



PLAY FOR LIFE

ANALYSIS TOOLS PACKAGE



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The Analysis Tools Package of the Play for Life project has been designed to support youth workers in understanding the needs, motivations and wellbeing of young participants involved in sports activities. These tools are not intended to diagnose or label young people, but to provide a structured, respectful and educational way to observe, listen and collect useful information.

Through registration forms, self-assessment sheets, risk factor checklists, release forms and informed consent documents, the package helps youth workers create safer, more inclusive and more personalised sport-based pathways. Its main purpose is to strengthen prevention, promote trust between young people, families and educators, and ensure that every activity is adapted to the real needs of the participants.

Customized registration form – Play For Life

Purpose

The customized registration form aims to collect basic information about young participants in sports activities, while also helping youth workers understand their motivation, social context and personal wellbeing.

It is not only an administrative document: it is the first step in an educational pathway.

It helps the youth worker build an initial picture of the young person, which can be useful to identify possible signs of distress or vulnerability, without judgement or labels.

The form is an indirect prevention tool: it makes it possible to identify hidden needs, relational difficulties or risky habits, and to adapt the sports and educational pathway to the individual characteristics of each young person.

Structure of the form

The form is composed of five main sections, each designed to encourage an empathetic and respectful approach.

1. Personal and contact details (not required)

Name and surname

Age

Address and contact details

Name of parent/guardian, if the participant is underage

Emergency contacts

Any relevant medical conditions or allergies

2. Sports and motivational profile

Open questions and short-answer questions help understand the young person's relationship with sport:

What motivated you to join this programme?

Have you practised any sports in the past? Which ones?

What do you enjoy most about sports activities?

What do you find most difficult or tiring?

What do you expect from this experience?

3. Lifestyle and social context

These questions help collect information about daily habits, without entering private or medical areas:

How do you usually spend your free time?

How often do you use social media or play video games?

Do you ever smoke or drink alcohol? Yes / No / I prefer not to answer

Do you live with your family?

Do you have a group of friends with whom you feel you can be yourself?

4. Emotional state and perceived wellbeing

Short self-assessment questions, from 1 to 5, where 1 = never and 5 = always:

I feel motivated to face new challenges.

I am able to manage my anger or frustration well.

I often feel tired or without energy.

I have trusted people I can talk to when I feel unwell.

I feel part of a group or team.

5. Personal goals and expectations

Open space for individual reflection:

What would you like to improve about yourself during this pathway?

What value do you think sport can teach you?

Is there anything you would like to change in your life at this moment?

Instructions for use

The form should be completed during or immediately after registration, preferably with the support of the youth worker.

It should be presented as a tool for mutual understanding, not as a “test” or “assessment”.

The answers must remain confidential and used only to adapt the educational and sports activities.

After completion, the youth worker may add personal observations, such as motivation, shyness, attitude and level of openness.

Customized registration form – play for life

Name and surname: _____

Age: _____

Contact: _____

Guardian/parent, if underage: _____

Emergency telephone number:

1. Why did you choose to take part in this sports programme?

2. What do you expect from this experience?

3. How do you feel in your everyday life, from 1 to 5?

1 – Never 3 – Sometimes 5 – Always

4. Do you ever feel stressed or demotivated?

☐ Never ☐ Sometimes ☐ Often

5. What helps you most when you feel unwell or under pressure?

6. What value do you think sport can have in your life?

Participant's signature _____

Parent/guardian's signature _____

Self-assessment sheet for young people

Purpose

The self-assessment sheet is a tool for personal reflection, not for diagnosis.

It helps young people explore their emotional balance, their ability to manage difficulties and their relationship with sport, encouraging greater self-awareness of themselves and their habits.

It is designed as a guided inner conversation, to be used during the sports pathway or during reflection moments proposed by the youth worker.

Through this tool, young people learn to observe their own signs of stress, recognise sources of pressure and identify personal strategies for wellbeing and self-management.

Structure of the sheet

The sheet is divided into five self-assessment areas, each connected to a key aspect of psycho-physical and relational wellbeing.

