Modules, allocations and competences

The grid summarises the initial proposal for structuring CAMPO content. The allocation of modules should be understood as a proposed distribution of internal content responsibilities within the partnership and will need to be confirmed at the start of WP3.

Module	**Module focus**	**Proposed content lead partner**	**Indicative units**	**Main competence**
Module 1 – Football as a school of life	Football as a space for learning and growth	ASD Tirreno Sansa	1. Rules and responsibilities; 2. fair play; 3. football as a learning experience	Respect, responsibility, fair play
Module 2 – Leadership, roles and team	The team as a space for cooperation, roles and shared leadership	STAL	1. Understanding one's role; 2. leading by supporting others; 3. the team before individual ego	Positive leadership, teamwork, communication, respect for roles
Module 3 – Mistakes, emotions and resilience	Mistakes, defeat, pressure and emotional management	CONIL CAMP	1. Reaction to mistakes; 2. starting again after a defeat; 3. pressure before a competition	Resilience, emotional management, self-awareness

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Module 4 – Beyond the pitch	Balance between sport, school, personal life, well-being and the local community	Akdeniz Koleji Spor Kulübü	1. Time between sport and school; 2. routines, nutrition and well-being; 3. team, community and sharing the experience	Autonomy, self-care, belonging and personal growth

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Quality checklist for educational content

This checklist may be used during the design and review of educational content. Each module should retain a short, clear and accessible format linked to a recognisable sporting situation.

Criterion	Yes/No	Notes
The content is concise and suitable or adaptable for online use		
The language of the units for young people is clear and understandable for 14–18-year-olds		
The language of the units for adults is appropriate for the target group		
The content starts from a recognisable sporting situation		
The main competence is explicit		
The link between football, learning and the competence is clear		
The selected format is compatible with CAMPO/Moodle		
The material can be accessed on a smartphone		
The content can be translated into the project languages		
A quiz, self-assessment or light-touch assessment is included		
Completion of the content can be tracked on the platform		
The content follows the Flipped Classroom approach		
The content is linked to a toolkit resource or practical activity		
Any digital elements are used to support the educational competence		
The content is consistent with the relevant module and the CAMPO model		

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Quality checklist for toolkit resources and the Inclusion Workshop Programme

This checklist concerns the operational resources linked to the modules. Toolkit resources and workshops should be practical, clear and usable in real training, school, group or workshop contexts.

Criterion	Yes/No	Notes
The resource is linked to a MOOC module		
The resource can be used in a real context: pitch, classroom, group or workshop		
Coaches, teachers or educators can quickly understand how to use it		
Students and athletes could use it independently as guidance		
The educational objective is clear		
The competence being observed is explicit		
The operational steps are simple and realistic		
The duration of the activity is manageable		
The resource includes guiding questions or debriefing moments		
At least one inclusive or adaptable variant is included		
The resource makes it possible to observe a competence or behaviour		
The material is lightweight, accessible and translatable		
The resource can be easily uploaded to or linked in CAMPO		
The resource can be adapted to the partners' different national contexts		
The resource supports the link between digital learning and sporting/educational practice		

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General consistency checklist for the CAMPO model

This checklist can be used when reviewing materials to verify whether the material produced remains consistent with the Classroom 3.0 educational model.

Criterion	Yes/No	Notes
The module keeps football as the educational starting point		
The content develops soft skills in concrete ways		
Inclusion is addressed as a cross-cutting consideration		
Digital tools are used for learning and monitoring		
Well-being is linked to young people's sporting and personal experience		
Educational content and toolkit resources are interconnected		
The content can be used in the different partner countries		
The material allows for local adaptation		
The activities are understandable for the project target groups		
The materials are appropriate to the age and profile of participants		
The content enhances the project's European and collaborative dimension		
The output is ready to be tested in the next phase		

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