

# SAFE YOU WORKSHOP GUIDE



## The DO's and DON'Ts of running a SAFE YOU Workshop

Dear Colleague,

The SAFE YOU Workshop sessions were developed through the joint efforts of expert scientists in doping research, educators and young exercisers. A learner-centred approach was used and great emphasis was placed on three key principles:

- Experiential learning
- Reflection
- Critical thinking and evaluation

We have developed the following tips for "good practices" to make sure that the workshops are delivered in line with the three principles named above.

### Things to do when running a SAFE YOU workshop

- **Facilitate group discussion:** It is essential that you maintain a "facilitator" role that stimulates and enables group discussion. Rather than dominating the workshop, you should rather help learners dominate the discussion by reflecting on the learning materials and their own experiences.
- **Stimulate critical thinking:** Where appropriate, use examples and questions to prompt critical thinking and evaluation of the information presented in the workshop. The "deep" processing of the learning materials is far more effective and

impactful than a "shallow" processing, and more likely to achieve through critical thinking.

- **Promote reflection:** The SAFE YOU project was made with young exercisers for young exercisers. Therefore, it is important that learners recognize the connection between the learning materials and their own experiences, and that they reflect on their own experiences in order to make more informed decision about doping use in the future.
- **Sensible time keeping:** Make sure that all learners participate in the group discussion and that everybody respects the time limits of the session.

#### **Things to avoid when running a SAFE YOU workshop**

- **Being directive:** If you dominate the discussion it is unlikely that learners get any chance to meaningfully participate in the session and this will compromise their learning.
- **Leading questions/answers:** You may prompt group discussion but avoid asking "leading" questions that will provide definite "yes/no" answers. Rather, try to stimulate the discussion by asking questions that allow for group discussion and interaction where appropriate.
- **One-way communication (lecture-like):** People learn better, acquire more knowledge and maintain their interest in the discussion for a longer time when they actively participate in it. Please ensure that you allow for two-way communication and avoid adopting a one-way, lecture-like delivery style.
- **Talking too fast/too slow:** Time keeping should be sensible but talking too fast or too slow can hinder effective delivery and negatively impact the learning process.



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