Deliverable D3.1

SCALE - Special dual Career paths Against early Leaving from Education and training
ERASMUS-SPORT-2022 SCP
ERASMUS 2027
Project n. 101089991

GUIDELINES

PRACTICAL HANDBOOK FOR COACHES

ON FIELD ACTIVITIES & DUAL CAREER PATH

Co-funded by the European Union

SCALE
play hard, study harder

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

SCALE
play hard, study harder

WELCOME COACHES!

Hello there!

We are thrilled that you are about to lead the SCALE project. Congratulations on your commitment to promoting the importance of school attendance and achievement!

As you know, SCALE is a project aiming to tackle a relevant social issue, that is lowering school dropout among young football players at high risk of early leave from education and training (ELET). To reach this goal, we employed the educational power of football to keep youngsters in education or training. Our approach is based on the premise that when youngsters are allowed to do something they love, like playing football, they could become more inclined and motivated to understand the importance of school attendance and achievement.

This guidelines have been designed to provide you with all the essential tools needed to conduct the activities on the field and summarize the SCALE Methodology (available in 5 different languages!).

Please note that we warmly advise to read the full Methodology to gain a deep understanding of the approach and the objectives related to each component of the methodology. However, you can rely on this handbook, which serves as a practical guide to the methodology.

What are you waiting for? Join the SCALE l family!

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

SCALE
play hard, study harder

FIRST THINGS FIRST: ABOUT THE PROJECT

What is SCALE?

SCALE (Special dual Career paths Against early Leaving from Education and training) is a European project involving different actors: 5 National Federations: the Malta Football Association (MFA), the leader of the project, the Football Federation of Romania (FRF), the Football Federation of Moldova (FMF), the Association of Football Federations of Azerbaijan (AFFA), and the Lega Italiana Calcio Professionistico (Lega Pro); EVTA, a European vocational school association; Formodena, a training center; the University of Modena and Reggio Emilia, a university with international expertise in promoting social inclusion. UEFA is involved as the supporting institution.

SCALE main aim is lowering school dropout among young football players at high risk of early leave from education and training (ELET).
In other words, our goal is to **use football as an educational tool, to foster social inclusion**.

Specific aims are:

1. Establishing shared paths with schools to facilitate school achievements for young players;
2. Sensitizing football teams and schools on the need to work together to find effective ways to reduce school dropout;
3. Instructing coaches on how to motivate and educate young players on the importance of school attendance and achievement, and more generally to be active citizens in the EU society;
4. Changing formal institutional football policies, by including the need for football teams to address and take care of school achievements in players.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

SCALE
play hard, study harder

FIRST THINGS FIRST: ABOUT THE METHODOLOGY

What is the SCALE methodology?

The SCALE methodology was designed by the SCALE consortium through the combined expertise of its members in both science and football. It consists of two main classes of activities aimed at using football to support youth development and educational outcomes.

On-field activities

-4 on-field activities using football to promote youngsters' life skills

-**Team** activities

Dual career path

-Creation of a **formal educational contract t**o support student-athletes who play at the non-professional level to achieve positive educational outcomes.

- **Personalized** intervention.

You can try some activities or the whole methodology. If you go with the second proposal, try to implement the on activities in a fixed order: this is because some of the activities are preparatory to the subsequent ones. All activities come with a detailed description and materials to be printed.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Project supported by

PART 1

ON-FIELD ACTIVITIES

SCALE
play hard, study harder

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

OVERVIEW: ON FIELD ACTIVITIES

The SCALE on-field activities are 4 and are built around three main OBJECTIVES:

Overarching objective	Specific goal	Activity
Showcasing the value of education	Providing real-life examples and role models	**1. Dual-Path Legends**
	Promoting interactive discussions	**2. Academic Champions**
Building players' self-efficacy	Practicing goal-setting	**3. Goal Toward Our Goals**
Promoting players' planning for the future skills	Providing job orienteering	**4. Career Kick-Off**

Before each activity, be sure to review everything and ensure you have all the necessary materials. The different pathways presented in the activities can be adapted by coaches to better reflect the training needs of their players, as long as the activity remains strictly aligned with the intended objective. However, the discussion phases must remain strongly anchored to the provided content. That said, it is not mandatory to use all the suggested guiding questions: coaches can select them based on necessity, ensuring that each discussion effectively leads to its intended goal.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

SCALE
play hard, study harder

PRACTICAL TIPS: HOW TO CONDUCT THE DISCUSSIONS

Most of the times, the activities of the SCALE methodology consist of a game section and a discussion section. The game serves to introduce the topic in a fun, simple, and engaging way for the players, while the subsequent discussion phase provides a final reflection to address the topic more deeply.

How to Conduct Discussions?

The discussion phase is always mandatory. While you can decide how to lead it, here is an effective method to encourage participation:

During the discussion, gather all participants in a circle, either outdoors or indoors. They can sit on the ground. To promote equal participation, the coach will ask a question and then toss a ball to a player. That player will answer the question and then toss the ball to another player, who will answer the next question. This ensures everyone has the chance to respond, with each player speaking in turn when they have the ball.

Note that it is not mandatory to use all the prompt questions; they should be intended as a support for coaches to favor the fluency and content of the conversation.

This method encourages a more dynamic and inclusive conversation.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

PRELIMINARY STEPS: INTRODUCING THE ON-FIELD ACTIVITIES

To introduce the SCALE project to athletes, their families, and the broader community, coaches and clubs can use the following text:

Dear family, dear athlete,

thanks to the collaboration with our National Football Association, our Club is participating in a European project named "SCALE – Special dual Career paths Against early Leaving from Education and training", which -at the European level- involves three FAs, a university, a European vocational school association, and an association specialized in training. UEFA is involved as the supporting institution (for more information: thescaleproject.eu). SCALE aims to motivate and educate young players on the importance of school attendance and achievement, by means of sport and specifically football. For this reason, in the coming months, beyond usual training sessions, we will ask your childto participate in some additional activities and meaningful discussions together with the coaches.

Don't worry, we will still be playing football! The activities have been designed by experts in the field to favor reflection and have been reviewed by coaches at the European level. We truly believe this is an important opportunity for our athletes and their families to empower their life skills and for the whole Club to promote a better society through the healthy power of football. We hope you will be as enthusiastic as we are about this initiative, and please do not hesitate to contact us if you have any questions regarding it.

Best regards,

The Club

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Project supported by

ACTIVITY 1

Dual paths legends

SCALE
play hard, study harder

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

SCALE
play hard, study harder

ACTIVITY 1 - OVERVIEW

OBJECTIVE	**1 – Showcasing the value of education**
SPECIFIC GOAL	Providing real-life examples and role models
DURATION	60 minutes
SHORT DESCRIPTION	The “Dual-Path Legends” activity integrates a football game with educational elements inspired by the biographies of famous football players who excelled in both academics and sports and successfully pursued the dual career path. It provides a motivational context for students to appreciate the value of education and training, encouraging them to strive for success in both areas.

PARTICIPANTS & REQUIRED MATERIALS
2 teams of 11 players each (can be adapted for smaller teams if necessary)
Standard football field
Footballs
Goals
Bibs to divide the players into two teams
Biography cards (Annex 1)

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

ACTIVITY 1 - DESCRIPTION

Step 1 [15 minutes]:
Preparation phase where the coach presents the value of education through the experiences of famous football players with dual careers. The group is divided into two teams, each receiving a set of cards with players' biographies (see Annex 1) to read and memorize.

