



I
**COACH
KIDS+**
13-18

MOOC #4: Maximising Sport Participation and Engagement in Youth Sport

Chapter 1: Understanding Youth Sport Participation Study Guide



An Intellectual Output of ICOACHKIDS+:
**Research and Education to Enhance Participation, Retention and
Development in Youth Sport**

Acknowledgments:

The Study Guide has been written by Sheelagh Quinn, Declan O’Leary and Sergio Lara–Bercial with editorial support by Ann McMahon. Contributions have been made by Stacey Emmonds, Gary Hodgson and Karen Livingstone.



Disclaimer

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MOOC 4: Maximising Sport Participation and Engagement in Youth Sport

Introduction

 View	The following are the details of the script and video:
	Course Title: “Maximising Sport Participation and Engagement in Youth Sport”
	Video Title: Course Introduction
	Writer Name and Job Title: Professor Sergio Lara-Bercial, Leeds Beckett University and ICK Co-Founder
	Presenter Name and Job Title: Professor Sergio Lara-Bercial, Leeds Beckett University and ICK Co-Founder
	Link to Video: https://youtu.be/aPlsjPziXGM



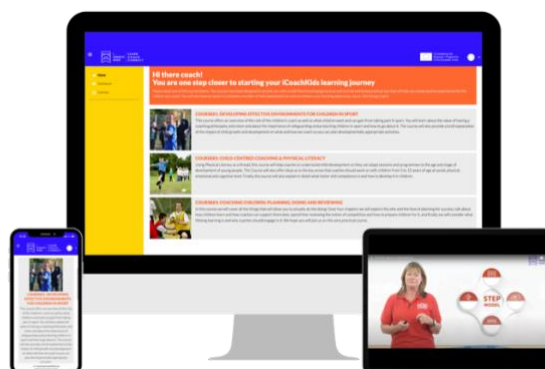
READ

Welcome

Hi there Coach! Welcome to the ICOACHKIDS Massive Open Online Courses or MOOCs and Study Guides. Since we launched the series in 2019, over 10,000 coaches from over 80 different countries have taken part in one of our three previous courses on Coaching Children.

Coaching Children

These 3 MOOCs focused on children from 5 to 12 years of age.



MOOC 1 – Developing effective environments for children in sport

MOOC 2 – Child-centred coaching and physical literacy

MOOC 3 – Coaching children on the ground: planning, doing and reviewing

MOOCs 1, 2 and 3 and the related study guides can be accessed [here](#). Check them out if you have not done so yet.

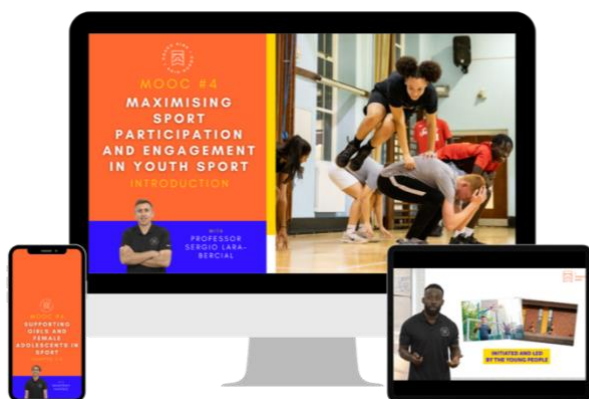
Coaching Teenagers

Our two new courses are all about supporting teenagers to get involved with and stay in sport so they can maximise its physical and mental health enhancing properties.

A Paradox

The teenage years are a bit of a paradox in sport. On the one hand, and for a variety of reasons, a lot of young people stop taking part during this period. On the other, at this stage, some children get selected into so called “talent development” programmes and start committing a substantial amount of hours to their sport every day.

ICOACHKIDS+ 13 to 18, our second Erasmus+ co-funded project, is all about understanding this picture a little bit better. To do that, we conducted some ground-breaking research across various European countries, and the results have been used to create these new courses.



MOOC 4: Maximising Sport Participation and Engagement in Youth Sport

MOOC 4 – Maximising Sport Participation and Engagement in Youth Sport, takes a deep dive into the benefits of sport participation, how teenagers take part in sport today, the dropout phenomenon and what federations, clubs, parents and coaches can do to help young people come into sport and stay there for life.



MOOC 5: Developing Effective Talent Development Environments

MOOC 5 – Developing Effective Talent Development Environments, is all about understanding what “talent” is and the most important features of effective and holistic talent development environments that put young people first.

MOOCs 4 and 5 and the related study guides can be accessed [here](#). Check them out!

ICOACHKIDS Family

Thanks again for joining the ICOACHKIDS family!

