

Participation Coaching Curriculum:

A Guide for Governing Bodies of Sport



© The National Coaching Foundation, 2012

This resource is copyright under the Berne Convention. All rights are reserved. Apart from any fair dealing for the purposes of private study, criticism or review, as permitted under the Copyright, Designs and Patents Act 1988, no part of this publication can be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, electrical, chemical, mechanical, optical, photocopying, recording or otherwise, without the prior written permission of the copyright owner. Enquiries should be addressed to Coachwise Limited.

sports coach UK is the brand name of The National Coaching Foundation and has been such since April 2001.

Contributing authors: Sergio Lara-Bercial, David Haskins, Sue Jolly and Carol Hawman

Technical editors: Carol Hawman and Dr Len Almond

Project lead officers: Sergio Lara-Bercial and Andrew Bradshaw

Coachwise editorial and design team: Joanne Chapman and Saima Nazir

This document draws heavily on previous work developed by Carol Hawman in 2009 (the original content for the Developing and Sustaining Participation sections of the Participant Development Model). In light of recent research, the content developed by this group has been revisited, contextualised and shaped into parts of this document, alongside brand-new content developed by the authors. External review has also been incorporated from Justyn Price (Training and NGB Relationship Manager at StreetGames UK Ltd), Anita Navin (Head of Sport Development – Northumbria University) and Jane Booth (Head of Coaching Systems for the PGA).

Cover photo © SWpix.com

Inner photos © SWpix.com unless otherwise stated.



sports coach UK
Chelsea Close
Off Amberley Road
Armley
Leeds LS12 4HP

Tel: 0113-274 4802 Fax: 0113-231 9606

Email: coaching@sportscoachuk.org

Website: www.sportscoachuk.org



Coachwise Limited
Chelsea Close
Off Amberley Road
Armley
Leeds LS12 4HP

Tel: 0113-231 1310 Fax: 0113-231 9606

Email: enquiries@coachwise.ltd.uk

Website: www.coachwise.ltd.uk

Throughout this resource, the pronouns he, she, him, her and so on are interchangeable and intended to be inclusive of both males and females.

sports coach UK will ensure that it has professional and ethical values and that all its practices are inclusive and equitable.

FOREWORD

If we are to help young people and adults find satisfaction and enjoyment in playing a game, competing in a race or striving to master specific skills, coaches need more than technical competences. There is a great deal to learn and understand.

Good coaches coach skills; great coaches coach people.

Coaching is not just about introducing someone to the rules, skills and competences of a sport. We want young people and adults to develop a commitment to playing regularly, to value the sport because it enriches their life, to want to play well and to apply themselves so they are contributing to the sport they are learning to love.

Success in learning and becoming committed to taking part in sport is about relationships with peers and coaches, positive emotions generated by involvement, feelings of success and satisfaction with what you are doing. Coaches also need skills to cultivate, nurture and help people to cherish their sense of vitality, dynamism, energy and well-being, and avoid squandering them. These competences are not optional extras but essential to the success of learning to be a participant in a sport. These are lofty aspirations that go well beyond organising the content of a coaching programme.

The development of coaching skills can be seen in the practices of coaches and leaders as they strive to communicate the love of a sport, nurture the growing technical capabilities of participants and generate the enthusiasm that brings them back week after week. This development can only come about if coaches are aware of the needs of the participants and understand how to engage with them and have a repertoire of practices that are fun, challenging and instil confidence that they are learning something valuable. Informed practice and intelligent use of a growing knowledge base can only emerge if coaches have the opportunity to learn their craft supported by authoritative resources and recognise the need to reflect and improve how they work with young people or adults participating in a sport.

We need to recognise that coaches committed to a sport are taking on a huge task for which they need accessible support – support that enables them to acquire a variety of roles as they learn to develop their coaching craft inspired by informed practice models. Informed models that enable them to develop intelligent practices that generate participants who love sport, feel confident, are secure in their relationships within the sport and are enjoying developing skills of a specific sport. This is why the Participation Coaching Curriculum is an important document. It provides the background and insight into how the coaching journey can be an exciting and worthwhile endeavour. In this coaching journey, informed and intelligent practice comes about because the coach has recognised that there is much to learn and they want to do a job well.



Doing a job well entails a commitment to helping young people as well as adults experience the satisfactions and thrills of a sport that stimulates a person to maintain their involvement. In the past we have been singularly unsuccessful in demonstrating the value of playing a sport to large numbers of people. We need to strive to open the minds and hearts of people to these satisfactions. Becoming a good and effective coach starts with the recognition that there is much to learn as well as a belief that you can make a difference. This difference is not just about the content of a sport, it is about your relationship with participants and the positive standards that you engender in what they learn. It is this that will make the sport come alive as they learn to care about their participation, learn to love playing and become confident, enthusiastic and skilful participants.

Coaches are a fundamental part of this process; therefore, they need a support structure that will give them the desire to achieve excellence in how they work with young people or adults, and stimulate a real love of sport and what it can offer. The Participation Coaching Curriculum resources are part of a suite of resources that support this structure because they can provide insights that stimulate good practice and enable coaches to move beyond the ordinary and become informed and intelligent practitioners.

A handwritten signature in black ink that reads 'L Almond'.

Dr Len Almond

Dr Len Almond (British Heart Foundation Director at the National Centre for Physical Education and Health at Loughborough University).

Contents

1	What is a Curriculum for Participation Coaches?	1
	1.1 Aim of the Curriculum	1
	1.2 Who is the Curriculum for?	1
	1.3 Who is Behind it?	1
2	How Could Having a Participation Coaching Curriculum Help You?	2
3	How is it Structured and Why?	3
	3.1 Underpinning Philosophy: Coaching the Whole Participant	3
	3.2 Recreational Participant Capabilities	4
	3.3 Coach Capabilities	8
	3.4 The Interface Between Participant and Coach Capabilities	10
	3.5 So, How Will it Work for You?	11
4	Bringing it to Life: The Curriculum at Work	12
	4.1 The Curriculum at Work: The Process	12
	4.2 Final Thoughts	12
5	Appendices:	
	Appendix 5.1 Generic Coach Capabilities Related to the Practical Application of Inter- and Intrapersonal Knowledge - Coaching Craft	
	Appendix 5.2: Developing Participation (approximately 11-19): Youth Recreational Sport	
	Appendix 5.3: Sustaining Participation (18+): Active for Life	
	Appendix 5.4: Learning and Relearning: Re-engaging Youths and Adults In and Through Recreational Sport	
	Appendix 5.5 References	
	Appendix 5.6 Participation Coaching Curriculum Glossary	

1 What is a Curriculum for Participation Coaches?

Imagine participation coaches:

- coaching people as well as the sport
- supporting people of all ages and abilities to enjoy sport and physical activity in appropriately designed environments
- developing healthy lifestyles in young people, early adulthood, adults and older people
- helping people take up sport for the first time or get back into it
- supporting transitions between elite and recreational sport and vice versa
- helping people develop new skills and an understanding and love for sport and the wide range of benefits it brings to the individual
- being able to motivate and engage people of all ages, abilities and backgrounds.

A curriculum for participation coaches could help you and your coaches achieve all of the above.

1.1 Aim of the Curriculum

Every governing body of sport has a role in providing opportunities for recreational participants to fulfil their needs in sport. The needs of recreational participants, however, are totally different to those of other groups like young children or elite athletes. The generic participant capabilities (defined in Section 3 on page 10), at different stages of the recreational spectrum described here, offer a clear understanding of what these needs are and the associated skills, knowledge and attributes required of coaches to fulfil them. This understanding is paramount to ensure that governing bodies of sport, coaching system builders and coach education and development professionals can plan the delivery and creation of a high-quality, participant-centred and appropriately trained participation coaching workforce to support their participation goals.

It is important to understand two key points:

- 1 The set of statements used in this document to describe participant and coach capabilities (defined in Section 3 on page 10) is not a formal curriculum, but can be used to support the development of formal curricula where appropriate.
- 2 Embedding the curriculum into your coaching system will not happen overnight and you will not be able to take action on all the issues raised by it straight away. It does, however, provide a road map that will make the process more efficient and effective.

1.2 Who is the Curriculum for?

The Participation Coaching Curriculum is for anyone who is involved in developing coaches; ie coaching system builders, governing body of sport coaching leads, tutors and trainers, mentors and assessors, coach managers, coach education designers and, ultimately, coaches themselves as a tool to aid self-reflection and needs analysis.

1.3 Who is Behind it?

The Participation Coaching Curriculum was written by Sergio Lara-Bercial (former Coaching Children and Participant/Coach Modelling Lead at sports coach UK, now Senior Research Fellow – International Sports Coaching Framework Officer at Leeds Metropolitan University) and Carol Hawman (independent consultant). It also draws on the technical expertise of Sue Jolly (former Head of Innovation and Product Development at sports coach UK), David Haskins (visiting Fellow in Sport Development at Sheffield Hallam University and independent consultant for various sports organisations) and Dr Len Almond (British Heart Foundation Director at the National Centre for Physical Education and Health at Loughborough University).

This document draws heavily on previous work developed by Carol Hawman in 2009 (the original content for the Developing and Sustaining Participation sections of the Participant Development Model). In light of recent research, the content developed by this group has been revisited, contextualised and shaped into parts of this document, alongside brand-new content developed by the authors. External review has also been incorporated from Justyn Price (Training and NGB Relationship Manager at StreetGames UK Ltd), Anita Navin (Head of Sport Development – Northumbria University) and Jane Booth (Head of Coaching Systems for the The Professional Golfers' Association (PGA)).

2 How Could Having a Participation Coaching Curriculum Help You?



Figure 1: The Curriculum at work: the process

As shown in Figure 1 above, the generic Participation Coaching Curriculum allows you to:

- understand the specific needs of the recreational participants that take part in your sport
- evaluate the appropriateness of your current participation coaching workforce against current and future needs
- identify key areas of development for your coaching system and coaching workforce
- develop needs-led training opportunities for coaches and coach developers to strengthen and/or address key areas of development
- provide participation coaches with a clear and inspirational picture of an ideal participation coach and kick-start a culture of continuous improvement, leading to a raised profile for participation coaches
- support clubs, schools, parents, carers, employers, institutions and others in the participant's circle of influence to understand:
 - the wider benefits of sport for the participant
 - how coaches are trying to enhance the quality and outputs of their participants' involvement in sport
- increase and sustain participation in your sport across the board.



3 How is it Structured and Why?

3.1 Underpinning Philosophy: Coaching the Whole Participant

The capabilities proposed for recreational participants by sports coach UK in this document have been developed from a coaching philosophy that is deeply rooted in the belief that sport, at any age or level, has a much bigger role to play than just improving people's physical, technical, tactical and mental skills.

We know that sport can positively impact on people at a social and personal level.

Therefore, the Coaching the Whole Participant philosophy seeks to maximise the gains from developing those areas more traditionally linked to sports coaching and use them as a vehicle to drive the personal and social development of the participants. The two areas are inextricably linked as opposed to mutually exclusive.

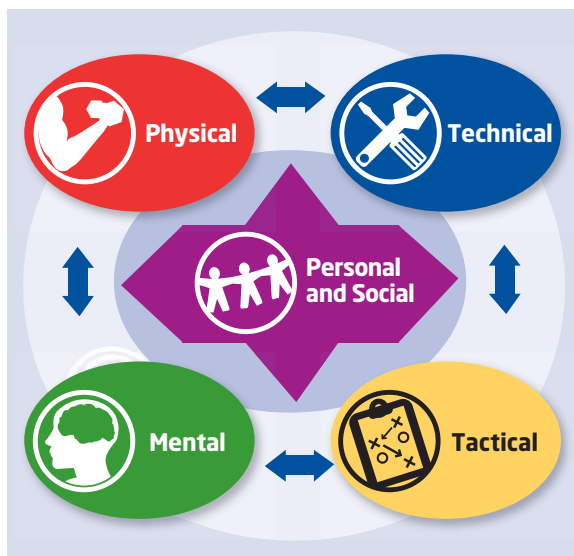


Figure 2: The physical, technical, tactical, mental and social model (PTM)

In a nutshell, the Coaching the Whole Participant philosophy offers a framework to ensure coaches can support participants to develop personal and social capacities in sport alongside the more traditional objectives of physical, technical and tactical development. From this perspective, the personal and social development of the participants becomes an explicit objective of coaching, and not just a by-product of good coaching.

This is particularly important when coaching recreational participants for whom the main reason to take part, though not always, might not be the improvement of their technical proficiency, but much more varied and wider in scope.

Coaches need to adopt more of an 'educational role'. In this 'educational role', how coaches engage with young people or adults and how young people and adults engage with the content and experiences of a sport is of paramount importance. This engagement entails coaches learning skills of how to:

- reach out to participants so they are attracted to the sport and drawn into playing; this means reaching the reluctant, the apathetic and the disinterested
- connect with individual participants so they get a sense of belonging, want to be part of the action and recognise that this is a 'can do' culture; in the same way we need to find ways of connecting with the turned off and the disruptive
- engage with participants productively, with enthusiasm and empathy so they recognise that coaching is more than setting up practices; it particularly means listening to young people and adults, being responsive to their needs as well as being adaptable and flexible and not too precious about personal style or way of doing things
- draw participants out with challenges and practices that excite, stimulate interest, are playful and allow them to develop with confidence and make progress
- stretch participant capabilities, interests, love of playing, taking part in sport and helping them to love learning even more.