Step 2 [25 minutes]:
In the game phase, teams play football following standard rules with an educational twist: when a player commits a foul, they must answer a question (see next pages) related to the biography on their card to continue playing. Similarly, whenever a player scores, the goal will be "validated" only if the team answers correctly to a question. The game has two 10-minute halves with a 5-minute break.

Step 3 [20 minutes]:
Collective discussion where the coach aims to highlight the impact of learning about dual-career paths on the participants' perspectives. To lead the conversation, the coach can use prompt questions to reflect on the dual careers of the players and the value of balancing education with football:

- Did you know all these famous players were also engaged in education?
- What do you think is the main value of their dual-career paths?
- How did learning about the dual-career paths of famous players influence your perspective on education and training?
- What is the take-home message of this activity in your opinion?
- What did you learn about balancing academics and football?

Note. It is not mandatory to use ALL the prompt questions; they should be intended as a support for coaches to favor the fluency and content of the conversation.

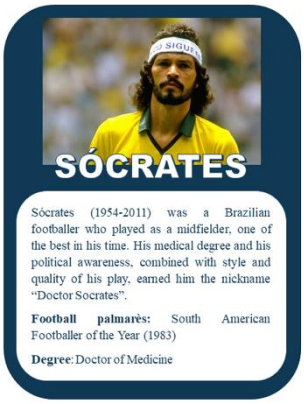
Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

ACTIVITY 1 – ANNEX 1

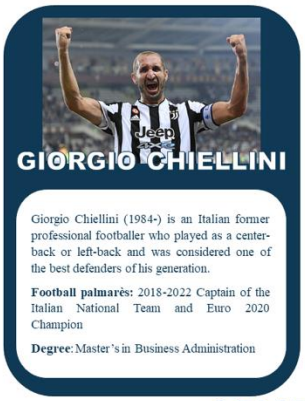
To be distributed among players

Activity 1 – Dual-Path Legends
Annex 1: Biography cards



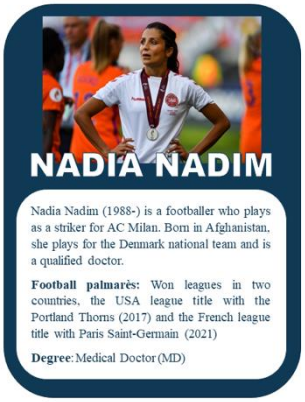
SCALE
play hard, study harder

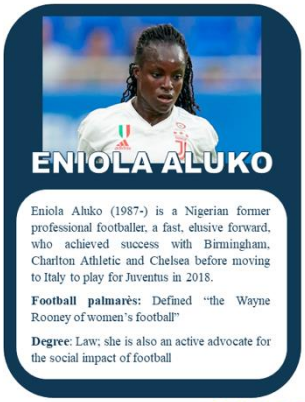
Activity 1 – Dual-Path Legends
Annex 1: Biography cards



SCALE
play hard, study harder

Activity 1 – Dual-Path Legends
Annex 1: Biography cards





SCALE
play hard, study harder

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

SCALE
play hard, study harder

ACTIVITY 1 – PROPMT QUESTIONS

For the coach

Question	Answer
1. What was Sócrates' nickname?	Doctor Socrates
2. What was Sócrates' degree?	Medicine
3. What was Juan Mata's role?	Midfielder or free-agent striker
4. What was Juan Mata's degree?	Bachelor's in Sports Science + Bachelor's in Marketing
5. For what team has Lampard been the all-time leading goalscorer?	Chelsea
6. In which subject does Frank Lampard have an A?	Latin
7. In what years was Giorgio Chiellini Captain of the Italian National Team?	2018-2022
8. What was Giorgio Chiellini's degree?	Master's in Business Administration
9. For which team does Nadia Nadim play?	AC Milan
10. What was Nadia Nadim's degree?	Medicine
11. How was Eniola Aluko defined?	the Wayne Rooney of women's football
12. What was Eniola Aluko's degree?	Law

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Project supported by

ACTIVITY 2

Academic Champions

SCALE
play hard, study harder

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

SCALE
play hard, study harder

ACTIVITY 2 - OVERVIEW

OBJECTIVE	**1 – Showcasing the value of education**
SPECIFIC GOAL	Promoting interactive discussions
DURATION	50 minutes
SHORT DESCRIPTION	The "Academic Champions" activity integrates educational aims to football training, emphasizing the importance of academic achievement alongside athletic development. In doing so, players will see the practical benefits of their academic efforts, fostering a balanced and motivated approach to their personal development. They will also understand how their football skills can translate into success in their academic pursuits.

PARTICIPANTS & REQUIRED MATERIALS
2 teams of 11 players each (can be adapted for smaller teams if necessary)
Standard football field
Footballs
Goals
Materials for the trails
Quizzes (Annex 2)
Quote cards (Annex 3)
Cardboard (if possible – NOT mandatory)

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

ACTIVITY 2 - DESCRIPTION

Step 1 [10 minutes]:

Preparation phase where the coach first asking players to recall famous footballers who also focused on their education (reference to Activity 1) and inform them that they will have special training to jointly empower their football and educational/academic skills. Then, the coach splits the players in 2 teams and sets up two identical circuits focused on ball control, precision passing, and on practicing shooting that require a mix of football and academic skills to be completed.

Step 2 [20-25 minutes]:

The circuits will be carried out in parallel by players of the two competing teams in relay mode. When all the players on a team finish a rotation, before starting the next one they will collectively answer an academic question that is relevant to the football context (Annex 2). Once the question is solved, they will receive -in exchange- a quote from a famous footballer on the value of school education (Annex 3). The team that has collected most citations at the end will win the game.

Step 3 [20 minutes]:

Collective discussion where the coach and the players discuss the quotes via prompt questions:

- What do all the quotes have in common?
- Can you share one thing you learned today about the importance of education?
- In your opinion, how can you apply the skills learned in football to your studies and vice-versa?

In the end, the coach should highlight how skills such as discipline, strategic thinking, and teamwork in football can enhance academic performance.

Finally, each player will write down on a post-it one academic goal and one athletic goal, which will be used for the subsequent activity.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

ACTIVITY 2 – ANNEX 2

For the coach

Activity 2 – Academic Champions
Annex 2: Quizzes (questions)

1. Physics and Mathematics	If you want to kick the ball as far as possible, what angle should you aim for? □ 10 degrees; □ 45 degrees; □ 75 degrees; □ 90 degrees
2. Physics and Mathematics	If a player runs 100 meters in 10 seconds, what is their speed (meters/seconds)? □ 10 meters/second; □ 100 meters/second; □ 1 meter/second; □ 5 meters/second
3. Biology and Health	Which muscle groups are mainly used when you sprint (the part of the leg can be considered correct as well)? □ Quadriceps; □ Biceps; □ Deltoids; □ Femur
4. Biology and Health	Why are sugars important for football players? □ They are good; □ Immediate energy; □ Long-term energy; □ None is correct
5. Psychology	What is a relaxation tecnique for football players? □ jumping; □ rapid breathing; □ deep breathing; □ sleep
6. Psychology	How do you call exercises that help teams sticking together? □ relaxation; □ team spirit; □ pizza time; □ team building

SCALE
play hard, study harder

1. Physics and Mathematics	45 degrees
2. Physics and Mathematics	10 meters per second
3. Biology and Health	Quadriceps
4. Biology and Health	Immediate energy
5. Psychology	Deep breathing
6. Psychology	Team building