Enjoy the company of our experts, coaches and athletes throughout the two courses!

Study Guide Introduction



READ

“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)

Welcome

Welcome to the ICOACHKIDS Family!

Congratulations Coach, by engaging in the ICOACHKIDS+ MOOCs, you have demonstrated that you have an open mind, to learning more about coaching teenagers, and to further developing your coaching skills.

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

The following two study guide tasks relate:

- Firstly, to what you are bringing to coaching, such as, your life and sporting experiences.
- Secondly, how coaches learn and how YOU like to learn.

Please go ahead and complete them and see what you find out about what you bring to coaching and if that increases your awareness of how you like to learn.

These activities appear at the start of each chapter in the study guides. If you have completed these previously when completing another chapter, you may decide not to do so again here. However, if you would like to see if the way you like to learn has changed or grown, please go ahead and repeat them again.

Task 1: What are you bringing to coaching?

We recognise that learning is a lifelong process and that multiple experiences can facilitate the development of your coaching ability. As a person and a coach, you are not a blank slate. Whether through your education, life experiences and personal sporting experiences (as a participant or spectator or in another role), you will have your own conception of what coaching is and how it should happen. The following task will allow you to consider what you are bringing to coaching.



Study Guide Task 1: What are you bringing to coaching?

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

List Your Sports Experience	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 Things You Think/Feel Reflect You	What Does This Bring to Your Coaching?

Task 2: How Do You Like to Learn?

Study Guide Task 2 identifies how coaches have indicated that they learn best and provides you with the chance to identify how you like to learn.

If you are new to coaching, doing this task will increase your awareness of the learning opportunities you will come across. If you are a coach with experience, completing the task can similarly increase your self-awareness.



Study Guide Task 2: 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:

- 1) Consider these statements;
- 2) Identify whether they may apply to YOU, and;
- 3) If they mean anything for the way that YOU LEARN.

This will develop your SELF-AWARENESS on how you like to learn.

Coaches Learn Best When...	Your Learning and How You Like to Learn
Their prior experiences and abilities are recognised, and they are encouraged to reflect and build on them.	
They are motivated to take responsibility for learning and are given opportunities to drive and direct it to their own needs.	
The application of what is being learned to the practical context in which they coach is clear and facilitated.	
The topics and learning materials are clearly relevant.	
The climate is positive and supportive to minimise anxiety, encourage experimentation and challenge them appropriately.	
Interaction and sharing with other coaches are promoted.	
A variety of learning activities is offered.	
They experience some success and gain feedback that builds self confidence.	

If you have completed the two study guide tasks, you will have:

- Started to engage in the learning process promoted in the ICOACHKIDS MOOCs
- Identified what you are bringing to coaching children
- Identified how you like to learn and how you learn best



READ

Learning Support in the MOOCs and Study Guides

Coaches benefit from learning opportunities that take account of ‘what they bring’ to their coaching, as well as considering ‘who’ they coach. In the MOOCs, this is reflected in what you **read/view, study guide tasks** and in the **personal coaching tasks** that you undertake in applying this knowledge to your coaching practice. This can be seen as laying a knowledge and coaching skill foundation. These activities challenge or confirm initial personal ideas you have about coaching teenagers and support the creation of a participant-centred approach that really helps coaches to organise and make sense of their coaching practice.

As you continue to develop as a coach, these and other learning opportunities can continue to be availed of. For example, your interaction with the teenagers you coach, discussions with/observation of other coaches, engagement with parents, adopting a mentor and reading/viewing further, open-source material, provide chances to check and challenge your emerging philosophy, way of doing things, as well as gaining new knowledge. In the MOOCs this is reflected in **personal coaching tasks, tasks you do with others and tasks in your environment**.









It is important to note that much of a coach’s learning can take place ‘on the job’. This **learning from experience** does not just happen. As a coach, you need to grow your self-awareness and develop your **ability to reflect on your experiences**, both during and after your coaching practice. To become a more effective coach, a coach’s ability to learn in this way can be deemed to be essential.

The aim is to assist you in your learning, how the content can be applied to your coaching, and to your growth as a **PARTICIPANT-CENTRED COACH** of teenagers.

