



CHAPTER 1: THE ROLE OF THE CHILDREN'S COACH





MOOC 1: Developing Effective Environments for Youth Sport

Study Guide

**An Intellectual Output of iCoachKids:
*Innovative Education & Training for a Specialist Children & Youth
Coaching Workforce***

Acknowledgements

The Study Guide has been written by Sheelagh Quinn, Declan O’Leary and Sergio Lara-Bercial with editorial support by Ann McMahon. Contribution have been made by Marieke Fix, Nicolette Schipper-van Veldhoven, Kris Van Der Haegen, David Gibas and Karen Livingstone.



Disclaimer

The European Commission support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.



Project Team: Sergio Lara-Bercial, Julian North, A.J. Rankin-Wright, Marieke Fix, Nicolette Schipper-van Veldhoven, Declan O’Leary, Sheelagh Quinn, Kris Van Der Haegen, David Gibas, Rafael Navarro, Sonia García, Pedro Lara-Bercial, Renata Rutkauskaitė, Irena Cikotienė, Ladislav Petrovic, Judit Balogh and Birute Statkeviciene.

www.icoachkids.eu @iCoachKidsEU

Copyright © 2018 by iCoachKids

Contents

iCoachKids MOOC 1 - Chapter 1	Page
Study Guide Introduction	4
Chapter 1 - Introduction	12
Chapter 1 - Section 1 - Part 1 Why children join and stay in sport	16
Chapter 1 - Section 1 - Part 2 Why do children dropout of sport?	20
Chapter 1 - Section 2 Children Sport - Reality Check	26
Chapter 1 - Section 3 The iCoachKids PLEDGE - 10 Golden Rules for Coaching Children	33
Chapter 1 - Section 4 On Being a Coach - What Coaches Really Do	40
Chapter 1 - Summary & Conclusions	44
Closing Tasks - The Role of the Children's Sport Coach	49

iCoachKids MOOC 1 Study Guide

Introduction

“A coach’s primary mission is to help sport participants develop not only as athletes, but also as people. To fulfil that aim, a coach needs functional and task-related competences that are underpinned by knowledge and reflection.”

From the European Sports Coach Framework (p. 39)

Congratulations Coach, by engaging in the iCoachKids MOOC 1, you have demonstrated that you have an open mind to learning more about coaching children and to further developing your own coaching skills.

Improving your coaching takes time and effort. Coach development should proceed in a progressive and sustainable way. Such an approach takes into consideration your stage of development as a coach, how you learn and which participants the coach is working with.

How Coaches Learn

In this MOOC, we recognise that learning is a lifelong process and that multiple experiences can facilitate the development of your coaching ability. During your progress through MOOC 1 we have included a variety of learning experiences to meet the needs of coaches and how they learn.

A coach is not a blank slate. Whether through personal experiences as participant or spectator, you arrive to coaching with your own conception of what it is and how it should happen. The following task will allow you to consider what you are bringing to your coaching.



STUDY GUIDE TASK: What Are You Bringing to You Coaching?

(There are no right or wrong replies. This exercise is about you taking stock of your previous experiences.)

Coaches When...	Learn	Best	Your Learning and How you Like to Learn
List Experience	Your	Sports	What Does This Bring to Your Coaching?
Your Education			What Does This Bring to Your Coaching?
Life Experience/Learning			What Does This Bring to Your Coaching?
Other Think/Feel	Things Reflect	You You	What Does This Bring to Your Coaching?

Your Learning

In the early stages of coach development, you may benefit strongly from learning opportunities provided through formal education – in MOOC 1 this is reflected in what you read and the personal tasks that you undertake in applying this knowledge into your coaching. This can be seen as laying a knowledge foundation. These activities challenge or confirm initial personal theories and support the creation of a child-centred framework that helps coaches organise and make sense of their coaching practice.

As you continue to develop as a coach, non-formal learning opportunities become more relevant. Your interaction with the children, other coaches, parents, mentors and open source material provides a chance to check and challenge your emerging philosophy and way of doing things as well as gaining new knowledge. In MOOC 1 this is reflected in activities and tasks you do with others and in your environment.

It is important to note that much of coaches' learning takes place on the job. As a coach, your self-awareness and your ability to reflect on your experiences are essential to this.



STUDY GUIDE TASK: How Coaches Learn Best and How You Like to Learn

The column on the left is what research says about how coaches learn best. The column on the right is for you to: reflect on these statements; identify whether they may apply to YOU; and if they mean anything for YOUR LEARNING. This will develop you SELF-AWARENESS of how you like to learn:

Coaches Learn Best When...	Your Learning and How you Like to Learn
<ul style="list-style-type: none">• Their prior experiences and abilities are recognised and they are encouraged to reflect and build on them	
<ul style="list-style-type: none">• They are motivated to take responsibility for learning and are given opportunities to drive it and direct it to their own needs	
<ul style="list-style-type: none">• The application of what is being learned to the practical context in which they coach is clear and facilitated	
<ul style="list-style-type: none">• The topics and learning materials are clearly relevant	
<ul style="list-style-type: none">• The climate is positive and supportive to minimise anxiety, encourage experimentation and challenge them appropriately	
<ul style="list-style-type: none">• Interaction and sharing with other coaches is promoted	
<ul style="list-style-type: none">• A variety of learning activities is offered	
<ul style="list-style-type: none">• They experience some success and gain feedback that builds their self-confidence	

If you have completed these two STUDY GUIDE TASKS you will have started to engage in the learning process promoted in the iCoachKids MOOCs. You will have identified what you are bringing to coaching children; and how you learn.

Well done and read on to learn more about how the MOOC 1 Study Guide is laid out to assist you in your learning, how the content can be applied into you coaching and to your growth as a CHILD-CENTRED COACH of children.

MOOC 1 Study Guide Structure

In MOOC 1, your development as a coach is promoted using a blended learning package composed of various activities to foster learning (for example, reality-based activities, problem-based learning, practical-coaching opportunities and reflection in/on action). This will promote knowledge gains and behavioural change and encourage you to seek additional self-directed learning opportunities.

The following HEADINGS and icons will signify different activities you will undertake in the MOOC 1 Study Guide:



VIEW – This is the video track linked to the Chapter and Section of the Study Guide you are considering



READ – This is the content knowledge that is outlined in the video track. It gives you the opportunity to examine the content at your own pace and/or to review in writing what is verbally outlined in the video



STUDY GUIDE TASK – This is an activity that will get you to consider how the content you have viewed/read may apply during your coaching with the children that you coach, and reflect on how you may change your coaching behaviours



PERSONAL COACHING TASK: This is an activity that will get you to apply the content into your coaching, with the children you coach, and to reflect on how it went for the children and for you. You may need to do these tasks a number of times and reflect on them to be able to fully apply the content into your coaching, in line with your coaching philosophy and to the benefit of the children



COACHING WITH OTHERS – This is an activity that will get you to engage other coaches you work with to discuss, apply, try, observe, get feedback from and reflect on how they see/feel your coaching is developing, and how the content can be applied by you and the other coaches. It may also encourage you to engage other relevant people, like parents, referees, club officials and even the children you coach!



COACHING IN YOUR ENVIRONMENT – This is an activity that will get you to consider how child-centred is the approach of your

club/school/community group. You will then consider/discuss what changes may be made to become a more child-centred coach.



