



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

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.



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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.

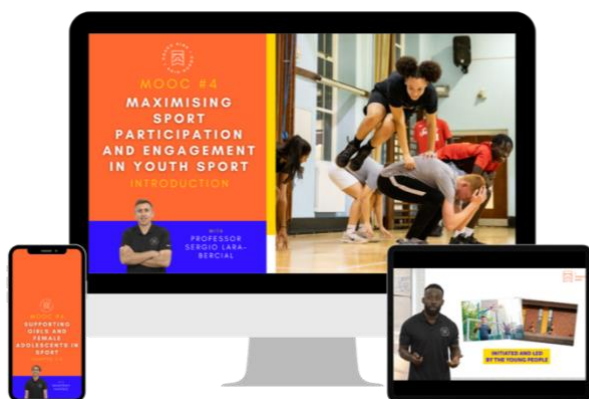
Coaching Teenagers

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 | |



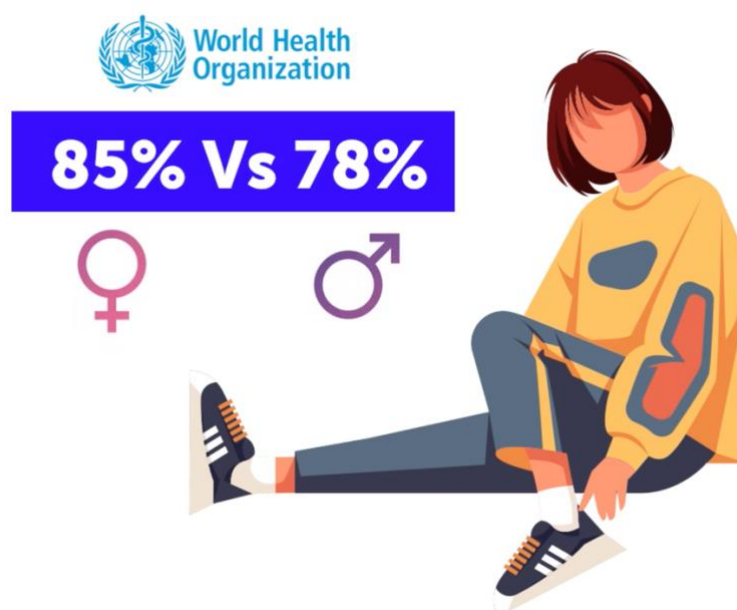
READ

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!



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](#)

UK: [Physical activity guidelines - GOV.UK \(www.gov.uk\)](#)

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](#)

Netherlands: [Sport participation in the Netherlands - NOCNSE](#)

UK: [Children's sports participation in the United Kingdom \(UK\) - Statistics & Facts | Statista](#)



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



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.

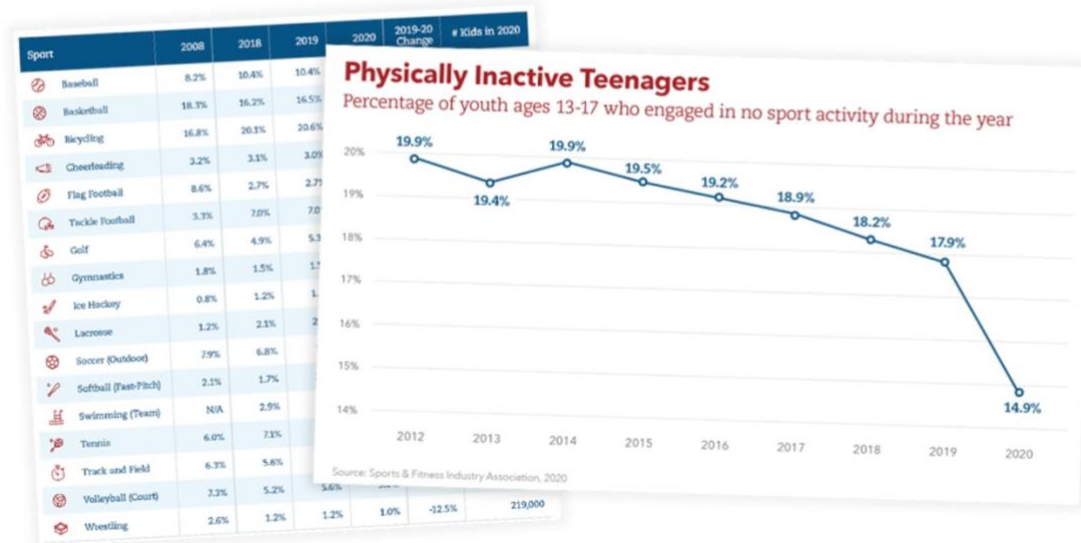
27 European countries
18 different sports
5 million children



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.