SCALE
play hard, study harder

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

ACTIVITY 2 – ANNEX 3

To be distributed among players

Activity 2 – Academic Champions

Annex 3: Quote cards

Education is very important. Football can open up many doors, but you need to be prepared for life after football. Education helps you to be ready for that. - Pelè
Football is a lot of work, and so is school. You have to be disciplined, determined, and focused on both. Education is key because it prepares you for the challenges off the pitch. - C. Ronaldo
You need to learn and grow, both on and off the field. Education helps you understand the world and make better decisions. - L. Messi
As athletes, we must remember that education is the foundation of everything. It gives us the knowledge and strength to face life's challenges. - M. Vieira da Silva
Football is a great passion, but we must not forget the importance of education. It provides us with the tools to succeed in life beyond the game. - J. Mata
I always stressed the importance of education to young players. Football is unpredictable, and having an education ensures you have a future regardless of what happens on the pitch. - F. Lampard

SCALE
play hard, study harder

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Project supported by

ACTIVITY 3

Goal toward our Goals

Co-funded by the European Union

SCALE
play hard, study harder

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

SCALE
play hard, study harder

ACTIVITY 3 - OVERVIEW

OBJECTIVE	**2 – Building players' self-efficacy**
SPECIFIC GOAL	Practicing goal setting
DURATION	60 minutes
SHORT DESCRIPTION	"Goal Toward Our Goals" is goal-setting activity to help high school students understand the importance of creating, planning, and pursuing goals effectively, thereby enhancing their motivation, focus, and overall performance. The activity consists of programming exercises in pairs or small groups, establishing clear, realistic, but challenging goals as well as verifiable criteria to evaluate their success. In the end, the training will be carried out with the exercises of all the groups. With those criteria everyone can then develop a new goal-setting, referring to an area of their academic life.

PARTICIPANTS & REQUIRED MATERIALS
All team, divided into 4 groups
Standard football field
Footballs
Goals
Materials for the different exercises
Exercise sheet (Annex 4), one for each small group
Exercise evaluation (Annex 5), one for each small group
Goal setting (Annex 6), one per player

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

SCALE
play hard, study harder

ACTIVITY 3 - DESCRIPTION

Step 1 [20 minutes]:

On-field goal-setting session where the coach divides athletes into 4 small groups, each tasked with developing a 5-minute exercise targeting a specific skill (e.g., shooting precision, speed) using the available equipment. The exercise must follow the SMART criteria (see Annex 4 for guidance):

- **S**pecific: clearly defining what you want to achieve, e.g., aiming at least 6 out of 10 outside shots into the top right corner of the goal within 5 minutes.
- **M**easurable: determining how you will measure progress and success, e.g., aiming at least 6 out of 10 outside shots into the top right corner of the goal within 5 minutes.
- **A**chievable: setting realistic and attainable goals, e.g., that can be reached by the players but not too easily.
- **R**elevant: ensuring the goals are meaningful and relevant to you, e.g., in line with the general aim (improving shooting precision).
- **T**ime-bound: Set a deadline for achieving the goals, e.g., aiming at least 6 out of 10 outside shots into the top right corner of the goal within 5 minutes.

Step 2 [20 minutes]:

Training phase where the athletes, under the coach's supervision, perform the exercises they developed. In turn, each group will guide the teammates through the exercise: the leader of the exercises will explain what is the goal of their exercise and how to perform it. They will support the teammates' progress, give feedback and answer any questions.

Step 3 [20 minutes]:

Collective discussion where participants evaluate which exercise was the best based on the SMART criteria (see Annex 5 for an evaluation grid to be filled out by each small group). Finally, each player tries to program a goal setting with 3 sub-goals related to school achievement (see Annex 6, one per player).

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

ACTIVITY 2 - DESCRIPTION

ANNEX 4 – One copy for each small group

Activity 3 - Goal Towards Our Goals
Annex 4 – Exercise sheet

EXERCISE SHEET	
GENERAL AIM [COACH]: _____	
SUB-OBJECTIVE (REMEMBER: CHALLENGING, NOT IMPOSSIBLE!)	
HYPOTHESIZED DIFFICULTY	
GRAPHICAL REPRESENTATION OF THE EXERCISE (if needed)	

SCALE
play hard, study harder

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

ACTIVITY 2 - DESCRIPTION

ANNEX 5 – One copy for each small group

Activity 3 - Goal Towards Our Goals
Annex 5 – Exercise evaluation

EXERCISE EVALUATION			
NO. EXERCISE	Was it suitable with the aim?	Was it challenging?	NOTES
Exercise 1			
Exercise 2			
Exercise 3			
Exercise 4			

SCALE
play hard, study harder

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

ACTIVITY 2 - DESCRIPTION

ANNEX 6 – One copy for participant

Activity 3 - Goal Towards Our Goals

Annex 6 – Exercise evaluation

GOAL SETTING	
GENERAL AIM	
AIM 1 (REMEMBER CHALLENGING, NOT IMPOSSIBLE!)	
BY WHEN DO I WANT TO REACH IT?	
SELF-EVALUATION	
AIM 2 (CHALLENGING, NOT IMPOSSIBLE!)	
BY WHEN DO I WANT TO REACH IT?	
SELF-EVALUATION	

SCALE
play hard, study harder

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Project supported by

ACTIVITY 4

Career Kick-Off

Co-funded by the European Union

SCALE
play hard, study harder

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

SCALE
play hard, study harder

ACTIVITY 3 - OVERVIEW

OBJECTIVE	**3 – Promoting players' planning for the future skills**
SPECIFIC GOAL	Providing job orienteering
DURATION	45 minutes
SHORT DESCRIPTION	The "Career Kick-Off" is a football-themed game designed to help players in job orienteering, namely in exploring future careers options, understand the skills required for different jobs, reflect on their aspirations, and how their skills and interests aligng with potential career paths.

PARTICIPANTS & REQUIRED MATERIALS
4-6 small teams
Standard football field
Footballs (2-3)
Bibs of 4-6 different colours (based on the number of teams)
Career cards (Annex 7)
Hurdles/Stakes (16 to 24)
Goal markers (Annex 8, to be printed as many times as the teams)

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

ACTIVITY 4 - DESCRIPTION

Step 1 [10 minutes]:
Introduction where the coach explains the activity's objective and participants are divided into 4-6 teams, each receiving Career Cards (Annex 7) that detail career names, required skills, and a brief job descriptions.

Step 2 [20 minutes]:
Gameplay phase where the coach creates 2-3 playing fields where teams compete to score by kicking the ball under one of four hurdles, each displaying a goal marker referring to a «job family», e.g., Healthcare and Education (see Annex 8).

The game is played in two rounds, with teams alternating between offense and defense. To score, a player must dribble to a goal marker and correctly answer a career-related question based on the Career Cards (e.g., Name one essential skill for a software engineer). Correct answers result in a goal, while incorrect answers allow the opposing team to take possession of the ball. After 10 minutes, teams switch roles.

Step 3 [15 minutes]:
Final discussion focusing on what the participants learned about various careers and the skills required, with prompt questions guiding the conversation about career interests and skill development:

- What is your main career interest?
- Are you aware of what skills you might need to develop to achieve it?
- Do you know where to collect the appropriate information?

Take-home task (not mandatory): After the end of the game, a take-home task can be given to players, for them to acquire some of the information they need.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

SCALE
play hard, study harder

ACTIVITY 4 – CAREERS RELATED TO THE GOAL MARKERS

One copy for participant

TECHNOLOGY AND ENGINEERING	Software Developer
	Civil Engineer
	Mechanical Engineer
BUSINESS AND MANAGEMENT	Accountant
	Marketing Manager
HEALTHCARE AND EDUCATION	Teacher
	Nurse
	Physician
CREATIVITY AND COMMUNICATION	Journalist
	Chef
	Interior designer
	Graphic designer

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

ACTIVITY 4 – ANNEX 7

One copy for each team

Activity 4 - Career kick-off
Annex 7 – Career cards

Software Developer
Develops software applications and systems, often working in teams to solve complex technical problems. A software engineer writes, tests, and maintains code for various software programs, ensuring functionality and efficiency.