These are capabilities that need to be practised and refined so they become embedded in all coaching sessions. They are not optional extras.

In light of the above, sports coach UK would like to offer a new definition of effective coaching based on the work of Jean Côté and Wade Gilbert (2009):

Effective coaching is the integrated application of different knowledge bases (professional, interpersonal and intrapersonal) to fulfil the multiple outcomes and varying needs of all participants within a specific context.

Within this definition, it is then necessary to understand both sides of the equation; in other words:

- the 'multiple outcomes and varying needs of all participants within a specific context' would be the participant capabilities
- 'professional, interpersonal and intrapersonal knowledge' refers to the coach's knowledge domains and associated coach capabilities that, when applied in an integrated manner, allows coaches to fulfil their role.

In line with the Coaching the Whole Participant philosophy's participant-centred approach, let us look first at participant capabilities.

3 How is it Structured and Why?

3.2 Recreational Participant Capabilities

Within the Coaching the Whole Participant philosophy, recreational participants are able to develop a wide number of capabilities through taking part in sport (ie physical, technical, tactical and mental [PTTM] capabilities), as well as personal and social development.

3.2.1 PTTM capabilities

Traditionally, it has been fairly straightforward to identify participants' competencies and capabilities that sit within the PTTM structure, as outlined in the table below.

Table 1: Definitions of PTTM capabilities

Physical 	Capabilities directly related to the development of the participant and his or her bodily dimensions (eg fundamental movement skills, core strength and development of the different energy systems).
Technical 	Techniques and skills required as a foundation or core competence for the game/event. The development of these techniques is inextricably linked to, and underpinned by, the physical development of the participant. Inevitably, fundamental movement skills must be seen as the precursor to sport-specific skills and paid special attention (eg a tennis serve combines the fundamental movement skills of throwing and striking).
Tactical 	Knowing 'how to' play the game by being able to solve challenges in live situations through skilful application of core techniques in order to maximise the chances of individual and/or group success (eg a player deciding to make a run into space in football, or carrying out a gymnastics routine – applying the correct technique in a competent way to be able to perform the action).
Mental 	Having the appropriate cognitive skills to support the learning and performing of physical, technical and tactical challenges (eg the ability to focus, a longer concentration span, decision-making skills, planning, organising, self-management).

3.2.2 Personal and social capabilities

Pinpointing the discrete areas of development that form the personal and social domain has been challenging. In an attempt to solve this dilemma, sports coach UK has drawn from current research into positive youth development (Lerner et al, 2005) to provide a framework that clearly outlines the distinct outcomes and underpinning capabilities that form the core of personal and social development. This approach has already been used in the development of the *Coaching Children Curriculum* (sports coach UK, 2011) with very good results.

Positive youth development researchers state that children and young people who score higher in the areas of competence, confidence, connection, character and caring thrive in comparison to their peers, and make a more successful transition from childhood to adolescence and adulthood on their way to becoming fully contributing members of society.

sports coach UK has adapted this research to sport and developed what is commonly known as the '5Cs for Coaching'.

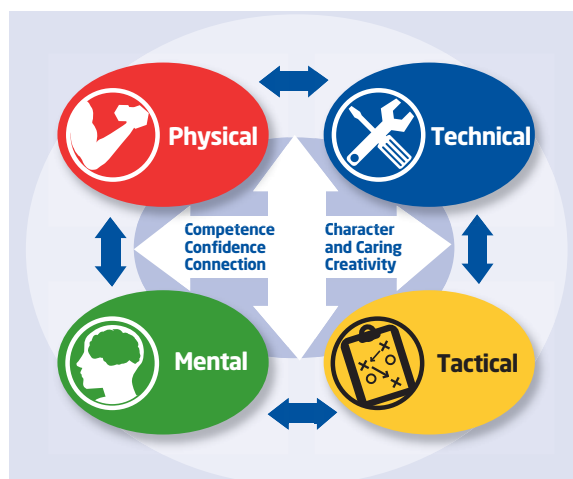


Figure 3: Adapted model of coaching to show the position of the 5Cs



The following table defines each of the 5Cs and how they can be applied to sports coaching.

Table 2: Definitions of the 5Cs for Coaching

Competence 	This is about developing a positive view of one's actions with matching appropriate capability (being able to do things). In sport, competence is achieved through the provision of carefully planned, developmentally appropriate activities. It includes PTTM plus personal and social competence.
Confidence 	This hinges on having an internal sense of overall self-worth ('I am OK') and self-efficacy ('I can do things'). Confidence is promoted in sport through exposure to success (internally referenced) and realistic individual and/or group challenges that build resilience, coping with failure and learning strategies. All this takes place in an environment that stresses personal improvement and values effort and persistence over outcomes and results.
Connection 	This is related to the ability to build positive bonds with people and institutions (ie clubs and schools), resulting in effective and mutually beneficial relationships between the individual, others and the environment. In sport, connection is achieved through the chance to work with and help others, being part of a group and understanding the intrinsic benefits of sport participation.
Character and Caring 	This is based on exercising respect for societal and cultural rules, possessing standards for correct behaviours, a sense of right and wrong and a sense of sympathy and empathy for others. Sport participation supports these developments when it takes place in an environment that respects participants, coaches, officials, parents and the rules of the sport.
Creativity 	This is about being able to find your own solutions to problems. Sport is ideally placed to promote this outcome by putting children in situations where they have to think for themselves and understand things in order to learn, rather than copying and repeating.

Note: The 5Cs model stems from developmental psychology research done around adolescence and early adulthood. It is thought, though, that the constructs within the model will lend themselves well to supporting developmental and adaptive behaviours in adults and older people. It is, however, necessary to exercise caution while doing so and sports coach UK makes a formal commitment to the development of the underpinning research to validate the proposals related to the work with adults and older people using the 5Cs framework.

3 How is it Structured and Why?

3.2.3 Lifestyle

By comparison to the children's population (up to 11–12 years of age), the recreational participants pose new challenges and opportunities for the sports industry. One of the extra components included within the personal and social capabilities of the recreational participant is the idea of choice and lifestyle.

It is widely acknowledged that during childhood, lifestyle is dictated to us; our parents or carers decide what we eat, when we go to bed, how much sport we do etc. As children move into adolescence and early adulthood, it is important to highlight that they start having to make some of those choices by themselves. The choices are influenced by a wide variety of factors other than just parents, such as peer group, fashion trends, role models and so on. This is the case for adults too. We believe coaches, potentially, have a much bigger role to play in supporting youngsters, young adults, adults and older people to make appropriate lifestyle decisions.

From our perspective, lifestyle comprises a set of behaviours and the sense of self and belonging that these behaviours represent. The key for us here is that what recurrent behaviours we chose for our lifestyle have an impact on the way we experience life (eg the quality of our health and well-being, our relationships, our work, our leisure pursuits). Choosing to take part in sport becomes a lifestyle choice in itself, but it can also lead to changes in other areas (eg diet, social interactions, work/school/leisure balance, sleep patterns, alcohol consumption). It is therefore the responsibility of the coach to support the participant in understanding what sport-related choices are more beneficial than others and help them achieve a well-balanced lifestyle in and through sport.

Some participants may also wish to become more skilful and want to practise on their own. There is only so much that can be achieved in individual coaching sessions, so if participants want to get more out of their sport and request what they can do to practise, the coach needs to have a repertoire of ideas available to help. This will enhance what coaches have to offer as well as enabling the participant to enhance their capabilities, increase their confidence and get more satisfaction. This is important because it encourages participants to achieve 150 minutes of exercise each week. If participants enjoy the sport and get satisfaction from taking part, they are much more likely to seek out more opportunities to be active in a sport or even a number of sports.

3.2.4 Fitting it all together

In sport, the development of the 5Cs and their underpinning capabilities is linked to the development of the PTTM areas in a mutually inclusive way (see Figure 3).

Moreover, these capabilities are not developed in isolation and Table 3 shows examples of how the various areas interact and support each other's growth. It also helps bring the 5Cs concept to life and shows how coaches can contribute to the achievement of multiple outcomes for recreational participants. For example, a coach can increase someone's physical capabilities and, at the same time, develop their connection with the setting and the people in it by encouraging participants to work together (see area highlighted in yellow).



© Alan Edwards

Table 3: How the PTTM and the 5Cs interrelate

	Competence 	Confidence 	Connection 	Character and Caring 	Creativity 
	The coach may:				
 Physical	use developmentally appropriate content for the sessions	use strategies to show how participants are developing physically	encourage participants to work together	ensure participants learn why and how to respect their own bodies	run physical challenges in a problem-solving environment
 Technical	use coaching skills appropriate to the development stage of the participant and their needs	provide good explanations and encourage personally referenced achievement and satisfaction measures	encourage participants to give feedback to each other	develop participants to be able to play and participate for extended periods, where appropriate, and understand the benefits	provide room for individual approaches to technical skill development
 Tactical	develop tactical awareness alongside technical skills, if required by the participant	ensure tactical demands are understood and the necessary skill level is established to cope with the tactical work	support participants' understanding of roles and importance of others	help participants to appreciate how different positions/activities contribute to the overall outcome and accept their role	support participants as they create their own tactical solutions to problems
 Mental	promote a strong focus on the task at hand	provide good evaluative feedback and an understanding of learning and setbacks	work in an appropriate format and numbers for participant ability and social capacity	allow participants to explain and accept codes and rules	set appropriate open tasks that support cognitive engagement.

Within this system of interactions between the 5Cs and PTTM capabilities, lifestyle choice might be heavily related to elements of connection and character; but by and large, will pervade the whole system, as whatever choices we make will undoubtedly have an impact on the other elements.

It is also important to notice that within recreational participation, the wants and needs of the participants will vary greatly and, therefore, the coach interventions need to be very much tailored to the audience as a group and, where possible, to the individual too. From that perspective, Table 3 is just offering generic ideas around how to bring the PTTM and the 5Cs together; but coaches and coach developers are encouraged to find their own ways. Further examples will be provided in the segment-by-segment appendices.

3.2.5 Recreational participation segments

Recreational participants' needs and wants change depending on how they see and interpret their participation in sport and physical activity. Their needs and wants in and around sport change as their lives progress. What is good for a 13-year-old girl who plays netball recreationally, will do nothing for a 42-year-old dad who still wants to enjoy his rugby and keep fit. The Participation Coaching Curriculum recognises this and, in line with the *Participant Development Model User Guide* (sports coach UK, 2009) it will look at three discrete segments of the participation spectrum:

3 How is it Structured and Why?

- **Developing Participation:** Generally young people of secondary school age who, not having moved on to the performance side of the pathway, still have the right and the desire to enjoy and benefit from participating in sport and physical activity
- **Sustaining Participation:** By and large, this group is made up of adults of all ages and abilities who continue to take part in various forms of recreational sport and physical activity as they progress through their life.
- **Learning and Relearning to Participate:** Here, the focus is on the engagement or re-engagement of people of all ages who have lapsed in their participation in sport and physical activity for a variety of reasons (eg missed opportunity, negative experience, injury, change in life circumstances).

The participation segment is extremely varied in the ages it covers and the complexity and differences of the needs and wants of those within it. An individual participant's needs and wants might also differ over time. This has a direct impact on the balance and ratio of the PTTM model and how this interrelates with the 5Cs. Physical or mental requirements may initially be more of a priority with a particular group than, say tactical information, but this may evolve and change as participation develops. Critical evaluation of both the PTTM and 5Cs guidance in relation to the group a coach is working with is key to making this process most effective.

The various appendices will explore in more detail the idiosyncrasies and specific needs and wants of the three discrete sets while also offering advice for coaches and sport, and coach developers alike, as to how to best service them.

3.3 Coach Capabilities

In order for coaches to support the wider development of recreational participants in and through sport, they will need to be in possession of certain knowledge, skills and attributes that will render them fit for purpose and able to do the job. These are known as coach capabilities.

Coach capabilities:

- develop along a continuum of status from emerging through to established and embedded (expert)
- develop independently and at different rates based on the prior knowledge and experiences of the coach (eg a coach may be an expert in one area, but only of emerging status in another)
- are generic, broad statements and, while useful, will need to be contextualised to specific environments and sports to achieve their full meaning
- need to be applied in an integrated, blended way in order to lead to successful coaching that meets participants' needs. This ability to integrate different coaching capabilities is a capability in itself.

3.3.1 Coach capability classification

The *Coach Development Model User Guide* (sports coach UK, 2009) offered an initial classification of coach capabilities. The *Coaching Children Curriculum* (sports coach UK, 2011) progressed and contextualised this classification to the children population. This new classification reflected the new definition of effective coaching proposed (see page 3), and was also attempting to enhance its intrinsic value as a diagnostic tool for an individual or coaching system.