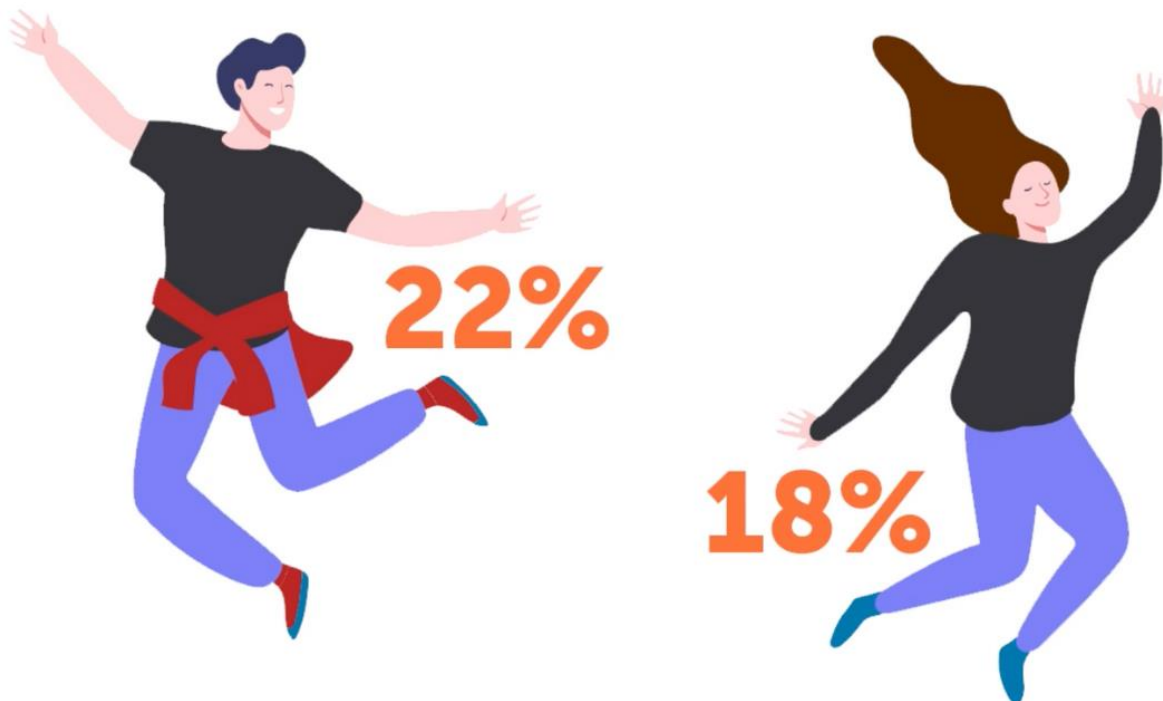
Gender and Dropout

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.



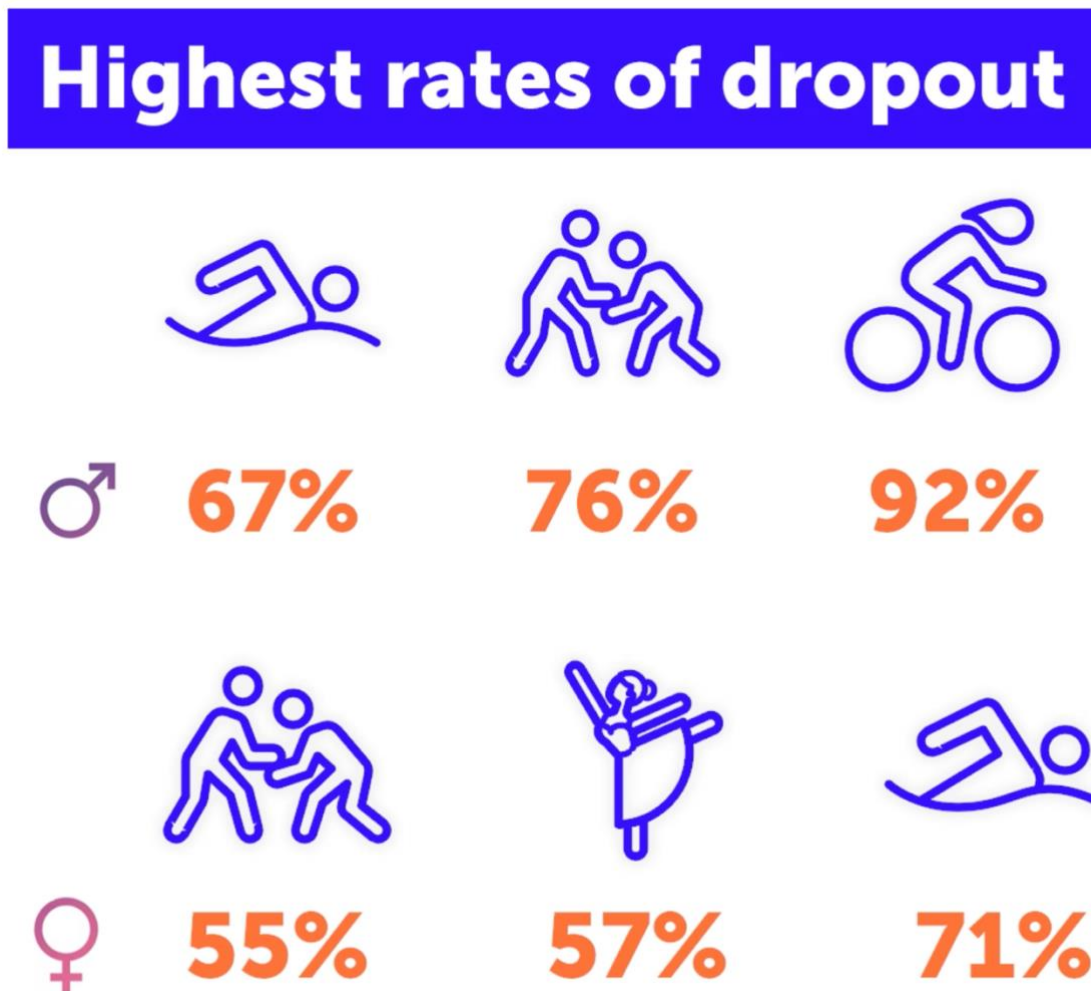
Anyway, the overall the rate of dropout is at its highest between 12 and 16 years which was 22% for males and 18% for females, so at least girls in our sample dropped out less than the boys.

