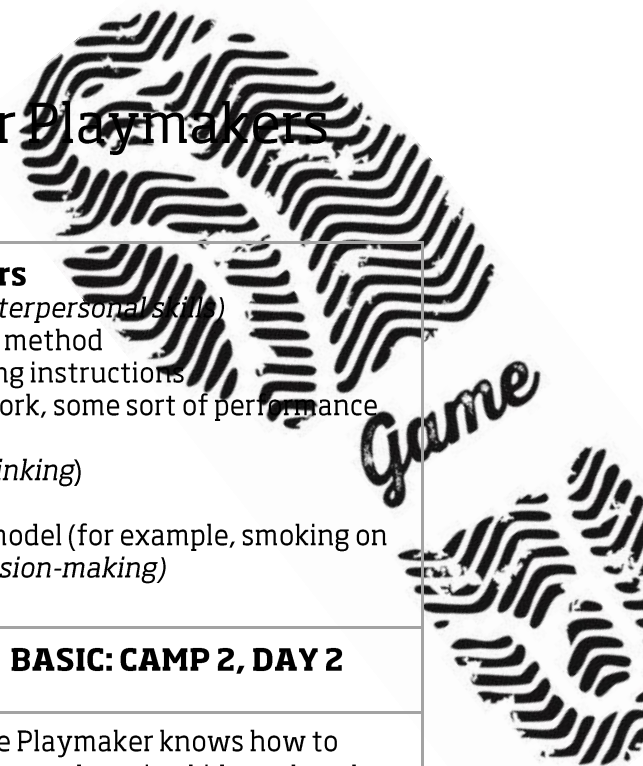


Content of Playmaker Education via Learning Goals for Playmakers



Basic learning objectives for BASIC (beginner) Playmakers

- The Playmaker is acquainted with basic techniques in their sport (*self-awareness, interpersonal skills*)
 - The Playmaker can run drills and exercises and use the show-explain-show method
 - The Playmaker always tries to create a calm and peaceful atmosphere before giving instructions
- The Playmaker knows that a practice consists of a good warm-up, some basic skill and capacity work, some sort of performance (play / game) and a cool down
 - Music, street, t-shirts, high energy (*effective communication, creative thinking*)
 - The Playmakers sets the mood with music
- The Playmakers together should evaluate what is acceptable behavior (and what isn't) for a role model (for example, smoking on the street in front of the kids; looking at phones during practice) (*Reflective decision-making*)

BASIC: CAMP 1, DAY 1	BASIC: CAMP 1, DAY 2	BASIC: CAMP 2, DAY 1	BASIC: CAMP 2, DAY 2
<p>The Playmaker is oriented to communication methods with GAME (or partner organization)</p> <p>The Playmaker knows what expectations GAME / partner organizations has of volunteers; Playmakers know what to expect from GAME / partner (<i>democracy</i>)</p> <p>The Playmaker knows which roles they will play out in the GAME zone</p>	<p>The Playmaker has knowledge of who at GAME (or partner organization) works with what, and who is there to support them with things during the practice season (<i>interpersonal skills</i>)</p> <p>The Playmaker learns about and is encouraged to attend GAME's / other organization's regular meetings and events (example: Friday Jams, Street Party, GAME Finals, Playmaker camps).</p>	<p>The Playmaker is aware of how to carry one's self, and understands the responsibility of being a Playmaker in terms of not just verbal communication, but also non-verbal communication</p> <p>The Playmaker is aware of what kind of language they use and speaks nicely in front of the kids (<i>self-awareness, leadership/interpersonal skills</i>)</p> <p>The Playmaker prioritizes the kids at the practices - before their own social relationships with</p>	<p>The Playmaker knows how to greet and receive kids so that they feel welcomed</p> <p>The Playmaker can create a good culture for their practice (<i>interpersonal skills, empathy</i>)</p> <p>The Playmaker knows the drills well - what to choose and how to use it</p> <p>The Playmaker is equally engaged at a practice whether there are 3 participants or 30 (<i>Creative thinking, leadership/interpersonal</i>)</p>