The Participation Coaching Curriculum will use the same knowledge domains and capabilities framework and adapt it to this very specific population.

At this point, it is probably worth reminding ourselves of what effective coaching entails:

Effective coaching is the integrated application of different knowledge bases (professional, interpersonal and intrapersonal) to fulfil the multiple outcomes and varying needs of all participants within a specific context.¹

¹ Côté and Gilbert (2009).

Table 4: Coach capability classification for participation coaches

Knowledge Domains				
Professional (The participant and the sport)		Interpersonal (‘Doing’ coaching)		Intrapersonal (The coach)
Capability Categories and High Level Descriptors				
The participant: • Knowledge of participant development	The sport: • Knowledge of the sport	The context: • Knowledge of the environment in which the sport takes places and the purpose of the activity in relation to participant outcomes and implications to coaching practice	The craft: • Knowledge related to the planning, doing and reviewing of coaching practice	The self: • Knowledge of the self as a developing and effective coach
Capabilities				
Physical development: • Participant development • Physiology • Nutrition • Strength and conditioning • Biomechanics	The codes: • Rules/laws of the sport • Codes of practice • Codes of behaviour • Relevant policies (eg health and safety, safeguarding and protecting children and vulnerable adults, equity)	The culture: • Social context and stakeholders • Coaching cultures	Plan: • Planning activities, sessions, seasons and programmes • Developing individualised and group programmes	‘Me in coaching’: • Philosophy and values • Coaching and leadership style
Mental development: • How participants think and learn • Participants’ motivation, communication and perception	The techniques: • Knowledge of the core techniques of the sport and how to coach them	The wants: • Participants’ desired outcomes	Do: • Organising and managing • Group formation (identity and dynamics) • Learning theories (eg positive learning climates) • Communication • Coaching methodology • Holistic coaching (eg multiple outcome activities)	‘Coaching in me’: • Critical thinking • Reflective practice • Decision making • Learning to Learn
Personal and social development: • Developing the 5Cs: – competence – confidence – connection – character and caring – creativity • Lifestyle	The tactics: • Knowledge of the core tactics of the sport and how to coach them • Ability to join technical and tactical development in a continuum		Review: • Observation, evaluation and analysis	

3 How is it Structured and Why?

Figure 4 below illustrates the interaction and interdependencies of knowledge domains and associated capabilities.

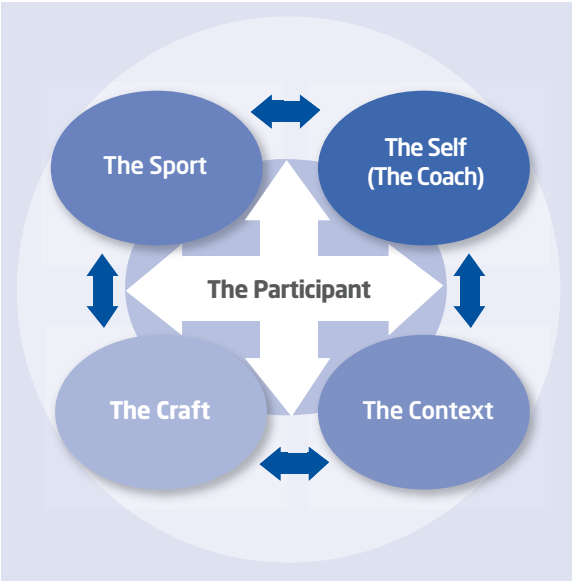


Figure 4: The interaction and interdependencies between coach capabilities



3.4 The Interface Between Participant and Coach Capabilities

This generic curriculum for participation coaches aims to, wherever possible, establish the link between a particular participant capability, the associated coach capability required to fulfil that exact need, and the manifest behaviour that would allow the coach to meet the need. This generic curriculum for participation coaches aims to, wherever possible, establish the link between a particular participant capability, the associated coach capability required to fulfil that exact need, and the manifest behaviour that would allow the coach to meet the need. Table 5 provides an example.

Table 5: Example of interface between youth recreational participants and coach capabilities

 Physical		
Youth Recreational Participant Capability Statement	Coach Capability Statement	Coach Behaviour
Young recreational participants should be:	The coach is able to:	The coach should:
adjusting agility, balance and coordination as the body matures and grows.	- identify, create and set up a wide range of activities and games that foster the development and experiencing of balance, coordination and agility - identify and isolate the key principles of balance, coordination and agility in action, and develop tailored interventions to meet the needs of individual participants.	- offer and adapt the movement activities (dance, gymnastics), games and sports or modified sports the participants are interested in - offer core strength activities where this is not present as a precursor to balance development.

The Coach Capabilities related to the interpersonal and intrapersonal domains are shown on a separate appendix (Appendix 5.1) to ease understanding of the process of 'doing coaching' and the idea of the coach as a developing entity. This appendix shows the progression of the coach capabilities from emerging (novice) to embedded (expert) and suggests key intervention that coach developers can put in place to support coaches' development.

3.5 So, How Will it Work for You?

It is for you, the specific governing body of sport, to:

- contextualise the generic capabilities to your sport
- combine these with capabilities derived from, and related to, the knowledge of your specific sport.

As shown in Figure 5 below, by going through this process, your sport and your coaches will be in a position to deliver participant-centred programmes and activities with all the associated benefits for participants, coaches and the sport alike.

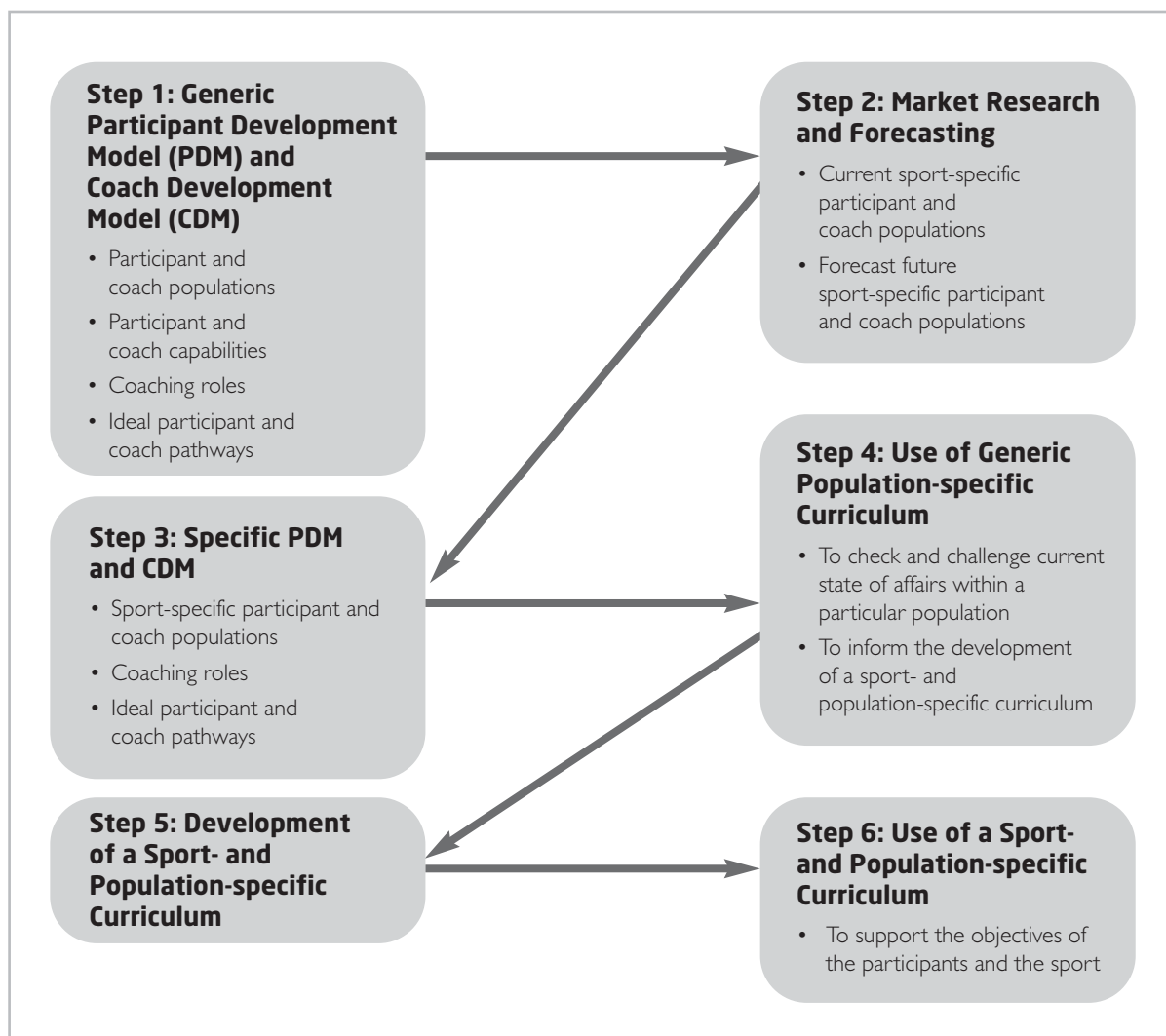


Figure 5: From generic to specific curricula - the process

4 Bringing it to Life: The Curriculum at Work

At sports coach UK, we are committed to supporting our partners to recruit, develop and retain participation coaches to achieve their participation and performance goals. In order to support those with responsibility over the practical application of this curriculum and coaches themselves, we have developed a number of tools to aid the understanding of what the Curriculum means for day-to-day coaching.

4.1 The Curriculum at Work: The Process

First of all, it is important to remember what the Curriculum could do for you and the steps you will have to go through to maximise its use (see Figure 6 opposite).

It is also important that you try to pin down what the problem is that you are trying to resolve.

Are you trying to:

- 1 increase the number of recreational participants in your sport? If so, which segment is your primary target
- 2 increase the number and quality of coaches able to work with recreational participants
- 3 reduce dropout rates in adolescents and young adults
- 4 support wider agendas such as health, community cohesion and anti-crime and disorder initiatives?

Once you know, the Curriculum can help you do a number of things. Here are some key questions to ask at each stage of the process (see Figure 6 opposite).

4.2 Final Thoughts

This *Participation Coaching Curriculum* aims to support all those involved in the development of coaches and, specifically, those involved in the development of participation coaches. In doing so, it challenges the wider coaching community to rethink their approach to recruiting and coaching recreational participants and look at it from a new and, in our opinion, very rewarding perspective, more so for the millions of recreational participants who take part in sport and physical activity every day throughout the UK. The appendices that follow have been designed to support you in understanding the key principles underpinning this Curriculum and, hopefully, help you with the honourable task of translating and applying them to the specific needs and constraints of your sport. As a live document, we certainly envisage a need to constantly review its contents in light of new research and emerging best practice. In that sense, we very much encourage you to offer your views and feedback as you try to apply the Curriculum to your sport. We wish you all the best.

vi Provide vital information for clubs, recreational participants and their circle of influence to support your objectives

- Do recreational participants understand what your sport can offer them and how to make the most of it?
- Do your clubs understand your objectives for recreational participants in your sport?
- Do you need to get 'buy-in' from them?
- What could clubs help you with the most?
- How could you get the message across to them?



v Build an inspirational and aspirational picture for participation coaches and raise their profile

- Are your participation coaches recognised by the wider community of your sport?
- Are there any good role models for your participation coaches?
- How are your participation coaches acknowledged and rewarded?
- Do your participation coaches, clubs and parents know what an excellent participation coach looks like?
- What's in it for your participation coaches?