QUIZ – At the end of each chapter there will be a quiz for you to complete. This will give you a chance to re-enforce your learning by getting you to re-visit some of the main ideas covered in the chapter and how they can apply to your coaching. Approach the questions in an ‘open-book’ format; which allows you to re-read the sections of the study guide before you write your answer.



CHAPTER CLOSING TASKS – Each chapter will end with some tasks that will get you to consider/apply the ideas and coaching tools covered in the chapter into your coaching. The tasks may include:



PERSONAL COACHING TASKS



COACHING WITH OTHERS



COACHING IN YOUR ENVIRONMENT



FURTHER VIEWING/READING – By its nature, only a certain amount of content is included in the MOOC. If you want to learn more about a topic, this will direct you to additional materials to view or read

YOUR DEVELOPMENT JOURNEY AS A CHILDREN’S COACH

Working with children can be a very worthwhile and positive experience for people. With the growing knowledge and the approach put forward in the iCoachKids MOOCs, this experience can be positive for each and every child, as well as for each and every coach.









It’s over to you now to take the responsibility to grow your coaching knowledge and ability. Enjoy the journey coach!

iCoachKids: MOOC 1 Study Guide - Learner Activity Tracker: Chapter No 1

Name: _____

Date: _____

As you complete each of the activities in each of the sections, please put a tick ✓ in the circle. This will allow you to track what you have completed and where you can restart when you return to the Study Guide after a break.

Study Guide / Chapter Section	VIEW / READ 	PRE-CHAPTER / STUDY GUIDE TASK 	PERSONAL COACHING TASK 	COACHING WITH OTHERS 	COACHING IN YOUR ENVIRONMENT 	QUIZ 	CHAPTER CLOSING TASKS 	FURTHER VIEW / READ 
Introduction	<input type="checkbox"/>	<input type="checkbox"/>						
Section 1	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Section 2	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
Section 3	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>
Section 4	<input type="checkbox"/>		<input type="checkbox"/>					
Summary / Conclusion	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>

If you have completed each of the activities in each section and the Learner Activity Grid is complete. **WELL DONE!** You can move to the next chapter.

Chapter 1

Introduction



VIEW AND/OR READ

You can [view this section on the online MOOC](#) or you can read it in the Study Guide. If it re-enforces your learning, you can do both.

Welcome

Welcome to iCoachKids! We are very happy you have decided to join our growing family.

iCoachKids (iCK) is a not for profit initiative co-funded by the Erasmus+ programme of the European Commission which aims to support the development of a Specialist Children and Youth Coaching Workforce across the EU. The final objective is to make sure all children and youth sport participants have a positive experience led by suitably trained coaches leading to a lifelong love for sport and physical activity and healthier and happier lives.

iCK is led by Leeds Beckett University (UK) and the International Council for Coaching Excellence and brings together another six world-class organisations with a common desire to support youth coaches and a proven track record of doing so. These include Sport Ireland Coaching, the Hungarian Coaching Association, the Netherlands Olympic Committee, the European University of Madrid, Lithuanian Sport University and the Royal Belgian Football Association.

Why iCoachKids?

Sport is the most popular extracurricular activity for children. In Europe alone, millions of children play sport every day and they do so for multiple reasons. For most of them, it is just a fun and healthy activity they enjoy doing with friends and family. Some others, however, dream of emulating their sporting heroes and becoming the next Leo Messi or Serena Williams.

Whatever the reason for children to join a sports programme, coaches have a responsibility to safeguard the flame of “sport enjoyment” to ensure that children stay involved in Sport and Physical activity throughout their lives. Only a very few will ever reach the Olympics or play in a professional league. All children, however, should enjoy their sport experience and develop a love for sport and physical activity that will help them grow into healthy and active adults.

It is probably important to clarify that iCK focuses on coaching children between the ages of 5 and 12 years. However, it is our belief that a lot of the principles and ideas we are going to share with you apply to the coaching of older kids and indeed adults. So even if you coach older participants, we think you will benefit from doing this course.

What has iCoachKids done so far?

iCK has developed a [website](#) full of resources from all over the world to help children’s coaches get access to all the information they need to create positive experiences for children in sport.

But there is more, as you know now, iCK has developed three FREE, Massive Open Online Courses or MOOCs to provide aspiring coaches and those already coaching with key concepts ideas and best practice when it comes to coaching children. The three courses deal with different topics:

MOOC 1 – Developing Effective Environments for Children in Sport

MOOC 2 – Child Centred Coaching

MOOC 3 – Coaching Children: Planning, Doing and Reviewing

This is **MOOC 1 – Developing Effective Environments for Children in Sport**. Creating the right environment lays the foundation to make sport a positive experience, and this is the most important job for children’s coaches and club/school/community group officials.

Yes, that’s right! It is not only about teaching sport techniques, tactics or incredible movement skills. Our top priority should be to create an environment that delivers sport to children in a way that meets their needs and desires. This online course, **iCoachKids MOOC 1 Developing Effective Sport Environments for Children**, will help you do just that by covering the following topics across 6 chapters:

Chapter 1: The role of the children's sport coach
Chapter 2: What is a coaching philosophy and why it is beneficial to be clear about yours
Chapter 3: How to create a suitable vision for your team or your club
Chapter 4: What sport means for children and what it can do for their personal development
Chapter 5: What are the ingredients of a positive sport environment
Chapter 6: How to safeguard and protect children and young people in sport

Each of these topics will be treated in a comprehensive yet practical way. The materials and videos will provide tried and tested theories in these areas as well as sharing practical tips you can start using straight away with the children you coach:

THEORY + PRACTICE = LEARNING

You will also hear/read stories from real coaches, children and parents and be able to connect the content of the course to your own coaching reality and practice. This will be achieved through the provision of regular opportunities to reflect on what has been taught and through the completion of small pieces of work grounded on the application of the theory to your actual practice to help you join the dots.

It is important that you reflect on what the contents of the MOOC mean for you in your environment, with the children you coach, and complete the coursework. Research shows that reflection and practical application of the knowledge given on any course leads to higher retention of information and increased skills in the field.

Here is our promise to you:

Anything we ask you to do in this course is part of being a coach, not 'homework', but things that great coaches do regularly as part of their day to day coaching.

At the end of each Chapter, there will also be a Quiz to help you make sure you have retained the relevant ideas and principles. We hope you enjoy the course and that it helps you continue to grow as a sports coach so you can make an even greater difference to the children you coach.

All the best from the iCK Team!



PRE-CHAPTER ACTIVITY

Let's start by understanding why children do sport and why they drop out. Please complete the following interactive activity.

ACTIVITY 0.1 – STUDY GUIDE TASK: Why children do sport and drop out

Spend a few minutes thinking about these (even taking account of your own likes/dislikes when you did/do sport). Then rank your Top 5 reasons (number them 1, 2, 3, 4 and 5) that children do sport and drop out from the 10 options on each of the lists below:

Why children do sport	Your top 5	Why do children drop out	Your top 5
1. Win at all costs		1. When they don't feel confident and competent	
2. Fun and enjoyment		2. They are much better than the others	
3. Impress the coach		3. When the main focus is on winning	
4. Become a high performer		4. When coaches have favourites	
5. Feeling competent		5. Never in the newspaper	
6. Learning new skills		6. Training times don't suit	
7. Being with friends		7. When parents and coaches are pushy	
8. Get their name in the paper		8. The season is too long	
9. Cheered by spectators / supporters		9. When it becomes too serious	
10. Attitude of parents		10. Get beaten too many times	

Now read Chapter 1, Section 1. Part 1 examines why children do sport. Part 2 looks at why they drop out. After finishing each Part, review this task and your ranking for each. What do you notice? Reflect on your own likes/dislikes – are these included in what was highlighted for children?