1. Mental and emotional wellbeing

Self-assessment scale, where 1 = never and 5 = always:

I feel calm and balanced in my daily life.

I can manage anger, sadness or anxiety without feeling overwhelmed.

When I have a problem, I ask for help instead of closing myself off.

I sometimes experience moments of stress or agitation without a clear reason.

2. Motivation and relationship with sport

Scale, where 1 = not at all and 5 = very much:

I feel motivated to train.

When I make a mistake or lose, I can react without getting too angry.

I enjoy learning new things in sport.

I believe sport can help me also outside the sports field.

3. Relationships and sense of belonging

Open questions and self-assessment scale:

I feel part of the sports group. 1–5

I feel I can trust my teammates and my coach. 1–5

In my life outside sport, I feel supported by friends or family. 1–5

When I feel excluded or misunderstood, I usually react by...

☐ Closing myself off ☐ Getting angry ☐ Trying to talk about it ☐ Other _____

4. Managing stress and temptations

Scale, where 1 = never and 5 = always:

When I feel in difficulty, I try to distract myself with something healthy.

I sometimes use social media, food or something else to calm myself down or avoid thinking about problems.

I am able to say “no” when someone suggests something I do not want to do.

I think I have enough control over my choices.

5. Goals and self-perception

Open questions:

What has been making you feel good lately?

What is one thing you would like to improve about yourself?

What habit would you like to change?

What is your main source of energy or motivation?

Instructions for use

The sheet can be completed independently or during a guided meeting with the youth worker.

It can be repeated at the beginning and at the end of the sports pathway, in order to measure changes in the young person's perception of their own wellbeing.

The youth worker must create a climate of trust and respect, explaining that there are no right or wrong answers.

A voluntary sharing moment is recommended: young people may talk about some of their answers with the facilitator, if they wish.

Self-assessment sheet – play for life

Name, optional: _____

Age: _____ Date: _____

1. I feel motivated and positive in my daily life.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

2. I am able to say “no” when I do not want to do something.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

3. I feel part of the sports group.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

4. When I am stressed, I know how to calm myself down in a healthy way.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

5. One thing that gives me energy is:

6. One thing I would like to improve about myself is:

Feedback and use of data

The youth worker may summarise the results in an internal grid in order to monitor:

changes in the level of motivation,
signs of isolation or stress,
development of the sense of belonging to the group.

The data must not be publicly stored and do not replace professional assessments. They are intended as a starting point for educational actions and personalised support.

Risk factor assessment checklist

Purpose

This checklist was created to support youth workers in their educational role, offering a practical and non-judgemental observation grid.

It is not intended to diagnose or label anyone, but to collect concrete indicators related to behavioural, emotional and social aspects that may require greater attention or support.

Through the regular completion of this sheet, youth workers can:

- monitor the progress of the group and of individual participants over time;
- identify early signs of distress or isolation;
- adapt sports activities according to individual needs;
- share observations with other educators in an ethical and structured way.

Structure of the checklist

The checklist is divided into five observation areas, each with clear indicators and observable behaviours.

Each item can be assessed on a scale from 1 to 5:

1 = never

2 = rarely

3 = sometimes

4 = often

5 = very often

1. Behavioural area

This area observes the young person's attitude during sports activities and group life.

Indicator	Description	Assessment
Difficulty respecting rules	Shows oppositional or impulsive attitudes	1-5
Aggression or conflict	Argues or reacts excessively to frustration	1-5
Tendency towards isolation	Avoids the group or interacts little with peers	1-5

Decrease in commitment or motivation	Shows disinterest, lack of motivation or withdrawal	1-5
Risky or inappropriate behaviours	Makes impulsive or dangerous decisions	1-5

2. Emotional area

This area analyses how the young person manages emotions and stress.

Indicator	Description	Assessment
Frequent mood changes	Quickly shifts from calmness to irritation or sadness	1-5

Disproportionate emotional reactions	Becomes easily discouraged or overly excited	1-5
Difficulty managing frustration	Struggles to accept mistakes or defeats	1-5
Signs of anxiety or stress	Shows agitation, tension, hyperactivity or apathy	1-5

3. Relational area

This area concerns the quality of relationships with the group, peers and reference adults.