<p>The Playmaker can find their way around GAME Academy (designing a practice, reporting, communicating)</p> <p>The Playmaker has knowledge of the different drills and how they can be used to teach life skills</p>	<p>The Playmaker should know the rules of the sport they will teach.</p> <p>The Playmaker can explain why it is important to report the number of participants at each practice</p> <p>The Playmaker knows what the other Playmakers at GAME zones do, and what every Playmaker's responsibilities are (<i>interpersonal skills</i>)</p> <p>The Playmaker knows and can use energizers</p>	<p>either other Playmakers or friends that are out in the areas during practice (<i>interpersonal skills, reflective decision-making, empathy, self-awareness</i>)</p> <p>The Playmaker can explain the sport's rules during a practice (and teaches them to the kids) (<i>interpersonal skills, teamwork trust</i>)</p> <p>The Playmaker can plan one practice and a season planner</p> <p>The Playmaker can assign / share different roles with other Playmakers in the zone</p> <p>The Playmaker can describe the basic ingredients / outline of a practice</p> <p>The Playmaker thinks about the length and the ingredients in their practice plan</p>	<p><i>skills, problem-solving</i></p> <p>The Playmaker knows which local partners there are in the area around their GAME zone, and how to use them for help</p>
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Basic / Fundamental Learning objective for INTERMEDIATE Playmakers

- The Playmaker can reflect about which life skills a particular drill works with
- The Playmaker knows that the children will copy his /her behavior; they are role models (*self-awareness, interpersonal skills, coping with stress and emotion*)
- The Playmaker can organize a practice with a focus on social learning (for example, fair play, teamwork) (*Reflective decision making, democracy*)

INTERMEDIATE: CAMP 1, DAY 1	INTERMEDIATE: CAMP 1, DAY 2	INTERMEDIATE: CAMP 2, DAY 1	INTERMEDIATE: CAMP 2, DAY 2
<p>The Playmaker has a broad understanding about GAME (and / or the partner) as an organization and knows who they can contact with different questions and issues</p> <p>The Playmaker knows what a non-profit organization is (<i>democracy</i>)</p> <p>The Playmaker can use his or her body language and tone of voice actively to set the training and create respect for him or herself</p> <p>The Playmaker can communicate effectively with zone participants, parents, and local partners, for example on social media (<i>effective</i></p>	<p>The Playmaker can draw on GAME's / partner's resources with respect to promotion and what that involves (<i>reflective decision-making/problem solving</i>)</p> <p>The Playmaker knows how their Playmaker program is financed and why</p> <p>The Playmaker can tell their own story about why they chose to become a Playmaker at GAME / partner, and can adjust that to be relevant / understandable to their target group in the zone (<i>self-awareness</i>)</p> <p>The Playmaker knows when there is a need to do some extra</p>	<p>The Playmaker can simplify the drill and cut to the most important parts of the drill</p> <p>The Playmaker knows the burger-feedback model: where the (constructive) criticism is sandwiched between two compliments about positive feedback elements</p> <p>The Playmaker can set and explain the social rules of a game or a practice, together with the kids (for example, cheering for each other, getting points for Fair Play) (<i>interpersonal skills, teamwork trust</i>)</p> <p>The Playmaker has tools to solve problems / conflicts without become adversely emotionally</p>	<p>The Playmaker can reflect over how one creates an inclusive practice</p> <p>The Playmaker knows the difference between open and closed body language and thinks about his / her appearance</p> <p>The Playmaker knows how to handle disruptive kids, for example, giving them a job (to be referee of a game)</p> <p>The Playmaker knows how to be an authority figure while at the same time having an empathetic relationship with the kids (<i>interpersonal skills, empathy, self-awareness, creative thinking</i>)</p>