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> |
|---|---|



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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|
**COACH
KIDS+**
13-18

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

Chapter 2: Understanding Youth Sport Dropout 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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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

| | |
|--|---|
|  View | <p>The following are the details of the script and video:</p> <p>Video Title: What is Youth Sport Dropout?</p> <p>Writer Name and Job Title: Professor Sergio Lara-Bercial (Spain), Leeds Beckett University and ICK Co-founder</p> <p>Presenter Name and Job Title: Declan O’Leary, Coaching Development Manager and Sport Ireland Disability Sport Lead</p> <p>Link to Video: https://youtu.be/5bpvKwqkgvg</p> |
|--|---|



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

| | |
|--|---|
|  View | The following are the details of the script and video: |
| | Video Title: What Causes Dropout Part 1: Personal Factors |
| | Writer Name and Job Title: Professor Sergio Lara-Bercial (Spain), Leeds Beckett University and ICOACHKIDS 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/XwExjqd8AtE |



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

| | |
|--|---|
|  View | The following are the details of the script and video: |
| | Video Title: What Causes Dropout? Part 2: Social Factors |
| | Writer Name and Job Title: Professor Sergio Lara-Bercial (Spain), Leeds Beckett University and ICOACHKIDS co-founder. |
| | Presenter Name and Job Title: Ambokile Bell (England), Sports Lecturer at The Manchester College and Manchester Magic Basketball Coach |
| | Link to Video: https://youtu.be/dDoMMfrWT5g |



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!



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 | The following are the details of the script and video: |
| | Video Title: What Causes Dropout? Part 3: Environmental Factors |
| | Writer Name and Job Title: Professor Sergio Lara-Bercial (Spain), Leeds Beckett University and ICOACHKIDS co-founder. |
| | Presenter Name and Job Title: Desirée Vila (Spain), Paralympic Athlete |
| | Link to Video: https://youtu.be/ECR8FWLosyM |



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 choose 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.

Please keep on watching and reading!



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?

| | |
|--|---|
|  View | The following are the details of the script and video: |
| | Video Title: Bringing it all together: How do dropout factors interact? |
| | Writer Name and Job Title: Professor Sergio Lara-Bercial (Spain), Leeds Beckett University and ICOACHKIDS co-founder. |
| | Presenter Name and Job Title: Professor Sergio Lara-Bercial (Spain), Leeds Beckett University and ICOACHKIDS co-founder. |
| | Link to Video: https://youtu.be/bnAd8_sBfjc |



READ

Introduction

Hey Coach. Thank you for spending time understanding the different factors that lead to youth sport dropout in the previous sections.

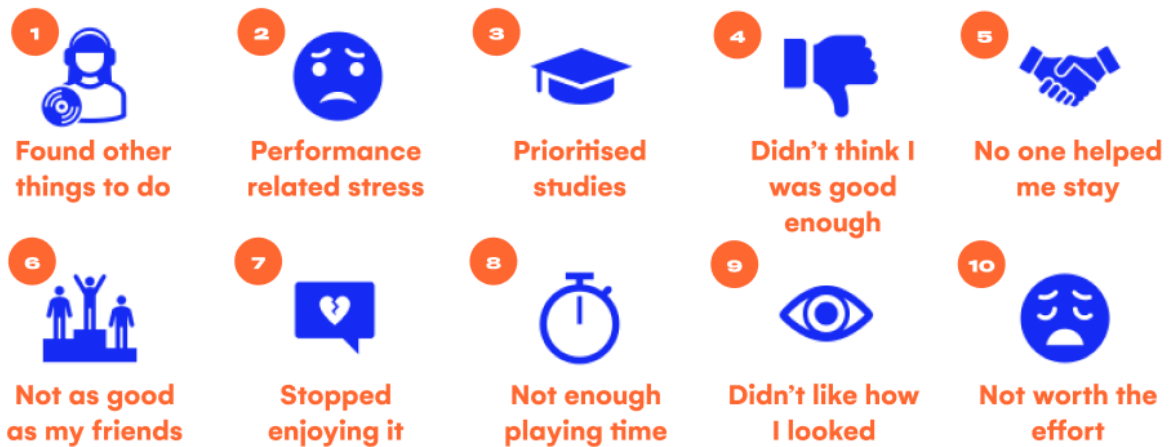
So far, we have seen how youth sport dropout is a complex, multifactorial and individualised process. In this final segment we are going to explore how all these factors interact with each other and with the specific characteristics of each young person to create different participation and dropout trajectories.

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:



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.

No “one size fits all” solution is possible

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 your 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 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 | | |



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

Chapter 3: Maximising Engagement in Sport Study Guide



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

Acknowledgments:

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Disclaimer

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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 |
| Section 3.1 | | | | | | | |
| Section 3.2 | | | | | | | |
| Section 3.3 | | | | | | | |
| Section 3.4 | | | | | | | |
| Section 3.5 | | | | | | | |
| Section 3.6 | | | | | | | |

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 3.1: What National Governing Bodies and Federations Can Do to Enhance Participation

| | |
|--|--|
|  View | The following are the details of the script and video: |
| | Video Title: What National Governing Bodies and Federations Can Do to Enhance Participation |
| | Writer Name and Job Title: Professor Sergio Lara-Bercial (Spain), Leeds Beckett University and ICK Co-founder |
| | Presenter Name and Job Title: Sheelagh Quinn (Ireland), Children’s Lead, Sport Ireland Coaching and ICOACHKIDS Co-founder |
| | Link to Video: https://youtu.be/ZEBPT9QkhKE |



READ

Introduction

Hey there Coach. Welcome to chapter 3 **Maximising engagement in sport**.

In chapter 2 we took a deep dive into the causes of youth sport dropout. In this chapter we are going to explore some strategies we can put in place to prevent it or minimise it. Let’s go!

National Governing Bodies (NGBs) / Federations

In this first section, we are going to go big picture and discuss some of the strategies that national governing bodies of sport and federations can use.

As we saw in our study, the reasons for dropout are many and they are different for different young people at different stages of their life and in different sport.

Conduct research: Therefore, a first step would be to conduct some baselining research to try and understand why young people play that particular sport, and most importantly why they stop, and what could have prevented them from dropping out. As we always say at ICOACHKIDS, the voice of the young person has to be front and centre if we truly want to “put kids first”.

Existing research: Existing dropout research, however, already allows us to propose some potential strategies to reduce dropout. For example, our recent study showed that decreased physical wellbeing, lack of social support and changes to internal motivation were key reasons for dropping out.

