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## 1. Introduction

### General Framework

The Wave on Wave (WoW) project is co-funded by the Erasmus+ Programme of the European Union and is led by the city of Pesaro, in which the following cities and / or international organizations participate: Municipality of Pesaro (IT) as Lead Partner, ADEL - Association for Development, Education and Labour (SK), Sport Nautique de Nancy (FR), Yacht Club "Capt. Georgiev - Port Varna" (BG), Getxo Kirolak (ES).

In this project, we set ourselves the challenge of increasing the number of people doing water sports and, therefore, reducing the number of people in a state of inactivity, focusing a special attention on encouraging the practice of sports, fitness and general wellbeing among young people. To do so, we aim to set up a water sports and government agencies local community in which synergies and areas of collaboration can be built to facilitate, foster and improve the practice of sports.

In this context, the sports campus aims to organize an intensive sport and socialization event, which fosters intercultural exchange among young sports people from the different cities of Europe involved in the project and is a pilot action in which the methodologies and approaches developed are implemented and evaluated.

Young people, coming from all the participating partners, will take part in the international campus.

The project will incur all costs associated with the campus, including travel, accommodation, food and participation in all the activities.

The campus sets itself the main objective of generating experiences for young sports people from different countries in which they must collaborate and cooperate to fulfil and enjoy different activities directly and indirectly related with the sea.

The following secondary objectives are also posed:

1. Pilot a global work methodology in which the evolution needs of the participants are respected, bearing in mind their individuality (age, gender, experience, limiting factors, ...) and experience healthy lifestyles.



2. Foster the will to volunteer and the management of activities and events, hence improving the role of organizations as professional suppliers of personal services to the community reducing the early abandonment phenomenon in water sports through innovative new methods of teaching, expressing and educating in the values of "sport for all".

With a methodology primarily based on learning through action and intercultural exchange, water sports campus aims to offer to the young participants a highly educational sporting environment. The group of young sports people will complement the practice of different water sports, including sailing, kayaking, diving and rowing, with a space where they can co-exist with young people from other European countries.

We are mainly setting out to create a favorable context for collaborative teamwork over competition, integration, development of autonomy, communicative skills, emotional intelligence, discipline and an attitude of ongoing improvement.

We will also learn about aspects related to a healthy lifestyle in which the proper use of the new technologies stand out, key aspects to follow a healthy diet or keep doping at bay.

However, we are also fully aware that safety in the sea is essential so we will work specifically on aspects related to meteorology, first aid and preventive behavior.

The project has an international steering committee made up of one legal representative for each partner. (Led by Pesaro City Council)

On a local scale, Local Interest Committees have been set up with agents related to sailing, rowing, diving and canoeing.

The sports campus should be considered to be an intensive sport and socialization event. It is an intercultural exchange and a joint pilot action to implement and evaluate the methodologies and approaches developed in the K-Labs.

The campus will be multidisciplinary for young people of school age, in which the activities and methodologies included in the common strategy are tested with a living laboratory approach. The sports experts from the countries involved will supervise the activities.



## 2. Objectives

### General Objectives

WoW sets itself the challenge of increasing the number of people doing water sports and, therefore, reducing the number of people in a state of inactivity, paying special attention to encouraging the practice of sports, fitness and general wellbeing among young people.

In this context, the sports campus aims to design, organize and implement an intensive sporting and socialization event, which fosters intercultural exchange among young people from different countries and is a pilot action in which the methodologies and approaches developed are implemented and evaluated.

### Specific Objectives of the International Water Sport Campus

The aspirational International Water Sport Campus model aims to serve all young people in all communities, focusing on young athletes (already practitioners of water sports) as on the beginners. The following specific objectives will be pursued in the campus's organization.

1. Pilot a global work methodology in which the evolution needs of the young participants are respected, bearing in mind their individuality (age, gender, experience, limiting factors, ...)
2. Generate experiences for young sports people from different countries in which they must collaborate and cooperate to fulfil and enjoy different activities directly and indirectly related with the sea
3. Increase the will to volunteer and the management of activities and events, hence improving the role of organizations as professional suppliers of personal services to the community reducing the early abandonment phenomenon in water sports through innovative new methods of teaching, expressing and educating in the values of "sport for all"
4. Set up a water sports and government agencies local community in which synergies and areas of collaboration can be built to facilitate, foster and improve the practice of sports.

## 1. Actors

### General Coordination

The objective of this figure is to supervise and ensure the proper functioning of the campus at all times, assuring that all people, materials and facilities fulfil their purpose. More specifically, general coordination tasks can be summed up as follows:

- Ensure that all participants are in an optimum emotional state for the day's development.
- Detect needs for the proper functioning of the day
- Ensure that the timetables, activities, roles, hidden curriculum of the activities are fulfilled.
- Take any corrective measures considered opportune to ensure that the activities are satisfactory and fulfil the defined objectives in the established times.
- Evaluate all aspects that are directly and indirectly involved in the fulfilment of the objectives:
  - Process (methodology)
  - Result
  - People
  - Materials used
  - Facilities
- Prepare a daily report based on the comments made and the corrective measures implemented to improve the daily practice and attach it to the Campus Report

### Accompanying Trainers

One of the objectives of the project is to increase the will to volunteer and the management of activities and events, hence improving the role of organizations as professional suppliers of personal services to the community reducing the early abandonment phenomenon in water sports through innovative new methods of teaching, expressing and educating in the values of "sport for all". Therefore, the sporting experts from the different countries will be a key factor in the development of the campus.

### Local Clubs

Local clubs will develop the activities and methodologies included in the common strategy in order to test them in the form of a living laboratory. Therefore, we will evaluate the practices implemented to analyze the strengths and propose areas for improvement.

### Participating Young People

The objective sought is to generate experiences for young sports people from different countries in which they must collaborate and cooperate to fulfil and enjoy different activities directly and indirectly related with the sea. A number between 30 and 50 young people will be selected in the WoW project. See the selection criteria for young people and procedures for participation in water Sport Campus in **annex 1**.