Chapter 1 - Section 1 - Part 1

Why children join and stay in sport



VIEW AND/OR READ

You [can view this section on the online MOOC](#) or you can read it in the Study Guide. If it re-enforces your learning, you can do both.

In part 1 of this section we are going to explore the reasons why children join and stay in sport. In this way, you will be able to develop your own strategies to attract kids to your sessions and keep them there.

In 2013, Professor Richard Bailey and colleagues conducted a review¹ of all the available evidence about the reasons why children join and stay in sport sessions and clubs and why they drop out. What they found may surprise you.

They found that children's participation in sport depended on five primary factors:



1. Fun and enjoyment
2. Feeling competent
3. Learning new skills
4. Being with friends
5. Attitude of parents

1. Fun and enjoyment

First, fun and enjoyment are, without question, the most important factors when it comes to sustaining participation in sport. Children have a natural attraction to PLAY. They love playing and sport is, of course,

¹ Bailey, R., Cope, E. J., & Pearce, G. (2013). Why do children take part in, and remain involved in sport? A literature review and discussion of implications for sports coaches. *International Journal of Coaching Science*, 7(1), 56-75.

a form of play. Now, answer this question coach. Do you want to be a fun maker or a fun killer?

Some simple FUN MAKERS include playing good old playground games, giving drills and games funny names, using stories and narratives around the activities and running mini competitions. All this can really contribute to livening up your sessions.

By contrast, FUN KILLERS in sport are things like coaches talking too long, players waiting for ever in lines between turns or having to repeat the skill or drill till it gets really boring.

2. Feeling competent

The second important element that helps keep children in sport is when they feel competent. Basically, children need to feel that they can do what's required of them during sessions and that they can cope with whatever is thrown at them. The main thing is to make sure that you set the activities and tasks at the right level. If you are constantly asking them to do things they are not ready for yet, they will get frustrated, fearful and even bored. From here to dropping out there is only one short step! Being competent is a key motivator.

3. Learning new skills

Third on the list is learning new skills: children love learning new things. Have you ever seen them playing videogames and how excited they get when they master a new move or go to the next stage of the game? Videogame designers are very good at setting up progressive challenges and 'hooking' kids with learning and rewards. Coaches should do the same and find ways to show the kids that they are getting better and reward them for it. That's how you make the learning and improvement visible.

4. Being with friends

The fourth point is about being with friends. Children come to sport to either be with their friends, or to make new friends. So, as a coach, please be flexible. Sometimes they may be chatty or a bit distracted but let them interact with each other and build those friendships. It's not the Olympics or the World Cup! Also, give them a chance to make new friends by making sure they get to work with different partners in drills and games.

5. Attitude of parents/guardians

The final point on the list, but by no means less important, is the attitudes of parents/guardians. They are obviously important for their kids, but perhaps, sometimes we don't realise how much! For instance, parents/guardians who are themselves involved in sport are more likely

to have their children involved in sport for longer. But also, children of parents/guardians with positive attitudes in sport, like good sportsmanship or unconditional love regardless of success, tend to stay in sport for longer too.



ACTIVITY 1.1 - STUDY GUIDE TASK – What you can do to keep children in sport

We have highlighted a few tools and ideas to help children stay in sport. Please consider how you may include a number of them with the children you coach and make a list of what you will try.

Tool/idea to encourage children to stay in sport	How to include the activities in the sessions you coach
1.	
2.	
3.	
4.	



Chapter 1 - Section 1 - Part 2

Why do children dropout of sport?



VIEW AND/OR READ

You can [view this section on the online MOOC](#) or you can read it in the Study Guide. If it re-enforces your learning, you can do both.

In part 1 of this section, we looked at the top 5 reasons why children join and stay in sport. Here, we are going to look at the opposite, the things that put them off.

Well, some of these may surprise you too. Children drop out of sport for 5 main reasons:



1. When they don't feel confident and competent
2. When it becomes too serious
3. When the main focus is on winning
4. When coaches have favourites
5. When parents and coaches are pushy

1. When they don't feel confident and competent

First, when children don't feel confident and competent they are at a higher risk of dropping out. If the activities we do with the kids don't give them sufficient levels of confidence and competence, we are going to struggle to keep them engaged and happy. From that point to dropping out there is only a very small step!

2. When it becomes too serious

Second, children say that when sport becomes too serious, they don't like it. This is another reminder that sport belongs to the children and

that PLAYING is their main motivation. Pep Guardiola, the legendary football coach, says that young children should do three things PLAY, PLAY and PLAY. So, coaches should make the most of the children's desire to play.

3. When the main focus is on winning

The third reason why children drop out is an excessive focus on WINNING: it is not that children don't care about winning, but study after study shows that it is not the most important thing for them. Adults who are fixated with keeping score and the win-loss record are actually doing children a disservice and increasing their chances of dropping out!

4. When coaches have favourites

Fourth on the list, children don't like it when coaches have favourites – every child deserves our full attention. No matter how skilful or gifted, coaches must ensure that all children feel valued. Coaches, please, make sure to learn every child's name and say hello when they come in, and please, please, please give every child a little bit of your time in every session.

5. When Parents/Guardians and coaches are pushy

Finally, the last major dropout factor identified by children is, Pushy Parents / Guardians and Coaches. Forcing children to train more than they want is a big NO, NO. Stopping them from doing other things they like, such as spending time with friends, watching TV or doing homework has a big impact on dropout rates. Even for children who move into the performance pathway, we should be careful not to expect too much too early.

Now please go back to the pre-Chapter Activity and see if what you identified is in line with Part 1 and Part 2 above. Take note of what you have learned from this section.



ACTIVITY 1.2 - STUDY GUIDE TASK – What you can do to stop children dropping out of sport

We have highlighted some areas that don't encourage children to stay in sport. Please identify if any of them occur with the children you coach. Make a list and indicate how you may address them.

Areas that don't encourage children to stay	How to address them with the children you coach
1.	
2.	
3.	
4.	



Summary

So, to summarise, positive sport experiences for children are not about winning or becoming a pro. Those are things that some adults value and want from sport, but children want to have fun, feel competent, learn something, be with friends and share something with their parents/guardians. And they don't like it when it is too serious, when winning is the most important thing, when coaches have favourites and when parents/guardians and coaches push them too hard.

It is that simple! We have to be very careful not to suck the enjoyment right out of sport. Our attitudes influence what they make out of it: if we value winning they will fixate on that; if we value learning, friendships and enjoyment, they will too... Just remember:

CHILDREN ARE NOT MINI ADULTS!



FURTHER VIEWING/READING

Watch the [on-line video](#) to hear some views of children.

In addition, you could have a look at these resources:

Parents: Let's Talk about your child in sport. A video on YouTube:
<https://www.youtube.com/watch?v=kZqgo-Y2Yxs>

10 Reasons why children play sport
(from UK Sports Psychology website – BelievePerform):
<https://believeperform.com/infographic/10-reasons-why-children-play-sport/>

Why Play Sports? A video on YouTube:
https://www.youtube.com/watch?v=_7g03W6k7q8



ACTIVITY 1.3 - PERSONAL COACHING TASK/COACHING WITH OTHERS – Listening to the children you coach (Mini-Focus Group and/or Questionnaire)

Introduction

Conduct Mini-Focus Groups or use a questionnaire. The following describes a Focus Group and the next page outlines a questionnaire (the questions on this can be used in the focus group).