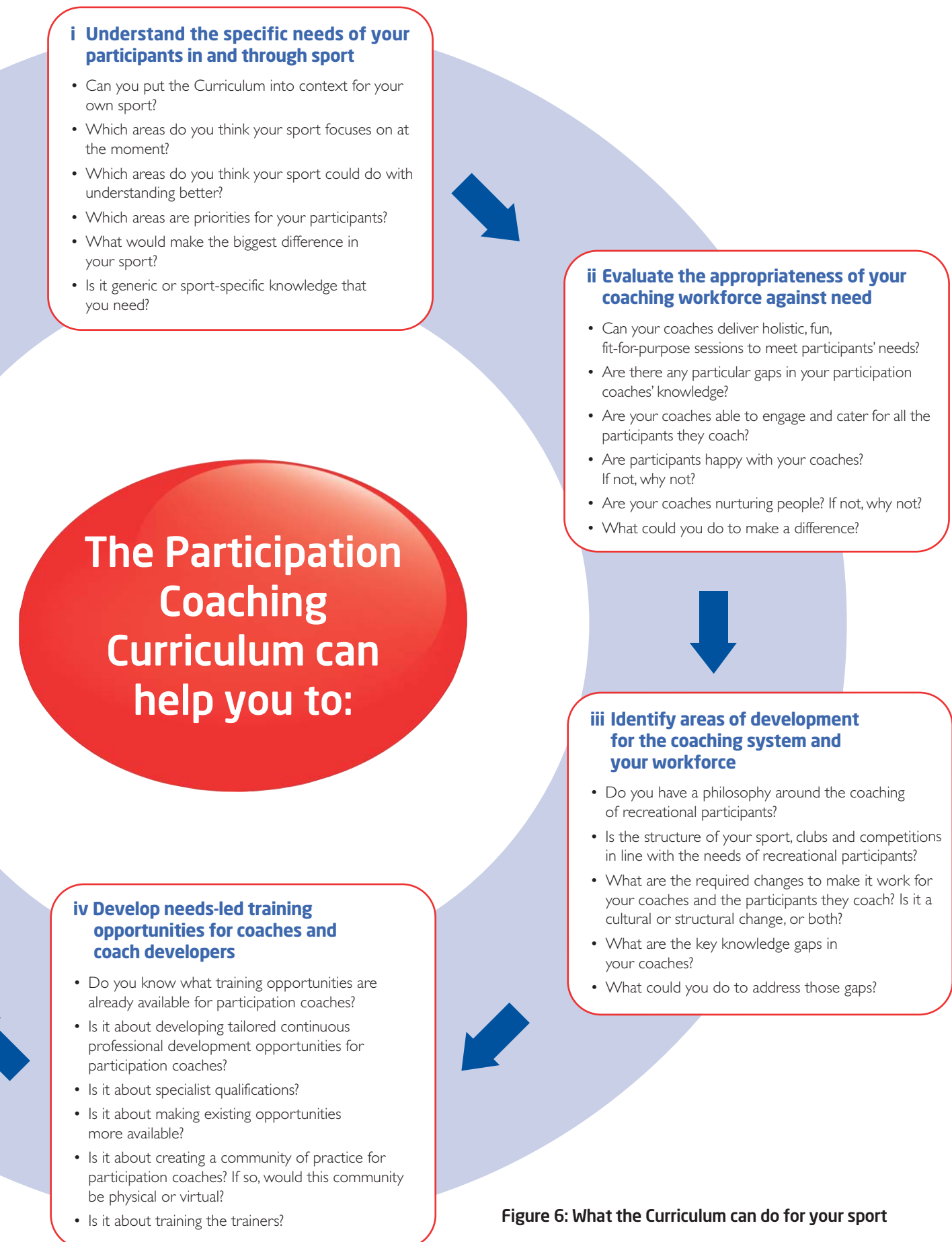


Figure 6: What the Curriculum can do for your sport

Appendix 5.1: Generic Coach Capabilities Related to the Practical Application of Inter- and Intrapersonal Knowledge - Coaching Craft

The Participation Coaching Curriculum is formed from the core considerations outlined in the Coach Development Model User Guide to produce contextualised coaches capabilities.

These considerations include:

- the coaches' motivations (ie why coaches get into coaching)
- who the coach develops (ie the participant segment and links between coaches' roles)
- the stage of development of a coach on his or her development journey (eg beginner to master)
- the generic capabilities of the coach; the skills, knowledge and attributes that are common to all coach segments (these are described further in Table 1 overleaf).

This next section outlines the generic coach capabilities a coach will need to deliver the Participation Coaching Curriculum: the 'how to coach' skills and knowledge. A coach would then blend the 'how to' with the 'what to' skills to create coaching practice.

Table 1 summarises the **key categories** of coach capabilities that sit under the inter- and intrapersonal knowledge domains (see page 13 of main document) so you can see at a glance the type of areas a coach may need to develop to become a great coach.

We have then taken this table one step further to show how, just as participants grow their skills over time, coaches also grow their skills along a continuum. Their continuum is slightly different, however, because they are adults who bring their life experiences to the coaching environment. This information is based on emerging concepts in coaching research and anecdotal best practice.

Table 1 explains how the development of generic coach capabilities links to the development of the whole coach. Building and strengthening 'Learning to Learn' and thinking skills, and an awareness of themselves as individuals **through** coaching, is central to the progressive development of the coach capabilities.

The capabilities described here concern **what** needs to be taught to coaches **not how to** coach these skills. We envisage learning programme designers being able to 'pick and mix' the statements to form learning programmes associated with their coaches' roles and development needs, with no linear learning progression assumed; however, we have included recommendations of progression linked to the coaches' stages of development.

Based on the stage of development of the coach, different skills and knowledge can be introduced. The proposed stages are:

- **Emerging status** – introducing skills and knowledge that coaches have never come across before
- **Established status** – some skills grow naturally from an existing level of proficiency and knowledge, while others might still be introduced anew
- **Embedded status** – existing skills are refined so that coaches become great at what they do.

The ability to integrate different knowledge bases ('what to') with different 'how to' skills to produce effective, multi-outcome coaching practice will vary at all stages of development. The more proficient a coach is at integrating these skills and knowledge, the more effective his or her coaching becomes. Poor coaching performance might, at times, be due to a lack of this integrating ability rather than individual knowledge of a particular area or skill.

How the Table is Structured

Coach behaviours and knowledge

These columns highlight the characteristics a coach may display at each specified stage of development in three areas: coach behaviours (doing skills); coach's knowledge and understanding of theory underpinning coaching practice; and coach's cultural/social knowledge.

Area of development

This column explains the type of skills and knowledge appropriate for a coach to be introduced to at their stage of development.

This table offers examples only and can be used to enhance and shape your existing coach development curriculums and the learning you offer your coaches.

Table 1: Suggested coach behaviours and areas of development that underpin the inter- and intrapersonal coach capabilities and knowledge domains at the Emerging status stage

Emerging Status		
	The coach may:	Area of Development
Coach behaviours – ‘doing’ skills	• carry out the skill based on prior learning and experience, using intuitive methods and strategies • be inconsistent in displaying effective performance • exhibit coaching methods that are more likely to work in familiar situations • focus primarily on the development of technical abilities • intermittently use planned activities or over rely on plans with no adaptation • be less participant-focused and more performance (result) orientated.	Planning • Techniques to meet goals and participants needs; choosing activities and sessions to suit the participants • Techniques to find out about participants; for example: – gathering feedback before the sessions – questioning and listening for key triggers. Creating a Positive Learning Climate • Techniques to create a positive learning climate; for example: – matching activities to participant motives – beginning to link knowledge to practical skills • How to set up the coaching environment to make it fun and challenging; for example: – equipment – mix of activity • Create an inclusive coaching environment and identify the need for adaptations for individuals; for example: – differentiation techniques like space, task, equipment and people (STEP). Organising Groups and Managing Risk (basic risk assessments) • Set up groups and equipment; for example: – setting up before they arrive – establishing ground rules • Positive behaviour management strategies; for example: – ensuring the activity provides the right amount of challenge to prevent behaviour issues due to boredom or fear – reducing queuing time for group activities.

Table 1: Suggested coach behaviours and areas of development that underpin the inter- and intrapersonal coach capabilities and knowledge domains at the Emerging status stage (continued)

Emerging Status		
	The coach may:	Area of Development
Coach behaviours – ‘doing’ skills		Communication • Basic communication methods/techniques used with groups and individuals; for example: – listening and questioning participants and using this information to build rapport – providing clear instructions – giving feedback appropriately. Observation and Evaluation • Basic observation, evaluation and feedback techniques of skill to assess: – fun load – individual needs – group needs. Coaching Methods • Techniques to set up activities and begin to guide performance; for example: – ‘show and tell’ – beginning to use guided discovery techniques, such as questioning. Review • Techniques to help review the coaching and yourself; for example: – questions after session – reflect on the session plans – evaluate performance gains.
Coach’s knowledge and understanding of concepts and theory underpinning coaching practice	• have had limited exposure to coaching theories and practice • bring evidence-based approach from prior experience or profession • have ‘black-and-white’ views about best practice • hold rationales based on own culture and experience • not see the relevance of application of theory to practice	• Basic planning strategies for the holistic coaching environment; for example: – using session plans to guide thinking. • Gathering information on the participants to inform the session content • Principles of planning • Categories of risk • Principles of team dynamics.

Table 1: Suggested coach behaviours and areas of development that underpin the inter- and intrapersonal coach capabilities and knowledge domains at the Emerging status stage (continued)

Emerging Status		
	The coach may:	Area of Development
Coach's knowledge and understanding of concepts and theory underpinning coaching practice	• apply theory to practice superficially, but hasn't yet acquired a deeper understanding to apply this to the practice effectively.	• The role equipment plays in performance development • Principles of behaviour management and differentiation • Communication • Principles and techniques • Basic coaching methods and leadership styles • Principles of evaluation and review • Principles of decision making and problem solving.
Coach's cultural/social knowledge	• have incidental understanding of the impact of cultural knowledge on performance • have knowledge of local coaches' cultural ways of working • not see the relevance of environmental features as a coaching tool.	• Understanding a specific sports culture and how to make it work for your coaching; for example: – support structures – environments to use for coaching sessions. • Governing body of sport support for coaches via local network support; for example: – local education authorities – county sports partnerships – Further and Higher Education institutions.
Learning to Learn Skills Reflection: How you currently coach; what motivates you to coach; your focus within the coaching environment; recognising who influences your coaching style; your coaching philosophy; knowing your own strengths and weaknesses. Resourcefulness: Introducing the connection between coaching and learning; knowing that learning happens in different ways and linking this to the variety of activities for the participants and the coach. Resilience: How to support the coach and the participants to overcome difficulty; basic techniques to help this happen; coping with fear of failure in yourself and your participants. Relationships: Basic techniques to learn alone and with others to help yourself and your participants.		

Table 2: Suggested coach behaviours and areas of development that underpin the inter- and intrapersonal coach capabilities and knowledge domains at the Established status stage

Established Status		
	The coach may:	Area of Development
Coach behaviours – ‘doing’ skills	• carry out the skill based on prior learning and experience, using a mix of intuitive methods and evidence-based approaches • become more consistent in the display of effective performance • become more effective in familiar situations • be able to focus on multiple outcomes simultaneously in the coaching environment, rather than just technical (eg being aware of team dynamics as well as technical flaws) • be able to focus on a participant needs-led and goal-orientated approach to coaching • consistently plan and be able to adapt/modify plans with positive results • coach the whole participant as well as focus on the performance.	Planning • Using a range of planning techniques to meet goals and participants needs (eg outline programmes) • Scoping activities and sessions to suit the participants motives and needs; for example: – modifying sessions and activities – getting the group/individual involved. Creating a Positive Learning Climate • Techniques to create a positive learning climate (eg matching and adapting activities to participant motives) • Using others to begin to shape the sessions; for example: – equipment – parents – helpers – participants. • Setting up the coaching environment to make it challenging and accelerate performance gain. Organising Groups and Managing Risk • Using risk categories to help with risk assessments and choosing the appropriate risk management technique to monitor risk • Setting up equipment to encourage self-discovery • Assessing the impact of group formation on performance and motivation of individuals.

Table 2: Suggested coach behaviours and areas of development that underpin the inter- and intrapersonal coach capabilities and knowledge domains at the Established status stage (continued)

Established Status		
	The coach may:	Area of Development
Coach behaviours – 'doing' skills		Communication • Use a range of communication methods/techniques to match participants' needs; for example: – negotiation – listening and empathy – storytelling – questioning for problem solving – using the group to communicate. Observation and Analysis • Observe and analyse: – individuals' movement patterns to enhance their performance – the whole participant performance (eg how emotions and mood impact on the development of other capabilities). Coaching Methods • Use a range of coaching methods to enhance motivation and meet the desired goal; for example: – using and beginning to refine intuitive coaching styles – choosing the appropriate coaching method for the situation. Review • Evaluate difference between quick performance gain and long-term improvement • Evaluate sessions to assess level of motivation and challenge.

Table 2: Suggested coach behaviours and areas of development that underpin the inter- and intrapersonal coach capabilities and knowledge domains at the Established status stage (continued)

Established Status		
	The coach may:	Area of Development
Coach's knowledge and understanding of concepts and theory underpinning coaching practice	• have a broad understanding of coaching theories and practice • bring an evidence-based approach from prior experience or profession and be able to link this to coaching tasks • question views and rationales based on own culture and experience • see the relevance of applying theory to practice • understand how to apply theory to practice more consistently.	• A range of planning strategies for the holistic coaching environment • Theories of planning for long-term development • Categories of risk; risk management theory • Theories of team cohesion and dynamics • The role equipment plays in performance development • Principles and theory of behaviour management • Communication principles and theory • Coaching methods and leadership styles • Coaching concepts theory • Principles of evaluation and review • Principles of decision making and problem solving.
Coach's cultural/social knowledge	• understand the impact of cultural knowledge on performance • have knowledge of common procedures and rules that has now become automatic • begin to see the relevance and use opportunities of cultural and environmental features as a coaching tool.	• Sport sociology theories • Sport-specific cultural knowledge and ways of working.
Learning to Learn Skills Reflection: Challenge own coaching philosophy; evaluate how a broader understanding of coaching beliefs can improve coaching practice; recognise the links between coaching methods and philosophies; use a variety of self-reflection techniques to help with the self-reflection process. Resourcefulness: Use more learning interventions to help create a positive learning climate; recognise that how the coach learns impacts on the way the coach coaches; frequently use different ways to learn and encourage your participant to do the same. Resilience: Introduce and encourage the use of a range of strategies to support the coach and the participants to overcome difficulty; different ways to deal with fear of failure in yourself and your participants; channel your emotions to enhance learning. Relationships: Use a range of techniques to learn alone and with others to help yourself and your participants.		

