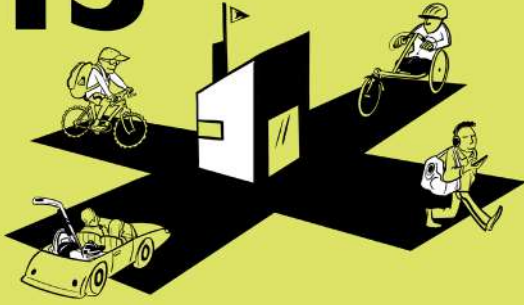


Accessibility

Clubs

Analyse with municipalities about policies and procedures on locating the sport facilities efficiently.

13



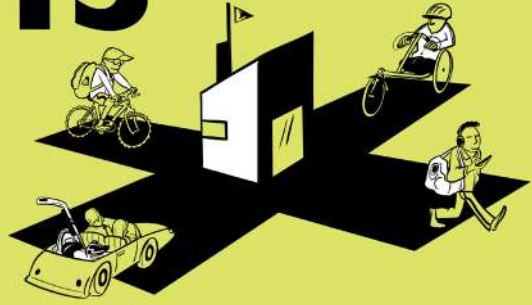
Accessibility



Clubs

Make sure the accommodation and infrastructure are well maintained and safe and ensure that there is proper gear and equipment available.

13



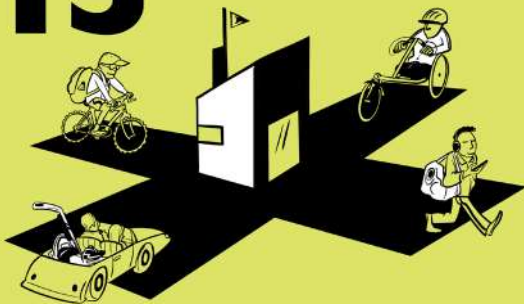
Accessibility



Clubs

Have adjusted facilities for disabled youngsters and/or parents.

13



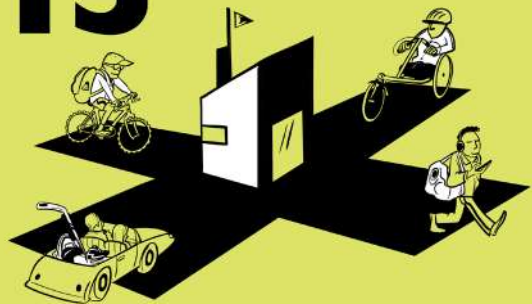
Accessibility



Clubs

Try to keep the accommodation open during day time, so youngsters can play with their friends.

13



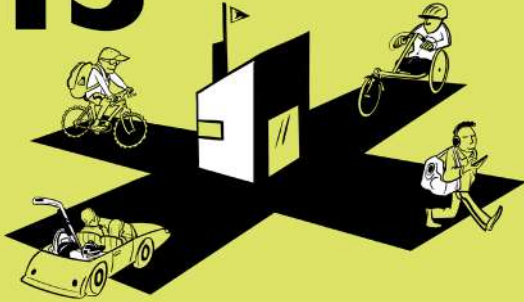
Accessibility



Clubs

Create a space where youngsters can come and just be together.

13



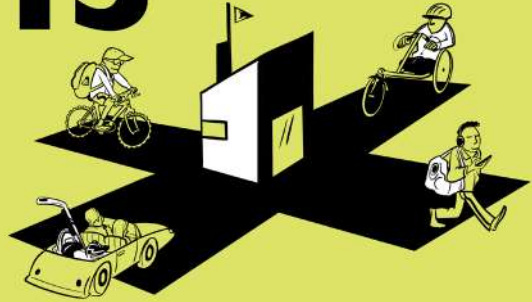
Accessibility



Clubs

Accessible wi-fi makes it more attractive for youngsters to be at the club.

13



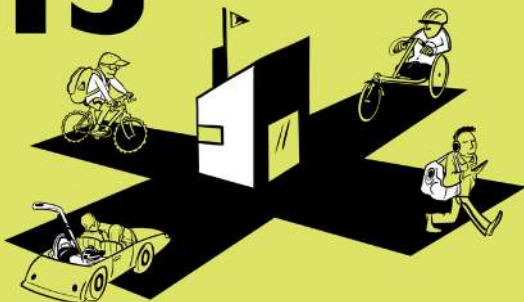
Accessibility



Clubs

Contact municipal authorities for improving infrastructure (e.g. bike parking, bus stops, traffic lights).

13



Accessibility



Clubs

Adjust and adapt facilities to promote infrastructures safety and quality to promote quality practice environments.

13



Accessibility



Clubs

Try getting national and/or municipal financial support for new/improved sport facilities.

14



Type of Sport Offer

 Coaches/trainers

Be aware that overspecialization at an early age denies children an opportunity to learn about many sports and to determine which sports appeal most to them.

14



Type of Sport Offer

 Coaches/trainers

Incorporate other style of play into training; it will increase attractiveness.

14



Type of Sport Offer

 Coaches/trainers

Help youngsters finding and choosing another sport (club) if they want to quit.

14



Type of Sport Offer

 Coaches/trainers

Help youngsters and their parents with finding a new sport club if they move to another place.

14



Type of Sport Offer

 Clubs

Provide coaching for all levels and allow time for player's development.

14



Type of Sport Offer

 Clubs

Organize exchanges between neighbouring clubs.

14



Type of Sport Offer

 Clubs

If schools and sport clubs cooperate, youngsters can get the opportunity to try to choose between different sports.

14



Type of Sport Offer

 Clubs

Organize sport offered according to different levels, intensities, skill levels and level of involvement: create separate groups for the ones who practice with or without goal orientation. Maturation levels should also be taken into account when teams are constituted by both genders, especially during pre-puberty and post-puberty periods.

14



Type of Sport Offer

Clubs

Promote the development of recreational forms of physical activities, games and sports, allocating special time slots when the facilities are open to groups or individuals that do not take part in other types of organised and structured sport.