The Structure of the MOOC Study Guide

In the MOOC, your development as a coach is promoted using a blended learning approach composed of various activities to foster learning. For example, reality-based activities, problem-based learning, practical-coaching opportunities, and reflection in/on the action of coaching. 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 Study Guide:








Coaching Knowledge	
 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.
Practical Coaching	
After reading and/or viewing, and considering how you may change your coaching behaviours, there are tasks to plan the use of the knowledge, try it in your coaching practice and to reflect on what worked and why. Depending on the section, this may involve using the new knowledge/skills personally, with other coaches or in the environment in which you coach (for example, a club, school community group).	
 Personal Coaching Task	This is an activity that will get you to apply the content into your personal coaching, with the participants you coach, and to reflect on how it went for them and for you. You may need to do these tasks a few 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 teens.
 Coaching with others	This is an activity that will get you to engage with other coaches that you work with to discuss, apply, try, observe, get feedback from, and reflect on how they see/feel your coaching is developing (and theirs), 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 the teenager's you coach!
 Coaching in your environment	This is an activity that will get you to consider how participant-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 environment.
Knowledge Check	
 Quiz	At the end of each chapter there is a quiz for you to complete. This gives you the 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.
Continuing to Learn	
 Further 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. This will direct you to linked content on the ICOACHKIDS website (ICOACHKIDS.ORG) and to OTHER RESOURCES from other providers of information.

ICOACHKIDS MOOC 4 Study Guide - Learner Activity Tracker: Chapter 1

Name:


Date:

As you complete each of the activities in each of the sections, please put a tick ✓ in the clear box. 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 Activity / Chapter Section	Coaching Knowledge		Continuing to Learn	Knowledge Check	Practical Coaching		
	 VIEW/READ	 STUDY GUIDE TASK	 FURTHER VIEW/READ	 QUIZ	 PERSONAL COACHING TASK	 COACHING WITH OTHERS	 COACHING IN YOUR ENVIRONMENT
Introduction							
Section 1.1							
Section 1.2							
Section 1.3							
Conclusion							

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.

Section 1.1: The Benefits of Youth Sport Participation and Physical Activity

 View	The following are the details of the script and video:
	Video Title: The benefits of youth sport participation and physical activity
	Writer Name and Job Title: Dr Stacey Emmonds (UK), Reader in Sports Performance, Leeds Beckett University and Physical Performance Coach England Women U19 Football/Sheelagh Quinn Coaching Children Lead for Sport Ireland and ICK Co-Founder
	Presenter Name and Job Title: Naadrah Hafeez (UK), Gladiators Boxing Academy and PhD Student at Leeds Beckett University.
Link to Video: https://youtu.be/-nDBVroi2wk	



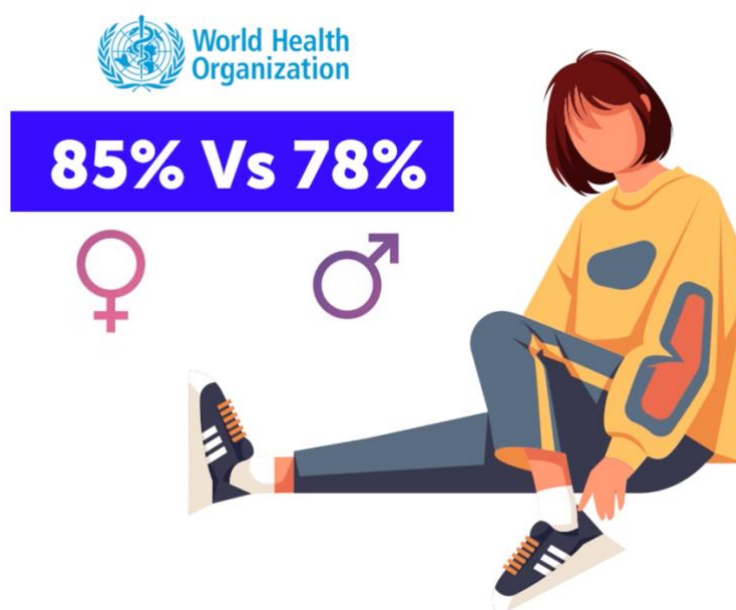
READ

Introduction

Welcome back! How is your coaching going?

It is a well-known fact that sports participation declines during adolescence.

Globally, 81% of adolescents aged 11-17 years were insufficiently physically active in the latest world-wide study back in 2016. Adolescent girls were less active than adolescent boys, with 85% versus 78% not meeting WHO recommendations of at least 60 minutes of moderate to vigorous intensity physical activity per day (see infographic).



More recent data from countries like Ireland, England and the Netherlands shows that this situation has got worse during the COVID pandemic.

In this section we are going to explore why it is important to keep children and adolescents engaged in sport and what are some of the benefits of participation.

