I COACH KIDS+ 13-18

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

**Chapter 2:
Understanding Youth Sport Dropout**

Study Guide

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Contents

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.

Your Development as a Journey as a Coach of Teenagers

Working with teenagers can be very worthwhile and a positive experience. With the knowledge, practical coaching skills, and the child-centred approach put forward in the ICOACHKIDS MOOCs, this experience can be positive for everyone – every teen, and every coach.

It's over to you now to take the responsibility to grow your coaching knowledge, coaching skills, and coaching effectiveness.

Enjoy the journey Coach!

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 2

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 2.1							
Section 2.2							
Section 2.3							
Section 2.4							
Section 2.5							

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 2.1: What is Youth Sport Dropout

READ

Introduction

Hey there Coach. Welcome to chapter 2 "Understanding youth sport dropout". In this chapter we are going to explore the dropout phenomenon and try to understand why it happens, so we can put in place strategies to prevent it or minimise it. Let's go!

What is youth sport dropout?

Different people have defined it in different ways, but in general:

> **Youth sport dropout is the discontinuation of sport participation, typically organised sport, for a sustained period of time.**

The difficulty in getting a hold of dropout is that it is a very complex phenomenon. Why is it complex? Well, because it is a very individualised experience, influenced by a lot of different factors. And these factors interact with each other in different ways over an extended period of time, until a young person drops out of sport.

Okay, let's try to get a handle on it. Research has identified over 150 reasons for dropout. In our most recent study, we simplified all these factors into 13 dropout dimensions. In other words, young people drop out of sport for one or a combination of the following:

1. Lack of competence
2. Reduced Physical Wellbeing
3. Decreased Mental Wellbeing
4. Lack of Organisational Ability
5. Sport not being Socially Desirable
6. Sport not being Socially Enjoyable
7. Lack of Social Support
8. Lack of Opportunity to play
9. Lack of Material Resources
10. Lack of Time
11. Losing the value of External Motivations to play
12. Not having Internal Motivations to play, and
13. Not having Achievement Motivations, or the desire to progress in sport.

This is still a pretty complex list, and you can read all about it on the summary of our study in the Further reading materials.

Practical Model of Dropout

For this course, we have created a practical model of dropout that includes 3 main groups of factors: Personal Factors, Social Factors, and Environmental Factors.

1. **Personal factors** include elements such as your perceived and actual competence, the impact of participation on your mental or physical wellbeing, or your motivations for doing sport.

2. **Social factors** involve things like how much the sport experience satisfies your social needs, the amount of social support available to you in and around the experience, and the motivational climate created by others in the environment.

3. **Environmental factors** contain things such as the amount and accessibility of opportunities to engage in sport, the availability of the material resources required to take part, or the amount of "disposable time" available to do sport.

Conclusion

In the next 4 sections we are going to explore each of these groups of factors separately, as well as how they interact with each other and with the specific demographic characteristics of each young person. Understanding dropout as an individualised, multidimensional experience will allow us to support young people in more creative and effective ways.

Thanks, and please keep watching and reading!

FURTHER READING/VIEWING

[Summary of the ICOACHKIDS+ study on drop out](#)

Section 2.2: What Causes Dropout? Part 1: Personal Factors

READ

Introduction

Welcome back Coach. The previous video introduced our 3D practical model of youth sport dropout. Can you remember the 3 groups of factors? That's right: Personal, Social and Environmental. This video focuses on the personal factors that lead to dropout.

Personal Factors

These include competence, physical and mental wellbeing, and motivation. Let's explore them one by one.

1. **Competence/Perceived Competence:** Low actual and/or perceived competence has been shown to be a significant dropout factor. Young people who feel that they are not very good at sport in general, as good as they would like to be, or not as good as their peers have a higher risk of dropping out. Especially if they also feel that other significant people like their friends, parents or coaches do not rate them highly either.

2. **Physical and Mental Wellbeing:** Physical and mental wellbeing have also been identified as having an influence in young people's decisions to remain involved in sport. Things like physical exertion, injuries, chronic pain, emotional stress, dealing with failure and disappointment, and the pressure to compete and perform are very important factors for some young people.

3. **Personal Motivation:** Another significant personal factor is the young person's motivation to take part in sport. We have divided motivation into three types and each of them has an impact on the chances of the young person dropping out:

a) **External motivations** such as winning or rewards for doing well.
b) **Internal motivation** such as sheer enjoyment of the activity or the desire to learn and get better at something just for the sake of it.
c) **Achievement motivation** relates to the desire to reach elite levels of performance in the chosen sport. A drop in any of these types of motivation may lead to increased chances of stopping participating in sport.