## 2. Methodology

### Work Methodology with Young Participants

The methodology that is going to be used with the young sports people will be based on meaningful learning, or in other words, based on their interests (most of them do water sports) they will learn through being the key feature in their learning process as the vital experience will be the driving thread in skill acquisition.

To foster this methodology, there will be a daily work routine so that they can feel secure and open to experiment and test a new water sport. The work groups will be not homogenous in terms of gender and origins and they will be given several challenges each day in which they must collaborate and cooperate in order to overcome them.

At the end of the day, all of the groups will present and explain the strategies they used, any difficulties encountered and how they resolved them in order to reach the final result.

### Work Methodology with Accompanying Trainers

The campus gives to the accompanying trainers:

- the opportunity to reflect on aspects of vital importance in the sport educational process;
- the experience learning to think dynamics, based on the general problem, finding out about the local case-study, questioning and searching for solutions and identification of good practices.

-Selection of challenges

-Investigation

What is happening? What do I do? What do others do? (Good Practices)

-Specification of the challenge

Definition of the real problem

-Search for solutions

Solution?

-Action Plan

Personal Commitment. What is in my hands?

### Work Methodology with Local Clubs

Work with local clubs is differentiated by an interdisciplinary coordination based on common points (welcome protocol, communication style, issues to deal with, such as health, safety and the environment). The need to take into account their individuality when it comes to experiencing the sport as they are the ones who are most aware of their reality and how to teach it. See **Annex 2** - Guide for local clubs involved in the campus's organization



### 3. Contents and Activities

#### Contents for Young Participants

Assorted contents have been designed which contemplate different aspects to guarantee multidisciplinary training in which the true challenge lies in collaboration and cooperation to achieve the defined objectives. These are:







## Sport Activities

The emerging research provides recommendations for multi-sport participation in young generations, especially in adolescents. Currently, this is considered the best way to reduce burnout and social isolation and, at the same time, increase better performance, and, most importantly, more lifelong enjoyment in sport. More over expanding the portfolio of water sports offered, it's the best way to accommodate the full range of interests and talents of children/youth.

*More sport options → More children/youth will find the sport they like*

According the multisport principle, the campus is designed according the availability of water sports in terms of corresponding facilities, equipment and expertise present in each hosting city. The following key criteria are crucial in the design of a residential water campus

*Facilities → To increase the participation in water sports, facilities (sea and swimming pool) have to be proxime to the residential camp*

*Equipment → Required equipment related to each water sport practiced*

*Expertise → Coaches are the delivery mechanism for quality sport programming. They determine how much exercise occurs during practice. Good coaches also lower kids' anxiety levels and lift their self-esteem. They help boys and girls enjoy the sport. They can make an athlete for life — or reduce enthusiasm for sport altogether.*

The aim is to ensure that all participants can practice the water sports in the hosting city, providing a combination/rotation of aquatic sport during the morning.

The following table shows a model campus based on four water sports: sailing, kayaking, diving and rowing.

Young participants will be divided in subgroups (not more than teams of 10 young people) following integration criteria and mixing origins, water sport ability, etc.

		Monday	Tuesday	Wednesday	Thursday
<b>G1</b>	<b>9 – 11am</b>	Sailing1	Diving1	Kayaking 1	Rowing2
	<b>12 – 2pm</b>	Sailing2	Rowing1	Sailing 3	Kayaking2
<b>G2</b>	<b>9 – 11am</b>	Diving1	Sailing1	Rowing2	Kayaking2
	<b>12 – 2pm</b>	Rowing1	Sailing 2	kayaking 1	Sailing3
<b>G3</b>	<b>9 – 11am</b>	Kayaking1	Rowing1	Sailing2	Diving1
	<b>12 – 2pm</b>	Sailing1	Kayaking2	Sailing 3	Rowing2

### Training in values and skills for co-existence and personal development

The aim is to create a favorable context for collaborative teamwork over competition, integration, development of autonomy, communicative skills, emotional intelligence, discipline and ongoing improvement.

What are we going to do?

a) Create the co-existence rules from the outset, seeking that the group gets involved in building the rules and respecting them

Create the co-existence rules on Day 1. The group itself will define the rules for co-existence and use of ICTs.

b) Establish a score for formal aspects that arise in the team

Scoring will be by means of formal aspects, such as:

Punctuality

Uniformity

Co-existence (mutual respect, conflict resolution, use of mobile phone)



### Level of participation

The score will be given to the whole group (G1, G2, G3) and will range from 1 (minimum score) to 5 (maximum score) in accordance with the following criteria:

- 1- Does not participate,...
- 2- Participates at times even though encouraged to do so
- 3- Participates whenever encouraged to do so
- 4- Participates autonomously
- 5- Participates very well and helps other people

### c) Work through challenges on informal aspects

A series of challenges are proposed which will give the young participants the opportunity to undergo a series of experiences that will enrich their learning as they will see that teamwork, solidarity, mutual respect, creativity and initiative are essential to achieve the objectives and even more so in changing, unstable and unknown environments.

On the first day, participants will be divided into 6 groups in line with the following criteria:

- Gender Parity
- Different origins

Each team will give itself a color as a name and they must work under the premises of collaboration, respect, creativity and initiative.

There is one challenge for each day. They will be presented at breakfast so that the team members can find moments between the activities to come up with different strategies and the result will be presented at the end of the day, before dinner.

Presenting one's own results is a moment for the co-existence of the group as a whole, in which each group will tell the rest of the participants and people about the result of the work carried out throughout the day.

The challenges are complex situations whose resolution requires the collaboration of all the team members and different skills and types of intelligence need to be deployed, bearing in mind the diversity which arises in teams.



Playing is the educational aid par excellence. As infants, games are the most intense learning experience in our first years of life and we also know that it continues to be an excellent educational strategy throughout adolescence and adulthood, which enables us to experience situations and roles that are different to daily life, enabling new and unknown situations to be imagined without any fear of the consequences.

The following challenges or games are proposed:

- NASA.
  - o Objective: Raise awareness of the importance of consensual decisions worked on as a team when it comes to more effective decision-making than decisions made individually. This challenge introduces linguistic, mathematical logic and interpersonal intelligence.
  