Indicator	Description	Assessment
Ability to cooperate	Participates collaboratively in activities	1-5

Mutual respect	Shows empathy and attention towards others	1-5
Relationship with adults	Shows trust or distrust towards coaches and youth workers	1-5
Group dynamics	Is integrated or often excluded by others	1-5

4. Motivational area

This area concerns commitment, perseverance and the ability to face challenges

Indicator	Description	Assessment
Consistency in participation	Attends activities regularly	1-5

Reaction to mistakes	Gets discouraged or tries to improve	1-5
Orientation towards improvement	Shows a desire to grow and learn	1-5
Sports self-esteem	Believes in their own abilities	1-5

5. Social and behavioural risk area

This area observes indirect indicators linked to complex family or social contexts.

Indicator	Description	Assessment
Frequent absences or delays	Lack of consistency or limited family support	1-5

Evident physical changes	Weight loss, chronic tiredness, neglect of appearance	1-5
Expressions of distress	Comments about boredom, anger or “wanting to escape”	1-5
Frequenting problematic contexts	Indirect reports of risky peer groups	1-5
Suspected substance use or evasive behaviours	Smell of smoke, defensive attitudes or denial	1-5

How to use the checklist

The checklist should be completed every 2–3 months, or whenever the youth worker notices significant changes.

It is advisable to add concrete examples next to the scores in order to give context to the observation.

The data collected must remain strictly confidential and must not be shared with other young people or external parties.

In case of serious concern, the youth worker may report the situation to the programme coordinator or designated professionals, without judgement or stigmatisation.

Example

Area	Average score	Summary notes
Behavioural	3.8	Impulsive, but recovers quickly after feedback
Emotional	4.2	Anxious before competitions
Relational	2.5	Tendency towards isolation, little trust in the group

Motivational	3.0	Motivation decreases if immediate results are not perceived
Social risk	2.0	No signs detected

Feedback and educational action

Once completed, the checklist becomes a starting point to:

- plan individual conversations or moments of discussion;
- adapt activities to the young person's characteristics, with more support, gradual goals or roles of responsibility;
- gradually involve the educational network, such as family, school and association, when necessary.

The final goal is to support the young person's personal growth, not to label them.

Every observed sign must be considered an opportunity for educational care, not a judgement.

Release form – play for life

Purpose

The release form has a dual function:

Legal and privacy protection, in line with the European GDPR Regulation, EU 2016/679.

Clear and educational communication, to inform young people and families about the meaning of the sports programme and the ways in which materials may be used, including photos, videos and testimonials.

The release form becomes part of the process of mutual trust: signing it means accepting a cooperation agreement based on respect, awareness and safety.

Main contents of the release form

The release form is composed of two separate sections:

Participation in sports and educational activities

Authorisation for the use of images and audiovisual materials

Section 1 – Participation in activities

Declaration of informed participation

I, the undersigned _____,
born in _____ on
_____, declare that I have been clearly and
understandably informed about the aims and methods of
the sports and educational activities organised within the
association's activities.

I declare that I participate voluntarily and consciously,
accepting that the proposed activities may include
physical exercises, group experiences and moments of
personal reflection, always carried out under the
supervision of qualified youth workers.

I confirm that I:

am in suitable health conditions to participate;
undertake to respect the safety and cooperation rules;
will promptly inform the organisers in case of physical or
emotional problems.

Participant's signature:

Parent/guardian's signature, if underage:

Date: _____

Section 2 – Authorisation for the use of images, audio and video

I, the undersigned _____,
as participant or parent/guardian of the participant,

authorise the association to:

take and use photographs, audio recordings or videos
made during the project activities;

use these materials exclusively for educational,
informational and social communication purposes;

publish them on websites, social media channels,
newsletters and project dissemination materials, while
respecting the dignity and personal image of the
participant.

I declare that I am aware that:

consent may be withdrawn at any time by written
communication;

personal data will be processed in accordance with
Regulation EU 2016/679, GDPR, ensuring
confidentiality and security.