Benefits of Participation in Sport and Physical Activity

From a physical perspective, taking part in sport participation can improve:

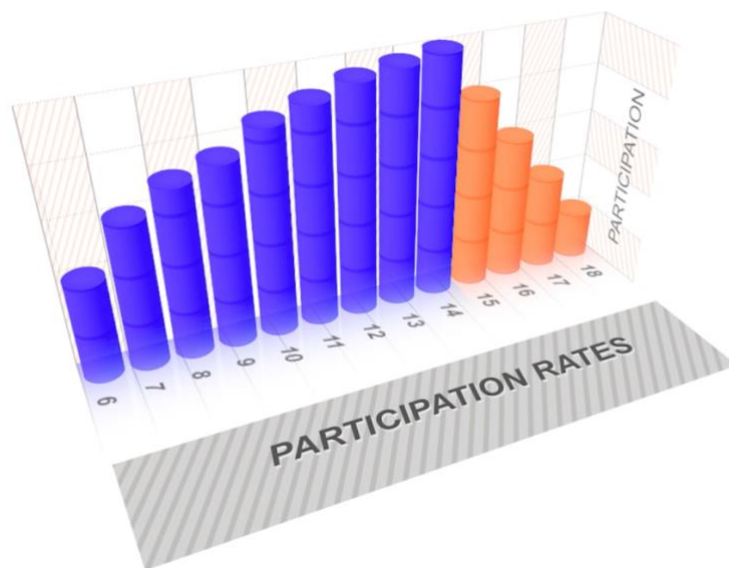
- cardiovascular performance
- body composition
- muscle strength

However, the benefits of sports participation, go way beyond just improvements in physical health. It has also been associated with:

- Improved body image
- Decreased levels of depression and other mental health issues
- Improved academic performance
- The development of psychosocial and life skills
- Improved nutritional habits
- lifelong physical activity and sport engagement

Youth Sport Dropout

Unfortunately, adolescence is a key stage where youth sport dropout happens. Recent research conducted by ICOACHKIDS across 27 European countries and 18 different sports found that participation rates increased from Under 8 to Under14 for the majority of sports. Unfortunately, this was followed by substantially reduced participation rates during adolescence.



Especially, female participation shows a worrying declining pattern particularly from Under 14 to Under 16. Did you know that female adolescents are 4 times less likely to do sport than males?

That's why coaches need to understand why adolescents may drop out of sport at this age and develop strategies to keep them engaged.

♀ **4 times less likely**
to do sport than ♂

Conclusion

In the following sections we are going to explore the ways in which young people engage in organised and self-organised sport and the reasons why they stop taking part. Understanding all this is the only way for us coaches to see how we can contribute to engaging and keeping young people in sport for as long as possible.

Please find a link [HERE](#) to the executive summary of the research report.

Thanks, and please keep watching and reading!



READ

More Information

World Health Organisation (WHO) – Benefits of Regular Physical Activity can in children and adolescents, physical activity improves:

- physical fitness (cardiorespiratory and muscular fitness)
- cardiometabolic health (blood pressure, dyslipidaemia, glucose, and insulin resistance)
- bone health
- cognitive outcomes (academic performance, executive function)
- mental health (reduced symptoms of depression)
- reduced adiposity

WHO Physical Activity Guidelines

Physical Activity For Teenagers: 60 minutes of moderate to vigorous physical activity every day, with muscle resistance exercise 3 times per week

Country Specific Physical Activity Guidelines and Benefits

Ireland: [Physical Activity Guidelines - HSE.ie](https://www.hse.ie/eng/health/physicalactivity/physicalactivityguidelines/physicalactivityguidelines.aspx)

UK: [Physical activity guidelines - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/physical-activity-guidelines)

Global and ICOACHKIDS Research Data on Participation Rates of Girls and Boys

More in-depth Participation Rates of Girls and Boys - Country Specific Data:

Ireland: [Children Participation | Sport Ireland](https://www.sportireland.ie/en/children-participation)

Netherlands: [Sport participation in the Netherlands - NOCNSF](https://www.nocnsf.nl/en/sport-participation-in-the-netherlands)

UK: [Children's sports participation in the United Kingdom \(UK\) - Statistics & Facts | Statista](https://www.statista.com/statistics/1000000/childrens-sports-participation-in-the-united-kingdom-uk/)



Study Guide Task

- A) Identify and list the national physical activity guidelines for teenagers/adolescence for your country.**

- B) Identify and list the benefits of being physically active for teenagers/adolescence promoted in your country.**

- C) Identify and list data on the participation rates of teenagers/adolescents for your country.**



Further Reading / Viewing

Physical Activity Benefits

ICOACHKIDS MOOC 2 Video – [Introduction to Physical Literacy](#)

Other Resources


Physical Activity Guidelines

[World Health Organisation \(WHO\) Physical Activity Guidelines](#)

