

Learning objectives for the Playmaker education 2020

Area of competences	Competence goal	Learning objective	Skills (level in brackets)
Collaboration and organisation in a volunteer setting	The Playmaker can communicate in different fora	The Playmaker can communicate efficiently with different target groups including co-Playmakers, children and youth from the community, local partners and parents	The Playmaker can navigate and use different media available in GAME including the Playmaker group on Facebook and GAME Academy (1)
			The Playmaker can communicate efficiently with zone participants, parents and collaborators e.g. on social media (2)
			The Playmaker can tell their own story about being a Playmaker in GAME and adjust their communication to the target group (2)
			The Playmaker can tell about GAME's vision and adjust this message to the target group (3)
	The Playmaker can plan and act based on knowledge about the structure of the programme	The Playmaker can contact relevant people	The Playmaker knows the organisational structure in GAME including who is part of the Playmaker Programme and who is responsible for specific tasks in the programme (1)
		The Playmaker knows about the annual calendar and the events they can engage in	The Playmaker knows set dates for introductory meetings, Friday Jams, Street GAME, Street Party, GAME Finals, Playmaker camps, Roskilde Festival etc. (1)
			The Playmaker can use knowledge of the annual calendar to plan ahead to increase participant numbers, engagement etc. (<i>reflective decision-making</i>) (3)
		The Playmaker has an understanding of the resources and economy required to run the Playmaker Programme	The Playmaker can communicate why it is important to report participant numbers (1)
			The Playmaker knows how the Playmaker Programme is funded (2)
			The Playmaker knows what a non-profit organisation is (<i>democracy</i>) (2)
			The Playmaker knows the importance of ongoing recruitment of new Playmakers and knows when recruitment is needed (2)

	The Playmaker can work within GAME's framework established in the Playmaker Programme	The Playmaker can work within a volunteer context	The Playmaker can recruit e.g. friends and knows they should include people if they ask about being a Playmaker (2)
			The Playmaker knows GAME's expectations of their volunteers and what volunteers can expect from GAME (<i>democracy</i>) (Crash course)
			The Playmaker knows about development opportunities for volunteers in GAME (2)
		The Playmaker knows what a GAME Zone is and can work actively in a GAME Zone	The Playmaker can describe their own motivators in volunteer work (2) and what can motivate other volunteers - and use his knowledge in their practice (<i>self-awareness og empathy</i>)(3)
			The Playmaker knows which roles should be filled in a GAME Zone (1)
			The Playmaker knows other Playmakers' tasks and areas of responsibility in the GAME Zone (<i>interpersonal skills</i>)(1)
		The Playmaker can contact relevant collaborators locally	The Playmaker knows about good teamwork in a group of volunteer and how to communicate with their co-Playmakers (including how to work with positive feedback, attend volunteer meetings and participate actively in these)) (<i>interpersonal skills</i>)(2)
			The Playmaker knows local collaborators around the GAME Zone (2)
	The Playmaker can structure a practice in a suitable way and include life skills	The Playmaker knows basic techniques in her or his sport	The Playmaker knows local persons or organisations that can be contacted in the community for different purposes (parents, social housing organisations, pedagogical staff) (<i>creating partnerships</i>)(3)
Planning and conduct inclusive Street sports activities that creates a sense of community and	The Playmaker can structure a practice in a suitable way and include life skills	The Playmaker knows basic techniques in her or his sport	<p>Football/soccer: e.g. kick a ball with a purpose, types of kicks, how to defend</p> <p>Basket ball: e.g. make passes, know different types of throws/ passes/ dribbles, know how to defend</p> <p>Street fit: "do a plank, sit ups, squat, push-up, basic understanding of the body and how it can be used</p> <p>Dance: e.g. clap in time with music, move with the beat, know some basic steps within a dance style (1)</p>

promotes life skills		The Playmaker knows the elements of a practice	The Playmaker knows that a practice consists of a good warm up, some basic techniques, a game/match/dance and cool down (1)
			The Playmaker knows and can use energizers (1)
		<i>(interpersonal skills, creative thinking, effective communication, reflective decision-making)</i> The Playmaker can plan and structure a practice based on life skills	The Playmaker knows and understands GAME's life skills approach and how to employ it in their practice (1)
			The Playmaker can fill in a training- and season planner and include life skills (1)
			The Playmaker can allocate roles between coaches (1)
			The Playmaker knows the rules of her or his sport (1)
			The Playmaker can create progression in the level of difficulty of drills (2)
			The Playmaker knows how to adjust a practice if conditions (e.g. in the surroundings) change (2)
		<i>(empathy, interpersonal skills, problem solving, effective communication)</i> The Playmaker can include everyone in their practice	The Playmaker knows how to greet children so that they feel welcome (1)
			The Playmaker can create a good culture at a practice (1)
			The Playmaker can reflect on how to create an inclusive practice and how to act on children who are not part of the group (2)
			The Playmaker can plan a practice focusing on social learning (e.g. use 'player of the day', fair play, teamwork) (2)
			The Playmaker can adjust a practice to include diverse groups of children (3)
	The Playmaker can convey drills and instruct practices that promote life skills	The Playmaker can reflect on the life skills in a drill together with participants	The Playmaker knows different drills and knows that they can build life skills (1)
			The Playmaker can reflect on which life skills are included in a drill (2)
			The Playmaker can use the reflect-connect-apply model (3)
		<i>(self-awareness, effective communication)</i> The Playmaker can assess important elements of their instruction	The Playmaker has good knowledge and overview of the drill (1)
			The Playmaker reflects in the length and level of detail in her or his instruction (1)
			The Playmaker can simplify a drill (2)