Suggested actions for NGBs / Federations

1. **Increase physical wellbeing:** NGBs/Federations could look into ways to increase physical wellbeing, perhaps with changes to the rules of the sport or making physical wellbeing more prominent in coach education. Likewise, clubs and coaches could be supported by their federation to better understand how to increase social support and how to track and foster internal motivation.
2. **Actual/Perceived competence:** In addition, we also know that actual and perceived competence is important for many young people. To make sure that everyone has a chance to experience a sense of competence, some countries and sports have started to explore the idea of grouping children by ability and/or stage of physical development to create competitions where everyone can thrive and develop.
3. **Competence/Enjoyment:** Also, competence and enjoyment can be affected by the format and the rules of the sport and the competitions. Some sports have been very successful developing adapted forms of the original sport to the age and stage of development of the children. The adaptations can be related to the dimensions of the playing surface, the equipment, the number of players, or even the rules of the sport.
4. **Self-organised versions of a sport:** Okay, here goes another idea. In a previous section we saw how self-organised sport participation is very important for some young people. We mentioned how some sports like 3x3 basketball, beach volley, and 5-a-side football had done very well recreating that sense of self-organisation and low structure that appeal to a lot of young people. Something to think about!
5. **Diversity and Inclusion:** And of course, NGBs/federations can explore gender and disability-specific issues to provide suitable environments that specifically attract and keep female adolescents and participants with a disability. Two of the sections (3.5 and 3.6 respectively) which follow deal specifically with these issues.
6. **Local/Personnel support:** Our final suggestion would be for NGBs/federations to actively support clubs, schools, coaches and parents so they can understand the dropout phenomenon better and provide enhanced support to young people.

Conclusion

In the next few sections, we provide some basic ideas for all these different groups.

Thanks, and please keep watching and reading!



Study Guide Task / Coaching in your environment

Check what the NGB/Federation offers for teenagers/adolescents and clubs in your sport. Use the suggestions in this section to analyse what you find, both what is offered and gaps that may exist. Affirm/acknowledge what is being done. Remember, if gaps are to be addressed, they must start with someone and somewhere – it could be you and your club! Discuss what you find within your club/school.

| Research | NGB/Federation | Implications/Gaps |
|---|----------------|-------------------|
| Conduct (including national & international) | | |
| Existing (including other sports / countries) | | |

| Suggestions Actions | NGB/Federations | Implications/Gaps |
|---|-----------------|-------------------|
| 1. Increased physical wellbeing | | |
| 2. Actual / Perceived competence | | |
| 3. Competence / Enjoyment | | |
| 4. Self-organised versions of the sport | | |
| 5. Diversity and Inclusion | | |
| 6. Local /personal support (for clubs, volunteers, coaches, parents, etc) | | |



Further reading / viewing

ICOACHKIDS


ICOACHKIDS 5th International Conference – Keynote Presentation – Dan Whymark - [Using Play and Storytelling to Enhance Girls Football Participation: UEFA Playmakers](#)

ICOACHKIDS Spotlight Series - Kris Van Der Haegen – [Using Competition in a Developmental Way](#)

OTHER RESOURCES

Aspen Institute Project Play – [Youth Sport Playbook](#)

Section 3.2: What Schools and Clubs Can Do to Enhance Participation

| | |
|--|--|
|  View | The following are the details of the script and video: |
| | Video Title: What Schools and Clubs Can Do to Enhance Participation |
| | Writer Name and Job Title: Dr. Ian Cowburn (UK), Senior Lecturer, Leeds Beckett University |
| | Presenter Name and Job Title: Ambokile Bell (UK), Sports Lecturer at The Manchester College and Manchester Magic Basketball Coach |
| | Link to Video: https://youtu.be/KRCPIRyEz_g |



READ

Introduction

Welcome back, Coach. In this section we are going to look at the strategies clubs and schools can use to enhance participation.

Clubs and Schools

Clubs and schools are the key environments where young people participate in organised sport. When done effectively, clubs and schools allow young people to engage in sport in a healthy, safe, enjoyable, and developmental way. The strategies we propose here cover all these areas.

- 1. Safety first – physical and psychological:** As the saying goes “Safety First”. It is easy to think about physical safety, but we also need to provide environments that are also inclusive and psychologically safe. Clubs and schools should develop inclusive policies detailing shared values and actions such as:
 - Fair participation
 - Fair playing time
 - Long-term development over short-term success
 - The importance of effort
 - Respect toward others, and
 - Fair play
- 2. Developmentally appropriate environment:** The next strategy we want to put forward, is creating an environment that is developmentally appropriate. This is both in terms of the physical, technical and tactical skills, but also about understanding the psychosocial needs of adolescents.

A big part of this may be the development of a club-wide strategy or curriculum for what developmentally appropriate training might look like across different age groups. Helping coaches understand growth and maturation, and what coach behaviours build feelings of competence and confidence should be a priority.

- 3. Teenager motivations:** The third strategy is to consider what adolescents are interested in, why they might want to engage in sport, and what the club may be able to do about it. There are lots of different motivations, from wanting to become an elite athlete to just wanting to get better at an activity, to simply spending time with friends... and any combination of the above!

Range of ways to take part: Clubs should consider how they can allow for a wide range of participation motivations. For example, there could be a team/squad or 'turn up and play' session that requires less commitment and is less structured to keep youth involved.

Socially appealing: Clubs could also find ways to make themselves more socially appealing. From the way young people are welcomed when they arrive, to organising social events that build a sense of belonging, to the appropriate use of social media, all these things can go a long way to help young people build positive bonds with the club.

- 4. Schools – range of activities:** Finally, schools could look at increasing the range of activities they provide adding new activities that might be of greater interest to young people. For example, dance, parkour, rock climbing, skating, or even something like competitive tag or balloon world cup! A diverse offering would allow young people to get involved where they might normally be excluded or less motivated.

Conclusion

Okay – that's it for clubs and schools. In the next section we will look at what you, the coach, can do!

Thanks, and please keep watching and reading!