- ENVIRONMENT DECALOGUE
  - o Objective: Raise awareness of the importance of the impact of our small everyday actions on the environment. This game raises awareness of the importance of respect for the environment. This game introduces naturalist, linguistic and interpersonal intelligence.
  
- SCULPTURE.
  - o Objective: Develop creativity through teamwork and respect for the contributions of the other members of the group. This game introduces creative and communicative intelligence. This game introduces corporal and interpersonal intelligence.
  
- CHOREOGRAPHY.
  - o Objective: Foster interpersonal relations in an informal context, seeking collaboration between people of different origins to achieve a common objective. It is also a game that deploys basic motor skills and aspects such as rhythm and coordination, as well as creativity and decision-making. This game introduces in musical, corporal, intrapersonal and interpersonal intelligence.

See details of the four challenges in **Annex 3**.

The aspects to be evaluated in each challenge can be seen in each game sheet. These tasks will be scored by the team of companions in accordance with the scoreboard, which recognizes and rewards positive behavior rather than punishing negative behavior. In this



way, they know what is expected of them and they are given feedback on essential aspects in the group dynamics.

It is not a question of making a competition, as all of the groups can win, but it sets out to establish positive, fun and useful dynamics for co-existence and to achieve common goals.

The highest score each day will be given a special breakfast the following day, when the new challenge will be presented.

The score given to the challenge rounds off the score obtained during the sports activities and active tourism.

See the scoreboard in **Annex 4**.

#### d) Discipline and ongoing improvement

Each day follows the same format as it is important as knowing the environment gives security and enables habits to be created. Each day is the same in structure, but not in content and evening reflection enables improvements to be introduced. **Annex 5** includes a series of questions that help to guide reflection and conversation in conflict situations.

#### e) Sleeping in a shared bedroom

The fact of sharing such an intimate activity as sleeping with other people from other cultures, with other habits and customs takes us out of our comfort zone and gives us the opportunity to broaden our horizons as we share experiences, see other ways of doing things and understand the reality, which helps us to extend our way of seeing life and therefore create people who are tolerant of differences.

### Emotional Intelligence

This is a key aspect for young people to grow up healthily. It will be worked on transversally at formal moments (communication style in the sports experiences, in the challenges posed...) and at informal moments (spontaneous dynamics for conflict resolution).

### Health

Key aspects of healthy training are going to be looked at: diet, rest and more specifically, a practical workshop devoted to healthy food given by a specialist to understand the importance of breakfast at these ages.



## Safety

Safety is crucial in the sea. The key safety aspects to be taken into account will be recalled in each sporting activity and it will be looked at more specifically in the sailing activity. The objective is for the participants to learn to understand the meteorological forecast in order to identify the sea conditions.

## Environment

It is essential to convey respect for the environment, knowledge of the sea and respect for it to young people. In each sports session, they will be reminded of the importance of respecting it and we will learn to detect improper behavior.

## Tourism and Culture

Another important part of the training of young people is to find out about the different cities that form part of Europe, their cultural diversity, habits and customs. To do so, we propose some leisure activities in which they will discover a small but important part of Getxo whilst attempting to resolve a challenge.



## General Schedule of activities

	Day 1 Arrival	Day 2	Day 3	Day 4	Day 5	Day 6 Departure
<b>8am</b>		Wake up				
<b>8.30am</b>		Breakfast				Breakfast
<b>9.15am – 2.15pm</b>		Sports Activities				Alternative Activity
<b>2.15 – 3pm</b>		Lunch				Lunch
<b>3 – 7pm</b>	Distributio n of Bedrooms	Afternoon Activities				
<b>7 – 8.30p m</b>	<b>Young people</b>	Welcome	Free			
	<b>Experts</b>		Expert Meeting			
<b>8.30pm</b>	Dinner	Dinner				
<b>10 – 11pm</b>	Meeting	Evening Reflection				
<b>11pm - Midnight</b>	Bedtime	Bedtime				
<b>Midnight</b>	Silence	Silence				

See **Annex 6** for details regarding the general planning with times for the activities.

## Daily Program

In order to keep to a routine, each day will be organized in the same way.

<p><b>Day 1 - Arrival in the afternoon</b>  Reception and official opening of the campus.  Presentation of training + activities + facilities and preparation of teams  Rules and signing of agreement  Distribution of bedrooms  Dinner  Presentation of the general agenda for the following day and weather forecast  Election of captains and facilitators  Go to bedrooms  Silence</p>	<p><b>Day 2</b>  Wake up  Breakfast  Meeting: Presentation of the day (training + activities + challenge)  Bus Departure  Start of the Campus  Lunch  Afternoon Activity  Return to the Residence  Challenge  Dinner  Balance of the day + emotional evaluation  Agenda for the following day and weather forecast  Go to bedrooms  Silence</p>
<p><b>Day 3</b>  Wake up  Breakfast  Meeting: Presentation of the day (training + activities + challenge)  Bus Departure  Start of the Campus  Lunch  Afternoon Activity  Return to the Residence  Challenge  Dinner  Balance of the day + emotional evaluation  Agenda for the following day and weather forecast  Go to bedrooms  Silence</p>	<p><b>Day 4</b>  Wake up  Breakfast  Meeting: Presentation of the day (training + activities + challenge)  Bus Departure  Start of the Campus  Lunch  Afternoon Activity  Return to the Residence  Challenge  Dinner  Balance of the day + emotional evaluation  Agenda for the following day and weather forecast  Go to bedrooms  Silence</p>
<p><b>Day 5</b>  Wake up  Breakfast  Meeting: Presentation of the day (training + activities + challenge)  Bus Departure  Start of the Campus  Lunch  Afternoon Activity  Return to the Residence  Challenge  Dinner  Balance of the day + emotional evaluation  Agenda for the following day and weather forecast  Go to bedrooms  Silence</p>	<p><b>Day 6 - Departure</b>  Wake up  Breakfast  Distribution of lunch boxes  Farewell and Close</p>





## 4. Evaluation

Given that the campus is a vital learning experience and there are many factors involved in the success or failure of this project, the evaluation of the different agents, activities, facilities and materials becomes essential to fulfil a dual purpose.