Mini-Focus Group

You are asked to record with a mobile phone an informal mini-focus group workshop with some of the children you coach asking them why they do sport and what they dislike. Permission from parents has to be sought. Then review the video a number of times and identify the key threads that come up in the discussion.

Or

Conduct a mini-focus group with the children and keep notes of the discussion points each group.

Then, consider how you will provide more of what they like; and how you will address the dislikes. Please conduct Mini-Focus Groups or use a questionnaire. The following describes a Focus Group and the next page outlines a questionnaire (the questions on this can be used in the focus group).

Focus Group: Outcome

Bring the key threads back to the children and ask if they are accurate. Also present what you propose to do to encourage their continued involvement; and how you will address the dislikes. A mini-focus group could also be held with parents

Post-Focus Group: Action

Include the outcomes of the focus group in the coaching sessions you do with the children. Also adapt your coaching to accommodate any changes identified for you as the coach.

Post-Action: Reflection

Consider the impact of what you have included so that you grow as a coach.



ACTIVITY 1.4 - iCoachKids REQUEST – #TheVoiceofChildrenInSport

You are asked to record with their mobile phones an informal mini-focus group workshop with some of the children they coach asking them why they do sport and what they dislike. Permission from parents has to be sought and videos could be posted on Twitter account with #TheVoiceOfChildrenInSport and @iCoachKidsEU tagged.

Coaching with Others - Questionnaire/Questions:

The following is an example of a questionnaire or questions that could be put to children and parents as part of Activities 1.3 and 1.4. It is from Sport Ireland Coaching Children Factsheet 1.

<https://www.sportireland.ie/Coaching-Ireland/Coaching-Children/Coaching-Children-Factsheet-1.pdf>

LET'S GET REAL TASK 1 – WHY DO THEY COME?

“Questions wake us up. They prompt new ideas. They show us new place and new ways of doing things.” – Michael Marquardt

This task is designed to help you gather the views of the children you coach and their families with regards to their motives for coming to your sessions. It will give you information about what they like most about your coaching and your club and where they think improvements could be made.

Hand this questionnaire out to a few parents and get them to fill it in with their child.

Parent's Questions:

1. Why do you bring your child to our sessions/club?
2. What do you think your children get from taking part?
3. What do you like most about our sessions and our club?
4. Is there anything you would like to see more or less of?

Children's Questions:

1. Do you like doing sport? If so why/why not?
2. What do you like most about your coach?
3. What would you like your coach to do more/less of?

Chapter 1 - Section 2

Children Sport - Reality Check



VIEW AND/OR READ

You can [view this section on the online MOOC](#) or you can read it in the Study Guide. If it re-enforces your learning, you can do both.

What is the main purpose of a children's coach?

For many, it is about creating and delivering positive and inspirational experiences that will make children fall in love with sport for life. For many others, however, coaching is about trying to develop the next Ronaldo or Simone Biles or about progressing through the ranks to become a professional coach. None of these goals are better than the others. However, in how we go about achieving them, it is important that we are aware of some key facts:

- For example, in England, there are 12,500 players in the professional football academy system, but only 0.5% of those in the system from 9 years of age have a chance to play for the first team. The odds are very low!! And even lower for kids outside the academy system.
- Another example, in the USA, in basketball, only about 3% of high school players gain a scholarship to play college basketball (NCAA) and of those only about 1% end up playing professional basketball. Again, the odds are very low!

What are we trying to say? Well, as coaches working with 5 to 12 year olds, we have to be aware that we will be very lucky to see one of our athletes go to the Olympics or play professional sport. For the vast majority of the kids we coach, we hope that sport will become a significant part of their lifestyle and leisure time. The reality is though, that between the ages of 5 and 12, whether a child looks like they could become a great athlete or not should not really change the way we go about coaching them.

**WE MUST COACH THE CHILD,
NOT THE SPORT OR THE CHAMPION.**

There is no point in imposing 'adult-like' training programmes and expectations on children.

REMEMBER: CHILDREN ARE NOT MINI-ADULTS.

Treating children, talented or not, like Olympians or professionals may likely lead to negative experiences and dropout. And yet, some kids will want to train more and will be very clear about becoming top athletes. Yet we have to treat them with caution and help them make the right choices, so they do not burnout or miss out on important developmental steps. For every Tiger Woods or Williams Sisters, there are many broken and forgotten 'child prodigies' that never made it.

The sport participation map proposed by the European Sport Coaching Framework helps us put all this into context. As coaches of young participants, we are in charge of providing a fantastic introduction to sport to all children. Some of them may progress towards the performance pathway as emerging athletes, but the vast majority will hopefully progress to becoming adolescent sport participants who enjoy playing sport with their friends and become active and healthy adults. If you are working with emerging athletes, your final goals may be slightly different, yet you have to consider that they are still children and not mini-adults. Very few of them will become high performance athletes.

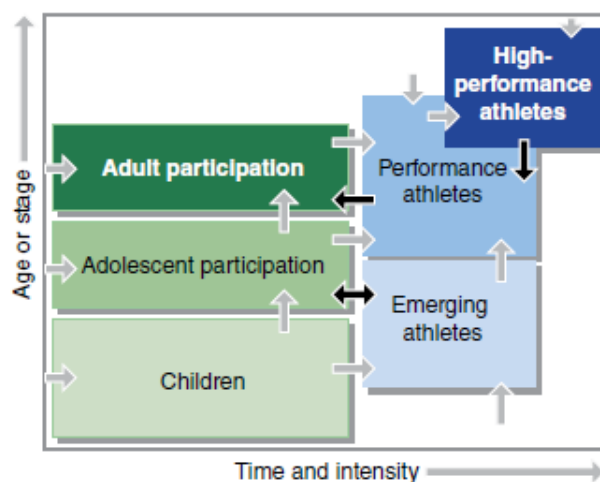


Figure 1.1 - The sport participation map. Reproduced from the International Sport Coaching Framework (ICCE, ASOIF & LBU, 2013)

The Coach Decision Making Model

Another model that helps us understand the implications of working with children is the Coach Decision Making model proposed by Andy Abraham and his colleagues at Leeds Beckett University. We will come back to this model regularly during the three MOOCs.

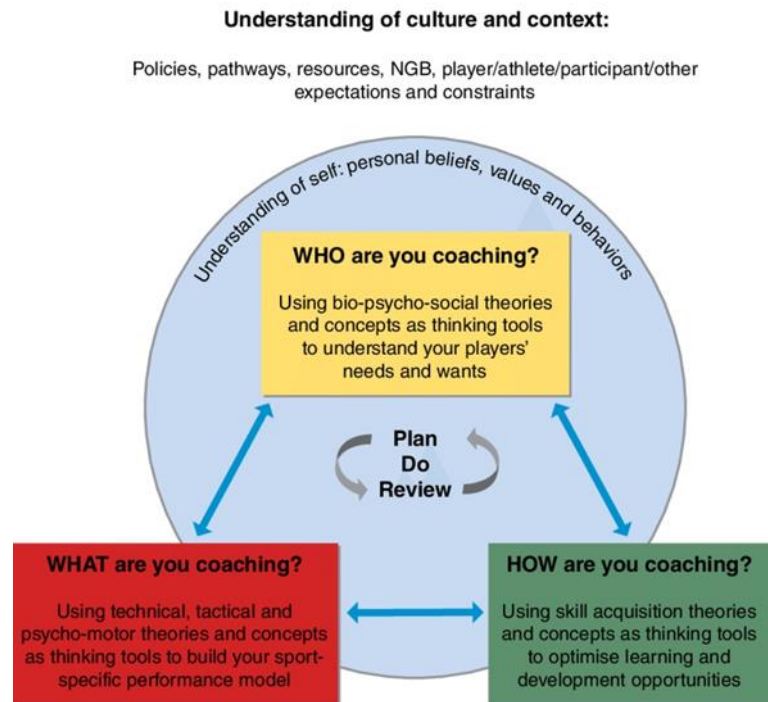


Figure 1.2 - The Coach Decision-Making Model. Adapted from Abraham et al. (2015) and reproduced from European Sport Coaching Framework (Lara-Bercial et al., 2017)