Study Guide Task / Coaching in your environment

| Suggested Actions | Clubs / Schools | Implications/Gaps |
|---|-----------------|-------------------|
| 1. Safety first – physical and psychological | | |
| 2. Developmentally appropriate environment | | |
| 3. Teenager motivations (Range of ways to take part / Socially appealing) | | |
| 4. Schools – range of activities | | |



Further reading / viewing

ICOACHKIDS


MOOC #1- Chapter 6 – [Safeguarding Children in Sport](#)

6th International ICOACHKIDS Conference – Amanda Visek, PhD - [Xs and Os for Coaching Fun in Athlete Development](#)

OTHER RESOURCES

Youth Sport Trust – [Primary School Physical Education resources](#)

Section 3.3: What Coaches Can Do to Enhance Participation

| | |
|--|---|
|  View | The following are the details of the script and video: |
| | Video Title: What Coaches Can Do to Enhance Participation |
| | Writer Name and Job Title: Professor Sergio Lara-Bercial (Spain), Leeds Beckett University and ICOACHKIDS co-founder. |
| | Presenter Name and Job Title: Professor Sergio Lara-Bercial (Spain), Leeds Beckett University and ICOACHKIDS co-founder. |
| | Link to Video: https://youtu.be/KWHRp9ro2Fo |



READ

Introduction

Hey there Coach. In this section we are going right down to the ground to discuss some of the strategies that coaches can try to enhance participation. Let's go!

Coaches

As coaches, we are the frontline of sport, the bridge between the young person and the activity, and that means we hold a huge amount of power... and I don't want to go all Uncle Ben on you, but with great power comes great responsibility.

Now, the good news is that our study showed that poor coaching behaviours were not primary reasons for dropout. Still, coaches can have a positive influence at so many other levels.

As we have said in every video and section, the voice of the young person has to be front and centre if we truly want to "put kids first". Coaches could have regular informal conversations as well as more formal group meetings to help clarify what's working for our participants, and what isn't.

Remember, it is their sport or game, not yours!

Now, as well as taking participant views into account, the research shows us some key areas where coaches can have a good impact.

1. **Physical wellbeing:** For instance, perhaps surprisingly, our study found out that physical wellbeing was the top reason for stopping taking part in sport. As coaches, we can make sure that our sessions are as safe as possible, and that we spend time supporting appropriate physical development that allows participants to enjoy their sporting experience.

2. **Social support/Sense of belonging:** But there is more. Another major reasons for dropping out was social support, that is, lacking close friendships within the group and a sense of belonging to something bigger than oneself. Coaches can play a significant role in increasing social satisfaction through the generation and prioritisation of opportunities to builds social connection between participants. Social gatherings, in-team networking and group volunteering activities can go a long way here.
3. **Internal motivation:** Here is another idea. The research also showed that a decline in internal motivation was also a reason for dropping out. Internal motivation can be about sheer enjoyment, but also about a sense of learning and improvement. Coaches can impact both and in our previous courses we have covered this in detail. Please check our YouTube channel for a couple of great videos with Amanda Visek and Tom Mitchell on increasing fun and motivation in youth sport.
4. **Competence:** Okay, and what about competence? We've seen that actual and perceived competence are important for many young people. As coaches, we have a duty to provide our participants with opportunities to be successful. And we also have to make their learning and progress visible, so that they get that positive reinforcement that keeps them coming back for more. Creating personal development plans, pitching sessions at the right level, and some sort of progress tracking system may go a long way.

Conclusion

And that's it. In the next section, we are going to explore the role of parents in minimising dropout.

Thanks for watching and reading!



Study Guide Task / Coaching with Others

a) This task focusses on you the Coach. Use the suggestions in this section to analyse your coaching, both what you offer and gaps that may exist. Affirm and acknowledge what is being done. If gaps exist, this provides you with the opportunity to address them, and add to your coaching toolkit.

b) Discuss what you identify with your co-coaches and other coaches in your club/school

| Action Area | a) Coach – Currently b) Then Co-Coaches/Others - Currently | Implications/Gaps |
|--|---|-------------------|
| Voice of the Teenager | | |
| 1. Physical wellbeing | | |
| 2. Social support / Sense of belonging | | |
| 3. Internal motivation | | |
| 4. Competence | | |



Further reading / viewing


ICOACHKIDS

ICOACHKIDS 5th International Conference - Prof Laura Lundy, PhD – [Ensuring children's voices are represented in decision-making in youth sport](#)

ICOACHKIDS Webinar Series: Debbie Sayers, PhD – [Children's Rights in Youth Sport](#)

Tom Mitchell, PhD – [Motivating Kids in Sport](#)

Section 3.4: What Parents Can Do to Enhance Participation

| | |
|--|--|
|  View | The following are the details of the script and video: |
| | Video Title: What Causes Dropout? Part 3: Environmental Factors |
| | Writer Name and Job Title: Dr. Ian Cowburn (UK), Senior Lecturer Leeds Beckett University |
| | Presenter Name and Job Title: Desirée Vila (Spain), Paralympic Athlete |
| | Link to Video: https://youtu.be/NnOOOj5Sd40 |



Introduction

Welcome back Coach! In this section we turn our attention to parents and look at strategies they can use to enhance participation and minimise dropout.

Parents

Parents have a big role to play in the youth sport experience. They spend much more time with their children and teenagers than coaches and teachers do. As a consequence, they know them better and are best placed to help them navigate and make the most of the youth sport experience.

However, parents are not (usually) trained coaches, so it is worth considering where they come from in trying to understand their perspective.

For starters, for many it will be their first time parenting a child participating in sport and this means they are also learning what their role is as they go along.

Anyway, we have split some strategies for parents into the three main groups of factors behind dropout from Chapter 2: Social, Personal and Environmental.