On one hand, to introduce all of the necessary corrective measures (continuous evaluation) and, on the other hand, reflect on the previously mentioned aspects to value those that have been positive and repeat them or even improve/adapting them to the new circumstances. Likewise, it is an attempt to discover areas for improvement so as not to repeat the same mistakes and to be in a continuous improvement process. We call this process formative evaluation.

This evaluation will consist of different moments and will be carried out by different agents to:

- Test the group's emotional state and introduce corrective measures
- Analyze the group's level of satisfaction with the activities (sporting and complementary activities) and introduce corrective measures
- Verify the level of fulfilment of the objectives, timetables, club equipment and materials and introduce corrective measures
- Evaluate the experience of living together, level of interpersonal conflict and emotional state and introduce corrective measures
- Check the group's level of satisfaction with the accommodation and introduce corrective measures
- Evaluate the aspects that influence the hidden curriculum for the success of the activities and introduce corrective measures

All the proposed evaluation tools can be seen in **Annex 7**.

## 5. Annexes

Annex 1: Selection Criteria

Annex 2: Guide for local clubs involved in the campus's organization

Annex 3: Educational Challenges

Annex 4: Scoring Templates

Annex 5: Conflict Handling Guide

Annex 6: General schedule of activities

Annex 7: Evaluation Tools



## Action Plan for the organization of the Sport for all Path

### Annex 1: Selection criteria for young people participation

The "Wave on Wave - Water sport for young people's physical activity" project, framed in the program co-financed by the European Union, celebrates its first international campus in Getxo and for this 6 young athletes will be selected to fellowship their participation in the campus of Getxo during 21 and 24 of August both included.

1. Program Objective
2. Requirements and selection process of candidates to participate and dates
3. Economical fund
4. The program
5. Deadline for submission of applications

+ Info and registration: [Web page of each participating country](#)

#### 1. Program Objective

In WoW we consider as a challenge to increase the number of water sports practitioners and, therefore, reduce the rate of people in a state of inactivity, with special attention to promote among youth the practice of sport, fitness and general welfare.

In this context, the sports campus aims to organize an intensive sports and socialization event that promotes an intercultural exchange between the young athletes from the different European cities involved in the project and be a pilot action in which action to gppd practices are implemented and evaluated and therefore the methodologies and approaches developed.

30 young people from all participating cities will participate in the international campus.

The project assumes all costs associated with the campus, including travel, residency, maintenance and participation in activities.

The main objective of the campus is to generate experiences for young athletes from different countries where they must collaborate and cooperate in the achievement and enjoyment of different activities directly and indirectly related to the sea.

It also aims to achieve three secondary objectives;



1. Pilot a global work methodology where the evolving needs of the people are respected and practitioners are considering their individuality (age, gender, experience, limiting factors, ...) and to experience healthy lifestyles.
2. Strengthen the skills of volunteers and the management of activities and events, thereby enhancing the role of organizations such as professional providers of personal services to the community by reducing the early drop in water sports through innovative new methods of teaching, expressing and educating the values of "sport for the whole world."
3. Launch a local community of water sports and public institutions where they can generate synergies and fields of collaboration to facilitate, promote and improve the sport practice

With a methodology based mainly on learning in action and intercultural exchange, the Getxo nautical sports campus aims to offer selected young athletes a highly educational sports environment. The group of young athletes will complement the practice of different nautical sports, among which are sailing, kayaking, diving and rowing with a space where they can coexist with young people from other European countries.

Mainly we aim to create a favorable context for collaborative and team work in the face of competition, integration, development of autonomy, communicative skills, emotional intelligence, discipline and attitude of continuous improvement.

We will also learn about aspects related to a healthy lifestyle, which highlights the proper use of new technologies, key aspects to maintaining a healthy diet or how to keep doping at bay.

But we also know that safety at sea is key, so we will work specifically on aspects related to meteorology, first aid and prevention behaviors.

We will approach the environment and the keys to maintain the sustainability of the planet and, of course, we will do tourism for Getxo, located in the cliffs of the Galea occupies a privileged place of the Basque coast. We will approach your gastronomy and your culture.

## 2. Criteria for the selection process of participants

The **selection of the young participants in water sports camp** will be carried out taking into account the following **criteria**:

**Level of skill in water sport:** Basic fundamental in swimming is a prerequisite to feel more comfortable in the water and develop good aquatic habits and safe practices around the water. Taking into account the above starting point, the most favourable participant's group is represented by a combination between athletes (already skilled in water sports) and beginners.

**Age:** According to a variety of sport psychologists, youth development scholars and practitioners, the rate of children dropping out of sports by the time they are 12 or 13, and often earlier is a major concern. Consequently, the choice is to focus on a class age which can be considered the most vulnerable in terms of sport perspective.

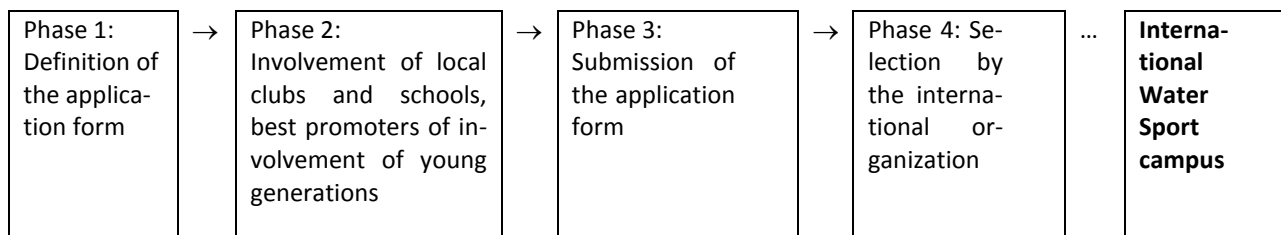
**Gender perspective:** In order to successfully engage females in watersports, Sport Clubs and Schools should pro-actively plan their inclusion in the campus.