Sport Participation/Dropout

[Keep Youngsters Involved](#)

Section 1.2: How Children and Young People Engage with Organised Sport

 View	<p>The following are the details of the script and video:</p> <p>Video Title: How children and young people engage with organised sport</p> <p>Writer Name and Job Title: Professor Sergio Lara-Bercial (Spain), Leeds Beckett University and ICOACHKIDS co-founder.</p> <p>Presenter Name and Job Title: Sheelagh Quinn, Coaching Children Lead, Sport Ireland and ICOACHKIDS co-founder</p> <p>Link to Video: https://youtu.be/mUEr_AZav3g</p>
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READ

Introduction

Welcome back Coach! Hope you are enjoying the course so far?

The previous section identified how sport and physical activity can have many benefits for children and young people. This is even more important given the current pandemic of inactivity and sedentary behaviour in young people.

Organised Sport

Organised sport is one of the ways in which the majority of children engage with sport and physical activity. So, let's define it:

Organised sport is typically led by an adult as part of a school or community club or programme. Normally, organised sport has a set training and competition schedule.

Now although lots of children start playing organised sport, the rate of dropout as they get older is worrying.

Organised Sport and Dropout

Recent research conducted by ICOACHKIDS across 27 European countries and 18 different sports with a sample of over 5 million children found that participation rates increased from 8 to 12 years of age for the majority of sports. Unfortunately, this was followed by a substantial reduction from 12 to 16 years, and in most sports, 12 to 18 years.

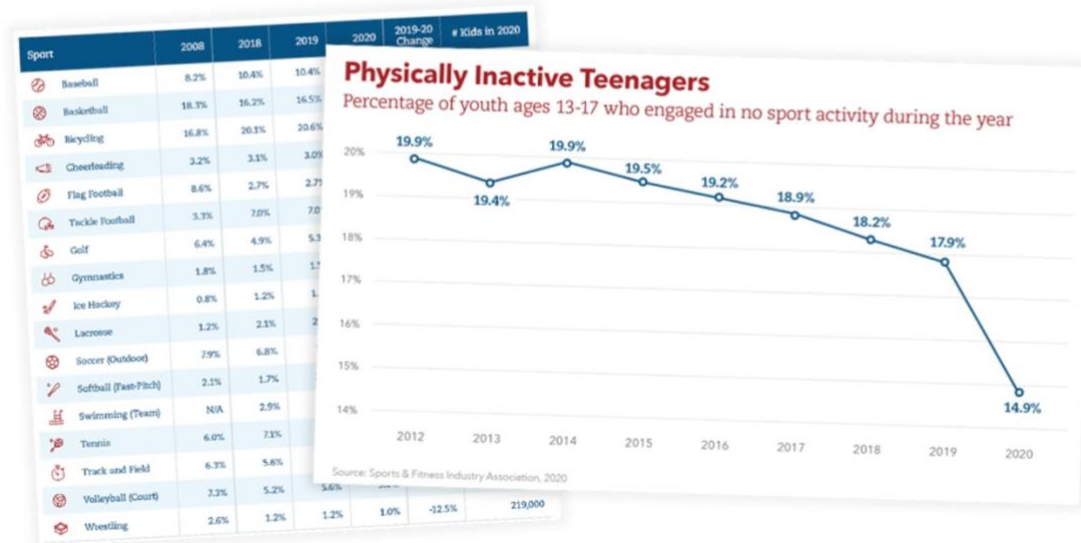
27 European countries
18 different sports
5 million children



This is in line with research from the Aspen Institute in the US that shows that, on average, children engage with organised sport for 3 years before dropping out.



Source: Aspen Institute | aspenprojectplay.org



Our study also shows that dropout from organised sport is both gender and sport specific.