Conclusion

And that's the personal factors of dropout. Remember, however, that all these factors play differently for different young people, and that they interact with factors in the other two groups, social and environmental, as well as demographic elements. Watch the next 3 videos to learn more.

Thanks, and please keep watching and reading!

READ

More Information

ICOACHKIDS Dropout Research
[Summary of the ICOACHKIDS+ study on drop out](#)

Study Guide Task / Personal Coaching Task

Reflect on the group of participants that you coach. Thinking of individuals in the group, identify which of the 3 Personal Factors do you think would put them most at risk of dropout. Make notes on your awareness of and the evidence you would see for each of the Personal Factors.

Personal Factors	Your awareness of / evidence you see for the factor
1. Competence / Perceived Competence	
2. Physical and Mental Wellbeing	
3. Motivation (external, internal & achievement)	

Section 2.3: What Causes Dropout? Part 2: Social Factors

READ

Introduction

Hey Coach. In the previous section we discussed the personal factors of our 3D model of youth sport dropout. Can you remember the other 2 groups? That's right: Social and Environmental.

Social Factors

This section focuses on the social factors that lead to dropout. These include social desirability, social enjoyment and social support. Let's explore them one by one.

1. Social desirability is related to how accepted or desirable sport in general, or the sport in question, is within the young person's social circles. These include mostly family and peers, but it could also extend to the whole of society. It is hard for a young person to stay involved in any kind of activity, no matter how much they like it, when their family and/or friends dislike it or even frown upon it. Social desirability plays a very important role in certain communities where sport may not be looked upon favourably, and especially for girls and women.

2. Social enjoyment also has an impact on dropout. Social enjoyment is about how much the young person enjoys or likes the company of those they spend time with in sport. This includes the other young people they play sport with, the club coaches and staff, and also the parents of the other young people. Positive and enjoyable relationships with everyone in the sporting context offers a great deal of protection from dropout and should be prioritised.

3. Social support is also very important to keep young people engaged in sport. It has two main components.

a) **Close friendships:** If the young person has at least one very close friend within the sport, this may provide a certain level of protection against dropout.

b) **Support at key times:** Everyone has moments of doubt when they are not sure if they want to continue playing sport or not. Having a friend, coach or parent take an interest and encourage you to stay and hang in there until you feel better about it can have a protective effect too.

Conclusion

And that's the social factors of dropout. Remember, however, that all these factors play differently for different young people, and that they interact with factors in the other two groups, personal and environmental, as well as key demographic elements. Read the next 2 section to learn more.

Please keep on watching and reading!

READ

More Information

ICOACHKIDS Dropout Research
Summary of the ICOACHKIDS+ study on drop out

Study Guide Task / Personal Coaching Task

Reflect on the group of participants that you coach. Thinking of individuals in the group, identify which of the 3 Personal Factors do you think would put them most at risk of dropout. Make notes on your awareness of and the evidence you would see for each of the Personal Factors.

Personal Factors	Your awareness of / evidence you see for the factor
1. Social Desirability	
2. Social Enjoyment	
3. Social Support (Close friends and support at key times	

Section 2.4: What Causes Dropout? Part 3: Environmental Factors

View

READ

Introduction

Hi again Coach. In the previous section we discussed the social factors of our 3D model of youth sport dropout. Can you remember the other 2 groups of factors? That's right: Personal and Environmental. This section focuses on the environmental factors that lead to dropout.

Environmental factors

These include opportunity, material resources, organisational ability and time. Let's explore them one by one.

1. Opportunity: The amount and accessibility of opportunities to do sport is a significant determinant of participation. For instance, are there sport facilities, clubs or competitions close to your home? Do these facilities, clubs or competitions cater for your level of skill or your motivations to play and compete? Perhaps there were no girls only sessions or session that supported children with a disability.

2. Material resources: The next environmental factor is the availability of the material resources to be able to take part in sport. Is a family able to afford the club fees, travel expenses, specialist equipment or individual tuition? Research shows that the cost of taking part in organised sport has increased over the last two decades and that many young people are being "priced out" of organised sport. For many, youth sport has become much more of an expensive commodity than an activity every child should have the right to do if they so wish.