**Level of English:** Basic level of English is required to take part actively in the campus.

Level of skill in water sport (with a basic level in swimming)		Age	Gender perspective	Level of English
Young athletes	+ Beginners of water sport	12 – 15 years old	At least 30% females	Elementary English
↓	↓	↓	↓	↓
To have inspiring and motivated people, able to create a positive-leading context and not a competitive one	To encourage water sport in not so skilled practitioners, so that the campus could represent a way to experiment water sport never practiced before	To focus on an age considered critical in each sport to experiment new ways of involvement in water sports	To successfully engage females in watersports	To understand and use familiar everyday expressions in order to assure a good level of communication for the coexisting with other young foreigners
↑	↑			
Sport Clubs		Schools		

### 3. Procedure for the participation

In order to assure a standardization in the participation of the campus



#### Phase 1: submission of applications

Only requests from athletes of the mentioned local clubs that are received through the enclosed application form will be accepted.

#### Phase 2: Previous selection by the local club

Valuation criteria: we want to have motivated people who know how to tell us why they want to participate in this project, as well as being willing to live with other young athletes. We want to have young people who want to learn from new experiences and show love for the sea, enjoyment and care.

\*The first sieve is done by each local club which proposes to the organization the valid applications.

#### Phase 3: Selection by the international organization

With all the proposal and under the criteria of inclusion previously approved, the international committee will propose the definitive selection. This committee will be composed, in each country by the members of the Steering Committee of the project.

Diversity and equal opportunities will be met. It seeks to achieve a gender balance, address any special sports need for disability and, as a priority, the Erasmus plus program aims to include children with fewer opportunities.

#### Phase 4: Publication and communication of final selection

The final selection will be published on the project website and will be notified to each selected person. At that time they will be notified of all the necessary requirements to travel (European insurance, ..).



## Economic aid

The WOW project is co-funded by the European Union and assumes all costs associated with the campus, including travel, residence, maintenance and activities.

## Application form

**Application form**

FOR THE PARTICIPATION IN THE CALL FOR THE INTERNATIONAL CAMPUS OF NAUTICAL SPORTS WOW

Name	
Surname	
Date of birth	
Address	
Do you swim?	
Which sport do you practice?	
Date of beginning to practice	
Your club	
Special sport or health requirements	
Allergies and intolerances	
Size (S/M/L/XL)	
Foot size	

Documentation to be attached at the time of application:

- Brief motivation letter written in English
- Authorization of the parent or legal guardian by model

Documentation to be attached in case of being selected:

- Identity card
- International European health card
- Medical authorization for the practice of water sports



## Authorization

### FOR THE PARTICIPATION OF MINORS IN THE CALL FOR THE INTERNATIONAL CAMPUS OF NAUTICAL SPORTS WOW)

Mr. /Mrs/Mss with ID / Passport number and address in, zip code, City, in my condition of mother / father / guardian and therefore legal representative of the minor \* (hereinafter referred to as "Minor" Age,

MANIFESTO,

- I. That I have been informed of the call and the selection criteria of the INTERNATIONAL CAMPUS OF NAUTICAL SPORTS WOW\_GETXO\_2017
- II. That as a legal representative I give my consent to enroll in the program by providing the documentation required by the rules, I authorize the child to participate in the call, also ensuring that the child is fluent in the aquatic environment with an average level -high-swimming.
- III. III. That I authorize the Minor, that in the case of being selected is lodged free of charge and on the dates mentioned according to the program committing the minor with the internal regulations of the campus.
- IV. That I authorize the organization free of charge and without limitation to reproduce photos and images, including interviews organized during the activities of the program

Date:

Signed:

\*In the case of separated parents, the legal representative is the parent who has custody and custody and must agree with the other parent, therefore the signature of both parents will be required.

## Action Plan for the organization of the Sport for all Path

### Annex 2: Guide for local clubs involved in the campus's organization

Sports clubs are the muscle of local development, allowing each of the different sporting disciplines to develop so as to reach the greatest possible number of people.

Collaboration between the Council and local sports clubs is fundamental in order to spread and enjoy the practice of sport and on this occasion coaches will be acting not only as representative of their respective sport, but also as ambassadors of the hosting city.

Having said this, and accepting this responsibility, it is fundamental that we all put our best foot forward in order to rise to the European challenge facing us.

Hence, as ambassadors for the single water sport and the hosting town, the coaches must be aware of the following specific aspects, functional for the a successful campus:

- Taking care over the “**Communication style**” (approachable, friendly and patient)
- Tackling issues regarding “**Safety**” at sea and “**Meteorology**” in a preventive and positive way (as elements that will help us to enjoy an activity without endangering our health or that of others)
- Understanding the importance of conserving the “**Environment**” as a key factor in the sustainability of sport and the environment.

Below is an outline of the basic premises to ensure a uniform discourse between all clubs, although each of you will have your own specific features.

### Communication style

#### According to the days

Day one	The following days
<ul style="list-style-type: none"> <li>• Welcome by the hosting city</li> <li>• Welcome by the club</li> <li>• Brief presentation of you and the club</li> <li>• Previous questions to find out about the group and see what</li> </ul>	<p>Initial explanation:</p> <ul style="list-style-type: none"> <li>• Objective of the day</li> <li>• How the session will be organised (times, activities, methodologies,...)</li> <li>• What is expected of the group (attention, participation, initiative?, ...)</li> <li>• Possible dangers</li> </ul>





<p>they know about the sport (bearing in mind if they practice water sports or not)</p>	<ul style="list-style-type: none"> <li>• Videos – Photos of what they are going to do??</li> <li>• Explanation of the feedback process and what is expected of the group</li> </ul>
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**According to the sport practice**