Skills Required: Coding, problem-solving, teamwork

Civil Engineer
Plans, designs, and oversees construction projects like roads, bridges, and buildings. A civil engineer ensures that infrastructure projects are safe, sustainable, and meet regulatory standards.

Skills Required: Project management, structural analysis, teamwork

Mechanical Engineer
Designs and tests mechanical devices, working on projects from conceptualization to implementation. A mechanical engineer applies physics and material science principles to develop machinery and tools for various industries.

Skills Required: Analytical thinking, engineering principles, project management

Accountant
Manages financial records, prepares reports, and ensures accuracy in financial transactions. An accountant works with individuals or organizations to maintain financial health and comply with tax regulations.

Skills Required: Attention to detail, numerical proficiency, analytical skills

SCALE
play hard, study harder

Marketing Manager
Develops marketing strategies and campaigns to promote products or services. A marketing manager analyzes market trends, identifies target audiences, and coordinates with creative teams to execute marketing plans.

Skills Required: Strategic thinking, communication, creativity

Teacher
Educates students by developing lesson plans, delivering lectures, and assessing student progress. Teachers work in various educational settings, from elementary schools to universities, fostering learning and development.

Skills Required: Communication, patience, instructional skills

Nurse
Provides healthcare to patients, administering treatments and educating about health management. A registered nurse works in various healthcare settings, from hospitals to clinics, ensuring patients receive proper care and support.

Skills Required: Empathy, medical knowledge, attention to detail

Physician
Diagnoses and treats illnesses and injuries, providing comprehensive medical care to patients. Physicians work in various healthcare settings, conducting exams, prescribing treatments, and advising on health management.

Skills Required: Medical knowledge, diagnostic skills, compassion

SCALE
play hard, study harder

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

ACTIVITY 4 – ANNEX 7

One copy for each team

Activity 4 - Career kick-off
Annex 7 – Career cards

Journalist
Gathers, investigates, and reports on news and events. Journalists work for newspapers, magazines, television, and online platforms, providing the public with timely and accurate information.

Skills Required: Writing, research, critical thinking

Chef
Prepares and cooks meals in restaurants, hotels, or other food establishments. A chef designs menus, oversees kitchen operations, and ensures high-quality food presentation and taste.
Skills Required: Culinary skills, creativity, time management

Interior Designer
Plans and designs the interiors of buildings to create functional, safe, and aesthetically pleasing spaces. An interior designer works with clients to understand their needs and preferences and uses various design elements to achieve the desired look and feel.

Skills Required: Creativity, spatial awareness, communication

Graphic Designer
Creates visual content for various media, working with clients to bring their ideas to life. A graphic designer uses tools like Adobe Photoshop and Illustrator to produce graphics for websites, advertisements, logos, and more.

Skills Required: Creativity, design software proficiency, communication

SCALE
play hard, study harder

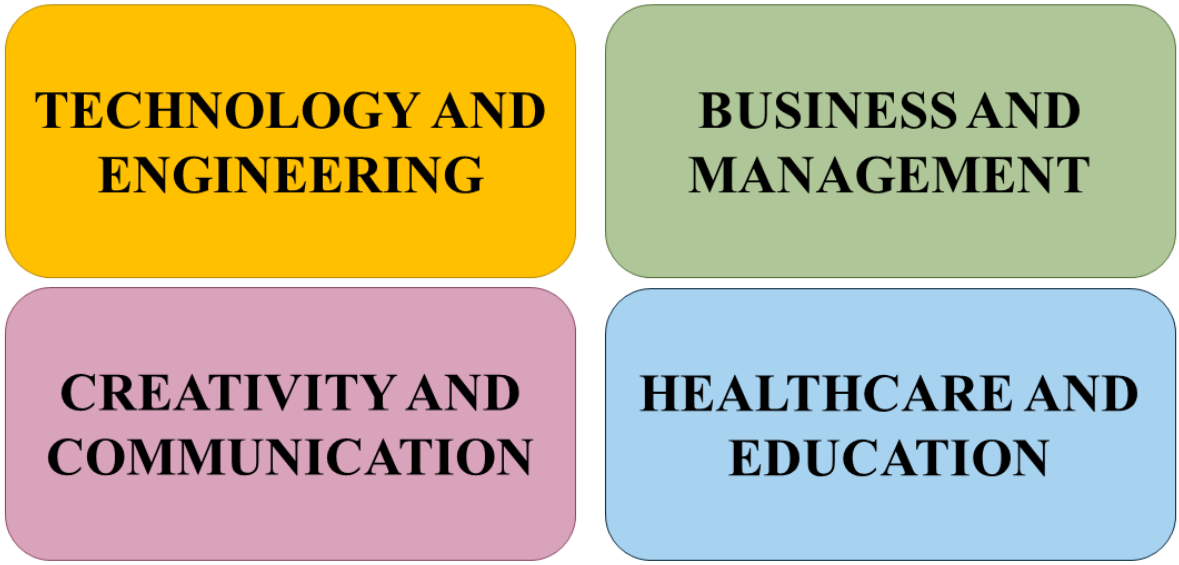
Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

ACTIVITY 4 – ANNEX 8

One copy for each team

Activity 4 - Career kick-off
Annex 8 – Goal markers



SCALE
play hard, study harder

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Project supported by

PART 2

DUAL CAREER PATH

SCALE
play hard, study harder

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

SCALE
play hard, study harder

OVERVIEW: THE SCALE DUAL CAREER PATH

The establishment of the SCALE dual career path operationalized as a **formal educational** contract, whose successful implementation relies on the collaboration among four key figures:

THE STUDENT-ATHLETE

THE SCHOOL

THE FOOTBALL CLUB

THE FAMILY

The educational contract aims at identifying specific areas for improvement and setting realistic goals to achieve which are customizable and personalized for each student-athlete.

The contract is divided in 4 sections:

1) Duties of the student-athlete:

- Each student-athlete involved in the dual career paTh will set a series of educational objectives with the help of the other parties, divided into **3 macro-areas** (explained in detail in the next pages).
- Each class is composed by a list of **micro-objective**s, among which the student-athlete has to choose, according to their necessity.

2) Duties of the school; 3) Duties of the football club; 4) Duties of the parents:

A comprehensive list of actions that each party must formally commit to, to facilitate the smooth development of the SCALE dual career path and support the pursuit of the micro-objectives set by the student-athletes.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

IN SHORT: THEORETICAL RATIONALE BEHIND THE SCALE DUAL CAREER PATH

The theoretical approach encompassing the SCALE dual career path can be framed through the lens of the **Cognitive Dissonance Theory** (Festinger, 1957). This theory is very popular in the field of Social Psychology and states that individuals seek congruence between their attitudes and behaviors; otherwise, they experience discomfort. In fact, when such a discrepancy arises, they usually alleviate it by aligning attitudes with behaviors, since altering attitudes is perceived as more feasible (being less observable) than changing behaviors, which are more visible.

BEHAVIORS CAN SHAPE ATTITUDES

e.g., at first people might start recycling just because it's necessary, but after a while, they might start to feel more environmentally aware, wanting to behave in a more eco-friendly way.