		<i>(creative thinking, self-awareness, reflective decision-making)</i> The Playmaker can adjust drills according to the target group and their experience	The Playmaker can explain drills and apply the show-explain-show approach (1)
			Playmakeren kan vurdere hvilket niveau deltagerne hver især er på (2)
			The Playmaker can assess the skill level of each participant
			The Playmaker can structure the practice based on the target group (age, number and level) (2)
		<i>(interpersonal skills)</i> The Playmaker are well equipped to provide a setting and set boundaries for the children	The Playmaker can develop existing drills further (creative thinking) (3)
			The Playmaker can communicate the rules of the practice (possibly together with participants) <i>(interpersonal skills, teamwork trust)</i> (1)
			The Playmaker can communicate the framework for a practice (1)
			The Playmaker always calls for order before they provide instructions (1)
			The Playmaker knows that they should be in control of the music (1)
			The Playmaker can put down the social rules of a practice (together with participants), including use of language, body language and no bullying (2)
			The Playmaker knows how to handle trouble makers, e.g. by making them judge a game (2)
	The Playmaker can reflect on her or his own coaching style	<i>(effective communication, empathy)</i> The Playmaker can provide constructive feedback to her or his co-Playmakers	The Playmaker knows the burger-feedback model (2)
			The Playmaker knows different coaching and learning styles e.g. apprenticeship (3)
		<i>(self-awareness)</i> The Playmaker can evaluate her or his own potentials for development	The Playmaker knows which skills within their sport they can improve (2)
			The Playmaker can reflect on her or his own coaching style and assess their own strong and weak sides (3)
Pedagogical competences that	The Playmaker knows about the	<i>(reflected decision making, coping with emotion)</i>	The Playmaker can appraise what is unsuitable behaviour for a role model (e.g. smoking by the pitch or in front of the children) <i>(Reflective decision-making)</i> (1)

takes starting point in Street sports and culture	significance of her or his own behaviour, conduct and attitude	The Playmaker can reflect on how to be a good role model	The Playmaker prioritise the children during a practice rather than their own social relations with other Playmakers or friends by the pitch (1)
			The Playmaker can be an authority while being empathic in their relation with the children (<i>interpersonal skills, empathy, self-awareness, creative thinking</i>) (2)
			The Playmaker knows that the children follow their example as role models (<i>self awareness, interpersonal skills, coping with stress and emotion</i>) (2)
			The Playmaker is aware of her/his own strengths and weaknesses as a coach (e.g. patience) (<i>self awareness, coping with stress and emotion, leadership/interpersonal skills</i>) (3)
		P (<i>effective communication</i>) The Playmaker knows different types of body language and can reflect on his or her own language usage and body language	The Playmaker is aware of her/his use of language and speaks nicely in front of the children (<i>self awareness, leadership/interpersonal skills</i>) (1)
			The Playmaker is reflective and can communicate at eye level with children (<i>effective communication, interpersonal skills, empathy, (creative thinking?)</i>) (2)
			The Playmaker can use her/his body language and tone of voice actively to frame the practice and ensure respect from people around them (2)
			The Playmaker knows the difference between open and closed body language and think about her/his appearance (2)
	The Playmaker is aware that all children have different backgrounds and basis for being part of the community and acts based on this knowledge	(interpersonal skills, empathy, partnerships) The Playmaker is well equipped to talk with children about difficult/sensitive topics and can assess children's wellbeing	The Playmaker can identify children with failure to thrive (2)
			The Playmaker knows the duty to report and know who to contact if they worry about a child's thriving (<i>problem solving, effective communication, leadership/interpersonal skills</i>) (2)
			The Playmaker knows her/his personal and private limits in working with the children (<i>self awareness, leadership/interpersonal skills</i>) (2)
			The Playmaker has a basic understanding that children are different, grow up under different conditions and their ensuing different conditions for participating in a practice training (<i>empathy, reflective decision-making, critical thinking</i>) (3)

		(<i>coping and critical thinking</i>)	
		The Playmaker has basic knowledge of conflict management and can act in pedagogical dilemmas	The Playmaker can prevent a conflict from escalating and knows basic tools for diminishing conflicts (e.g. the conflict stairs) (<i>problem solving, coping with stress and emotion, effective communication, interpersonal skills</i>) (2)
			The Playmaker has the tools to solve a problem or conflict without getting inappropriately affected (<i>problem solving, self awareness, coping with stress and emotion</i>) (2)
			The Playmaker knows not to have a conflict (but readily debate) with co-Playmakers in front of the children (2)
			The Playmaker can act in dilemmas occurring between the children (<i>problem solving, effective communication, empathy, leadership/interpersonal skills</i>) (2)
			The Playmaker can act in dilemmas occurring between persons outside the practice (<i>problem solving, effective communication, empathy, leadership/interpersonal skills</i>) (2)
	The Playmaker has an understanding of GAME's culture and history	The Playmaker can create the right setting for a GAME practice	The Playmaker knows GAME's branding in terms of music, GAME T-shirts, high energy (<i>effective communication, creative thinking</i>) (1)
			The Playmaker knows that appreciative, positive communication with and between the children is an important characteristic of a GAME practice (1)
		The Playmaker is an active culture bearer of the GAME culture	The Playmaker knows that street culture is characterised by diversity, community and adaptability and comply with street sports' principles of open, accessible communities (<i>creating partnerships, effective communication</i>) (1)
			The Playmaker can comply with the methods of the Playmaker Programme - peer-to-peer - and act as a role model to other Playmakers (3)