Before practice	During practice	After practice
<ul style="list-style-type: none"> <li>• Oral - graphic explanation (video, photo??)</li> <li>• A demonstration by the coach</li> <li>• Trial practice for participants</li> <li>• Raise new questions - challenges</li> <li>• Answer questions/queries</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate positive feedback (raise your arms vs. don't lower your arms / keep rowing vs. don't stop rowing)</li> </ul>	<ul style="list-style-type: none"> <li>• Questions about the level of difficulty, fun, goals achieved, difficulties encountered, ...</li> <li>• Feedback about the activity in the following order (positive - to be improved). Everyone accepts criticism better after they have received praise. "Criticism" is approached from a positive perspective, as in a way in which they can improve.</li> <li>• Feedback should make reference to technical, tactical, physical and attitudinal aspects (there is always something positive)</li> <li>• Areas in which they can improve the activity</li> <li>• Thanks</li> </ul>

**Elements involved in communication**

VERBAL COMMUNICATION

- Words
- Tone of voice
- Our interventions



- Monosyllables
- Advice when it is not wanted or opportune

#### NON-VERBAL COMMUNICATION

- Looks/glances
- Facial gestures (cynical – sincere smile)
- Body posture
- Absences (what you don't say, what you don't hear, ...)

#### MY INTERNAL DIALOGUE

- Internal dialogue (what I am saying to myself whilst I am talking to that person, ...)
- Willingness to get close to that person (or not)
- My current emotional state (were you very angry when you corrected someone's work? I so, don't send it yet, wait until tomorrow)
- My expectations (I want to win, I want to understand them, I don't want them to hurt me, I want the two of us to understand each other, I want both of us to gain something, ...)
- My previous experiences (which condition me to expect one thing or another)
- My general attitude towards that person, situation, conversation...
- Time we allow for the person talking to us to finish

#### EXTERNAL FACTORS

- My exterior environment (if there is a lot of noise, if it's not the right moment, constant interruptions....)
- My level of tiredness
- My previous training (Have I prepared for this conversation? Have I foreseen the points of conflict? Have I trained myself in order to manage a bad tone of voice or any scorn that might creep in? ...)



## Safety

At the start of the day, it's very important to remind to the participants about the basic safety rules regarding the necessary equipment which will be used during the sport practice (boats, kit, sea,...). Words should be supported with graphic material (photos, drawings...). This explanation must be clear, concise and brief.

In the days after, the safety elements will be reminded through questions, games, puzzles, challenges, photographs with mistakes....

## Meteorology

Before going out on the water, it is essential to know the weather conditions and it is crucial interpret them and carry out an action plan accordingly. Therefore, sports clubs are a key agent in this *critical objective* we have set here at the Council to foster safe sporting practice. So we would encourage you to come up with different working dynamics in order to meet this challenge. Here are a few ideas that might give you some hints when designing them:

- Explanation
- Guided questions
- Solve the challenge
- Find the mistake

## Environment

Sport Clubs are one of the best active agents in conserving our coasts and seas, since you are one of the main groups interested in keeping the hosting city clean and sustainable from an environmental perspective. We suggest the following points to remember:

- Hold On** (always keep something with you so you don't throw rubbish on the ground)
- Pick Up** (even if you haven't thrown anything on the ground, if you can, collaborate by picking up something and throwing it away)
- Check Around** (to make sure that you always leave somewhere in a better condition than when you found it)

Note: it is fundamental that we take care not only of our verbal language but also our non-verbal language. Here are a few key elements to ensure communication is fluid and positive. See the following page.



## Action Plan for the organization of the Sport for all Path

### Annex 3: Educational Challenges

**CHALLENGE 1: NASA** (Taken from: ANTONS,K. (1978) Práctica de la dinámica de grupos. Barcelona: Herder.)

**Objective:** Raise awareness about the importance of making decisions in agreement with others, agreements that have been developed as a team, which makes decision-making processes more effective than when decisions are taken individually.

**Content:** decision-making exercise. NASA

**Duration:** 1 hour

**Resources:** worksheet and stopwatch.

**Work sequence:**

- Explanation of objective
- Explanation of working dynamic (on the worksheet)
- Development in stages
- Conclusions
- Assessment

**Assessment:**

- Did the results improve when working in groups (the smaller the numbers, the closer they get to the standard results).
- In which group was the greatest improvement seen? Why do you think that is?
- Are there people who get lost in teamwork? Will they always be the same ones in all decisions?
- What consequences can you reach?



The next activity is a Decision-Making exercise that they must work on in groups. They will be presented with a problem that it is assumed they know fairly little about, and they will then have to make decisions, first individually and then as a group.

Development:

They are given the first worksheet of the exercise, explaining the situation to them and telling them that they must individually order the different objects presented to them (Individual Response: IR).

Having done this, they will be asked to get into groups of four or five and then to order the objects, reaching a consensus within the group. They will be told that in order to reach this consensus they can use any tactic expect voting (Group Response: GR)

At the end of this stage, the activity leader will ask them to note down the correct classification that you have on the object description sheet, and which they do not know (Standard Response: SR)

Now they are asked to calculate the individual scores (IS) and group scores (GS) as follows:

Individual Score: Individual Response minus the Standard Response. In absolute numbers, and add the IS column.

Group Scores: Group Response minus the Standard Response. In absolute numbers, and add the GR column.

Having done this, the activity leader notes down the results of each group on the board: the individual results and group results (IS and GS), and conclusions are drawn:

- Did the results improve when working in groups? (the smaller the numbers, the closer they get to the standard results).
- In which group was the greatest improvement seen? Why do you think that is?
- Are there people who get lost in teamwork? Will they always be the same ones in all decisions?
- What consequences can you reach?



Materials:

**N.A.S.A. EXERCISE**

You are a group of astronauts. You were tasked with meeting the mother ship on the bright surface of the moon. Owing to technical difficulties, your spaceship had to land 300 km from the mother ship. During the moon landing, much of the on-board equipment was destroyed. Your survival depends on reaching the mother ship on foot. You can only take the absolute essentials in order to cross this distance. Below is a list of 15 objects that have been salvaged from the destruction. Your task is to classify the objects from most to the least important for your survival. Assign a value of 1 to the most important object, 2 to the next most important object, and so on until you reach number 15, the least important object.