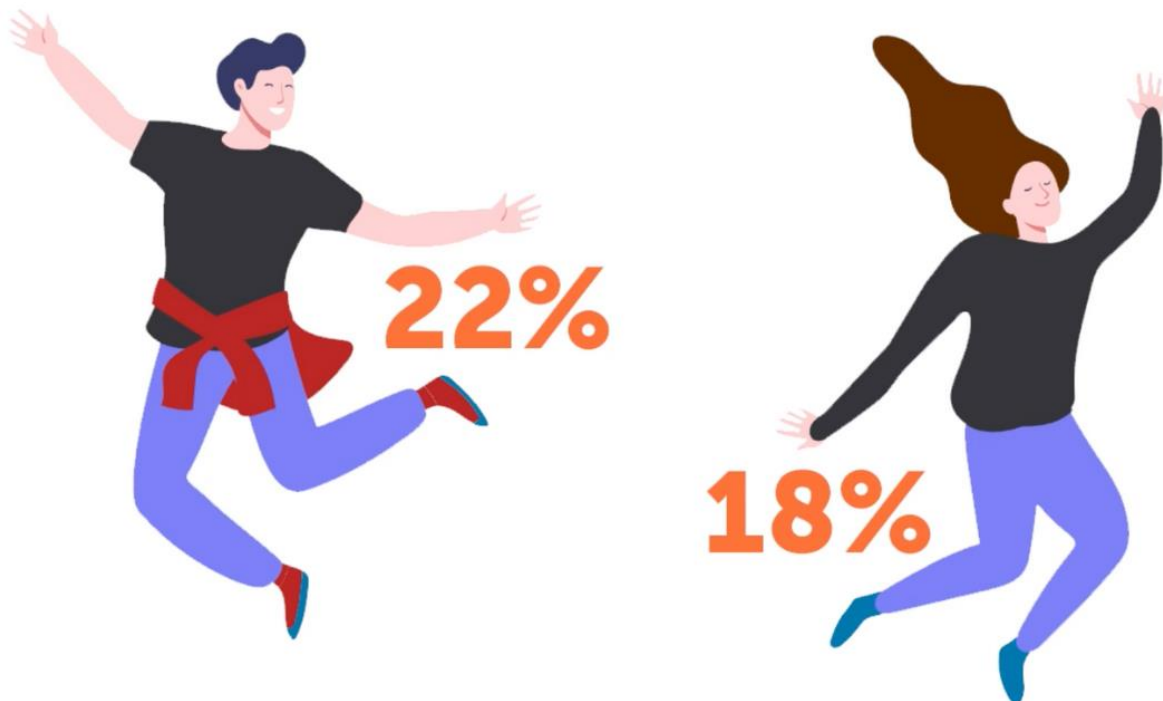
Gender and Dropout

Listen to this: Across the whole sample of 5 million children, females were 4 times less likely to do sport than males! That's alarming! We should all hear the bells ringing.



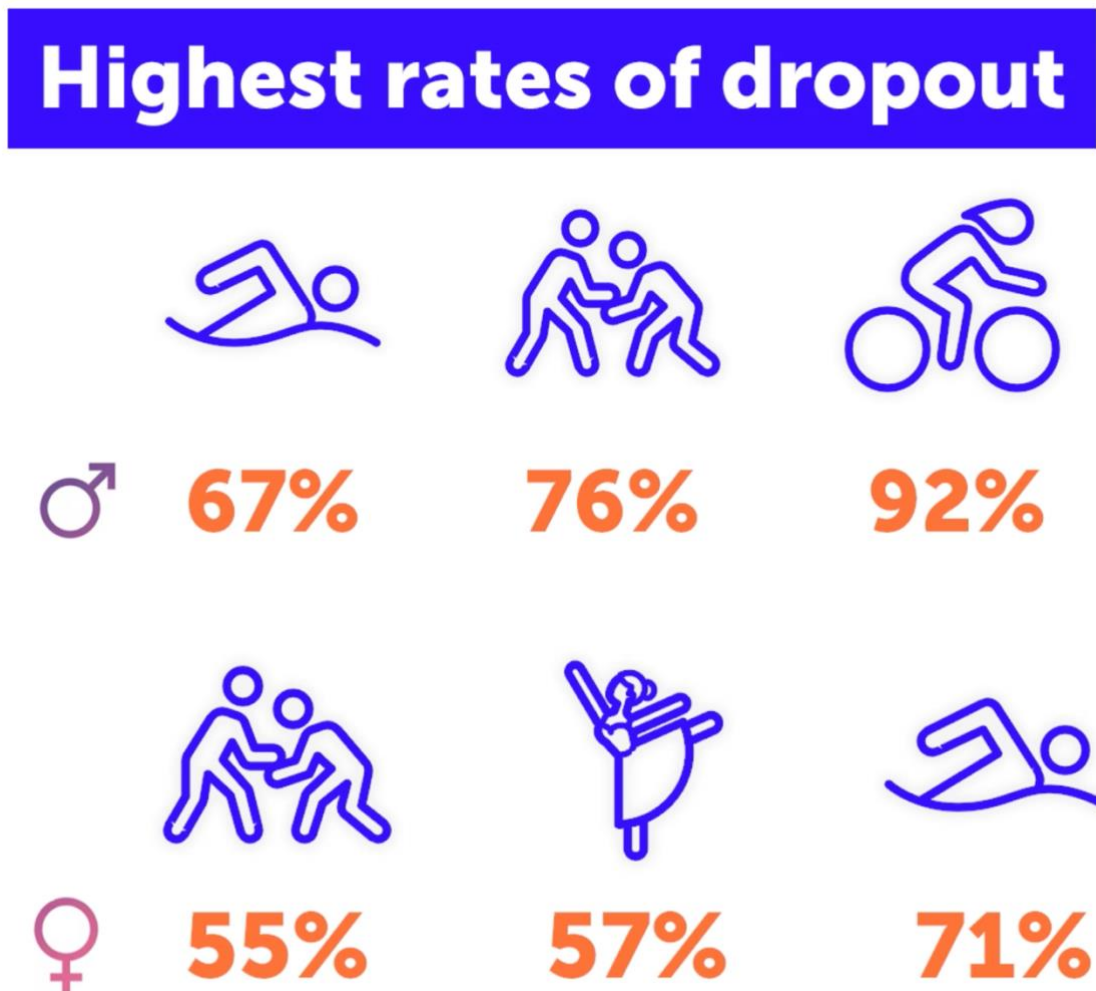
Anyway, the overall the rate of dropout is at its highest between 12 and 16 years which was 22% for males and 18% for females, so at least girls in our sample dropped out less than the boys.