By making student-athletes, parents, schools, and the football clubs sign the contract (i.e., a concrete behavior with a formal engagement), we indirectly affect their attitudes.

- For the student-athletes = having a more positive attitude toward their educational duties highlighted in the contract.
- For the other parties = showing support toward the dual career path can favor its successful development.

Moreover, signing the educational contract fosters **sense of connectedness** and the perceptions of a supporting network among individuals **belonging to a community** («we are all in this together»)

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

SCALE
play hard, study harder

PRELIMINARY STEPS: INTRODUCING THE SCALE DUAL CAREER PATH

To introduce the SCALE project to athletes, their families, and the broader community, coaches and clubs can use the following text:

Dear family, dear student,
thanks to the collaboration between our school and the [Insert name of the Football Club], our school is participating in a European project named "SCALE – Special dual Career paths Against early Leaving from Education and training", which -at the European level- involves three FAs, a university, a European vocational school association, and an association specialized in training. UEFA is involved as the supporting institution (for more information: thescaleproject.eu). SCALE aims to address the issue of school dropout among young football players at high risk of early leave from education and training (ELET).
We propose to your child and to you, to take part in an innovative educational experience, which could greatly benefit them. In the next school year, your child could take part in a personalized educational program (the SCALE "dual career path") aimed at fostering motivation to school attendance and achievement, by means of sport and specifically football. Our approach is based on the premise that when youngsters are allowed to do something they love, like playing football, they could become more inclined and motivated to understand the importance of school attendance and achievement.
Your children, supported by you, could participate in this innovative educational program by formally signing an educational contract, co-signed by our school and by the [Insert name of the Football Club]. This contract will allow your child to establish concrete educational objectives during this school year and to successfully pursue them.
This educational path has been designed by experts in the field at the European level. We truly believe this is an important opportunity for your child, to improve their educational path through the healthy power of football. We hope you will be as enthusiastic as we are about this initiative, and please do not hesitate to contact us if you have any questions regarding it.

Best regards,

The School

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

PRELIMINARY STEPS: INTRODUCING THE SCALE DUAL CAREER PATH

As a further introduction to the SCALE dual career path and before signing the educational contract, parents will have to attend a short (approximately 20-minute) **sensitization seminar** focusing on the value of sports participation from an educational perspective. More specifically, parents will first be presented with theoretical evidence on the role of sports as a motivational factor to promote school attendance and achievement; a short presentation on the SCALE project will follow. This seminar will likely help parents understand the importance of the SCALE dual career path and sign the educational contract.

Slides of the seminar are not included in this document to keep it short, instead, links are provided to download them.

CLICK BELOW TO DOWNLOAD THE SCALE SEMINAR

- PDF
- PPT

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

THE EDUCATIONAL CONTRACT: DUTIES OF THE STUDENT-ATHLETE

Macro-area 1: Improve academic performance

The focus is on enhancing the student-athlete's academic performance across various disciplines/subjects where improvement is needed identifying and addressing academic weaknesses and to address them through targeted actions.

Micro-objectives:

- **Devote time to afternoon study sessions:** Schedule a set number of study sessions each week to reinforce challenging subjects, either at home or in school.
- **Join a tutoring/peer education group:** Attend a specific number of tutoring or peer education sessions each week to receive personalized help. If not offered by the school, this can be organized informally with classmates.
- **Always Complete School Assignments/Homework:** Ensure all assignments are submitted on time by creating a weekly homework schedule that accommodates the student-athlete's training and match commitments.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

THE EDUCATIONAL CONTRACT: DUTIES OF THE STUDENT-ATHLETE

Macro-area 2: Improve relationships/behaviors toward the school, as an educational institution

The focus is on improving the student-athlete's relationship with the school and fostering a positive attitude toward it enhancing their engagement in school activities and cultivating responsible behavior.

Micro-objectives:

- **Increase School Attendance:** The student-athlete will commit to attending classes regularly, with specific attendance goals negotiated and tracked monthly.
- **Improve Focus and Participation in Class:** The student-athlete will work on enhancing concentration, minimizing distractions, and actively participating in class activities.
- **Take on Small School-Related Tasks:** The student-athlete will volunteer for small tasks, like being a class representative.
- **Respect the School Environment:** The student-athlete will commit to following school rules, respecting school property, and participating in initiatives like (e.g., school clean-ups; activities promoting a positive school culture).

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

THE EDUCATIONAL CONTRACT: DUTIES OF THE STUDENT-ATHLETE

Macro-area 3: Improve relationships/behaviors toward others at school

The focus is on improving the student-athlete's relationships and behaviors toward classmates and teachers, fostering a supportive and respectful school environment through positive interactions and communication.

Micro-objectives:

- **Improve Relationships with Classmates:** The student-athlete will commit to engaging respectfully and proactively in activities that build positive relationships with peers, such as group projects, study groups, or extracurricular events.
- **Improve Relationships with Teachers:** The student-athlete will commit to maintaining respectful and constructive communication with teachers, including active listening and appropriate behavior during school hours.

NOTE. *For each macro-area, we provided a list of micro-objectives among which the student-athlete can choose. Of course, additional micro-objectives which meet the student-athlete's needs can be added when stipulating the contract*

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

SCALE
play hard, study harder

THE EDUCATIONAL CONTRACT: DUTIES OF THE SCHOOL

List of actions that the school and the teachers must formally commit to:

- The school/teachers have to monitor the student-athlete at school and actively participate in meetings with the other stakeholders.

- The school/teachers have to allow the student-athlete the opportunity to schedule tests in problematic subjects and to jointly agree with the teacher on the assessment methods.

- The school/teachers have to propose a peer education program, ensuring adequate support

for the work of the student-athlete, also providing them and the class with the opportunity to cultivate meaningful relationships. To increase engagement, the school/teachers may decide to provide class incentives/bonuses to those classes that choose to adhere to the peer education program.

- In the overall evaluation of the student-athlete, the school/teacher have to take into account extracurricular activities, for instance by being willing to assign to the student-athlete extracurricular credits and focus their evaluation of the student on their commitment more than on the specific grades achieved.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

SCALE
play hard, study harder

THE EDUCATIONAL CONTRACT: DUTIES OF THE FOOTBALL CLUB

List of actions that the Football Club and the coach must formally commit to:

- The Football Club has to show genuine interest in the athlete's educational path.

- The Football Club has to monitor the student-athlete on the field and actively participate in meetings with the other stakeholders.

- The Football Club has to commit to using the means at its disposal to ensure, as much as possible, the continuity of the athlete's dual career path.

- (ONLY IF THE STUDENT-ATHLETE IS ALSO INVOLVED IN THE ON-FIELD ACTIVITIES) The Football Club has to implement on-field activities.

- The Football Club has to be aligned with the school and the parents, which means the club must be willing to apply penalties if/when the student-athlete is not committing to the dual career path/to the contract.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

THE EDUCATIONAL CONTRACT: DUTIES OF THE PARENTS

List of actions that the parents must formally commit to:

- The parents have to monitor the student-athlete at home, to make sure their child is respecting the educational contract.

- The parents have to be involved and actively participate in meetings with the other stakeholders.