Context

The model highlights that the first thing coaches should be aware of is the key characteristics of the context in which they work because these will have an impact on their practice. These may include:

- The vision, mission and philosophy of the club/school/community group
- The club/school/community group's resources
- The expectations of children and parents
- Any policies or directives from the sport's national governing body

All of these will impact on coaching because they set the parameters of our work as coaches. For instance, if the club/school/community group has an inclusive ethos, as a coach I have to respect that and be inclusive rather than selective. Another example, if the national governing body prohibits certain types of defence up to a certain age, I have to stick to these rules. We don't coach in a vacuum or cocoon, but

within a particular social context and we must become familiar with its characteristics.

Self-Awareness

Next, the Coach Decision Making model, proposes that coaches need to be self-aware about their values, beliefs and behaviours. This cannot be underestimated, and we will devote a full chapter in this MOOC (Chapter 2) to this very important area. For now, it is important that you know that more and more research shows that self-aware coaches enjoy coaching more, have better relationships with the people they coach, learn faster and tend to have better results in the long term.

Being self-aware pays off! One of the key benefits of self-awareness is that it allows us to ensure there is positive alignment between the philosophy and values of the club/school/community group we coach in, all the people in it and our own values and beliefs. If these are misaligned, the potential for things to go wrong is much higher. Self-awareness also helps coaches keep a check on their own practices and behaviours and to see if these match their own and the club/school/community group's values and beliefs, and to take corrective action if needed.

Who, What, How?

Abraham's model then asks three questions that every coach should consider in order to facilitate decision-making, planning and to make sure practice is effective:

1. WHO are you coaching?
2. WHAT are you coaching?
3. HOW are you coaching?

WHO are you coaching?

In answering the WHO question, coaches need to consider theories and knowledge related to the biology, psychology and sociology of the human being as thinking tools to understand the participants' needs and wants. In other words, the biology, psychology and sociology of children are completely different to adults. Remember CHILDREN ARE NOT MINI-ADULTS and therefore what they want and what they need from sport is totally different.

REMOVE THE ADULT GLASSES AND SEE THE WORLD THROUGH THE KIDS' EYES.

MOOC 2 will consider the WHO question in great detail. Now let's move on to the WHAT.

WHAT are you coaching?

To answer the WHAT question, coaches need to take into account technical, tactical and motor development theories and knowledge and use them as thinking tools to build a general or sport specific programme. Put simply, answering the WHAT question is about deciding what curriculum or syllabus we want children to learn during our sessions and seasons. This is highly important as it provides the final destination and should help coaches stay focused and on track and not get distracted by things like winning at an early age at the expense of long-term development.

MOOC 2 will also answer the WHAT question in full depth. Let's move on to the HOW.

HOW are you coaching?

In finding an answer to the HOW question, coaches have to consider ideas and knowledge in relation to how children learn. This is also known as 'skill acquisition' and includes theories that allow us to maximise learning and development. In a nutshell, this is about understanding that there are different 'coaching techniques, coaching methods or pedagogies' that have different effects on children and that can be useful depending on the type of skill being learned and the child's stage of development.

MOOC 3 will cover these theories and strategies and provide you with clear guidance as to when to use the different methods available.

Coaching Programme - The Plan, Do, Review Cycle

The final piece of the Coach Decision-Making model relates to the idea that once we have understood the context in which we coach, our own personal beliefs and answered the WHO, WHAT and HOW question, we are in possession of all the information we need to actually sit down and plan our coaching programme. From there, a continuous cycle of planning, doing and reviewing becomes part of our day to day.

MOOC3 will also help you get more comfortable with this very important area of coaching.

With all these ideas fresh in your head, please move on to the next activity where you will be asked to case study your own coaching context. Enjoy!



ACTIVITY 2.1 - PERSONAL COACHING TASK – Case Study your own club/school/community group

Key elements that need to be in the case study:

Context:

- Describe the main goals of your club/school/community group, It's the raison d'être
- Describe the level of resources available to your club/school/community group
- Describe the institutional context (at local or national level)

Self-Awareness:

- Outline what you think is your role as a coach and what values and beliefs you bring to your coaching

Who, What, How:

- WHO – List the age, number and characteristics of the children you coach
- WHAT – In key words, what are you trying to achieve/coach; where are these kids going after they finish with you this year/in the future
- HOW – What kind of activities and teaching strategies have you been using to achieve your goals

Coaching Programme:

- Around the “what” and the “how”, identify the duration of the season; the frequency of coaching sessions; and the number of events/games. Knowing what you know now, reflect on how well is your context providing for children; and what are the key areas for improvement?



ACTIVITY 2.2 - COACHING WITH OTHERS – Case Study your own club/school/community group

1. Discuss the Case Study with the other coaches you coach with and consider their inputs and any implications for you, the coaching group and the club/school/community group.

AND / OR

2. Prepare a PowerPoint presentation so that you can clearly outline the main sections and points of the case study

Chapter 1 - Section 3

The iCoachKids PLEDGE - 10 Golden Rules for Coaching Children



VIEW AND/OR READ

You can [view this section on the online MOOC](#) or you can read it in the Study Guide. If it re-enforces your learning, you can do both.

We now have a very good idea of the role of the children's coach and the key elements we need to consider when developing sport programmes for children.

Over the course of the three MOOCs we will go into a lot more detail in all these areas. But right now, we want to share with you a little summary that we are sure will help you stay on track.

We have called it **THE ICOACHKIDS PLEDGE** and we would like coaches and sport clubs all over the world to commit to it.

The Pledge contains 10 Golden Rules that will help to guarantee that sport is a positive experience for all involved, especially for each and every child.



The iCoachKids Pledge



- 1** Be CHILD-CENTRED
- 2** Be HOLISTIC
- 3** Be INCLUSIVE
- 4** Make it FUN and SAFE
- 5** Prioritise the LOVE for sport above LEARNING sport
- 6** Focus on FOUNDATIONAL skills
- 7** Engage PARENTS positively
- 8** Plan PROGRESSIVE programmes
- 9** Use different methods to ENHANCE LEARNING
- 10** Use COMPETITION in a developmental way

Rule Number 1: Be CHILD-CENTRED

Always have the best interest of children at heart and listen to them. It is about what children want and what they need, not about the parents or the coaches!

Make sure to take the adult 'glasses' off and try to see the sport through the eyes of the child. It looks a lot different from where they sit. So, why not ask the kids some questions? For example: Why do they come to your sessions? What do they like/dislike? What other experiences of sport have they had?

