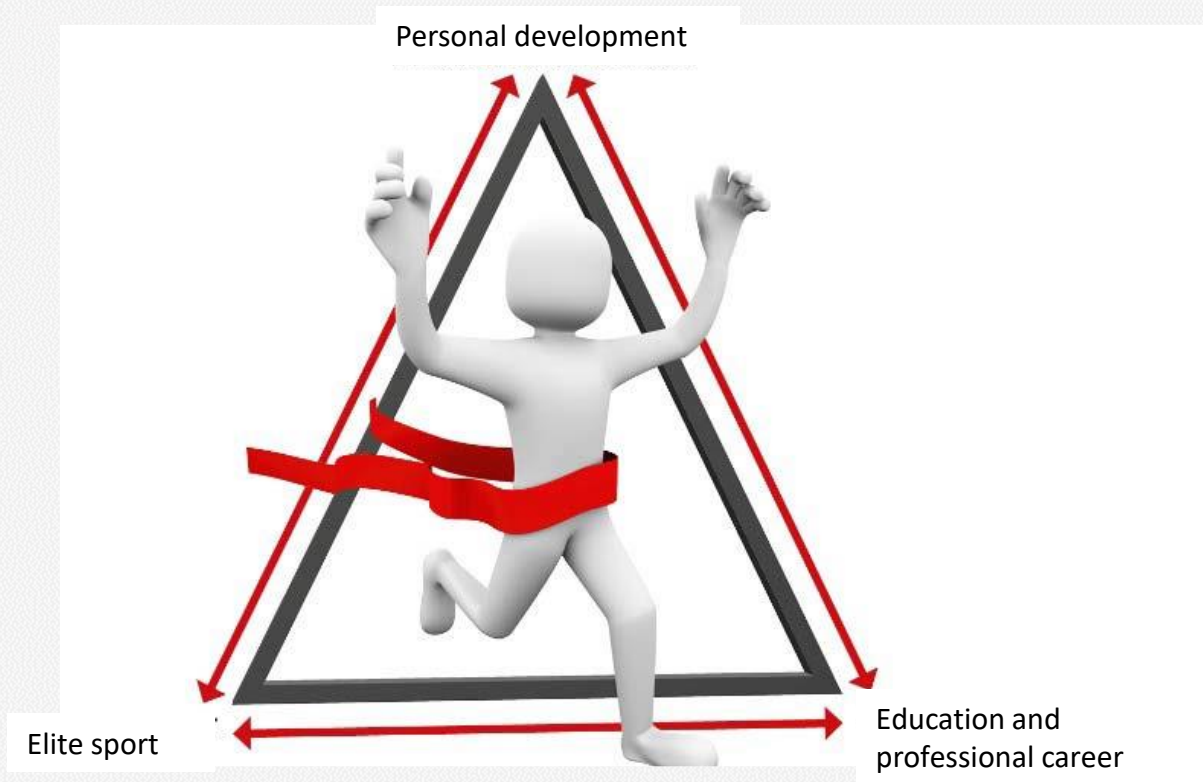


Brussels — 16/11/2022

Life Skills- Intervention



Be a Winner on the short and long track – no matter how far you reach in your elite sport career





Life Skills

Life Skills are skills or competences that are acquired through education or experience, and can be used to support well-being and development in both sport and education.