Participant's signature:

Parent/guardian's signature, if underage:

Date: _____

Information on the processing of personal data

Pursuant to Article 13 of the GDPR

Data controller: Association, specify name and address.

Purposes of processing: participation in sports and training activities, documentation and dissemination of activities and results.

Legal basis: explicit consent of the data subject or of their legal guardian.

Storage methods: data will be stored securely, accessible only to authorised persons, and will not be transferred to third parties not involved in the project.

Rights of the data subject: access, rectification, erasure, restriction of processing, objection and data portability, pursuant to Articles 15–22 of the GDPR.

For any requests, please write to:

Participant's signature:

Parent/guardian's signature, if underage:

Date: _____

Note for youth workers

The release form must be presented and explained verbally, so that every participant or parent fully understands what they are signing.

It is important to underline that consent is not mandatory for participation in sports activities, but only for the use of images.

The collection of consent must take place in a transparent and respectful way, without pressure.

All signed release forms must be stored securely, separately from other documents.

Informed consent – play for life

Purpose

The informed consent form serves to communicate clearly and transparently:

which activities will be carried out,
what the educational and sports objectives of the project are,
what role youth workers play,
what safety, protection and privacy guarantees are provided for participants.

The informed consent form represents a mutual commitment: the organisation guarantees a safe and respectful environment; the young person commits to participating with responsibility and openness; the family shares and supports the pathway.

Main contents of the informed consent form

1. General information about the project

Play for Life is a European sports education and addiction prevention programme aimed at young people aged between ____ and ____.

Through physical activities, group exercises and moments of reflection, it aims to:

- promote a healthy lifestyle;
- develop social and personal skills;
- strengthen self-esteem and decision-making ability;
- prevent risky behaviours, such as substance abuse.

All activities are led by trained youth workers with educational, sports and relational skills, in collaboration with professionals in the sector.

2. Description of the activities

The proposed activities include:

- individual and group sports exercises with low physical risk;
- reflection and sharing workshops;
- group activities aimed at cooperation, communication and psychological wellbeing.

Each session is preceded by preparation moments and ends with cool-down or reflection activities.

Activities are always optional: each participant may ask not to take part in an exercise by informing the staff.

3. Role of youth workers

Sports youth workers are not medical or psychological professionals, but educators and facilitators who accompany young people in their growth pathway through sport.

Their task is to:

- observe and listen to participants;
- promote positive and cooperative attitudes;
- help recognise signs of stress or distress;
- intervene in an educational way, never in a punitive or judgemental way.

Youth workers always act with respect for confidentiality and with attention to the physical and emotional safety of young people.

4. Protection, safety and privacy

During the activities:

- compliance with sports safety rules is guaranteed;
- any personal or sensitive information will be processed in accordance with Regulation EU 2016/679, GDPR;
- no data will be disclosed or used for purposes other than the educational and organisational purposes of the project;

the organisation undertakes to create a welcoming context, free from discrimination and judgement.

5. Consent and mutual commitment

I, the undersigned

_____ participant,

and I, the undersigned

_____ parent or legal guardian, if the participant is underage,

declare that I/we:

have received clear and complete information about the Play for Life project;

have understood the aims, methods and contents of the activities;

am/are aware that participation is voluntary and may be interrupted at any time;

accept that the educational relationship is based on mutual respect, listening and cooperation;

authorise the processing of personal data exclusively for the organisational and educational purposes of the project.

Participant's signature

Parent/guardian's signature

Place and date _____

6. Rights of the participant

The participant has the right to:

- be listened to and respected at all times;
- refuse an activity or ask for support;
- receive clear and updated information about their pathway;
- protect their privacy and the use of their personal data;
- be an active part of their own growth and wellbeing process.

Note for youth workers

The informed consent form is not only a document to be signed, but an educational moment to be shared.

Presenting it clearly and through dialogue helps to:

- build trust between staff, young people and families;
- clarify expectations and the boundaries of the educational role;
- make participants responsible from the very beginning of the pathway;
- prevent misunderstandings and strengthen the transparency of the project.

When collecting signatures, it is advisable to briefly explain the key points and leave space for questions or doubts.