1. **Social factors:** It might seem like an obvious statement, but parents are a really important source of social support for their children and teenagers. So, they should continue to do something they do already, that is, provide unconditional love and support for their child regardless of result. If a young person can be sure their parents will still love them regardless of how their sport is going, it provides a solid base to go out and try their best.
2. **Personal level:** Parents can support feelings of competence and well-being by ensuring their behaviours at games are as a cheerleader and fan, and not an additional coach. They can also work with coaches to reinforce messages at home. These strategies promote a consistent message about what their son or daughter is good at and thus supports developing confidence. Additionally, demonstrating a good relationship between parents, coach, and athlete can be helpful for everyone's well-being, another big dropout factor!

3. **Environmental perspective:** Parents play a big role in shaping the sport context. Typically, parents will provide material resources such as time, money, and equipment to help their child participate. They may even be able to support their school or club through volunteering their time and skills.

Develop Independence

A final strategy for parents is to help their child take control of their own sporting involvement. As children head into their teenage years, they want and need to develop independence. So, parents should provide supported opportunities that might challenge their children in a progressive and appropriate way. For example, preparing their own equipment bag, having difficult conversations with the coach themselves, using public transport on their own, determining their competition schedule, etc. Allowing young people to take on these roles and perhaps make a few mistakes along the way helps build important life skills.

Conclusion

And that's it. In the next section, we are going to look at how best to support girls and female adolescents in sport.

Thanks for watching and reading!



Study Guide Task / Personal Coaching Task / Coaching in Your Environment

a) This task focusses on what you the Coach and the club/school do for Parents. Use the suggestion in this section to analyse what you do and what the club does, identifying, both what you/the club offers and gaps that may exist. Affirm and acknowledge what is being done. If gaps exist, this provides you with the opportunity for them to be addressed.

b) Discuss what you identify with your others in your club/school.

| Action Area | a) Coach – Currently b) Club – Currently | Implications/Gaps |
|---|---|-------------------|
| Engagement with Parents | | |
| 1. Supporting Parents with: Social factors | | |
| 2. Supporting Parents with: Personal factors | | |
| 3. Supporting Parents with: Environmental factors | | |
| 4. Supporting Parents with: Developing Independence | | |



Further reading / viewing

ICOACHKIDS

ICOACHKIDS MOOC #2 - Prof Sergio Lara-Bercial, PhD – [The Role of Parents in Sport](#)


ICOACHKIDS Shares Webinar Series - Prof Camilla Knight, PhD – [Parents in Sport](#)

ICOACHKIDS Shares Webinar Series – Nicola Clarke, PhD – [Parents in Sport](#)

OTHER RESOURCES

Sport Parent EU [Website](#)

Section 3.5: Supporting Girls and Female Adolescents in Sport: Preventing Dropout and Enhancing Participation

| | |
|--|---|
|  View | The following are the details of the script and video: |
| | Video Title: Supporting Girls and Female Adolescents in Sport: Preventing Dropout and Enhancing Participation |
| | Writer Name and Job Title: Dr Annette Stride, Course Director Leeds Beckett University; Professor Hayley Fitzgerald, Chair of Research Ethics Leeds Beckett University; Declan O’Leary, Disability Lead Sport Coaching Ireland; Dr Ruth Brazier, Post-Doctoral Research Fellow, Leeds Beckett University |
| | Presenter Name and Job Title: Naadrah Hafeez (UK), Gladiators Boxing Academy and PhD Student at Leeds Beckett University |
| Link to Video: https://youtu.be/tK9dfTVM-8o | |



Introduction

Hi again Coach. In the previous sections we offered generic advice to enhance participation. In this section we are going to focus on girls and adolescent females, a population that is all too often underserved.

Sense of belonging

A significant factor in encouraging girls to remain physically active lies in creating a sense of belonging. What we mean by this is that each girl feels as if her presence is wanted, and indeed will be missed if she is not there.

This value can move beyond their technical and tactical competencies, to other equally important attributes. For example, do you know which girls bring a sense of fun to the session, or which girls encourage their peers to turn up, who is a good motivator, and who can help with getting everyone organised?

Know each individual – in the sport

Of course, to be able to create this kind of belonging requires you, the coach, to know your participants individually. Do you have a good understanding of each girl’s personality? Do you know what their hopes and fears are? What barriers do they face in getting to the session, and what or who has helped them to be there? Why do they attend and what do they enjoy?

Asking these questions and identifying the answers will help you to better know your group of participants as unique individuals, in and outside sport.

Know each individual – aspects outside the sport

I know that, as a coach, you may be more preoccupied with the more practical elements of your coaching session. The reality is that other aspects of these girls' lives may be more important to them at that moment. For example, their families, exams, friendships or puberty. Women and girls can also be exposed to stereotypes, particularly in male dominated sports and clubs. They need to navigate all these challenges to get to your session, and to keep coming back.

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5 anchors

What really matters in teenage girls' lives?

- 1 Support network**
A sense of place in the world
- 2 Independence & opportunity**
Desire to grow up and find themselves
- 3 Socially connected**
Connection, validation and inspiration
- 4 Moments of pride**
Fuelling confidence and self-worth
- 5 Keeping on top of it all**
Managing teenage pressures

Original Framework - Reframing Sport for Teenage Girls (Women in Sport, 2019)

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ciste na gceantas diomhaoin
the dormant accounts fund

WOMEN IN SPORT

Practical coaching tips

So, are you aware of these issues and how can you help to minimise them? For example, during exam periods, you may be more relaxed about attendance and effort during sessions. You may also consider building in more time for socialising. You can also reduce barriers relating to stereotypes by avoiding sexist language, celebrating girls as role models and ensuring they feature on posters and displays. These practical actions will develop a sense of belonging and encourage the girls to keep coming back to your sessions. Of course, this approach requires you to be constantly listening and talking to your participants, and investing in building strong, nurturing relationships with them. It is important to remember your participants are experts in their own lives. You can improve your coaching and your effectiveness as a coach by recognising the girls you coach are an invaluable resource. One that you can draw on to critically reflect on your practice

and better support young women and girls to remain active and to prevent them from dropping out of sport.