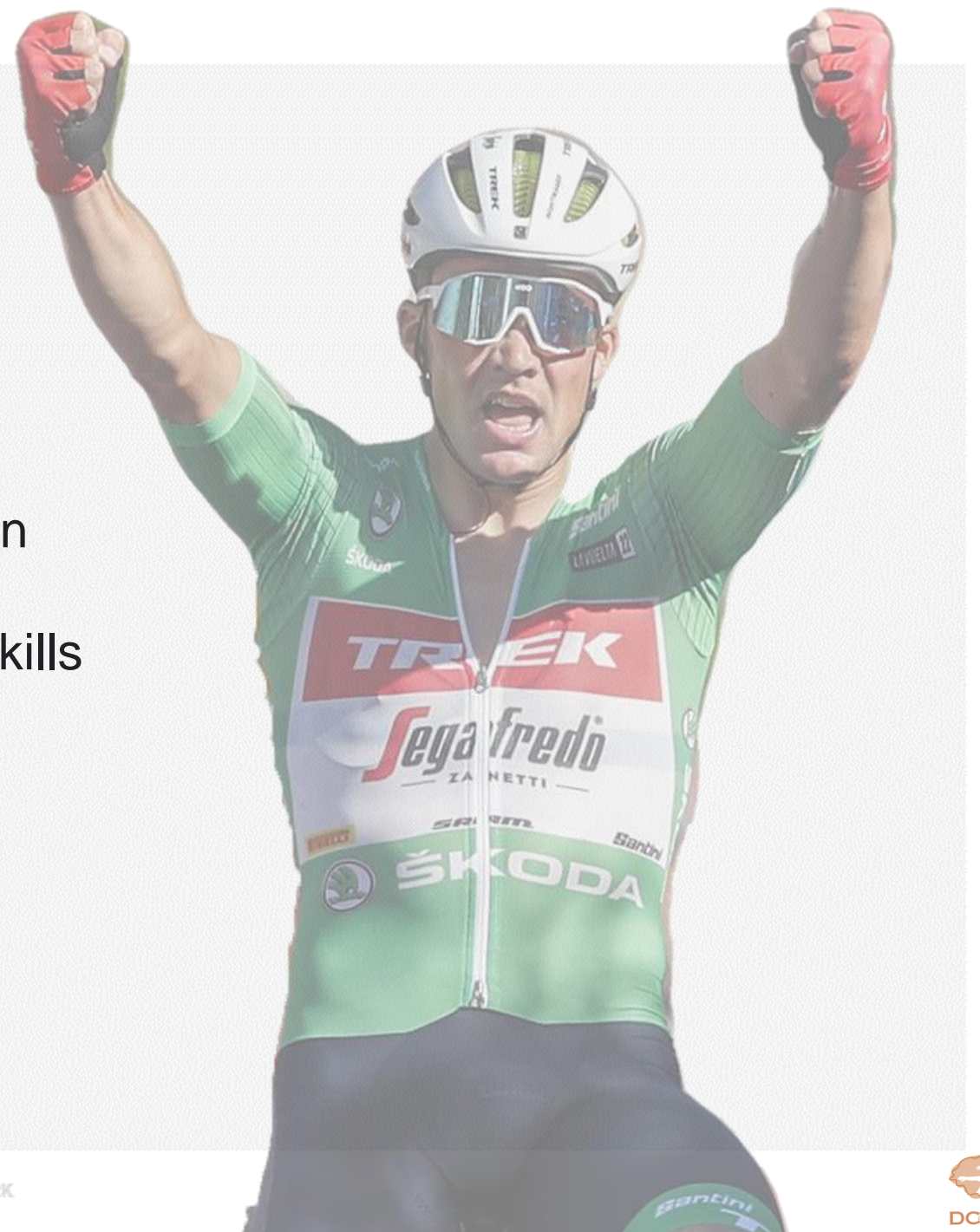
Life Skills also supports athletes in dealing with adversity and questions that arise in everyday life, in and outside of sport.

Idea and purpose

- Target group: 15-21 years old DC athletes

Purpose:

- Focus on the skills elite sport and education provide
- Transfer of competencies: Focus on how skills between elite sport and education can be transferred



Purpose - Life Skills-project

Give Dual Career Support Providers and Talent Developers tools to teach DC-athletes/students in Life Skills and Sports Psychology

Implement tools and structures that can be used in the work with Sports Psychology and Life Skills for athletes in educational and sporting environments

Athletes obtain mental tools to support well-being and development in both education, elite sport and personal life.





Content and methods

- 13 Topics has been selected based on an assessment of which skills 15-21-year-old DC-athletes needs for their educationally, sporting and personally development
- Designed to be implemented in 3-4 years education program
- 130-pages Teaching Guide describing purpose, theory and exercises
- Power Point slides to all 13 topics
- Worksheets
- Two-days course to development of DC support Providers competencies
- Athlete workshops
- All material is available online

Life Skills Themes

1. Transition from primary School to Secondary Upper Education
2. Planning Skills
3. The ability to concentrate
4. "The next Question" - Peer to Peer-support
5. Restitution and recharging
6. Well-being for DC-athletes
7. Values
8. Educational, sporting and personal development as a Dual Career-athlete
9. Motivation
10. Goal setting
11. Evaluation and Feedback
12. Performance Skills
13. Dual Career after Secondary Upper Education

1st year

2nd year

3rd year

3rd/4th year

Phase 3/4: From classroom to competition – apply your Life Skills

- Implementation and follow-up on themes and tools

Phase 3: Advanced Life-skills

- Mindset and evaluation
- Performance skills
- Transition into Dual Career and a senior career

Phase 2: Career promoting Life Skills

- Personal development through sport and education
- Motivation
- Goal setting
- Values

Phase 1: Basic Life Skills and sports psychology:

- Transitions
- Planning
- Concentration

- Well-being
- Recovery, recharging, mindfulness og SoMe
- “The next question”

Values



RESULT



PERFORMANCE



Game plan and task (situational)

VALUE 1

VALUE 2

VALUE 3

MISSION – The WHAT and WHY?

Values

- Values are about how? Values are something you do or the qualities of something you do. Values can be lived and acted on.
- Values reflect what is important and hold special value to us. They provide direction and motivate our attitudes, actions and assessments.
- They need to motivate YOU and create a direction for you – they are your HOW!