RATE OF DROPOUT



Sport Specificity and Dropout

Okay, so what about specific sport? For males, sports like swimming, martial arts and cycling showed the highest rates of dropout at 67%, 76% and 92% respectively. For females, martial arts, dance sports, and swimming had the highest rates with 55%, 57% and 71%.



Interestingly, there were some sports with very low dropout rates like Boxing, Water Sports and yes, Soccer for males, and Volleyball, Athletics and Badminton for girls.

And perhaps more interestingly, there was a couple of sports like Skiing and Boxing which actually saw increases in female participation post 16 years of age.

Now, this first study only looked at participation and dropout trends, and you can check the full report in the further reading section.

Coaches and Awareness of Dropout

Coaches need to understand why adolescents, especially girls, may drop out of sport at this age and develop strategies to keep them engaged.

If we want to have a chance to stop this negative trend, we need to understand the reasons why they stop taking part. This is the only way for us coaches to see how we can contribute to engaging and keeping young people in sport for as long as possible. We will cover this in Chapter 2.

Now it's time to turn our attention towards self-organised sport as another way to engage children and young people in physical activity.

Thanks, and please keep watching and reading!



READ

More Information

[ICOACHKIDS Dropout Research](#)



Study Guide Task

- A) Identify and list the participation rates and dropout data for your sport in your country (if available) and in your club for teenage girls and boys over the last 5 years (this may need some detective work on your part! Check with club secretary, talk with coaches, etc).**

- B) Indicate what actions are being undertaken/could be taken to address this for girls and boys for your sport in your country (or specifically for your club).**



Further Reading / Viewing


ICOACHKIDS

[ICOACHKIDS Dropout Research Report](#)

OTHER RESOURCES

Aspen Institute [Dropout Research](#)

Section 1.3: How Children and Young People Engage in Self-Organised Sport and Physical Activity

 View	<p>The following are the details of the script and video:</p> <p>Video Title: How children and young people engage in self-organised sport and physical activity</p> <p>Writer Name and Job Title: Professor Sergio Lara-Bercial (Spain), Leeds Beckett University and ICOACHKIDS co-founder.</p> <p>Presenter Name and Job Title: Ambokile Bell (England), Sports Lecturer at The Manchester College and Manchester Magic Basketball Coach</p> <p>Link to Video: https://youtu.be/Dj2CdDv3dOw</p>
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READ

Introduction

Welcome back Coach. In the previous section we explored how children and adolescents take part in organised sport, how important this type of participation is for some young people, and some of the issues that organised sport is facing today.

In this section, we are going to turn our attention to self-organised sport and physical activity as a complement or alternative to the more traditional organised participation.

Self-organised sport and physical activity is different to organised sport in that it is the young people who initiate, and typically lead the activity.

Self-Organised Sport – Facts

Interestingly, there is a general assumption that, over the last couple of decades, children and young people have moved away from self-organised sport, and that today, the majority of sport happens in organised ways. However, research shows that self-organised sport and informal activity is still very important.

Recent data from the 2021 Sport England Active Lives Survey shows that up to 40% of 11- to 16-year-olds engaged in self-organised sport and physical activity at least once a week.



In fact, some young people prefer to take part in self-organised activities over organised ones.

- Maybe because they do not wish to commit to regular training sessions and competitions
- Or, because they prefer the freedom and flexibility of informal activity
- Or perhaps, because they lack the confidence or competence to take part in organised sport and the pressure associated with it.