- The parents have the duty of supporting the student-athlete in the dual career path, providing a supporting environment that encourages regular study habits. That also means trusting the dual career path implementation rather than acting in a punitive way toward their child.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

SCALE
play hard, study harder

SCALE EDUCATIONAL CONTRACT

One copy for each person involved

SCALE play hard, study harder

SCALE - Special dual Career paths Against early Leaving from Education and training
ERASMUS-SPORT-2022 SCP
ERASMUS 2027
Project n. 101089991

Co-funded by the European Union

EDUCATIONAL CONTRACT – SCALE DUAL CAREER PATH

This Educational Contract is entered between [School Name], [hereinafter referred to as "School"], [Football Club Name], [hereinafter referred to as "Football Club"], [Student-Athlete's Name], [hereinafter referred to as "Student-Athlete"], and their parents [Parents' Names], [hereinafter referred to as "Parents"].

SECTION 1 – DUTIES OF THE STUDENT-ATHLETE:

The Student-Athlete agrees to undertake the SCALE dual career path, by pursuing specific educational objectives in collaboration with all parties involved in this Contract. These objectives can fall under three macro-areas, listed below. The Student-Athlete agrees to pursue the following educational objectives:

Macro Area 1 – Improving Academic Performance: The Student-Athlete commits to enhancing their academic performance across various disciplines/subjects where improvement is needed, by pursuing the following objective(s) *[thick the chosen boxes]*

☐ Devote Time to Afternoon Study Sessions:
- *I hereby declare that I will commit to scheduling ….[insert number]… afternoon study sessions per week, particular focusing on ….[insert subject];*
- *I hereby declare that will commit to creating a productive study environment at home or in school facilities.*
- *…[insert others, if needed]…*

☐ Join a tutoring/peer education group:
- *I hereby declare that I will commit to scheduling ….[insert number]… tutoring/peer education sessions per week, particular focusing on ….[insert subject].*
- *…[insert others, if needed]…*

☐ Always Complete School Assignments/Homework:
- *I hereby declare that I will commit to ensuring timely submissions of assignments;*

Project supported by

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

SCALE EDUCATIONAL CONTRACT

One copy for each person involved

- *I hereby declare that I will commit to developing a weekly homework schedule that aligns with the training and match commitments.*
- *…[insert others, if needed]…*

Macro Area 2 – Improve relationships/behaviors toward the school, as an educational institution: The Student-Athlete commits to improving their relationship with the school as an educational institution, by pursuing the following objective(s) *[thick the chosen boxes]:*

☐ Increase school attendance*:*
- *I hereby declare that I will commit to attending classes regularly, minimizing absences. Specifically, I will achieve a ….[insert number]…% attendance rate each month.*
- *…[insert other specific objectives, if needed]…*

☐ Increase focus and participation in class:
- *I hereby declare that I will commit to improving my concentration during the school hours, by taking notes, minimizing distraction, engaging in active listening;*
- *I hereby declare that I will commit to participating in class discussion and activities in a proactive way.*
- *…[insert other specific objectives, if needed]…*

☐ Take on small tasks related to school*:*
- *I hereby declare that I will commit to volunteering for covering small school-related tasks and activities, for example (but not limited to it) class representative;*
- *I hereby declare that I will commit to covering a school-related task every …[insert number]… months.*
- *…[insert others, if needed]…*

☐ Respect the school environment:
- *I hereby declare that I will commit to following school rules and guidelines, demonstrating respect for the school property.*

Project supported by UEFA

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

SCALE EDUCATIONAL CONTRACT

One copy for each person involved

SCALE
play hard, study harder
SCALE - Special dual Career paths Against early Leaving from Education and training
ERASMUS-SPORT-2022 SCP
ERASMUS 2027
Project n. 101089991
Co-funded by the European Union

- *I hereby declare that I will commit to participating in school activities aimed at promoting a positives school culture, if present and in line with my study and training schedule;*
- *I hereby declare that I will commit to receiving zero reports of misconduct, related to the school property/the school goods, in the following …[insert number]… months.*
- *…[insert others, if needed]…*

Macro Area 3 – Improve relationships/behaviors toward others at school: The Student-Athlete commits to improving their relationships and behaviors toward classmates and teachers and to foster a supportive and respectful school environment, by pursuing the following objective(s) *[tick the chosen boxes]:*

☐ Improve relationships with classmates
- *I hereby declare that I will commit to maintaining positive and respectful relationships with my peers.*
- *I hereby declare that I will commit to engaging in at least …[insert number]…social-interaction activities with my peers in the following …[insert number]…months.*
- *I hereby declare that I will commit to receiving zero reports of misconduct related to my behavior toward teachers in the following …[insert number]… months.*
- *…[insert others, if needed]…*

☐ Improve relationships with teachers
- *I hereby declare that I will commit to having* a respectful and constructive communication/relationship with my teachers;
- *I hereby declare that I will commit to receiving zero reports of misconduct related to my behavior toward teachers in the following …[insert number]… months.*
- *…[insert others, if needed]…*

Project supported by UEFA

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

SCALE EDUCATIONAL CONTRACT

One copy for each person involved

SCALE - Special dual Career paths Against early Leaving from Education and training
ERASMUS-SPORT-2022 SCP
ERASMUS 2027
Project n. 101089991

Co-funded by the European Union

SECTION 2 – DUTIES OF THE SCHOOL:

The School agrees to support the Student-Athlete in undertaking the SCALE dual career path and the chosen educational objectives, in collaboration with all parties involved in this Contract, by adhering to the following conditions:

- *I hereby declare that the School will commit to monitoring (see Section 5) the Student-Athlete at school and actively participating in meetings with the other parties involved in the educational contract;*
- *I hereby declare that the School will commit to allowing the Student-Athlete the opportunity to schedule tests in problematic subjects and to jointly agree with the teacher on the assessment methods;*
- *I hereby declare that the School will commit to ensuring adequate support for the work of the Student-Athlete, by providing them educational and relational opportunities, such as peer education programs and the possibility to cultivate meaningful relationships with their classmates;*
- *I hereby declare that the School will commit to valuing extracurricular activities in the overall evaluation of the Student-Athlete, for instance by granting them course credits;*
- *I hereby declare that the School will commit to valuing the dual career path undertaken by the Student-Athlete, for instance by taking into account their commitment more than the specific grades achieved in their evaluation.*
- *…[insert others, if needed]…*

SECTION 3 – DUTIES OF THE FOOTBALL CLUB:

The Football Club agrees to support the Student-Athlete in undertaking the SCALE dual career path and the chosen educational objectives, in collaboration with all parties involved in this Contract, by adhering to the following conditions:

- *I hereby declare that the Football Club will commit to showing a genuine interest in the Student-Athlete educational path;*

Project supported by

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

SCALE EDUCATIONAL CONTRACT

One copy for each person involved

SCALE play hard, study harder
SCALE - Special dual Career paths Against early Leaving from Education and training
ERASMUS-SPORT-2022 SCP
ERASMUS 2027
Project n. 101089991
Co-funded by the European Union

- *I hereby declare that the Football Club will commit to monitoring (see Section 5) the Student-Athlete on field and will actively participate in meetings with the other parties involved in the educational contract;*
- *I hereby declare that the Football Club will commit to using the means at its disposal to ensure, as much as possible, the continuity of the athlete's dual career path;*
- *I hereby declare that the Football Club will commit to being aligned with the other parties (i.e., the School and the Parents), meaning that if the Student-Athlete evaluation is negative/they are not committing to the dual career path, the Football Club will apply penalties.*
- *ONLY IF DIRECTLY INVOLVED IN THE SCALE PROJECT – I hereby declare that the Football Club will commit to implementing educational on-field activities with their athletes;*
- *…[insert others, if needed]…*

SECTION 4 – DUTIES OF THE PARENTS:

The Parents agree to support the Student-Athlete in undertaking the SCALE dual career path and the chosen educational objectives, in collaboration with all parties involved in this Contract, by adhering to the following conditions:

- *I/we hereby declare that I/we will commit to showing a genuine interest in the Student-Athlete educational path;*
- *I/we hereby declare that I/we will commit to monitoring (see Section 5) the Student-Athlete at home and will actively participate in meetings with the other parties involved in the educational contract;*
- *I/we hereby declare that I/we will commit to supporting the Student-Athlete in the dual career path, providing a supporting environment that encourages regular study habits;*
- *I/we hereby declare that I/we will commit not to act in a punitive way per se, if the Student-Athlete is struggling at school. Rather, I/we will trust the dual career path implementation.*
- *…[insert others, if needed]…*

Project supported by UEFA

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

SCALE EDUCATIONAL CONTRACT

One copy for each person involved

- *…[insert others, if needed]…*

SECTION 5: MONITORING ADHERENCE TO THE CONTRACT:

Throughout the academic year, the Student-Athlete's adherence to this Contract will be monitored through regular meetings involving all parties.