Rule Number 2: Be HOLISTIC

Try to see and develop children in your sessions as *people first and foremost, not only as participants*. For example, try to develop their psychosocial capabilities (for example, how they feel about themselves, confidence, mixing with others) and not just their physical ones. To do this, use activities that engage children at more than just the physical level, make the most of teachable moments and challenge them to think as well as to move.

Rule Number 3: Be INCLUSIVE

Be prepared to cater for all levels of abilities and motivations. Coaching is not a one-size-fits-all. *Pay attention to every child, not only "the good ones"*. Get to know the kids you coach and dare to coach them differently. Make sure you remove all barriers to participation, so every child feels welcome and included regardless of their background, motivation, ability and previous experience.

Rule Number 4: Make it FUN and SAFE

Children want to learn and to have fun doing it. And they also want to feel safe. As a coach, you must create enjoyable and caring climates – an atmosphere that allow children to thrive and that keeps them coming back. *Go out of your way to build great relationships*. Spend time on it. Nothing else matters until you achieve this.

So, what about FUN? Well, it sounds counterintuitive, *but don't let learning get in the way of fun*. Include activities that are fun to do and which also include learning. Bear in mind that when you, the coach have fun, so will the children. Go on coach, let your hair down!

Rule Number 5: Prioritise the LOVE for sport above LEARNING sport

As we already know, only a small proportion of kids want to be elite athletes, and of those who do, even a smaller number will actually do so. Yet, all of them have the potential to become healthy active adults. Creating that fantastic legacy is part of your job.

Make sure children *want to come back next week* for more. Make it fun, make it enjoyable, make it varied and novel, make sure they are learning, make it a social experience. Get them hooked!

Rule Number 6: Focus on FOUNDATIONAL skills

During childhood, coaches should not worry too much about the specific skills of their sport. At a young age, kids need to *gain essential fundamental movement and motor skills*. They also need to learn the basics of how to play games using *generic tactical principles*. This focus on foundational skill leads to lifelong participation as well as higher levels of performance.

And yes, if you are coaching a specific sport, your sessions will have a distinct sport-specific flavour. But *the main ingredients should be foundational*. As children grow and develop, you can then introduce more complex movement and sport skills and tactics.

Rule Number 7: Engage PARENTS positively

Parents/guardians are not the enemy, but the biggest resource at the coach's disposal. They want the best for their kids and so do you. *Partnership is the key word*. But you will never know what parents/guardians can offer if you don't talk to them. We have to open and maintain regular lines of communication with the parents/guardians.

And yes, parents/guardians can sometimes be overzealous, and do or say things they should not. However, as a coach, it is also your responsibility to help them understand the best ways they can help their kids make the most out of sport. The role of the coach as an educator cannot be overestimated.

Rule Number 8 - Plan PROGRESSIVE programmes

Remember coach, you are taking kids on a learning journey. Coaching children should not be about 'peaking-by-Saturday' to win a game, but more about reaching *long-term holistic goals*. This can only be achieved when we have a good plan in place. But this plan must be developmentally appropriate. What does that mean? It means the plan

needs to take into account the *children's age and stage of development* and the best ways to help them progress. Remember *Children are not Mini-Adults! You have to make the game fit the kids, not the other way around.*

Rule Number 9 - Use different methods to ENHANCE LEARNING

It is vital that coaches understand that *learning is a complex process and it doesn't happen overnight.* Here is the thing - there is not one single best way to coach. Different coaching strategies are better suited for different stages of learning and have different effects on the learner.

Repetition, skill circuits, grid drills, games-based learning (which will be covered in MOOC 3), all have a time and a place. It is not an 'either/or situation'. The art of coaching is to know when a child or a group needs to be exposed to one type of practice or another. The goal is to maximise their chances of learning and retaining a skill or concept.

Rule Number 10 - Use COMPETITION in a developmental way

Let's be clear, we don't think competition is the devil! *Competition is neither good nor bad by itself. It all depends on how it is organised, presented and managed.* When done properly, competition is an amazing motivator and a lot of fun. Competition can also teach children a lot of good skills and attitudes like fairness, sportsmanship, respect, teamwork. We just have to make sure that the format and the atmosphere around competition is appropriate for the kids. Competitions that replicate the adult version of the game are bound to be an epic fail!

Summary

So, how does this sound as a recipe for positive sport experiences?

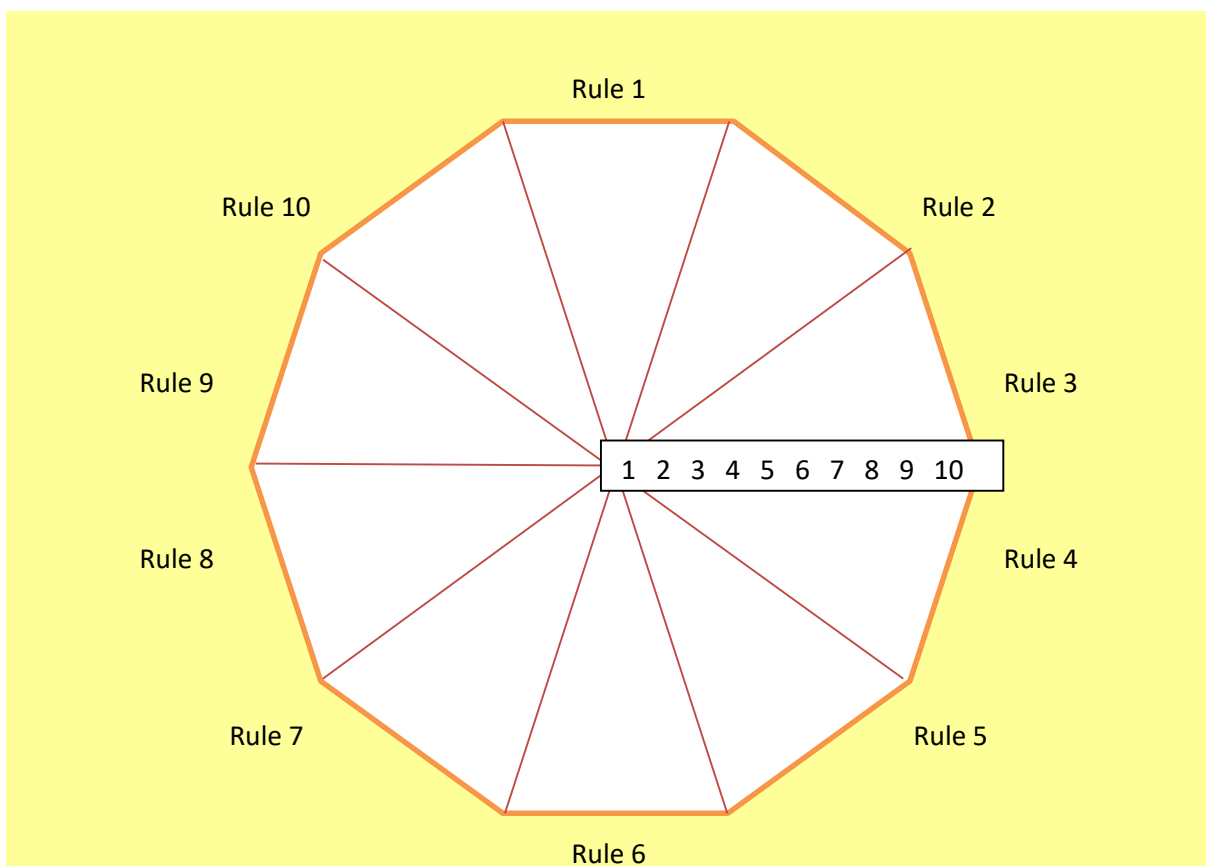
The main ingredient for the coach is understanding that our job is to take children on a journey over time to become whatever they want to be.