Table 3: Suggested coach behaviours and areas of development that underpin the inter- and intrapersonal coach capabilities and knowledge domains at the Embedded status stage

Embedded Status		
	The coach may:	Area of Development
Coach behaviours – ‘doing’ skills	• carry out the skills consistently by considering the boundaries of the task, environment and self • plan using varied strategies and have a seamless ability to ‘go with the flow’ and adapt plans • be able to adapt strategies and techniques more consistently using a variety of interventions • display performance that is focused and goal-orientated • coach the whole person and be successful in both new and familiar situations • consistently use the environment as a coaching tool.	Planning and Design • Design coaching that links content to the participant goals and consider the boundaries of the environment, self and other resources • Use others to support the coaching design to develop each participant holistically and meet multiple outcomes • Focus on the choice of planning strategies and know the impact of the strategy on the desired outcome. Positive Learning Environment • Design the environment to enable individuals to take responsibility for their behaviour/group management, team cohesion • Make best use of environmental constraints; for example: – self – resources – time – participant abilities. • Use the environment and others in novel ways to enhance the learning climate • Organisation and management skills have become routine. Communication • Use an appropriate blend of communication methods to elicit learning and self-reflection while recognising the boundaries between self and the environment • Refine communication methods to meet the needs of the situation; for example: – knowing when to say nothing – influencing others as a role model.

Table 3: Suggested coach behaviours and areas of development that underpin the inter- and intrapersonal coach capabilities and knowledge domains at the Embedded status stage (continued)

Embedded Status		
	The coach may:	Area of Development
Coach behaviours – ‘doing’ skills		Observation and Analysis • Use advanced observation tools and techniques • Analysis of the whole performance and mood • Observation of the impact of the environment on performance. Coaching Methods • Refine intuitive coaching styles to meet participant needs and reach full potential • Adapt coaching methodology to meet the needs of individuals and groups, while recognising the constraints and utilising boundaries • Explore new ways of coaching and assess the impact. Review • Evaluate the impact a holistic environment has on performance • Evaluate own performance for effectiveness and impact.
Coach’s knowledge and understanding of concepts and theory underpinning coaching practice	• have a deep understanding of coaching theories and practice and use an evidence-based approach that comes from prior experience or best practice in the coaching profession • use philosophies and rationales based on a mix of own culture, experience and learnt strategies • hold more stable views, but is still open to change • see the relevance of applying theory to practice • apply theory to practice consistently and appropriately • have acquired a deep understanding of theories to be able to manipulate this application in unfamiliar situations.	• Relevant and contemporary theories external and within coaching • Mental, technical, tactical and physical domains • Planning, process and review strategies • Problem solving and decision making • Team dynamics • Communication • Learning strategies • Coaching concepts and coaching practice.

Table 3: Suggested coach behaviours and areas of development that underpin the inter- and intrapersonal coach capabilities and knowledge domains at the Embedded status stage (continued)

Embedded Status		
	The coach may:	Area of Development
Coach's cultural/social knowledge	- understand the impact of cultural knowledge on performance and is able to manipulate or manage change within the culture to benefit all involved - have knowledge of common procedures and rules that have now become automatic, and is used to support learning consistently - use cultural and environmental features as a coaching tool consistently and effectively.	- Sport sociology theories - Sport-specific cultural knowledge and ways of working - Change management theories.
Learning to Learn Skills Reflection: Recognise when personal philosophies counteract with the wider coaching culture and understand the impact as coaching philosophies influence personal coaching methods; continuous evaluation of coaching methods and philosophies using advanced self-reflection techniques to help with the self-reflection process. Resourcefulness: Use relevant learning interventions to help create a positive learning climate; use a variety of research and learning methods external to coaching. Resilience: Consistent use of a range of strategies to support the coach and the participants to overcome difficulty; different ways to deal with fear of failure in yourself and your participants. Relationships: Use a range of techniques to learn alone and with others to help yourself and your participants.		

References

- Abraham, A. and Collins, D. (1998) 'Examining and extending research in coach development', *Quest*, 50: 59–79.
- Abraham, A., Collins, D. and Martindale, R. (2006) 'The coaching schematic: validation through expert coach consensus', *Journal of Sports Sciences*, 24 (6): 549–64.
- Bell, M. (1997) 'The development of expertise', *Journal of Physical Education, Recreation and Dance*, 68 (2): 34–8.
- Berliner, D. (1986) 'In pursuit of the expert pedagogue', *Educational Researcher*, 15 (7): 5–13.
- Berliner, D.C. (1994) 'Expertise: the wonders of exemplary performance', in Mangieri, J.N. and Collins Block, C. (eds), *Creating Powerful Thinking in Teachers and Students*. Fort Worth: Holt, Rinehart and Winston. ISBN: 978-0-155009-84-4.
- Berliner, D. (2001) 'Learning about and learning from expert teachers', *International Journal of Educational Research*, 35: 463–82.
- Bloom, G. (2001) 'Coaching demands and responsibilities of expert coaches', in Silva, J. and Stevens, D. *Psychological Foundations in Sport*. Allyn and Bacon: Boston. pp. 438–65. ISBN: 978-0-205331-44-4.
- Bloom, G.A., Salmela, J.H. and Schinke, R.J. (1995) 'Expert coaches' views on the training of developing coaches', in Vanfraechem-Raway, R. and Vanden, Y. (eds), *Proceedings of the Ninth European Congress on Sport Psychology*, Brussels, Belgium: Free University of Brussels, pp. 401–8.
- Cassidy, T., Jones, R., and Potrac, P. (2009) *Understanding Sports Coaching: The social, cultural and pedagogical foundations of sports practice*. London: Routledge. ISBN: 978-0-415442-72-5.
- Claxton, G. (2002) *Building Learning Power*, Bristol: TLO Limited. ISBN: 978-1-901219-43-2.
- Cushion, C. (2007) 'Modelling the complexities of the coaching process', *International Journal of Sports Science and Coaching*, 2 (4): 395–401.
- Cushion, C.J., Armour, K.M. and Jones, R.L. (2003) 'Coach education and continuing professional development: experience and learning to coach', *Quest*, 55, 215–30.
- Cushion, C.J., Armour, K.M. and Jones, R.L. (2006) 'Locating the coaching process in practice: models 'for' and 'of' coaching', *Physical Education and Sport Pedagogy*, 11 (1): 83–99.

Appendix 5.2: Developing Participation (approximately 11-19): Youth Recreational Sport

The Big Picture

What is it about?

The provision of appropriate opportunities for young people of all abilities to be regularly involved in recreational sporting activities that help to: create enjoyment; maintain fitness; develop skills; generate self-assurance; encourage social interaction; and promote physical, mental and emotional health and well-being.

Why is it important?

This stage encourages and enables young people of all abilities to take part regularly in recreational sporting activities. It empowers them to make informed choices about their participation; thus, preparing them to lead lifelong healthy, active lifestyles. It covers sensitive, transitional periods in young people's lives (eg puberty, transition to secondary school, leaving school and the start of work or university), where sport can play a significant part in supporting them to manage these changes.

What does it look like in practice for coaches and coach developers?

Coaches should be helping young people to decide how and when to play, using sport as a vehicle for fun and for wider personal and social development. Provision needs to recognise young people's own tastes and habits, as well as meeting their wider needs and interests. It should create good links or signposts to other recreational sport providers, and generate the connection to opportunities for lifelong physical activity. This stage should be based on consultation with young people and all participants should gain a sense of achievement, defined in their own terms. This is particularly important given the diversity of young people of different ages, development stages, backgrounds and genders.

It's all about:

- friendship, fun and a sense of belonging
- understanding and connecting to long-term participation in physical activity
- physical, mental and emotional well-being
- a sense of achievement for all
- knowing the different options and community providers available to them
- respect from, and consultation with, coaches
- building foundations in new sports and roles.

The Detail - The What

Table 1: Developing participation in youth recreational sport

 As appropriate to their development stage/maturity, young people should be able to:		
Competence		• learn and perform relevant skills in a relaxed environment • explain and choose what they want to improve and how they can improve it • communicate effectively and confidently with the coach and other participants • attend regularly, on time and dressed appropriately for the activity
Confidence		• willingly try new activities and roles without fear of failure • talk positively about their participation and achievement • ask for help, as needed • make decisions for themselves regarding practices and their own involvement
Connection		• explain and value the benefits of taking part in sport and physical activity • work well with others, as part of a team and on their own • take part in peer learning, as both learner and teacher, encouraging and helping others • show leadership skills and qualities by leading parts of sessions and being actively involved in planning and organising
Character and Caring		• demonstrate that they value and respect others, both young people and adults • demonstrate good sportsmanship • be a role model in appropriate circumstances
Creativity		• suggest ideas and adaptations for playing and improving • tackle challenges and solve problems • be innovative while playing and show divergent thinking • devise creative and fun activities
Lifestyle		• make independent choices about activity (ie kind, intensity level, degree of commitment) • understand the national recommendations for physical activity for young people and endeavour to achieve them • make informed choices about their personal habits, recognising the impact on their current and future health (eg sleep, diet, smoking, drinking, sedentary behaviour) • enjoy fun activity with peers, for which they may want a different type of club environment • explore emerging adulthood and become less dependent on adults as they grow older • develop an ability to travel and play/practise at later times • balance school, home and social pressures.

Table 1: Developing participation in youth recreational sport (continued)

 Physical	 Technical	 Tactical	 Mental
Young people should be:			
adjusting their agility, balance and coordination as their body matures and grows	refining or relearning skills as their body grows and matures	suggesting ways to modify sessions and activities to maximise their own and others' participation	aware if they want to improve and how they can do so
maintaining a healthy weight	applying and/or learning new skills and techniques	creating and/or organising their own activities, practices and games	recognising the wider personal, social and health benefits of sport
developing and managing their increased strength and power	presenting a wider range of good technical skills and knowing when to use them	participating effectively in fun competitions, displays or challenges.	making progress through setting themselves personal challenges and goals
maintaining high levels of concentration, energy and activity	developing skills in similar ability/ maturation/ gender groups		evaluating success and recognising progress and achievement against a range of factors or roles
minimising the chance of injury and accelerating recovery.	developing skills through fun games and personal challenges		aware of the learning process and how to cope with, and learn from, setbacks
	developing skills through teaching others.		taking on roles other than a player (eg referee, manager, scorer).

Fitting it all Together: The Interplay between PTM and the 5Cs

Table 2: Here are some examples of how the various participant outcomes can be achieved through integrated coaching practice.

	 Physical	 Technical	 Tactical	 Mental
	The coach may:			
Competence 	offer appropriate activities to increase or maintain adequate fitness levels	use techniques appropriate to the development stage of the participants and their personal goals	develop participants' understanding of tactical elements where they can apply their existing or developing skills	emphasise personal bests over externally referenced success
Confidence 	provide opportunities for participants to realise what improvements they are making	provide accurate, positive reinforcement and propose a clear way to improve the technique	ensure tactical demands can be met and the necessary underpinning skills are present	encourage self-reflection and a sense of progression through personal goal setting and reviewing
Connection 	provide time for participants to talk to, and get to know, each other better	encourage participants to give feedback to, and coach, each other	support participants to understand the importance of different roles in the team/sport and to accept their own roles	ensure the format of the activity matches the social ability of the participants
Character and Caring 	enhance participants' understanding of why and how they need to respect their bodies	emphasise the importance of appropriate practice to guarantee technical gains, and show and encourage respect for all ability levels	encourage participants to play fairly and with good sportsmanship	facilitate the participants' development of their own rules and codes of conduct
Creativity 	engage participants in designing their own conditioning programmes.	give room for individual approaches to technical skill development, and to the choice of technique to be developed.	encourage participants to solve tactical problems by themselves or as a team, and to design activities that support their tactical development.	use appropriate exploratory tasks and effective questioning to support cognitive development.

Top Tips for Provision and Delivery

There are common factors to young people's motives for taking part in recreational sport. Generally, they will want to participate in fun, informal and stimulating activities that bring enjoyment, challenge, reward, fulfilment and a sense of belonging. However, 11–19 is a very broad age range and young people will be developing at different rates (physically, mentally, emotionally and socially) and have varying, individual needs and wants. Coaches working to develop youth recreational participation should:

- ensure high-quality experiences for young people, as the quality rather than quantity of participation is a major factor in engaging young people in lifelong physical activity; the coach's style of delivery is often more critical than the session's content
- understand that young people may prefer to take part in a range of different activities and not commit to one single sport; this is to be encouraged as young people are testing opportunities for lifelong physical activity
- consult with young people and offer choice, by providing links or signposts to other activities and provision
- ensure activities are playful, fun, engaging and inclusive, and develop multiple outcomes, such as health and fitness, social interaction, self-esteem and skill development
- provide opportunities for personal mastery as well as competition for those wishing to test their skills against others
- enable participants to act in roles other than players; for example, officials, scorers, timekeepers, coaches, organisers and mentors

- vary provision to meet the young people's differing needs and availability; for example, provision may need to:
 - take place at different times (eg breakfast /lunch/ after-school clubs, evenings, weekends, holiday periods)
 - be located at different venues (including informal settings), perceived by the young people as accessible, safe and welcoming
 - be discrete (eg by gender, creed, ethnicity, disability)
- support young people to achieve the national recommendations for physical activity, ie they:
 - take part in at least 60 minutes (and up to several hours) of moderate to vigorous intensity physical activity each day
 - take part in muscle and bone strengthening activities at least three times per week
 - minimise the amount of time they are sedentary each day
- enable young people to transfer to the performance pathway if they wish (or to participate in both segments at the same time).

