Methods
Exercise routines (3 for primary and 3 for secondary education, 3 for soccer and 3 for basketball) were co-created with the end-users (PE & TC) and their wishes and needs have been incorporated. Furthermore, to train the complex task-person-environmental interaction, real-world aspects such as visual-motor control where quickly processing environmental cues and anticipation and decision is crucial, was included into all conceptual considerations.
Results
Twelve prototype exercises have been developed. Merging theoretical foundations of motor learning and wishes and needs of end-users made it possible to create exercises that serve both needs.

Conclusions
The development of these prototype exercises guides towards further validation and final development of innovative exercise routines where real-world aspects are incorporated. With this, we will better ensure real-world effects of injury reduction.

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