3. Organisational ability: Another important environmental factor is organisational ability. This relates to the capacity of the young person, and those around them, to do what's needed to allow that person to play sport. For example, signing up to a club, organising the logistics to attend practice regularly, attending parent meetings, etc. Organisational ability may be related to material resources, but it may also be completely independent. Some

families may have the material resources, but not the logistical capability to organise sport participation due to a number of factors such as work commitments, having multiple children or having to chose amongst competing priorities.

4. Time: The final piece of the environmental jigsaw is time. Especially as young people get older, time becomes a scarce commodity with lots of different activities competing for the young person's limited time. For some, it is schoolwork that gets prioritised over sport. For some others, it is going out with friends or the need to find a job that helps with the family's financial situation. It can also be a need to stay at home doing chores or looking after siblings while parents are out working. And for some it is all of the above!

Conclusion

Okay, so as we have seen over the last few sections, youth sport dropout is a complex, multifactorial and individualised process. In the final section of this chapter we are going to explore how all these factors interact with each other and with the specific characteristics of each young person to create different participation and dropout trajectories.

<div align="center">

Please keep on watching and reading!

</div>

READ

More Information

ICOACHKIDS Dropout Research
[Summary of the ICOACHKIDS+ study on drop out](#)

Study Guide Task / Personal Coaching Task

Reflect on the group of participants that you coach. Thinking of individuals in the group, identify which of the 3 Personal Factors do you think would put them most at risk of dropout. Make notes on your awareness of and the evidence you would see for each of the Personal Factors.

Personal Factors	Your awareness of / evidence you see for the factor
1. Opportunity	
2. Material Resources	
3. Organisational Ability	
4. Time	

Section 2.5: Bringing it all together: How do dropout factors interact?

READ

Introduction

Hey Coach. Thank you for spending time understanding the different factors that lead to youth sport dropout in the previous sections.
So far, we have seen how youth sport dropout is a complex, multifactorial and individualised process. In this final segment we are going to explore how all these factors interact with each other and with the specific characteristics of each young person to create different participation and dropout trajectories.

Recent study of dropout

We are going to do so through the findings of our most recent study of dropout where we sampled over 450 young people in the UK about their experience of dropping out of sport. First, they were asked to provide some basic demographic information about themselves. We then ask them to rank the importance of 49 different dropout factors across the 13 dimensions of dropout.

Overall sample:

Across the overall sample, young people identified the top 10 reasons for dropout:

1. **Found other things to do**	2. **Performance related stress**
3. **Prioritised studies**	4. **Didn't think I was good enough**
5. **No one helped me stay**	6. **Not as good as my friends**
7. **Stopped enjoying it**	8. **Not enough playing time**
9. **Didn't like how I looked**	10. **Not worth the effort**

Of course, young people don't typically drop out of sport for a single reason. That's why it's important to also understand which dimensions of dropout, or groups of reasons, are most important.

Overall, lack of social support and reduced internal motivation were the most important dimensions of dropout. Conversely, young people rated opportunity, and social desirability as having the lowest importance.

Impact of gender: Moreover, the order of importance was slightly different depending on the gender of the young person.

- **Male participants** rated internal motivation as their top reason to drop out, followed by social support and organisational ability.
- By contrast, **females** rated social support as the most important reason followed by internal motivation and mental wellbeing.

Impact of age: Notably, the age when dropout happened also seemed to impact the order of importance.

- **6-8 years:** For example, competence was the most important factor for those who dropped out between 6 and 8 years of age
- **9-11 years:** Social support was most important between 9 and 11 years of age
- **12-18 years:** Internal motivation became more prominent between 12 and 18.

Sporty/not sporty: Likewise, the young person's perception of whether they thought of themselves as sporty or not also led to different ratings.

- **Not sporty:** Young people that consider themselves "not sporty" rated competence, social support and mental wellbeing as more important.

- **Sporty:** Conversely, "sporty" young people rated social support, internal motivation, and organisational ability as the most important factors.

Socioeconomic status: Not surprisingly, the socioeconomic status of the family also had an impact on the ratings.

- **Lower income:** Those from lower income families prioritised material resources, organisational ability, and social support.
- **Higher income:** those from higher income families emphasised the importance of internal motivation, mental wellbeing and social support.

Type of sport: Finally, the type of sport also seemed to have an influence.