As coaches working with children, we must be very clear that we are their guide on a journey of learning, discovery and enjoyment. But, the destination is ultimately up to them. Let's not forget that!



ACTIVITY 3.1 - PERSONAL COACHING TASK – Self-Assessment - My Coaching Wheel

- Using the Wheel provided rate yourself on the 10 Golden Rules of the Pledge – 1 lowest, 10 highest – from the hub of the wheel out.
- Then on the worksheet provided, pick one Golden Rule at a time, starting where you feel you have most potential to improve and that will make the biggest difference to the children you coach. Explain why you rated yourself the way you did and what you plan to do to be better going forward
- Repeat for each of the other 9 Golden Rules



Rule No.	Rating	Why Do You Think This Area Can Be Improved?	I will do... to do better going forward
1. Be Child Centred			
2. Be Holistic			
3. Be Inclusive			
4. Make It Fun and Safe			
5. Prioritise the Love of Sport above Learning Sport			
6. Focus on Foundational Skills			
7. Engage Parents positively			
8. Plan Progressive programmes			
9. Use different methods to Enhance Learning			
10. Use Competition In a developmental way			



ACTIVITY 3.2 - COACHING IN YOUR ENVIRONMENT

Bring the iCoachKids Pledge to the coaching committee and/or the executive committee of your club/school/community group. Get them to discuss and rate the club against the Coaching Wheel

Use the worksheet for the club to consider what actions it could take to become more child-centred.



FURTHER VIEWING/READING

- Coaching Children - What does great children's coaching look like? A video on YouTube:
<https://www.youtube.com/watch?v=nPkXJOdlIt0>

Chapter 1 - Section 4

On Being a Coach - What Coaches Really Do



VIEW AND/OR READ

You can [view this section on the online MOOC](#) or you can read it in the Study Guide. If it re-enforces your learning, you can do both.

In section 2, we have looked at the role of the children's coach from the perspective of what children need and want. We have also seen in section 3, how we have to go about coaching to make sure that we are truly child-centred.

In this section we are going to dig deeper into the day to day activities of the children's coach. And to do this, we are going to use the 6 primary functions of the coach from the **European Sport Coaching Framework** developed by the International Council of Coaching Excellence (ICCE).

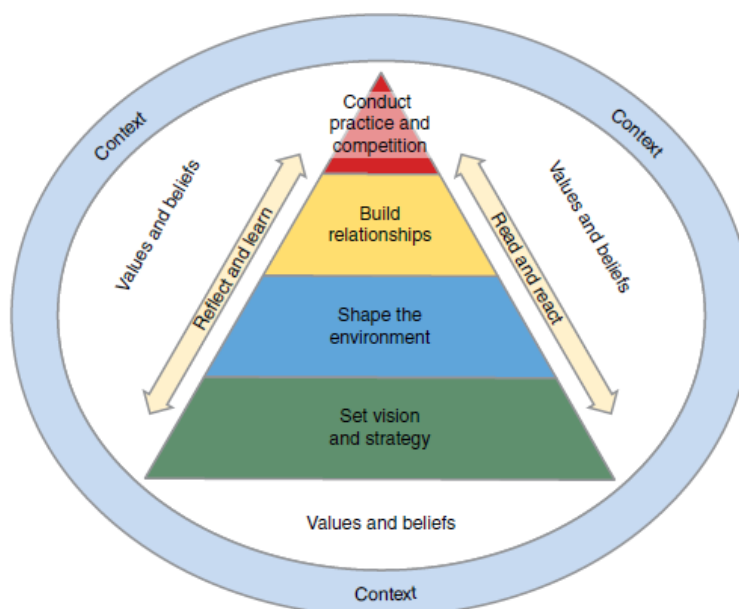


Figure 1.3 - The 6 Primary Functions of The Coach – Reproduced from European Sport Coaching Framework (Lara-Bercial et al., 2017)

Coaches do much more than putting out cones and running drills. This is literally the tip of the iceberg. Coaching involves a lot more than that. The 6 Primary Functions essentially tell us what the daily work of the coach is.

1. Vision and Strategy

First, coaches must set the Vision and Strategy for the children they coach and their clubs. Before we think about standing in front of a bunch of children, a children's coach has to create a vision and a strategy based on their needs and stage of development and the context of the programme. For this, it is useful to consult with the parents and the children themselves to make sure that everyone is on the same page and has similar expectations.

As a children's coach, this may be as simple or as complex as you want to make it, but you have to start here so that you are clear about what it is that you are trying to achieve with the kids you coach. Even the shortest journey needs a destination!

Once the vision and strategy are in place, the coach can develop a specific plan outlining the steps required to bring the strategy to life and therefore realise the vision.

We cover this in MOOC 1 and in even greater detail in MOOC 3.

2. Shaping the Environment

Second, coaches spend time Shaping the Environment. When working with children, the coach has to ensure the environment in which the programme occurs is the best it can be, including personnel, facilities, resources and even policies. This may sound like overkill, but we cannot expect to achieve our goals in an environment that is not good enough.

3. Build Relationships

Third, coaches must make an effort to Build Relationships. A fundamental part of the job of the children's coach is to build positive and effective relationships with them and their parents/guardians. But not only that, the coach has to influence the context surrounding the children creating respectful and effective working relationships with everyone else at the club.

4. Conducting Practices and Preparing and Managing Competitions

Now and only now, coaches can think about the fourth function, Conducting Practices and Preparing and Managing Competitions. A

major part of what coaches do is to organise suitable and challenging practices to promote learning and improvement. And in some cases, the coach will also have to prepare for competitions and of course oversee and manage the children in these competitions.

5. Reading and Reacting to the Field

The next function, Reading and Reacting to the Field, reflects the dynamic nature of coaching where things change all the time. All along the way, coaches have a duty to observe and respond to these changes as they happen, both on- and off the field. Effective decision making is essential and is a capability that all coaches should develop.

6. Reflect and Learn

And finally, the sixth function, Reflect and Learn, covers the fact that coaches must constantly evaluate the programme, each session and competition as well as their own practice to always try to get better. This journey of personal evaluation and reflection is at the heart of each coach's continuous professional development. Research shows that coaches who reflect regularly get better much quicker and get better results! No brainer really!

Summary

So, there you have it, running practice and coaching in competitions is only a small part of the job of the coach. We need to see all these other aspects of the job as central to success and deliberately treat them with as much care as we use for training and competition.

Of course, the time, effort and intensity we commit to each of these functions may be different depending on our available time, the amount of days per week you see the children and their families, whether you are a volunteer or a full-time coach or whether you work in a recreational environment or in the performance pathway. Regardless of these factors, good, quality coaching will always entail all these six functions to some degree.

The three iCK Courses have been developed explicitly to support you fulfil all these different aspects of the job, not just practice and competition.