For this reason (40% engagement, at least once/week), it is now acknowledged that self-organised sport and physical activity is as important as organised sport in developing healthy and active lifestyles, and in the fight against sedentarism and obesity.

Implications for Young People and Sport

This is why countries around the world are developing new strategies to encourage more young people to take part in self-organised sport. For example:

Innovation and Activities: This may be through the creation of innovative, welcoming and easy to access outdoor and indoor spaces, or through the introduction of some less traditional sports in the Physical Education curricula such as skateboarding, BMX, climbing, orienteering, cheerleading or dance.



National Federations/Governing Bodies: This is also why some governing bodies and federations are developing versions of the sport more suitable for informal, self-organised participation such as 3x3 basketball or 5-a-side football.



Implications for Clubs and Coaches

This is also why some sport clubs and coaches are also starting to incorporate some of the principles of self-organised sport and informal play into the design of their activity offer and coaching sessions.

Is this perhaps something you could think about in your context?

Chapter Conclusion

There follows some **More Information** for you to explore on self-organised sport and links to **Further Reading and Viewing**, both ICOACHKIDS AND OTHER RESOURCES.

Well, that's it for the 3 sections of Chapter 1.



QUIZ

Please do the Quiz to check your understanding of the contents of the chapter.



PERSONAL COACHING TASK

Please do the Practical Coaching Tasks to consider how you could transfer the chapter content into your coaching practice.

Next...

Then move on to Chapter 2 where we are going to explore in detail the youth sport dropout phenomenon and try to understand why it happens.

See you then!



READ

More Information

2021 Sport England [Active Lives Survey](#)

Sports specific examples of adapted version of sport:

Basketball: 3 x 3 basketball [Rules - FIBA 3x3](#)

Football: Futsal - [Futsal rules: a quick guide | Futsal EURO | UEFA.com](#)



Further Reading / Viewing

ICOACHKIDS

[Making football Fit the Child](#) with Kris Van Der Haegen



Quiz

To check the knowledge content of the chapter, please complete the 10 multi-choice questions on the content of Chapter 1.

1. The **WHO recommendations** how many minutes a day of physical activity for teenagers?

- a) 30 minutes
- b) 45 minutes
- c) 60 minutes
- d) 90 minutes

2. How many times are female participants **less likely** to take part in sport than males?

- a) 2 times
- b) 4 times
- c) 6 times
- d) The same

3. **Organised sport** for teenagers is defined by:

- a) Adult led, occasional training and competition schedule
- b) Peer led, set training and competition schedule
- c) Adult led, set training and no competition schedule
- d) Adult led, set training and competition schedule

4. Generally, **participation rates** in organised sport of teenage girls and boys aged 12-18 years:

- a) Stay the same
- b) Decrease a substantially
- c) Increase substantially
- d) Decrease a little

5. Do **coaches** need to be aware of the dropout rate of girls and boys in their sport?

- a) No, they don't, as it is not their concern!
- b) No, they don't, coaches are only concerned with the girls and boys that want to play the sport they coach.
- c) No, they don't, coaches only want the best athletes so that they can win the competitions they are involved in.
- d) Yes, they do, coaches should be aware of why teenagers drop out; and could changes to their coaching practice contribute to keeping them engaged.

6. Self-organised sport is:

- a) Initiated and led by young people
- b) Initiated by parents and led by coaches
- c) Initiated and led by clubs
- d) Initiated by young people and led by adults

7. From a recent Sport England study, what percentage (%) of teenagers do self-organised sport at least once a week:

- a) 75%
- b) 60%
- c) 40%
- d) 25%

8. National Federations could develop versions of the sports they govern to make them more user-friendly to teenagers.

- a) TRUE
- b) FALSE

9. Coaches could include adapted versions of the sport they coach in their sessions.

- a) No, let teenagers play the full version of the sport.
- b) Yes, adapted version can be more inclusive and user-friendly to more teenagers, encouraging them to stay involved in sport.
- c) No, the national federation governs the full version of a sport only.
- d) Yes, it doesn't matter what version they play, as long as they are having fun.

10. Is the approach a coach takes important to promoting participation in sport?

- a) Coaches do not influence the participants they coach.
- b) Coaches can play a significant role in developing participants' love of sport by being child/teen-centred in their coaching, with the aim of maintaining each teenager's involvement in sport.
- c) Coaches are only concerned with the playing ability of the athletes they coach.
- d) Coaches should just show up, coach each session and go home.



Personal Coaching Task

1A. Specify where you are going to source more information on teenagers in sport/your sport.

1B. Specify where you are going to source more information on good coaching practice with teenagers.



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