The Coach at Work

Table 3 looks at matching participant and coach capabilities and provides examples of the developmentally appropriate activities that coaches can use to meet the needs of the young people they coach. The descriptor within the coach capability statement boxes refers to an Expert coach. The transition from Emerging (Novice) through to Established (Intermediate) and into Embedded (Expert) status can be seen in detail in the summary tables in Appendix 5.1.

Table 3: The interplay between PTTM and the 5Cs

	Coach Capability Statement (What coaches know and are able to do)	Developmentally Appropriate Activities to Meet Participant Needs
Youth recreational participant capabilities (What participants should be learning about)	The coach has extensive knowledge, experience and understanding, and is consistent in their application. The coach has a long-established philosophy and values, and is able to generate new knowledge to solve problems by drawing from internal and external models. While having a preferred style, the coach is able to adapt his or her practice to suit the individual, group and situation. The coach is consistent and effective in the provision of individualised solutions to meet the participants' desired outcomes.	This is what coaches should do to develop the relevant participant capabilities.

Table 3: The interplay between PTTM and the 5Cs (continued)

 Physical		
Youth recreational participants should be:	The coach is able to:	The coach should:
adjusting agility, balance and coordination as the body matures and grows	- identify, create and set up a wide range of fun activities and games that promote the development of agility, balance and coordination - identify and isolate the key principles of agility, balance and coordination in action, and develop tailored interventions to meet the needs of individual participants	- offer and adapt a range of movement activities (eg dance, gymnastics), games and sports or modified sports that interest the participants - use core strength activities (where this is not present) as a precursor to balance development
maintaining a healthy weight	- identify, create and set up a wide range of fun activities that facilitate the maintenance of a healthy weight - explain the benefits of maintaining a healthy weight and factors that contribute to this outcome	- use a mix of enjoyable aerobic, anaerobic and strength development games and activities to support participants to maintain a healthy weight - use informal opportunities and activities (eg quizzes, mini-workshops, posters, role-model visits) to provide participants with further knowledge about the benefits of maintaining a healthy weight and the key factors that contribute to it (eg healthy diet, recommended physical activity levels)
developing and managing increased strength and power	- identify, create and set up a wide range of fun activities that allow participants to experiment safely with strength and power - identify the different components of strength and power; and develop participant-specific strategies to support participants' further development	- offer activities, games and circuits that enable participants to experience and further develop their newly acquired strength and power (eg long throws and kicks, pull/push games, basic strength development circuits, contact sports) - discuss the appropriate use of force and contact during activities and help the participants to manage instances of unfair or inappropriate play
maintaining high levels of concentration, energy and activity	- identify, create and set up a wide range of fun activities that promote increased levels of concentration, energy and sustained activity - ensure a good balance between high, intermediate and low energy activities to avoid potential exhaustion and/or burnout	- offer adapted games, drills, activities and circuits that enable participants to stretch their current levels of concentration, energy and activity within safe boundaries - adapt activities/session plans to suit participants' varying levels of energy and concentration
minimising the chance of injury and accelerating recovery.	- set up all activities in a way that minimises the risk of injury to participants - allow time for activities at the end of the session that will accelerate recovery - provide participants with the necessary knowledge to understand how they can minimise the risk of injury and accelerate recovery.	- offer appropriate and fun warm-up and cool-down activities (support participants to develop and lead their own) - use informal opportunities to provide participants with knowledge regarding injury prevention and recovery, and the factors that contribute to them - allow for adequate recovery/rest periods during activities that match the participants' varying fitness levels.

Table 3: The interplay between PTTM and the 5Cs (continued)

 Technical		
Youth recreational participants should be:	The coach is able to:	The coach should:
refining or relearning skills due to their growing/maturing body	- identify, create and set up a wide range of fun activities and games that promote the refining and/or relearning of fundamental movement and sport-specific skills - identify and isolate the key components and underpinning principles behind the fundamental movement and sport-specific skills in action, and develop specific interventions to meet the needs of individual participants	- offer adapted movement activities (eg dance, gymnastics), technical drills, games and sports or modified sports in a playful environment - spend time observing individuals moving and performing techniques, offer personalised feedback and encouragement - support participants to develop personal learning programmes, where appropriate - provide opportunities for peer learning - provide reassurance to players who are relearning skills as a result of changes to their bodies
applying and/or learning new skills and techniques	- identify, create and set up a wide range of fun activities and games that provide opportunities to apply and/or learn new skills and techniques - identify and isolate the key components and underpinning principles behind the new skills in action, and develop specific interventions to meet the needs of individual participants	- offer adapted movement activities (eg dance, gymnastics), technical drills, games and sports or modified sports in a playful environment - set challenges and tasks that enable participants to develop their own technical solutions to problems - spend time observing individuals moving and performing new skills and techniques, offer personalised feedback and encouragement - support participants to develop personal learning programmes, where appropriate - provide opportunities for peer learning
presenting a wider range of good technical skills and knowing when to use them	- identify, create and set up a wide range of fun activities and games that provide opportunities to apply and/or learn new skills and techniques - identify and isolate the key components and underpinning principles behind the new skills in action, the varied conditions in which they may be used, and develop specific interventions to meet the needs of individual participants	- offer adapted movement activities (eg dance, gymnastics), technical drills, games and sports or modified sports in a playful environment - spend time observing individuals moving and performing new skills and techniques, and offer personalised feedback and encouragement - support participants to develop personal learning programmes, where appropriate - enable participants to coach each other - use technological aids, where necessary, to support the teaching and application of techniques in realistic environments
developing skills in similar ability/maturation/gender groups.	identify participants' different development stages and levels of skill within a group, and provide differentiated/personalised activities to support self-paced learning.	- break larger groups into smaller skill/maturation/gender groups and set up different activities for each while maintaining overall group cohesion - manage the social consequences of different groupings - within the large group, set up activities that can be easily modified by the participants to suit their own needs and abilities - encourage participants to create their own activities and modifications.

Table 3: The interplay between PTTM and the 5Cs (continued)

 Tactical		
Youth recreational participants should be:	The coach is able to:	The coach should:
suggesting ways to modify sessions and activities to maximise their own and others' participation	- identify, create and set up a wide range of fun activities and games that promote an awareness of the environment and that encourage and foster appropriate responses to the demands posed - identify the key environmental features that can be manipulated within an activity to achieve different participant outcomes, use them to alter activities in real time for the benefit of the learners, and support learners to understand the process	- provide semi-structured/modified activities and games that promote an awareness of the environment and that foster appropriate responses to the demands posed (eg 3 v 3 one-touch football) - provide opportunities for participants to create, try out and evaluate new games and activities that will add value to their involvement and understanding - support participants to understand and implement differentiation techniques to maximise everyone's participation (eg Space, Time Equipment and People [STEP]) - enable participants to take on a variety of roles (eg coach, official, analyst)
creating and/or organising their own activities, practices and games	- identify and set up opportunities for participants to develop their own activities, practices and games - support the participants to identify the key environmental features that can be manipulated within an activity to achieve different outcomes	- provide opportunities for participants to create, try out and evaluate new games and activities that add value to their involvement and understanding - enable participants to take on a variety of roles
participating effectively in fun competitions, challenges or displays.	- identify and/or set up opportunities for participants to take part in, plan and organise competitive activities, skill displays or challenges - ensure these opportunities match the developmental stage and needs/interests of the participants.	- consult with participants about what events they would like to take part in - where opportunities are not readily available, create relevant events for participants to showcase their skills in a fun, relaxed environment - offer different formats and activities so participants can take on personal challenges as well as take part in group activities - support participants to plan, organise and evaluate their own challenges, displays and competitions - enable participants to take on a variety of roles.

Table 3: The interplay between PTM and the 5Cs (continued)

 Mental		
Youth recreational participants should be:	The coach is able to:	The coach should:
• understanding the learning process and how to cope with and learn from setbacks • knowing what they want to improve on and how they can improve it • making progress through setting personal challenges and goals • evaluating success and recognising progress and achievement, against a range of factors/roles	• understand the learning process and the principles of self-reflection and goal setting in greater depth, and deliberately and consistently offer opportunities for participants to think about their own performance and ways to improve it • support individual participants through the process of becoming more self-aware by enabling them to set short-, medium- and long-term goals, and evaluate their progress against those goals • help participants to understand the developmental nature of, and possibilities that come from, experiencing setbacks, and provide participants with strategies to deal with them	• provide opportunities for participants to begin to understand the learning process and setbacks, and to reflect on their own performance and set goals towards improving specific aspects of it (encourage participants to see 'mistakes' as learning opportunities and foster appropriate 'risk-taking') • set time aside for group and individual interventions that support the development of this understanding (eg mini workshops, goal-setting sheets, one-to-one meetings, peer goal setting sessions) • encourage and provide opportunities for participants to offer and seek feedback to and from their peers • encourage participants to design motivational and reward schemes that support their own learning • recognise and reward personal effort and achievement rather than focusing on winning
• aware of the wider benefits of sport (ie personal, social and health)	• model and, where necessary, explain the benefits of sport and physical activity to participants, and find ways to enhance intrinsic motivation	• consistently reinforce the message that sport contributes to wider outcomes, and provide opportunities for participants to reflect on what this means to them (eg diary entries, group discussions, displays, participant of the month award)
• taking on roles other than a player (eg referee, manager, scorer, coach).	• create opportunities for participants to learn about and take on different roles appropriate to their developmental stage and personal preferences.	• provide opportunities for participants to perform different roles. These may include: – coaching younger participants and peers – organising the equipment – refereeing practice/display games – being a table official/scorer at a festival – designing competitions.

Table 3: The interplay between PTM and the 5Cs (continued)

 Personal and Social: The 5Cs		
Youth recreational participants should be:	The coach is able to:	The coach should:
Competence • learning and performing relevant skills in a relaxed environment • explaining and choosing what they want to improve and how they can improve it • communicating effectively and confidently with the coach and other participants • attending regularly, on time and dressed appropriately for the activity	• set up a relaxed environment and, in consultation with the young people, propose activities pitched at the right level for the participants. Where there is a discrepancy between activity and stage of development/wants of the participants, the coach is able to recognise this and correct it in real time • consistently and effectively differentiate between and within groups to maximise learning • support participants' understanding of potential areas for improvement and how to improve • develop the participants' ability to communicate effectively and confidently with the coach and other participants • act as a role model with regard to attendance, appearance and punctuality, and create an atmosphere where these traits are valued and embraced by all	• consult with participants in order to set up enjoyable activities that match the participants' stages of development and interests, and so maximise learning • enable participants to reflect on their performance and take control of their own learning (eg participant profiling, personal goal setting) • create opportunities for interaction between coach and participant and between participants (eg appropriate introductions, open-door policy, group review sessions) • always be on time and dress appropriately for the activity • ensure sessions are accessible enough to facilitate the participants' self-efficacy
Confidence • willingly trying new activities and roles without fear of failure • talking positively about their participation and achievement • asking for help if needed • making decisions for themselves regarding practices and their own involvement.	• understand the principles underpinning the creation of 'task-orientated' environments and be able to consistently and effectively apply them to coaching practice, resulting in optimally motivated groups and participants that are willing to try new things and are able to deal with setbacks confidently • create a positive climate where participants feel valued for both their sporting and personal contributions to the team and can make decisions for themselves • provide appropriate amounts of constructive feedback to groups and individual participants which is consistent and effective in format, timing and content • use praise consistently and effectively.	• foster curiosity and appropriate 'risk-taking' • develop a motivational climate of self-awareness and self-improvement (task/effort focused) where participants are encouraged to be their best, try new things and are allowed to experience success in an appropriate ratio through the use of differentiation techniques • regularly provide positive beneficial feedback about participants' performances and about their contributions to the group in a way that is appropriate to each participant • encourage group members to give and seek positive feedback to and from each other • provide opportunities for participants to express their views about the sessions and make decisions regarding the format and their own personal involvement.