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8 Principles for Success

- 1** **No judgement**
Take pressure off performance and give freedom simply to play.
- 2** **Invoke excitement**
Bring a sense of adventure and discovery.
- 3** **Clear emotional reward**
Reframe achievement as 'moments of pride', not winning.
- 4** **Open eyes to what's there**
Redefine sport as more than traditional, competitive sport.
- 5** **Build into existing habits**
Tap into existing behaviours in other spheres.
- 6** **Give girls a voice & choice**
Allow girls choice and control to feel empowered.
- 7** **Champion what's in it for them**
Make it much more than just about health.
- 8** **Expand image of what 'sporty' looks like**
Create truly relatable role models who inspire.

Original Framework - Reframing Sport for Teenage Girls (Women in Sport, 2019)

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Conclusion

And that's it! Thank you for all you do to support girls and young women in sport! Please do the following coaching tasks.



Study Guide Task / Personal Coaching Task / Coaching in Your Environment

a) This task focusses on what you the Coach and the club/school do for teenage girls. Use the suggestion in this section to analyse what you do and what the club does, identifying, both what you/the club offers and gaps that may exists. Affirm and acknowledge what is being done. If gaps exist, this provides you with the opportunity for them to be addressed.

b) Discuss what you identify with your others in your club/school.

| Action Area | a) Coach – Currently b) Club – Currently | Implications/Gaps |
|---|---|-------------------|
| Sense of Belonging | | |
| Know each individual – in sport | | |
| Know each individual – aspects outside of sport | | |
| Coaching Tools | | |



Further reading / viewing

ICOACHKIDS

ICOACHKIDS Webinar Series Prof Nicole LaVoi, PhD - [Engaging Girls and Women in Sport](#)


ICK 5th International Conference – [Engaging Teenage Females in Sport Expert Panel](#)

OTHER RESOURCES

Sport Ireland – [Adolescent Girls Get Active](#)

Nike – [Coaching Girls Guide](#)

Section 3.6: Supporting Young People with Disabilities to Engage in Sport

| | |
|--|---|
|  View | The following are the details of the script and video: |
| | Video Title: Supporting Young People with Disabilities to Engage in Sport |
| | Writer Name and Job Title: Dr Annette Stride, Course Director Leeds Beckett University; Professor Hayley Fitzgerald, Chair of Research Ethics Leeds Beckett University; Declan O’Leary, Disability Lead Sport Coaching Ireland; Dr Ruth Brazier, Post-Doctoral Research Fellow, Leeds Beckett University |
| | Presenter Name and Job Title: Declan O’Leary, Disability Lead Sport Coaching Ireland and ICOACHKIDS Co-founder |
| Link to Video: https://youtu.be/G8q4staPBKU | |



Introduction

Welcome back coach! As a coach, one of our main jobs is to support everyone in our sessions, and this may include young people with disabilities. Many coaches lack confidence working with people with disabilities, but you should not underestimate the knowledge and skills you have already gained through your coaching journey.

Equally, once you’ve coached a young person with a disability you will realise that it’s very rewarding and helps you to become a better coach with everyone else you work with.

The young person with a disability – individuals

Every young person with a disability is different and you should try to avoid thinking about them as just ‘disabled’. The priority should be getting to know them: How long have they been doing this sport? What do they like about it? Finding these things out shows you are interested in them and creates a sense of belonging.

Once you know them, it’s OK to ask them questions about their disability. For example, for a person with a visual impairment you could ask: How much can you see? What helps you see better? How can I best communicate with you? Young people with disabilities are ideally placed to offer you advice on how to best support them.

It is also important to remember that disabilities are diverse. Some young people may experience a physical disability. Others may have a sensory impairment. And some participants may have a learning or intellectual disability. Coaches are often more aware of disabilities they can see, but not so informed about hidden disabilities such as autism, mental health conditions or traumatic brain injuries? Understanding the effects these impairments have can help you plan a more inclusive session.

STEP Model

The STEP Model (Space, Task, Equipment and People) is a great tool to help you create inclusive sessions.

The **Space** can be changed. For example, within invasion games you could create a zone to enable a young person using a wheelchair to practise manoeuvring skills.

The **Task** can be made more or less challenging for a range of abilities, for example by changing the goals, the rules, or time to complete it.

In terms of **Equipment**, you could use balls with bells and brightly coloured cones to better include visually impaired people.

Finally, in relation to **People** for example, for young people with autism, starting individually before gradually moving into group activities, may be beneficial.

Adaptations

All of these adaptations need you to be flexible and creative in thinking of alternatives. But isn't that what coaching is about?

Conclusion

For further support, talk with experienced coaches or contact the national federation for your sport. Advice is also available from organisations that support specific disability groups and sport for people with disabilities. Check them out! Please complete the coaching task for this chapter.



READ

More Information

Cara – Sport Inclusion Ireland – [Disability Factsheets](#)



Study Guide Task / Personal Coaching Task / Coaching in Your Environment

a) This task focusses on what you the Coach and the club/school do for teenagers with a disability. Use the suggestion in this section to analyse what you do and what the club does, identifying, both what you/the club offers and gaps that may exists. Affirm and acknowledge what is being done. If gaps exist, this provides you with the opportunity for them to be addressed.

b) Discuss what you identify with your others in your club/school.

| Action Area | a) Coach – Currently b) Club – Currently | Implications/Gaps |
|---|---|-------------------|
| Coaches knowledge and coaching skills | | |
| Know each individual – in sport | | |
| Know each individual – aspects outside of sport | | |
| Apply STEP: Coaches Club | | |

Chapter Conclusion

There follows some **More Information** for you to explore on being inclusive in sport and links to **Further Reading and Viewing**, both ICOACHKIDS AND OTHER RESOURCES. Well, that's it for the 6 sections of Chapter 3.



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.

Course Close

And that's it for this course! We hope you have enjoyed it and wish you all the best helping children and young people engage with and stay in sport!