Game

<p>communication)</p> <p>The Playmaker can take advantage of GAME's / partner organization's resources in terms of getting help recruiting kids for the zones (<i>reflective decision making/problem solving</i>)</p> <p>The Playmaker can assess the level that each participant has</p> <p>The Playmaker can build a training to match their target group - based on age, number of kids, ability level</p> <p>The Playmaker knows how to handle conflicts that arise between participants (<i>problem solving, effective communication, empathy, leadership/interpersonal skills</i>)</p> <p>The Playmaker knows which skills within their sport they can get better at (<i>self-awareness</i>)</p>	<p>outreach / recruiting</p> <p>The Playmaker knows which personal development opportunities there are for a volunteer at GAME (or partner organization)</p> <p>The Playmaker can describe what motivates him or her to do volunteer work, and what might be motivating factors for other volunteers</p> <p>The Playmaker is familiar with what it means to have good collaboration in a volunteer group and how to communicate with his/her Playmaker colleagues (including how to work with positive feedback and how to go to volunteer meetings and participate actively in them) (<i>interpersonal skills</i>)</p> <p>The Playmaker can create progressions in a drill's difficulty level to match that of the kids</p>	<p>involved themselves. For example, they do not yell at the kids (<i>problem solving, self-awareness, coping with stress and emotion</i>)</p> <p>The Playmaker knows how to respond to conflicts and dilemmas that happen outside of the practice (<i>problem solving, effective communication, empathy, leadership/interpersonal skills</i>)</p> <p>The Playmaker knows who they can contact if they have concerns about a child's well-being or safety (<i>problem solving; effective communication, leadership/interpersonal skills</i>)</p> <p>The Playmaker knows when they need help informing local residents about the zone activities</p>	<p>The Playmaker is aware of not crossing personal and private lines in their work with children (<i>self-awareness, leadership/interpersonal skills</i>)</p> <p>The Playmaker knows how to adjust their practice if circumstances of the day change</p>
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Basic / Fundamental Learning objective for **ADVANCED** Playmakers

- The Playmaker can follow and articulate the Playmaker program's methodology - peer to peer - and act as a role model for other Playmakers

ADVANCED: CAMP 1 DAY 1 + DAY 2

The Playmaker can talk about GAME's / partner organization's vision and adjust it to be understandable to the target group (*effective communication*)

The Playmaker can look ahead and plan for increased engagement (*reflective decision-making*)

The Playmaker knows how to publicize the zone, and can take action to do so

The Playmaker adjust outreach efforts depending on the zone's needs

The Playmaker knows which people / organizations he or she can contact in the local area, depending on the issue (for example, parents, school, housing managers, social workers, clubs, etc) (*creating partnerships*)

The Playmaker can organize a practice that can be inclusive for different groups (ex: age, gender) of children (*gender equality, empathy, creative thinking*)

ADVANCED: CAMP 2 DAY 1+ DAY 2

The Playmaker can reflect over his / her role as a coach and identify own strengths and weaknesses (*self-awareness*)

The Playmaker is aware of his / her own strengths and weakness as a coach (for example, patience) (*self-awareness, coping with stress and emotion, leadership/interpersonal skills*)

The Playmaker knows different places where they can do outreach, and can begin visiting those places

The Playmaker can use knowledge of GAME's / partner organization's yearly activities and offerings and include that as part of outreach (*reflective decision-making*)

The Playmaker can describe what motivates him or her to do volunteer work, and what might motivate other volunteers - and he/she can apply that understanding in the work (*self-awareness and empathy*)

The Playmaker can develop sports drills using different progressions (*creative thinking*)

The Playmaker can reflect, connect, apply



<p>The Playmaker understands the learning value of teaching new Playmakers</p> <p>The Playmaker has concrete tools to use sports to reach and include children who have been left out, socially (<i>interpersonal skills, empathy</i>)</p> <p>The Playmaker knows the similarities and differences between the sport (ex: basketball) and the street sport (ex: street basketball), and can explain them (<i>creating partnerships, effective communication</i>)</p>	<p>The Playmaker has a basic understanding of the fact that children are different; they grow up in different environments, and thus come to practice carrying different kinds of baggage (<i>empathy, reflective decision making, critical thinking</i>)</p> <p>The Playmaker kan genfortælle dele af gadeidrættens historie til børn og andre aktører (<i>effective communication</i>)</p> <p>The Playmaker has knowledge about other street sport initiatives going on in the vicinity (<i>sustainable communities creating partnerships</i>)</p>
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