Table 3: The interplay between PTM and the 5Cs (continued)

 Personal and Social: The 5Cs		
Youth recreational participants should be:	The coach is able to:	The coach should:
Connection - explaining and valuing the benefits of taking part in sport and physical activity - working well with others, as part of a team and on their own - taking part in peer learning, as both learner and teacher - encouraging and helping others - showing leadership skills and qualities by taking parts of sessions and being actively involved in planning them	- offer a comprehensive explanation of the positive aspects of sport and regularly engage participants in discussions about it - consistently and effectively provide well-planned opportunities for collaborative play - provide opportunities for participants to engage in peer-learning activities (eg observation, analysis and feedback) - recognise and maximise opportunities for participants to develop and display their leadership skills - promote a culture of equity and cooperation between participants and challenge any instances of bullying or discriminatory behaviour	- emphasise the positive aspects of participation in sport and be an excellent role model - provide opportunities for collaborative play (eg team-oriented activities, cooperation/opposition challenges) and peer learning - use a variety of methods to select groups and teams, appropriate to the desired outcome - recognise and manage tension within groups and between players - recognise or create situations where participants can develop and display leadership skills (eg helping to coach peers or younger participants, organising the equipment, refereeing practice/display games, being a table official/scorer at a festival, planning and delivering parts of sessions) - organise social activities for groups, as appropriate
Character and Caring - valuing and respecting others (both young people and adults) - demonstrating good sportsmanship - a role model, in appropriate circumstances.	- develop a code of conduct in conjunction with the participants and consistently use it to promote positive behaviour - demonstrate a total understanding of the coaching behaviours that promote respect for everyone involved in the activity and be consistent in modelling these behaviours - support participants to recognise the impact of role models and create opportunities for participants to become role models.	- set and develop clear and simple rules for the activity/session, and consistently promote fair play - support participants to develop and sign up to their own code of conduct; use this to promote positive behaviour - support participants to manage the frustrations that inhibit learning and develop their sense of resilience - model and instil a sense of respect for everyone involved in the activity, and challenge discriminatory or bullying comments and behaviour - refer to other sportspeople/coaches as role models and/or create appropriate situations where participants can act as role models to their peers and others.

Table 3: The interplay between PTTM and the 5Cs (continued)

 Personal and Social: The 5Cs		
Youth recreational participants should be:	The coach is able to:	The coach should:
Creativity • suggesting ideas and adaptations for playing and improving • tackling challenges and solving problems • innovative while playing and showing divergent thinking • devising creative and fun activities.	• demonstrate an understanding of the mechanisms that foster participants' creativity, and be consistent and effective in using a wide range of activities and methods to develop it.	• provide opportunities for participants to interact with the environment, be challenged by it and supported to develop their own solutions to challenges (eg free play, developing own routines, games and rules, use of problem-solving activities); be comfortable with an appropriately 'messy' environment • encourage participants to shape how activities are conducted and what could be done differently • enable participants to use the STEP model to adapt activities effectively.
Lifestyle Coaches should be supporting participants to: • make independent choices about activity (eg kind, intensity level, degree of commitment) • understand the national recommendations for physical activity for young people and endeavour to achieve them • make informed choices about their personal habits and their impact on current and future health (eg sleep, diet, smoking, drinking) • enjoy fun activity with their peers, for which they may want a different type of club environment • explore emerging adulthood and become less dependent on adults as they grow older • develop an ability to travel and play/practise at later times • balance school, home and social pressures.		

The Coaching Process: Best Practice Tips

All good coaches should understand their participants so they can plan for delivery, deliver appropriately, and review and evaluate that delivery. How the coach does this is critical in supporting young people to develop their participation in recreational sport and physical activity. The coaching methods and activities may not change; what may need to be considered is the way in which they are used. These best practice tips challenge coaches to consider the details of coaching recreational youth sport. They can also be used as a checklist to aid self-reflection or to support observation of peer-learning activities.

Understanding the participants

- Treat each young person as an individual; their needs and wants will differ.
- Introduce yourself, and other staff/helpers to the young people.
- Treat all young people fairly and equitably; get to know and use their (preferred) names.
- Listen to and respect young people, and communicate in a way that doesn't talk down to them.
- Use ice-breakers and/or encourage participants to get to know each other if they don't already; consider using a buddy system between new and experienced participants.
- Consult with young people to find out what, when, how, where and with whom they want to play – individually as well as in groups (recognise that your sport may be one of many they wish to experience).
- Consult with young people to find out what they have done and know already (eg through peer or other provision).
- Consult with young people to find out why they want to take part and what they would like to achieve.
- Recognise each young person's level of perceived competency (ie how 'good' they think they are compared to their actual competence)
- Recognise each young person's sense of self-efficacy (eg how confident they are that they can act on their intentions to take part, to improve).
- Consult with any young people who have additional or specific requirements.
- Check if there are any health and safety issues to be aware of (eg injury or illness).
- Recognise each young person's stage of maturity, rather than age.
- Recognise the other commitments and pressures in young people's lives (eg homework, exams, family circumstances, caring roles, relationships) and their influence on young people's participation in sport.
- Recognise young people's different social contexts (eg socio-economic background, education, gender, ethnicity, disability).
- Engage with parents/carers to elicit support for their child's participation and to reinforce positive messages about sport.
- Liaise with other members of the children's workforce where appropriate (to ensure consistent messages and support).
- Seek professional development opportunities for developing behaviour management strategies that promote positive behaviour (particularly if dealing with young people who frequently exhibit difficult behaviours).

Planning for delivery	• Ensure that deliverers are CRB checked and appropriately qualified and insured to work with the participants. • Adhere to the relevant local and/or national guidelines for safeguarding and protecting children. • Ensure first aid cover is available. • Aim to make the playing environment welcoming as well as safe; involve the young people in decorating it where possible (eg with signs and posters; make sure it is accessible to any disabled participants). • Plan sessions, but be prepared to be flexible to suit the young people's needs, interests and energy levels on the day. • Plan to enable young people to achieve the 5Cs as well as the physical, technical, tactical and mental outcomes. • Involve the young people in the planning. • Consider the adaptations that may need to be made to activities to ensure they are fully inclusive and are appropriate to the young people's different stages of maturity. • Plan to ensure that every young person achieves a sense of mastery and success, in their terms. • Recognise that the young people may dip in and out of sessions; plan to recap and revitalise.
Delivery	• Allow young people to choose how, when and to what extent they wish to participate. • Allow young people to wear any appropriate kit, so long as it is safe and comfortable. • Develop a code of conduct with the young people that establishes expected behaviour from them and the deliverers; ensure it addresses emotional safety and well-being as well as physical safety. • Promote the importance of having fun and being playful; be a role model for the wider benefits of sport. • Avoid and challenge any discriminatory or bullying language or behaviour. • Recognise the impact of biological changes (eg hormone changes) on young people's emotions and behaviour; but use the code of conduct to challenge inappropriate behaviour. • Consider grouping players by factors other than chronological age, depending on the sport, their aspirations and their preferences (eg maturation/size/strength, ability, sex, disabled or non-disabled/impairment group where relevant). For example, with disability sports there are similar issues such as obesity/overweight, disaffection, friendship groups (unless the aim is to increase social interaction and/or prevent 'cliques'); watch for unintended social consequences of groupings and deal with accordingly. • Use a variety of activities and practices within a sport/session (eg skills circuits, mini- or adapted games, full games); above all, focus on fun and varied ways to learn and play. • Use warm-ups and cool-downs that are fun, games- or dance-based, and link to the activities they will play/have played. • Differentiate practices to suit each individual's abilities, needs, interests and aspirations. • Modify activities so every player is fully included, to the level they wish to be. • Ensure players know what a particular practice or activity is for (ie its relevance or benefits). • Support young people to adjust skills they've already learnt to suit their growing and maturing bodies; this may include their core agility, balance and coordination skills. • Support young people to select and apply existing skills appropriate to the sport or activity. • Enable young people to learn new skills specific to the sport or activity. • Recognise young people's concerns regarding their changing bodies (eg weight increase in girls) and make adjustments to suit where necessary.

Delivery (continued)	• Encourage young people to do around 15–20 minutes aerobic activity within an hour's session. • Make sure activities maximise players' involvement (ie don't require them to wait too long to have a go). • Support young people to recognise how an activity contributes to their energy in/energy out balance. • Use activities that develop young people's wider skills (eg communication, teamwork, organisation), as well as their technical skills or fitness. • Enable and encourage young people to suggest and design their own games, activities and programmes, including warm-ups and cool-downs. • Recognise that some young people will be more motivated by mastering a skill while some are motivated by winning over others; differentiate tasks and goals accordingly. • Support and encourage young people to set themselves personal challenges, within each session and across a longer programme. • Encourage the young people to take part in appropriate competitions, challenges and displays but allow them to choose if, when and how they compete. • Support the participants to plan and organise their own competitions, challenges and displays, as appropriate. • Have high aspirations for each young person, encouraging them to succeed. • Ensure young people set realistic goals and experience an element of success in every session (encourage them to define their own terms for success). • Encourage and support young people to help and learn from each other (eg peer mentoring, peer review). • Enable and encourage young people to adopt other roles, either formally or informally (eg leader, coach, official, administrator). • Use 'learner-centred' methods of coaching (eg learning through doing, supported by questioning), balanced against more didactic methods.
Reviewing and evaluating delivery	• Continue to learn, develop and share ideas so you are always improving. • Offer frequent positive feedback and praise, verbally and non-verbally. • Recognise and reward all participants' progress and achievements, not just the best performers. • Enable young people to reflect on and review their progress and achievements against their personal goals and wider skills. • Define and evaluate success in the young people's terms, not just your own (eg enjoyment and mastery; not just winning). • Support young people to identify what they need to do to improve. • Regularly seek feedback from the young people to find out what they most enjoy, benefit from and would like to do next. • Inform the young people about further participation opportunities (eg for extra play, alternative provision, participation beyond school/college, to extend their skills, provide more competitive or performance opportunities, allow for discrete provision). • Talk to young people about where to watch and read about sport. • Inform young people about further volunteering opportunities (eg leadership, coaching and officiating awards and deployment). • Review and reflect on yourself so you are excellent in your practice.

Appendix 5.3: Sustaining Participation (18+): Active for Life

The Big Picture

What is it about?

The provision of appropriate opportunities for adults of all ages and abilities to be regularly involved in recreational sporting activities that help to create enjoyment, develop social networks, maintain fitness, employ and extend skills, provide challenges, offer diversion and relaxation, and promote physical, mental and emotional health and well-being.

Why is it important?

This stage supports adults of all ages and abilities to continue to participate regularly in sport and physical activity at the level and intensity they wish. It promotes lifelong enjoyment, a sense of belonging, personal fulfilment and quality of life through sport, and enables adults to continue to lead healthy, active lifestyles. It recognises changes to adults' health, fitness, finances, work, family, friendships and interests, and supports adults to positively manage these life changes.

What does it look like in practice for coaches and coach developers?

Coaches should be recognising adults' different – and changing – motives, aspirations and availability, and helping individuals to meet their varied needs and wants. Provision needs to be flexible to accommodate wider life changes and commitments, and respond creatively to adults' perceived time and energy deficits. It should involve ongoing consultation so coaching recognises and supports individuals' personal motivations for taking part. All participants should feel a sense of satisfaction – defined in their own terms. Above all, coaching should be tailored to suit the individual, rather than participants having to conform to a standardised offer.

It's all about:

- understanding individuals' needs and wants
- offering varied, flexible and tailored support
- ensuring a sense of satisfaction for all
- enabling adults to feel a sense of belonging
- offering diversion and relaxation
- promoting physical, mental and emotional well-being.

The Detail - The What

Table 1: Sustaining participation: being active for life

Adults should be able to:		
Competence		• attend regularly enough to meet their own desires and aspirations • perform relevant skills in a relaxed environment, to the level they wish • participate willingly and with a sense of satisfaction and enjoyment • negotiate appropriate activities and/or training and playing programmes • communicate effectively with the coach and other players • plan, review and adapt practices and goals
Confidence		• talk positively about their participation and achievement • try new practices without fear of failure • ask for help or advice as needed
Connection		• work well with others, as part of a team and on their own • encourage and help others where appropriate • take on additional roles where interested (eg attending social events or volunteering)
Character and Caring		• value and respect others • demonstrate good sportsmanship
Creativity		• find solutions to problems • adopt new practices and activities that suit their changing bodies and lives
Lifestyle		• recognise the general benefits of leading an active, healthy lifestyle • understand the national recommendations for physical activity for adults and older people and endeavour to achieve them • identify their own motives for taking part in sport and physical activity • recognise and manage their wider commitments so they have a realistic sense of their available time and energy • balance their sporting aspirations against their availability and readiness to take part.

Table 1: Sustaining participation: being active for life (continued)

 Physical	 Technical	 Tactical	 Mental
Adults should be:			
maintaining a healthy weight	retaining good agility, balance and coordination	demonstrating safe, fair and inclusive play	aware of the wider personal, social and health benefits of taking part in sport
maintaining well-balanced muscle groups and body alignment	retaining or refining the skills they need to play their sport at their chosen level	modifying their type and level of activity to suit their desires, fitness, health or other circumstances	making informed choices about their type and level of activity
maintaining bone health	aware of when and how to apply their skills	taking part in appropriate challenges and competition, as they desire	balancing their participation in sport against their other commitments
maintaining appropriate levels of strength, stamina and suppleness to take part in their sport at their chosen level	aware of how to extend or improve their skills, if desired.	taking on roles other than a player where interested.	setting appropriate personal goals and challenges
minimising their chances of illness or injury			evaluating their success and sense of satisfaction against their personal goals
maintaining their mobility and physical independence.			maintaining their cognitive functions.