Keep calm and coach on!



Further Reading / Viewing

ICOACHKIDS

Fiona Murray, Special Olympics – [Coaching Children with a Disability](#)

Ken Black, The Inclusion Club – [Coaching Children with a Disability](#)

OTHER RESOURCES

The Inclusion Club [Website](#)



Quiz

To check the knowledge content of the chapter, please complete the 10 multi-choice questions on the content of Chapter 3. 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. National Governing Bodies/Federations can maximise the engagement of teenagers in sport by:

- a) Just keeping doing what they are doing!
- b) Taking account of the physical wellbeing, competence, enjoyment, self-organised versions of the sport, including everyone and supporting local clubs/personnel
- c) Becoming more competitive and only focus on the 'best'.
- d) Only catering to those who want to play the sport.

2. Clubs and schools can provide a safe and inclusive environment by:

- a) Considering fair participation, playing time, a long-term approach, recognising effort, respecting others and promoting fair play.
- b) Considering fair participation, only selecting the 'best', pushing every teenager, bending the rules.
- c) Promoting a high-performance culture, short-term approach, adopting an our club/school is the best attitude.
- d) Pushing high standards above loving the sport, focus on winning, screening and proving most resources to the 'best'.

Please review section 3.2 and complete the quiz again.

3. Clubs and schools can enhance participation by:

- a) Promoting a high-performance culture, focusing on winning, selecting only the 'best', improving competence.
- b) Hosting parties after winning, have a 'laissez faire' approach, let the teenagers pick what they want to do.
- c) Focus on winning, only recruit the 'best', use adult versions of the sport.
- d) Set a developmentally appropriate environment, take account of teenagers' motivations, have a range of versions of the sport, make it socially appealing.

Please review section 3.2 and complete the quiz again.

4. Coaches can enhance participation by:

- a) Taking account of physical wellbeing, push psychologically, focusing on the 'best only'.
- b) Pushing physically, hosting parties after winning, promoting the club/school above the teenager.
- c) Taking account of physical wellbeing, encouraging a sense of belonging, use each teenagers' internal motivations, develop each teenagers competence.

d) Pushing physically, pushing psychologically, motivate externally, select only the 'best'.

Please review section 3.3 and complete the quiz again.

5. Parents can be supported to encourage their teenage children to stay involved in sport by:

- a) Shout support from the viewing area and only be encouraging when they win.
- b) Immediate give them feedback in the car journey home.
- c) Always push the coach to select their teen to start.
- d) Support them unconditionally, focus on being a fan not a coach, support the key message of the positive coach, support their involvement (reduce barriers).

Please review section 3.5 and complete the quiz again.

6. Children during their teenage years learn independence. This can be encouraged in the sporting environment by:

- a) Packing their own gear, having conversations with the coach about improvement/selection, using public transport, deciding on what sports to play.
- b) Parents doing everything for them so that they only need to focus on playing and being the 'best'.
- c) Conversations with the coach being led by parents only.
- d) Parents picking and pushing the sport they feel is best for the teenager.

Please review section 3.5 and complete the quiz again.

7. The participation rate of girls in sport is less than boys. To enhance the participation of teenage girls in sport, we could:

- a) Only cater to girls who want to do our sport.
- b) Develop a sense of belonging in our club by knowing each individual's interest in our sport and other aspects of their lives.
- c) Be inflexible in the training schedule/times to promote discipline.
- d) Only select the 'best' to play.

Please review section 3.5 and complete the quiz again.

8. The participation rate of teenagers with a disability in sport is less than other teens. To enhance the participation of teenagers with a disability in sport, we could:

- a) Direct them to disability sport organisations/clubs.
- b) Challenge them to play the full version of our sport.
- c) Consider our coaching toolkit, know the individuals needs/wants from sport, know about the individual outside of sport, adapt activities based on what the individual can do.
- d) Insist they have a personal assistant with them when doing the sport.

Please review section 3.6 and complete the quiz again.

9. Good coaching involves **adapting activities** to suit the needs and competence of those with different abilities. One approach to do this is the **STEP model**, where each of the elements can be adapted. STEP stands for:

- a) Stand, Token, Equipment, Partners.
- b) Space, Token, Exercise, Parking.
- c) Sit, Task, Environment, People.
- d) Space, Task, Equipment, People.

Please review section 3.6 and complete the quiz again.

10. The inclusion of teenagers in sport is multi-faceted and requires a whole-club/school approach involving the teenagers, coaches, club/school officials, parents/guardians; and is likely to require in a change in the ways things have been done (both policy and in practice)?

- a) TRUE.
- b) FALSE.

Please review section 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 and complete the quiz again.



Personal Coaching Task

1) Reflect on your personal coaching practice and being open and honest with yourself, identify:

- a) What coaching behaviours you do that encourage teenagers to keep coming back to your coaching sessions? (**KEEP**)
- b) What coaching behaviours you do that could turn teenagers off and stop them coming to your coaching sessions? (**STOP**)
- c) What coaching behaviours could you start that would be more inclusive of teenagers in your coaching sessions? (**START**)

| | |
|---------------|--|
| KEEP: | |
| STOP: | |
| START: | |

2A. Specify where you are going to source more information on teenagers in sport/your sport.

2B. Specify where you are going to source more information on good coaching practice with teenagers.



Coaching with Others

Based on the review of your personal coaching behaviours, engage with your co-coaches on what you as a group can do (**KEEP, STOP, START**) to make your coaching more appealing, inclusive and user-friendly to teenagers.

| | |
|---------------|--|
| KEEP: | |
| STOP: | |
| START: | |



Coaching in Your Environment

Consider the participation/dropout rates of teenagers in your sport and club/school/community group. How could you go about addressing the situation (**KEEP, STOP, START**) to make what you offer more appealing and user-friendly to teenagers?

| | |
|---------------|--|
| KEEP: | |
| STOP: | |
| START: | |



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