1. Beginning of the Academic Year: Contract design and signing.
2. Mid-Academic Year: Monitoring adherence to the dual career path (review progresses toward established objectives; discuss challenges; make adjustments if necessary).
3. End of the Academic Year: Final evaluation (assessment of overall performance; adherence to and fulfillment of the established objectives; discuss future goals and potential areas for improvement).

During each phase, the School, the Football Club, and the Parents will complete a survey assessing the Student-Athlete's commitment to the dual career path, adherence to the Contract, and interest in school. Negative evaluations in the Mid-Academic Year will imply:

a) Penalties from the Sports Club, such as exclusion from the next match.
b) Increased monitoring frequency until improvement is observed, along with penalty removal.

By signing below, all parties acknowledge their acceptance and commitment to the terms outlined in this Contract.

[Date and Place]

The Student-Athete: ……..

The School: ……..

The Football Club: ……..

The Parents: ……..

Project supported by

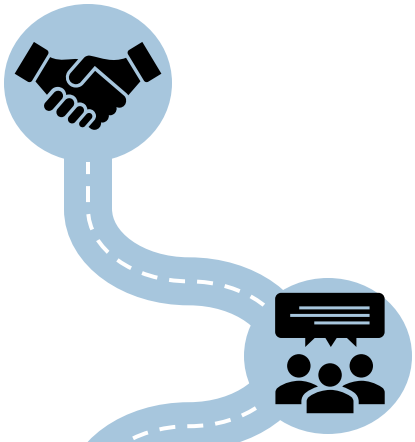
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

SCALE
play hard, study harder

TIMELINE: THE SCALE DUAL CAREER PATH

STEP 1 – Beginning of school year:
Getting in contact with the school
(coordiate with your federation)



STEP 2: Beginning of school year:
Present the project and the preliminary seminar to parents

STEP 3: Beginning of school year:
First Evaluation +
Customizing the contract & signig it

STEP 4: Mid of the school year:
Second evaluation
If negative → monitoring increases and penalties are applied (see next page)

STEP 5: End of the school year
Third evaluation

END OF THE DUAL CAREER PATH

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

THE EDUCATIONAL CONTRACT: MONITORING ADHERENCE

Evaluation grid: During STEPS 3, 4, and 5, the school, the football club, and the parents will complete an evaluation grid, which will give them an idea of the progress made by the student-athlete concerning the micro-objective to be pursued. This evaluation will gather each party's perceptions regarding the student-athlete's level of commitment to the dual career path, adherence to the contract, and interest in school (see next pages for a template).

Actions in Case of Non-Compliance: If the evaluation grid during the monitoring phase (Second meeting–Mid-year) indicates negative feedback –meaning that stakeholders report the student-athlete is not committed to the dual career path and is not respecting the educational contract– the following adjustment measures will be undertaken:

a) Penalties: The student-athlete will receive a penalty from the football club, such as not being allowed to play in the next match.

b) Increased Monitoring: The frequency of monitoring phases will increase to every two weeks. This intensified monitoring aims to closely evaluate potential improvements in the student-athlete's commitment and adherence to the contract. More specifically, parties will briefly meet and fill in the evaluation grid to see whether significant improvements are observed. If so, the penalty will be lifted, and the regular monitoring schedule will resume. If not, a further monitoring meeting will be established after two weeks, the student-athlete will again be evaluated and so on.

See next pages for a flowchart summarizing key monitoring moments for the implementation of the dual career path.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

SCALE EVALUATION GRID

One copy for the Club, the School, the parents

SCALE play hard, study harder

SCALE - Special dual Career paths Against early Leaving from Education and training
ERASMUS-SPORT-2022 SCP
ERASMUS 2027
Project n. 101089991

Co-funded by the European Union

SCALE DUAL CAREER PATH EVALUATION GRID

Date of completion of the grid: ……

Name of the Student-Athlete: ……

Filled in by:

- ☐ School
- ☐ Football Club
- ☐ Parents

Project supported by

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

SCALE EVALUATION GRID

One copy for the Club, the School, the parents

SCALE play hard, study harder

SCALE - Special dual Career paths Against early Leaving from Education and training
ERASMUS-SPORT-2022 SCP
ERASMUS 2027
Project n. 101089991

Co-funded by the European Union

Macro Area 1 – Improving Academic Performance

Micro-objective: *Devote Time to Afternoon Study Sessions*

Only for School:

Insert average grades obtained by the student athlete on subject …….. in the last ….. months : …..

For all parties:

In your perception, how much time does the student-athlete devote to afternoon study session?						
Not at all	1	2	3	4	5	A lot
In your perception, how much have the student-athlete's grades improved?						
Not at all	1	2	3	4	5	A lot
In your perception, how well the student-athlete manages to combine their afternoon study sessions with football training?						
Very Poorly	1	2	3	4	5	Very Well

Insert additional comments, if any:

……

……

Project supported by

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

SCALE EVALUATION GRID

One copy for the Club, the School, the parents

SCALE - Special dual Career paths Against early Leaving from Education and training
ERASMUS-SPORT-2022 SCP
ERASMUS 2027
Project n. 101089991

Co-funded by the European Union

Macro Area 1 – Improving Academic Performance

Micro-objective: *Join a Tutoring/Peer Education Group*

Only for School:

Insert number of Tutoring/Peer Education session on subject ……..completed in the last ….. months : …..

For all parties:

In your perception, how regularly does the student-athlete attend Tutoring/Peer Education sessions?

Never	1	2	3	4	5	Always

In your perception, how engaged is the student-athlete during tutoring/peer education sessions?

Not at all	1	2	3	4	5	A lot

Insert additional comments, if any:

……

……

Project supported by

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

SCALE EVALUATION GRID

One copy for the Club, the School, the parents

SCALE - Special dual Career paths Against early Leaving from Education and training
ERASMUS-SPORT-2022 SCP
ERASMUS 2027
Project n. 101089991

Co-funded by the European Union

Macro Area 1 – Improving Academic Performance

Micro-objective: *Always Complete School Assignments/Homework*

Only for School:

Insert number of times the Student-Athlete failed to submit their assignments/homework on time in the last ….. months : …..

For all parties:

In your perception, how consistently does the student-athlete submit assignments/homework on time?

Never	1	2	3	4	5	Always

In your perception, how proactive is the student-athlete in managing their weekly homework schedule with their training and match commitments?