	Individual response	Group response	Standard response	Individual score	Group score
BOX OF MATCHES					
CONCENTRATED FOODSTUFFS					
NYLON CORD					
PARACHUTE SILK					
GAS RING					
TWO GUNS					
POWDERED MILK					
TWO 50L O <sub>2</sub> CANISTERS.					
STAR MAP					
INFLATABLE BOAT					



MAGNETIC COMPASS					
20 L. OF WATER					
FLARES					
FIRST AID KIT					
FM RADIO RECEIVER/EMITTER					

**N.A.S.A. EXERCISE**

**EXPLANATION OF OBJECTS.**

OBJECT	VAL	REASON FOR VALUE
Box of matches	15	Not utilisable.
Concentrated food	4	Concentrated food.
Nylon cord	6	Useful for bandaging and climbing.
Parachute silk	8	Protection from sun's rays
Gas ring	13	Dark side. Static signal
2 guns	11	Self-propulsion
Powdered milk	12	Secondary food
2 oxygen canisters	1	Breathing



Star map	3	Orientation
Inflatable boat	9	Self-propulsion. CO2 canisters
Magnetic compass	14	Barely or non utilisable. No magnetic field
20 litres of water	2	To avoid dehydration.
Flares	10	SOS signal.
First aid kit	7	Tablets and injectables.
FM radio receiver/emitter	5	Communication over mid-short range.





## CHALLENGE 2: ENVIRONMENTAL TEN-POINT PRESENTATION

**Objective:** Raise awareness about the important impact our small everyday actions have on the environment.

**Content:** ten-point presentation about environmental conservation

**Duration:** over the course of the day + 1 hour in the evening

**Resources:** paper, paints, pens, cardboard, glue, scissors

### Working sequence:

- Explanation of the objective (over breakfast)
- Explanation of the working dynamic (over breakfast)
- Group work over the course of the day
- Group work before dinner (1 hour)
- Presentations
- Assessment

### Assessment:

- Assessment of the activity
- Utility of the activity
- Difficulties encountered and solutions proposed
- Highlights
- Areas for improvement

NOTE: Creativity shall be assessed in terms of the materials presented and the way the presentation itself is delivered

They could be phrases, tips, rap, theatre, photos, drawings, collage,...



### CHALLENGE 3: SCULPTURE

**Objective:** Develop creativity by fostering teamwork and respect for the contributions made by other members of the group.

**Content:** creation of 1 sculpture that conveys a concept related with current experiences.

**Duration:** over the course of one day (collection of material) + 1 hour in the evening

**Resources:** paper, paint, pens, cardboard, glue, scissors

**Working sequence:**

- Explanation of the objective (over breakfast)
- Explanation of the working dynamic (over breakfast)
- Group work over the course of the day (collection of materials)
- Group work before dinner (1 hour)
- Presentations
- Assessment

**Assessment:**

- Assessment of the activity
- Utility of the activity
- Difficulties encountered and solutions proposed
- Highlights
- Areas for improvement

NOTE: Creativity shall be assessed in terms of the materials presented and the way the presentation itself is delivered

### CHALLENGE 4: CHOREOGRAPHY

**Objective:** Foster interpersonal relations in an informal context, seeking to encourage people from different backgrounds to collaborate in order to achieve a common goal.



**Content:** creation of 1 choreography (dance, rhythm game, ...)

**Duration:** over the course of one day (rehearsals) + 1 hour in the evening

**Resources:** computer with an Internet connection and speaker

**Working sequence:**

- Explanation of the objective (over breakfast)
- Explanation of the working dynamic (over breakfast)
- Group work over the course of the day (rehearsals)
- Group work before dinner (1 hour)
- Presentations
- Assessment

**Assessment:**

- Assessment of the activity
- Utility of the activity
- Difficulties encountered and solutions proposed
- Highlights
- Areas for improvement

NOTE: Creativity shall be assessed in terms of the materials presented and the way the presentation itself is delivered

## Action Plan for the organization of the Sport for all Path

### Annex 4: Scoring Templates

TEAM .....	1. Not at all / very poor	2. Very little / poor	3. A little / ok	4. A fair amount / good	5. A lot / Very good
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		1 day	2 day	3 day	4 day	TOTAL
<b>Social Relations</b>	Punctuality					
	Uniformity					
	Use of mobile, tablets, ....					
<b>Sports Activities</b>	Attitude					
	Respect for instructions					
	Initiative					
<b>Tourist Activities</b>	Interest					
	Camaraderie					
	Respect for the environment					
<b>Challenges</b>	Teamwork					
	Creativity					
	Presentation					
<b>TOTAL</b>						



## Action Plan for the organization of the Sport for all Path

### Annex 5: Conflict Handling Guide

**QUESTIONS THAT HELP TO DISMANTLE THE SABOTEURS** (the aim is not to negate your belief, or to question it, since it is your truth, but we will see what it brings to you and what it takes away from you)

- In what ways is this belief helping you
- In what ways does it make you better
- What does it bring to you
- What does it take away from you
- In what way does it limit you
- What are you missing out on
- What is the worst aspect of it
- What are you afraid of
- What are the consequences of this way of thinking
- What results are you achieving
- How do you think others perceive you
- How do you behave through this belief
- What is your attitude like
- How do you feel
- How does it affect you
- How do you see yourself
- How do you relate to....
- What are you being for ....
- How do you speak to...
- From where do you speak
- How are you being brave
- What impact are you having on ...
- What are you taking away from them
- What are you giving to them
- How are your levels of energy and enthusiasm

### STIMULUS QUESTIONS THAT HELP TO BUILD NEW HORIZONS

- How could you nuance this belief
- In which situations does it not apply
- What else could also be true
- Which of your values could this new message connect to
- What would one of your inspirational figures say to you



- What would that person do in this situation
- What could be different
- What would you do differently
- Who would you be
- What possibilities would it open up to you
- What would you be daring to do
- What are you choosing
- What are the first steps you could take
- What are you going to do over the next few hours, days, weeks
- How do you feel now? What is your energy level like?