ACTIVITY 4.1 - PERSONAL COACHING TASK

A. Time to Reflect: Review and rate your current performance in the following functions:

POOR

EXCELLENT

1. Vision and Strategy

1 2 3 4 5 6 7 8 9 10

2. Shaping the Environment

1 2 3 4 5 6 7 8 9 10

3. Build Relationships

1 2 3 4 5 6 7 8 9 10

4. Conducting Practices and Preparing and Managing Competitions

1 2 3 4 5 6 7 8 9 10

5. Reading and Reacting to the Field

1 2 3 4 5 6 7 8 9 10

6. Reflect and Learn

1 2 3 4 5 6 7 8 9 10

B. Now for each function, examine ways to improve it, identifying practical things that you can do:

1. Vision and Strategy

2. Shaping the Environment

3. Build Relationships

4. Conducting Practices and Preparing and Managing Competitions

5. Read and React to the Field

6. Reflect and learn

Chapter 1 - Summary & Conclusions



VIEW AND/OR READ

You can [view this section on the online MOOC](#) or you can read it in the Study Guide. If it re-enforces your learning, you can do both.

Chapter 1 has offered an overall view of what coaching children should be about and the functions coaches fulfil to create positive experiences.

First, we looked at the reasons why children join and stay in sport clubs and why they drop out. The picture was pretty clear: children want to have fun, learn skills, make friends, feel competent and be like their parents/guardians. On the other hand, children don't really like it when it gets too serious, when parents/guardians and coaches are pushy, when it is all about winning, when they don't feel good enough and when coaches have favourites.

We then had a reality check and saw that a tiny fraction of the children that start in sport, progress to the performance pathway, and an even smaller percentage end up playing professional sport. The conclusion was clear, treat all children as children and make sure they have a positive experience. Those who have a possibility of becoming performance athletes will rise over time.

To help us understand what it means to coach children, we explored the Coach Decision Making model. This model gives us a number of questions we have to ask ourselves before we design our coaching plans. We saw that an understanding of context and personal values and beliefs was central to get us on the right track and that after that, careful consideration of the WHO, WHAT and HOW are we coaching, was the only way to ensure that the goals and methods we choose for the kids are appropriate.

With this fresh in our heads, we took a nose dive into the actual practice of coaching children, and we did it in two ways. First, we reviewed the 10 Golden Rules for Coaching Children in the iCoachKids Pledge.

And then we looked at the actual day-to-day activities of the coach in the shape of the 6 primary functions proposed in the European Sport Coaching Framework.

Now please take the Quiz to see how well you have understood all these ideas. You will have a chance to review any areas you want after the quiz, and of course you can relook at the videos and read or review the sections of the study guide.

**Thank you for being a children's coach.
You are part of a large community of very committed people!
Congratulations!!**



STUDY GUIDE TASK: QUIZ

1. From the list below identify the five primary factors why children join and stay involved in sport and physical activity

1. Fun and enjoyment
2. Impress the Coach
3. To win at all cost
4. Feeling competent
5. Learning new skills
6. Become a professional athlete
7. Being with friends
8. Attitude of parents
9. Get their name in the paper

2. Identify 3 of the 5 reasons Children drop out of sport

1.
2.
3.

3. Coaching Children should be about: (True/False)

- Help children fall in love with sport for life
- Trying to develop the next Ronaldo or Simone Biles
- About progressing through the ranks to become a professional coach
- Assisting children to reach their potential
- Winning the u/12 Cup
- Helping children develop holistically

4. Identify 5 of the 10 Golden rules in the iCoachKids pledge

1.
2.
3.
4.
5.



Q1

1. Fun and enjoyment
2. Feeling competent
3. Learning new skills
4. Being with friends
5. Attitude of parents

Q2

1. When they don't feel confident and competent
2. When it becomes too serious
3. When the main focus is on winning
4. When coaches have favourites
5. When parents and coaches are pushy

Q3

Coaching Children should be about (True/False)

Help children fall in love with sport for life- **TRUE**

Trying to develop the next Ronaldo or Simone Biles- **FALSE**

About progressing through the ranks to become a professional coach- **FALSE**

Assisting children to reach their potential- **TRUE**

Winning the u/12 Cup-**FALSE**

Helping children develop holistically-**TRUE**

Q4

The iCoachKids Pledge



- 1 Be CHILD-CENTRED
- 2 Be HOLISTIC
- 3 Be INCLUSIVE
- 4 Make it FUN and SAFE
- 5 Prioritise the LOVE for sport above LEARNING sport
- 6 Focus on FOUNDATIONAL skills
- 7 Engage PARENTS positively
- 8 Plan PROGRESSIVE programmes
- 9 Use different methods to ENHANCE LEARNING
- 10 Use COMPETITION in a developmental way

Chapter 1 - Closing Tasks - The Role of the Children's Sport Coach



ACTIVITY CT 1 - PERSONAL COACHING (Written/Oral):

Write a 500-word/Record a 3' video reflective piece on the role of the coach in youth sport and specifically on what this mean for them in their current environment.

ACTIVITY CT 2 - COACHING WITH OTHERS:

Agree the role of the children's coach with the coaches you work with, based on the iCoachKids Pledge – 10 Golden Rules, in a Coaches Code of Conduct in your club/school/community group.




ACTIVITY CT 3 - COACHING IN YOUR ENVIRONMENT:

Conduct the following Child-Centred audit, based on the iCoachKids Pledge, on the club/school/community group you are involved with; and discuss it at a coaching / executive committee meeting.



COACHING IN YOUR ENVIRONMENT: My Club/School/Community Group – How child proof are we?

This task is designed to help you think about how well your club/school/community group structure and policies support children’s needs and wants (Adapted from Sport Ireland Coaching Factsheet 1).

Theme/Item – iCK Pledge: 10 Golden Rules				We will continue to...	We will start to...	We will stop...
1. Be CHILD-CENTRED						
2. Be HOLISTIC						
3. Be INCLUSIVE						
4. Make it FUN and SAFE						
5. Prioritise the LOVE for sport above LEARNING sport						
6. Focus on FOUNDATIONAL skills						
7. Engage PARENTS positively						
8. Plan PROGRESSIVE programmes						
9. Use different methods to ENHANCE LEARNING						
10. Use COMPETITION in a developmental way						



FURTHER VIEWING/READING

- iCoachKids Literature Review Summary on www.iCoachKids.eu
- Sport Ireland Coaching Children Programme Factsheets:
<https://www.sportireland.ie/Coaching-Ireland/Coaching-Children/>
- Blogs on www.iCoachKids.eu
 - ❖ <https://www.icoachkids.eu/who-what-how-key-principles-of-coaching-children.html>
 - ❖ <https://www.icoachkids.eu/build-a-better-connection-with-your-athletes-i-wish-my-coach-knew.html>
 - ❖ <https://www.icoachkids.eu/add-the-practical-summary-of-the-icoachkids-literature-review-to-your-christmas-reading-list1.html>

REFERENCES

Abraham, A., Jiménez-Saiz, S.L., Mckeown, S., Morgan, G., Muir., North, J., & Till, K. (2015). Planning your coaching: A focus on youth participant development. In C. Nash (Ed), *Practical Sports Coaching* (pp. 16-53). Abingdon, UK: Routledge.

Bailey, R., Cope, E.J., & Pearce, G. (2013). Why do children take part in, and remain involved in sport? A literature review and discussion of implications for sports coaches. *International Journal of Coaching Science*, 7(1), 58-75

International Council for Coaching Excellence, Association of Summer Olympics International Federations & Leeds Beckett University (2013). *The International Sport Coaching Framework*. Champaign, IL: Human Kinetics

Lara-Bercial, S., North, J., Petrovic, L., Minkhorst, J., Oltmanns, K., & Härmäläinen, K. (2017). *The European Sport Coaching Framework*. Champaign, IL: Human Kinetics.