- **Individual sports:** Young people in individual sports rated internal motivation, social support and mental wellbeing as the most important reason for dropping out
- **Team sports:** Whereas those in team sport felt social support, internal motivation and competence were most prominent.

More information

If you want to know more about the study, please download the report! We are now replicating it across another 6 countries to see if anything is different!

Conclusion

Anyway, as you can see, youth sport dropout is a complex phenomenon.

<div style="background-color: orange; color: white; text-align: center; font-weight: bold;">No "one size fits all" solution is possible</div>

In the next chapter, we propose some ideas as to how governing bodies of sport, clubs and schools, coaches, and parents can help minimise the chances of kids dropping out of sport.

Chapter Conclusion

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

Well, that's it for the 5 sections of Chapter 2.

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 you coaching practice.

Thanks for Watching and Reading!

Further Reading / Viewing

ICOACHKIDS

Our [MOOC 2 Videos](#) and Study Guides are about understanding the individual participant

Other ICOACHKIDS videos that would be relevant to understanding Dropout

OTHER RESOURCES

[Keep Youngsters Involved](#) – Kenniscentum Sport en Bewegen

Quiz

To check the knowledge content of the chapter, please complete the 10 multi-choice questions on the content of Chapter 2. After checking the answers to the quiz, if an answer is not correct, please review the relevant section of the chapter and repeat the quiz. The relevant section is listed under each question.

1. **Youth sport dropout** can be defined as:
a) Changing sports every few weeks or months
b) The discontinuation of sports participation, typically organised sport, for a sustained period
c) Stopping taking part in sport for the family holidays
d) Not doing a sport during the sports off-season

Please review section 2.1 and complete the quiz again.

2. The 3 **groups of factors that lead adolescents to dropout** of sport are:
a) Professional, Societal, Environmental
b) Personal, Sustainable, Technical
c) Professional, Social, Winning only
d) Personal, Social, Environmental

Please review section 2.1 and complete the quiz again.

3. The 3 **Personal Factors** that contribute to dropout are:
a) Competence/Perceived competence, Physical and mental wellbeing, Personal motivation
b) Technical ability, Benefits of being active, Not winning
c) Competence/Perceived competence, External motivation, Winning occasionally
d) Technical ability/Perceived technical ability, Internal motivation, Personal motivation

Please review section 2.2 and complete the quiz again.

4. The 3 **types of motivation** that have an impact on dropout are:
a) Coach, Parents, Winning
b) Achievement, Club, Peers
c) External, Internal, Achievement
d) Self, External, Peers

Please review section 2.2 and complete the quiz again.

5. The 3 **Social Factors** that impact on dropout are:
a) Anti-social behaviour, Fear of failure, Non-selection
b) social desirability, Not winning, Coach shouting
c) Social desirability, Social enjoyment, Social support
d) Parental pressure, Non-selection, No club support

Please review section 2.3 and complete the quiz again.

6. The 2 key components of **Social Support** are:
a) No friends, club support
b) Small cliques, distracting support
c) Peer pressure, Support at key times
d) Close friendships, Support at key times

Please review section 2.3 and complete the quiz again.

7. The 4 **Environmental Factors** that contribute to dropout include:
a) Opportunity, Material resources, Organisational ability, Time
b) Choice, Material resources, Not organised, Too much time
c) Opportunity, Too many resources, Unable to get organised, Time
d) Choice, No resources, Not organised, No time

Please review section 2.4 and complete the quiz again.

8. The coach of teenagers should take Personal, Social and Environmental factors into account to o encourage them to stay involved in sport:
a) TRUE
b) FALSE

Please review section 2.5 and complete the quiz again.

9. Dropout is NOT a complex, multifactorial and individualised process.
a) TRUE
b) FALSE

Please review section 2.5 and complete the quiz again.

10. Do **coaches** need to be aware of the factors that lead to dropout 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 dropout; and ensure their coaching practice encourages to keeping them involved.

Please review section 2.5 and complete the quiz again

Personal Coaching Task / Coaching with Others

1) Look back on the coaching tasks you completed in Section 2.2 Personal Factors, Section 2.3 Social Factors and Section 2.4 Environmental Factors and the evidence you have seen from the adolescents you coach. List 1-2 factors from each grouping that you would see as the most important to address with your group.

2) Then start to list ways that you could address them.

3) Discuss the ideas with your co-coaches

Dropout Factors	Important factors to be addressed for the group you coach	Ideas on how these factors could be addressed
Personal		
Social		
Environmental		