## Action Plan for the organization of the Sport for all Path

### Annex 6: General schedule of activities

	Day of arrival	Day 1	Day 2	Day 3	Day 4	Day of departure
8:00 am		Wake-up Call	Wake-up Call	Wake-up Call	Wake-up Call	
8:15 am		Breakfast. Challenge 1	Breakfast. Challenge 2	Breakfast. Challenge 3	Breakfast. Challenge 4	Breakfast (until 9:30am)
9:15-11:15 am		G1: Sailing G2: Diving G3: Kayak	G1: Diving G2: Sailing G3: Rowing	G1: Kayaking G2: Rowing G3: Sailing	G1: Rowing G2: Kayaking G3: Diving	Alternative activi- ties: Swimming pool
11:15 am-12:00 pm		Snack	Snack	Snack	Snack	Snack and packed lunch
12:00 - 2:00pm		G1: Sailing G2: Rowing G3: Sailing	G1: Rowing G2: Sailing G3: Kayaking	G1: Sailing G2: Kayaking G3: Sailing	G1: Kayaking G2: Sailing G3: Rowing	
2:15-3:00 pm		Lunch	Lunch	Lunch	Lunch	



	Day of arrival	Day 1	Day 2	Day 3	Day 4	Day of departure
<b>3:00 – 6:00 pm</b>	Arrival and allocation of rooms	Walk around Getxo and trip to the Suspension Bridge	Trip to the Old Port and the Aquarium	Azkorri Beach and Golden Spike	Healthy cooking workshop and swimming pool	
<b>6:00 - 7:30pm Young People</b>	Welcome meeting	Free Time	Free Time	Free Time	Free Time	
<b>6:00 - 7:30pm Experts</b>		Meeting of experts	Meeting of experts	Meeting of experts	Meeting of experts	
<b>7:30 - 8:30pm</b>	Dinner	Dinner	Dinner	Dinner	Dinner	
<b>9:00 -10:00 pm</b>	Group workshop	Group workshop	Group workshop	Group workshop	Group workshop	
<b>10:00 -11:00 pm</b>	Bedtime	Bedtime	Bedtime	Disco Party	Bedtime	
<b>11:00 pm</b>	Silence	Silence	Silence	Bedtime- Silence	Silence	



# Action Plan for the organization of the Sport for all Path

## Annex 7: Evaluation tools

EVALUATION 1:	
PURPOSE	Test the group's emotional state and introduce corrective measures
TIME	Mornings
RESPONSIBILITY	Campus Management

Date.....

Group's Emotional State				
Very Bad	Bad	Regular	Good	Very Good
<input type="checkbox"/> Apathy <input type="checkbox"/> Little conversation <input type="checkbox"/> Private conversations <input type="checkbox"/> Closed body language <input type="checkbox"/> Isolated people <input type="checkbox"/> Arguments <input type="checkbox"/> Crying <input type="checkbox"/> Little enthusiasm on receiving the plan for the day				<input type="checkbox"/> Enthusiasm <input type="checkbox"/> A lot of conversation <input type="checkbox"/> Crossed conversations <input type="checkbox"/> Open body language <input type="checkbox"/> Large groups <input type="checkbox"/> Joking <input type="checkbox"/> Complicity <input type="checkbox"/> Laughter <input type="checkbox"/> Good level of acceptance on receiving the plan for the day

<b>Complaint or Suggestion Received</b>	Who:
Description:	Response Given:

**Comments**

EVALUATION 2	
PURPOSE	Analyse the group's level of satisfaction with the activities (sporting and complementary) and introduce corrective measures
TIME	During and after each activity
RESPONSIBILITY	Companions Campus Management

Date.....

1. Not at all / Very Bad	2. A Little / Bad	3. Somewhat Regular	4. Quite A Lot / Good	5. A Lot / Very Good
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	DXT 1	DXT 2	DXT 3	DXT 4	TOURIST ACT.	CHALLENGE
SPORT PRACTISED						
Level of satisfaction						
Level of participation						
Level of personal initiative						
Level of creativity						

<b>Complaint or Suggestion Received</b>	Who:
Description:	Response Given:

**Comments**

EVALUATION 3	
PURPOSE	Verify the level of fulfilment of the objectives, timetables, club equipment and materials and introduce corrective measures
TIME	During and after each activity
RESPONSIBILITY	Companions Campus Management

Date.....

2. Not at all / Very Bad	3. A Little / Bad	4. Somewhat Regular	/	5. Quite A Lot / Good	6. A Lot / Very Good
--------------------------	-------------------	---------------------	---	-----------------------	----------------------

	DXT 1	DXT 2	DXT3	DXT 4
SPORT PRACTISED				
Starting Punctuality				
Communicative Style				
Meteorology				
Safety				
Environment				
Equality Policies				
Quality of Materials				
Quality of Feedback				
Time Management				
Clear Rules				
Positive Climate				
Accessibility of Monitors				



Finishing Punctuality				
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<b>Complaint or Suggestion Received</b>	Who:
Description:	Response Given:

**Comments**



EVALUATION 4	
PURPOSE	Evaluate the experience of living together, level of interpersonal conflict and emotional state and introduce corrective measures
TIME	Evening
RESPONSIBILITY	Companions (in small groups)

Date.....

Open questions to the person accompanying the group

- How was the day?
- What do you think about the activities?
- Tiring? What did you like best?
- And least?
- How did you get on with the people?
- And with the monitors from the clubs?
- Would you like to comment on any problems with anything or anybody? (We are going to move on to the work dynamic detailed below)

See appendix 5

<b>Complaint or Suggestion Received</b>	Who:
Description:	Response Given:

**Comments**



EVALUATION 5	
PURPOSE	Check the group's level of satisfaction with the accommodation and introduce corrective measures
TIME	Evening
RESPONSIBILITY	Companions

Date.....

	Very Bad	Bad	Regular	Good	Very Good
Bedrooms					
Food					
Changing Rooms					
Bathrooms					
Showers					
Fadura					

<b>Complaint or Suggestion Received</b>	Who:
Description:	Response Given:

**Comments**