Not at all	1	2	3	4	5	A lot

Insert additional comments, if any:

……

……

Project supported by

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

SCALE EVALUATION GRID

One copy for the Club, the School, the parents

SCALE - Special dual Career paths Against early Leaving from Education and training
ERASMUS-SPORT-2022 SCP
ERASMUS 2027
Project n. 101089991

Co-funded by the European Union

Macro Area 2 – Improve Relationships/Behaviors Toward the School

Micro-objective: *Increase School Attendance*

Only for School:

Insert number of times the Student-Athlete did not attend classes in the last ….. months : …..

For all parties:

In your perception, how consistently is the student-athlete attending classes?

Never	1	2	3	4	5	Always

Insert additional comments, if any:

……

……

Project supported by

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

SCALE EVALUATION GRID

One copy for the Club, the School, the parents

SCALE play hard, study harder

SCALE - Special dual Career paths Against early Leaving from Education and training
ERASMUS-SPORT-2022 SCP
ERASMUS 2027
Project n. 101089991

Co-funded by the European Union

Macro Area 2 – Improve Relationships/Behaviors Toward the School

Micro-objective: *Increase Focus and Participation in Class*

Only for School:

Insert a qualitative evaluation (e.g., areas of improvement) of the Student-Athlete within this micro-objective in the last ….. months :……

……

……

For all parties:

In your perception, how focused is the student-athlete during class?

Not at all	1	2	3	4	5	A lot

In your perception, how actively does the student-athlete participate in class discussions and activities?

Not at all	1	2	3	4	5	A lot

Insert additional comments, if any:

……

……

Project supported by

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

SCALE EVALUATION GRID

One copy for the Club, the School, the parents

SCALE play hard, study harder

SCALE - Special dual Career paths Against early Leaving from Education and training
ERASMUS-SPORT-2022 SCP
ERASMUS 2027
Project n. 101089991

Co-funded by the European Union

Macro Area 2 – Improve Relationships/Behaviors Toward the School

Micro-objective: *Take on Small Tasks Related to School*

Only for School:

Insert number of school-related tasks completed by the student-athlete in the last ….. months : …..

For all parties:

In your perception, how often does the student-athlete volunteer for school-related tasks?

Never	1	2	3	4	5	Always

In your perception, how much was the student-athlete engaged in the school-related tasks they completed?

Not at all	1	2	3	4	5	A lot

Insert additional comments, if any:

……

……

Project supported by

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

SCALE EVALUATION GRID

One copy for the Club, the School, the parents

SCALE - Special dual Career paths Against early Leaving from Education and training
ERASMUS-SPORT-2022 SCP
ERASMUS 2027
Project n. 101089991

Co-funded by the European Union

Macro Area 2 – Improve Relationships/Behaviors Toward the School

Micro-objective: *Respect the School Environment*

Only for School:

Insert number of misconduct reports received by the student-athlete in the last ….. months : …..

For all parties:

In your perception, how consistently does the student-athlete follow school rules?

Never	1	2	3	4	5	Always

In your perception, how respectful is the student-athlete towards school property and promotes a positive school culture?

Not at all	1	2	3	4	5	A lot

Insert additional comments, if any:

……

……

Project supported by

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

SCALE EVALUATION GRID

One copy for the Club, the School, the parents

SCALE - Special dual Career paths Against early Leaving from Education and training
ERASMUS-SPORT-2022 SCP
ERASMUS 2027
Project n. 101089991

Co-funded by the European Union

Macro Area 3 – Improve Relationships/Behaviors Toward Others at School

Micro-objective: *Improve Relationships with Classmates*

Only for School:

Insert number of misconduct reports received by the student-athlete in the last ….. months : …..

For all parties:

In your perception, how positive are the student-athlete's relationships with classmates?

Not at all	1	2	3	4	5	A lot

In your perception, how often does the student-athlete engage in social-interaction activities with peers?

Never	1	2	3	4	5	Always

Insert additional comments, if any:

……

……

Project supported by

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

SCALE EVALUATION GRID

One copy for the Club, the School, the parents

SCALE play hard, study harder

SCALE - Special dual Career paths Against early Leaving from Education and training
ERASMUS-SPORT-2022 SCP
ERASMUS 2027
Project n. 101089991

Co-funded by the European Union

Macro Area 3 – Improve Relationships/Behaviors Toward Others at School

Micro-objective: *Improve Relationships with Teachers*

Only for School:

Insert number of misconduct reports received by the student-athlete in the last ….. months : …..

For all parties:

In your perception, how positive is the student-athlete's relationships with their teachers?

Not at all	1	2	3	4	5	A lot

In your perception, how respectful is the student-athlete in their behavior toward teachers?

Never	1	2	3	4	5	Always

Insert additional comments, if any:

……

……

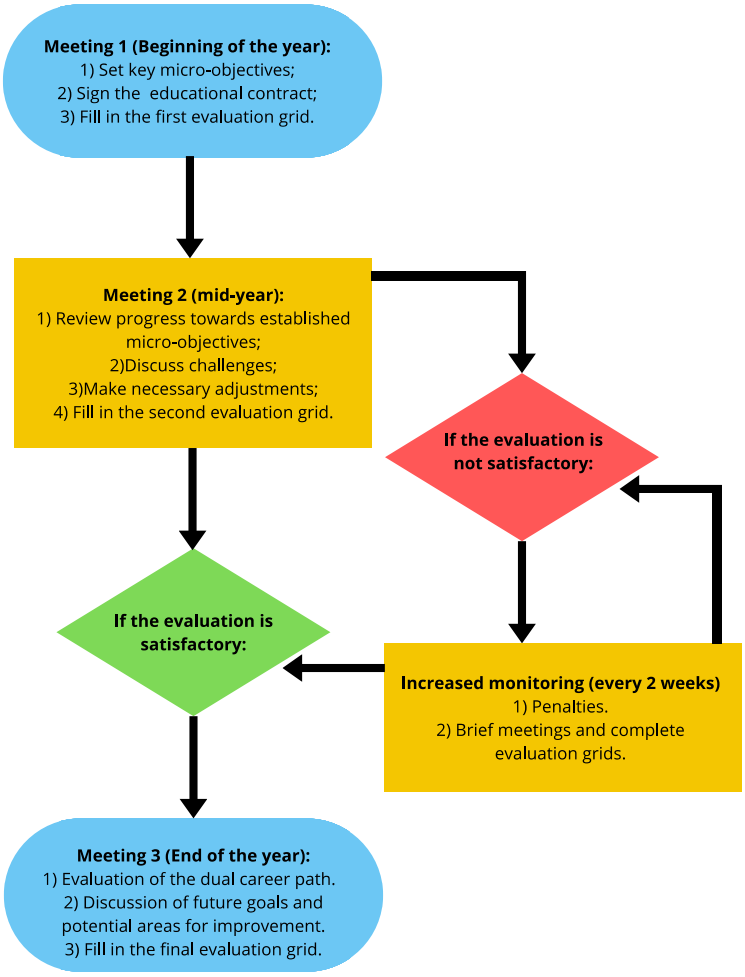
Project supported by

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

SCALE
play hard, study harder

SCALE DUAL CAREER PATH FLOWCHART

One copy for the Club, the School, the parents



Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Project supported by

Coaches, players and parents, congratulations on completing the SCALE project!!

By taking part in these activities, you showed your commitment in using football as an educational tools, which can help youngsters realize the importance of school attendance and achievement. You did not simply participate in the project; you became part of a new way of framing football!

Keep the momentum going!

The work does not stop here. Continue sharing the knowledge and values you have gained through SCALE and stay committed to using the educational power of football.

PLAY HARD, STUDY HARDER

Co-funded by the European Union

SCALE
play hard, study harder

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.