Values – example

- COURAGE



Exercise 2

- Now choose the three most important values between the many (in the value list), which will help you to create direction for who you want to be.
- An example of a value could be 'creativity'. If you will live this value you must dare to act on it by thinking and training with your creativity, even if there is a risk of failure. If, when training, you always choose the safe option (e.g., an easy pass), instead of the pass that could create a greater chance, but also brings a risk that you will not succeed and could look stupid in the situation, and you continue to act against your value, creativity, you will also risk gradually losing your motivation.

Exercise 2 continued

Value 1: Why is it most important to you?

Value 2: Why is it most important to you?

Value 3: Why is it most important to you?

Now make the 3 values specific. How will you know whether you are acting in line with your values:

Value 1: Actions where I live up to the value:

Value 2: Actions where I live up to the value:

Value 3: Actions where I live up to the value:

Exercise 3 (Values of the class)

The value game (see value list – print each value on a paper to put out on the table/floor)

Sit in groups of 5–8 students. Each of you selects a value that you think is most important as a classmate (for you). Please note that you must be able to argue for your choice. In turn, you must now present and argue why you believe that this value is the most important. When everyone has presented, you as a group must select 3 values. These must be presented to the entire class and argued for. When all groups have presented, the class must discuss which three values (from all the suggestions) they believe are the best values for the class – note part 2 of this exercise.

Some examples of key values for your class could be cooperation, camaraderie, etc.

Material: Print values from values list

Time: 20–30 minutes.

TEAM DANMARK
ASPIRANT

Performance skills



5. Your personal values?
Courageous, team player, _____
responsible _____

8. Long-term rewards
Respect from the team, _____
growth, excellence _____

7. Short-term rewards
Living with the discomfort, _____
pressure, missed shots, _____
acute negative feedback. _____

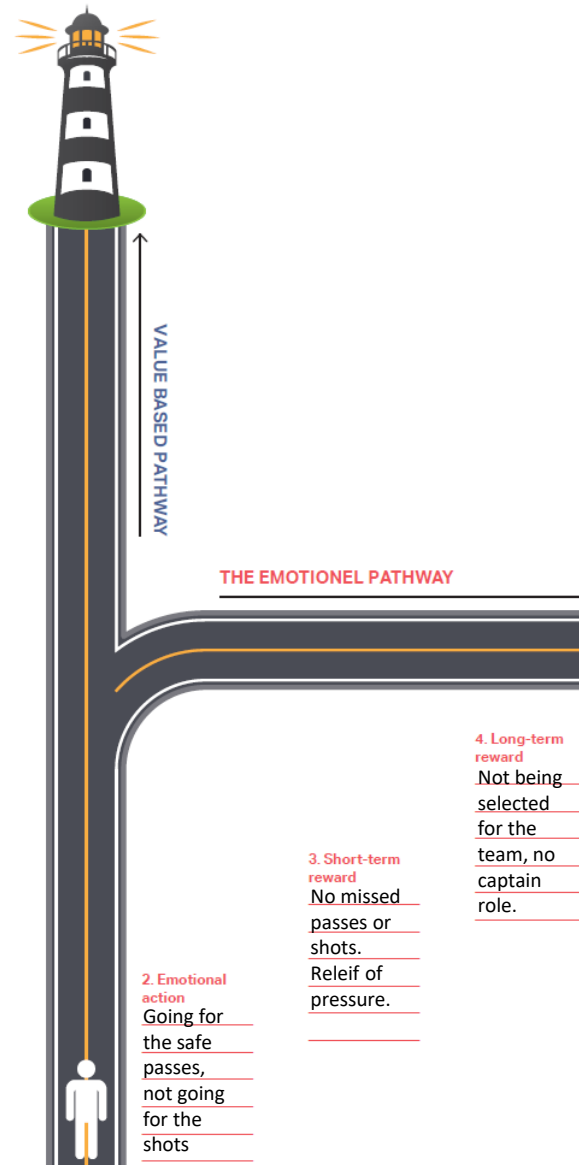
6. Value based action
Being courageous, making _____
the hard passes, going for _____
the difficult shots. _____

1. Challenging situation:
Debut match at national team. _____

Your thoughts:
Am I good enough? Do I belong _____
here? _____

Feelings:
Anxiety, stress, lack of control _____

Bodily/somatic sensations:
Discomfort, sweaty palms, high _____
heart rate _____



2. Emotional action
Going for _____
the safe _____
passes, _____
not going _____
for the _____
shots _____

3. Short-term reward
No missed _____
passes or _____
shots. _____
Relief of _____
pressure. _____

4. Long-term reward
Not being _____
selected _____
for the _____
team, no _____
captain _____
role. _____