Fitting it all Together: The Interplay between PTM and the 5Cs

Table 2: Here are some examples of how the various participant outcomes can be achieved through integrated coaching practice.

	 Physical	 Technical	 Tactical	 Mental
	The coach may:			
Competence 	suggest a range of activities to enable participants to take part at their own level	suggest techniques to help participants to refine their skills	offer activities that suit individuals' different interests and aspirations	support participants to recognise the wider benefits of taking part
Confidence 	discuss improvements with participants on a one-to-one basis	provide one-to-one encouragement and praise as participants try new techniques	offer a range of challenges and recognise individuals' progress towards their own goals	encourage individuals to set and evaluate their progress against personal goals
Connection 	enable participants to work with others performing at a similar level	enable participants to share techniques with, and learn from, each other	provide opportunities for participants to get involved in other ways	enable individuals to share goals and training programmes with like-minded participants
Character and Caring 	enhance individuals' understanding of what impact an activity will have on their body/health	respect individuals' different levels of ability and group players accordingly	value and recognise achievements other than winning (eg personal bests, effort)	work with participants on a one-to-one basis to find out their needs and wants
Creativity 	support individuals to adapt activities to suit their own abilities and aspirations.	offer tasks and challenges that enable participants to modify their own techniques.	encourage participants to solve tactical problems themselves, as individuals or in teams.	support individuals to discover alternative ways of meeting their needs and wants.

Top Tips for Provision and Delivery

There are common factors to adults' motivation to sustain their involvement in sport.

These include enjoyment, feeling included, becoming relaxed, engaging in a diversionary activity, having put in some physical effort and having performed well.

However, even within these common factors, individuals' definitions are subjective and vary enormously. For example, 'performing well' for one person may mean winning a match, for another it may mean feeling that they did their best. Motives vary between individuals and, due to life changes, over time for any one individual. Therefore, coaches working with 'active for life' adults need to:

- consult with individual participants, to establish their different needs and wants
- recognise participants' wider commitments and interests and how these change over time; balance these against your expectations of a participant's availability for, and commitment to, the sport
- negotiate playing and training programmes that reflect participants' different needs and wants, and intermittently review these with individuals to make sure they are appropriate and to ensure they are playful and **fun**
- within sessions, offer a range of stimulating activities and challenges to suit participants with different abilities and fitness levels
- support individuals to set personal goals so that progress and success are defined in their terms, not yours
- enable participants to work in their preferred groupings (eg friendship groups or with like-minded/ similar-ability participants)

- ensure provision is as local and accessible as possible, and is well-organised, hygienic and supported by good customer service
- explore alternative approaches to provision where possible (eg run family activities, provide childcare, offer discrete or targeted sessions, offer 'drop-in' or 'commitment-light' programmes)
- support adults to achieve the recommended physical activity guidelines of:
 - being moderate/intensively active for at least 150 minutes per week (through at least 10-minute bouts of activity) and, ideally, being active daily; or
 - being vigorous/intensively active for at least 75 minutes per week, spread across the week
 - undertaking muscle-strengthening activity on at least two days per week
 - minimising time being sedentary.

The Coach at Work

Table looks at matching participant and coach capabilities and provides examples of the types of activities that coaches can use to meet the needs of the 'active for life' adults they coach. The descriptor within the coach capability statement boxes refer to an Expert coach. The transition from Emerging (Novice) through to Established (Intermediate) and into Embedded (Expert) status can be seen in detail in the summary tables in Appendix 5.1.

Table 3: The interplay between PTM and the 5Cs

	Coach Capability Statement (What coaches know and are able to do)	Developmentally Appropriate Activities to Meet Participant Needs
'Active for life' adult participant capabilities (What participants should be learning about)	The coach has extensive knowledge, experience and understanding, and is consistent in their application. The coach has a long-established philosophy and values, and is able to generate new knowledge to solve problems by drawing from internal and external models. While having a preferred style, the coach is able to adapt his or her practice to suit the individual, the group and the situation. The coach is consistent and effective in the provision of individualised solutions to meet the participant's desired outcomes.	This is what coaches should do to develop the relevant participant capabilities.

Table 3: The interplay between PTTM and the 5Cs (continued)

 Physical		
'Active for life' adult participants should be:	The coach is able to:	The coach should:
- maintaining well-balanced muscle groups and body alignment - maintaining bone health - maintaining appropriate levels of strength, stamina and suppleness to take part in their sport at their chosen level	- recognise the impact of ageing on the body's development and know how to adapt activities accordingly - identify, create and set up a wide range of enjoyable activities and games that promote well-balanced muscle groups and body alignment, bone health and that support participants to maintain or develop their strength, stamina and suppleness to their desired level - tailor interventions to suit participants' individual needs and wants	- consult with participants to identify any potential safety issues, and discuss how their physical development links to their needs and wants - offer and adapt a range of movement activities (eg dance, gymnastics), games and sports or modified sports that meet the participants' needs and wants - work with individual participants to tailor activities/programmes and enable them to choose when and how to take part safely – both within and outside of sessions
maintaining a healthy weight	- identify, create and set up a wide range of enjoyable activities that facilitate the maintenance of a healthy weight - explain the benefits of maintaining a healthy weight and factors that contribute to this outcome	- use a mix of enjoyable aerobic, anaerobic and strength development games and activities to support participants in maintaining a healthy weight - use informal opportunities to provide participants with further knowledge about the benefits of maintaining a healthy weight and the key factors that contribute to it (eg healthy diet, recommended physical activity levels) - support participants to develop appropriate training/playing programmes that contribute to weight management, where required
minimising their chances of illness or injury	- set up all activities in a way that minimises the risk of injury to participants - allow time for activities at the end of the session that will accelerate recovery - provide participants with the necessary knowledge to understand how they can minimise the risk of injury and accelerate recovery	- offer appropriate and enjoyable warm-up and cool-down activities - use informal opportunities to provide participants with knowledge regarding injury prevention and recovery, and the factors that contribute to them - allow for adequate recovery/rest periods during activities that match the participants' varying fitness levels - support participants to develop personal playing/training programmes that match their needs and wants
maintaining their mobility and physical independence.	develop a knowledge base, appropriate to specific participants, of what impact activities and training/playing programmes will have on their bodies, mobility and physical independence.	- consult with participants about what activities and programmes are appropriate and support them to adapt them where necessary - consult with other professionals where appropriate (eg physiotherapists, GPs).

Table 3: The interplay between PTM and the 5Cs (continued)

 Technical		
'Active for life' adult participants should be:	The coach is able to:	The coach should:
retaining good agility, balance and coordination	- identify, create and set up a wide range of enjoyable activities and games that promote the refining and/or retention of fundamental movement skills - identify and isolate the key components and underpinning principles behind the fundamental movement skills in action, and develop specific interventions to meet the needs of individual participants	- offer adapted movement activities (eg dance, gymnastics), technical drills, games and sports or modified sports that match participants' interests, in a playful environment - explain and/or demonstrate how the fundamental movement skills impact on participants' wider performance - spend time observing individuals moving and performing techniques, offer personalised feedback and encouragement - support participants to develop personal learning programmes, where appropriate
- retaining or refining the skills they need to play their sport at their chosen level - aware of when and how to apply their skills - aware of how to extend or improve their skills if desired.	- identify, create and set up a wide range of enjoyable activities and games that provide opportunities to apply, refine and/or further develop skills and techniques - identify and isolate the key components and underpinning principles behind the skills in action, and develop specific interventions to meet the needs of individual participants.	- offer adapted movement activities (eg dance, gymnastics), technical drills, games and sports or modified sports that match participants' interests, in a playful environment - set challenges and tasks that enable participants to develop their own technical solutions to problems - spend time observing individuals moving and performing skills and techniques, offer personalised feedback and encouragement - support participants to develop personal learning programmes, where appropriate - provide opportunities for peer learning - use technological aids where necessary to support the development and application of techniques.

Table 3: The interplay between PTM and the 5Cs (continued)

 Tactical		
'Active for life' participants should be:	The coach is able to:	The coach should:
- demonstrating safe, fair and inclusive play - modifying their type and level of activity to suit their desires, fitness, health or other circumstances	- identify, create and set up a wide range of enjoyable activities and games that promote an awareness of the environment and other people, and that encourage and foster appropriate responses to the demands posed - identify the key environmental features that can be manipulated within an activity to achieve different participant outcomes, use them to alter activities in real time for the benefit of the participants, and support participants to understand the process - manage participants working at different levels and intensities so that activities are safe, fair and inclusive of all	- provide semi-structured/modified activities and games that promote an awareness of the environment and other people, and that foster appropriate responses to the demands posed - provide opportunities for participants to create, try out and evaluate modifications that will add value to their involvement and understanding - support participants to understand and implement differentiation techniques to maximise their participation (eg STEP – Space, Task, Equipment, People)
taking part in appropriate challenges and competition as desired	identify and/or set up opportunities for participants to take part in challenges and competitions that are appropriate to their abilities, needs and wants	- consult with participants about what events they would like to take part in, if any - support participants to set up challenges and events where appropriate and desired (eg intra-club ladders, leagues) - support participants to pursue personal challenges if they prefer - signpost participants to additional/ alternative provision that matches their needs and wants
taking on roles other than a player where interested.	identify and/or set up opportunities for participants to take on roles other than a player, where appropriate.	- promote volunteering opportunities (eg within the club, through other organisations, through school links) - encourage participants to help in running the sessions, where appropriate and desired (eg supporting other players, organising competitions, running social events).

Table 3: The interplay between PTM and the 5Cs (continued)

 Mental		
'Active for life' participants should be:	The coach is able to:	The coach should:
• making informed choices about their type and level of activity • balancing their participation in sport against their other commitments	• be creative and flexible in identifying and/or setting up a range of opportunities for participants according to their needs and wants • manage training/playing programmes so they accommodate individuals' other commitments and life changes	• consult with participants to identify their individual needs and wants • work with individuals to negotiate appropriate training/playing programmes that meet their needs and wants
• setting appropriate personal goals and challenges • evaluating their success and sense of satisfaction against their personal goals	• understand the learning process and the principles of self-reflection and goal setting in greater depth, and deliberately and consistently offer opportunities for participants to think about their own performance and ways to improve it • support individual participants to set short-, medium- and long-term goals and evaluate their progress against those goals • help participants to understand the developmental nature of, and possibilities that come from, experiencing setbacks, and provide participants with strategies to deal with them	• provide opportunities for participants to set personal goals in accordance with their needs and wants and to review and evaluate their progress against these • provide positive reinforcement and feedback against individuals' goals rather than the coach's definition of success • encourage and provide opportunities for participants to offer and seek feedback to and from their peers • praise personal effort and achievement rather than focusing on winning
• aware of the wider benefits of sport, (ie personal, social and health) • maintaining their cognitive functions.	• model and, where necessary, explain the benefits of sport and physical activity to participants and find ways to enhance intrinsic motivation • develop an understanding of how sport and physical activity contribute to cognitive development/functioning and be able to design activities and training/playing programmes that maximise this, particularly in targeted individuals (eg older people).	• consistently reinforce the message that sport contributes to wider outcomes, and provide opportunities for participants to reflect on what this means to them • offer and adapt activities that maximise cognitive development/functioning in particular individuals • consult with other professionals, as appropriate.

Table 3: The interplay between PTM and the 5Cs (continued)

 Personal and Social: The 5Cs		
'Active for life' participants should be:	The coach is able to:	The coach should:
Competence - attending regularly enough to meet their own desires and aspirations - performing relevant skills in a relaxed environment to the level they wish - participating willingly and with a sense of satisfaction and enjoyment - negotiating appropriate activities and/or training and playing programmes - communicating effectively with the coach and other players - planning, reviewing and adapting practices and goals	- set up a relaxed environment and, in consultation with the participants, propose activities that are pitched at the right level for each individual; where there is a discrepancy between activity and the needs and wants of the participants, the coach is able to recognise this and correct it in real time - consistently and effectively differentiate between individuals to maximise learning, within activities and over longer training/playing programmes - support participants' understanding of potential areas for improvement and how to go about it, enabling them to set their own goals and success criteria - support participants to communicate effectively and confidently with the coach and other participants, so that everyone's needs and wants are met	- consult with participants in order to set up enjoyable activities/programmes that match the participants' needs and wants - enable participants to reflect on their performance and take control of their own learning (eg participant profiling, personal goal setting) - create opportunities for interaction between coach and participant, and between participants
Confidence - talking positively about their participation and achievement - trying new practices without fear of failure - asking for help or advice as needed.	- understand the principles underpinning the creation of task-orientated environments and be able to consistently and effectively apply them to coaching practice, resulting in optimally motivated groups and participants that are willing to try new things and are able to deal confidently with setbacks - create a positive climate where participants feel valued for both their sporting and personal contributions to the team, and can make decisions for themselves - provide appropriate amounts of feedback to individuals and use praise consistently and effectively.	- develop a motivational climate of self-awareness and self-improvement (task/effort focused) where participants are encouraged to be their best, try new things and define their own success criteria - regularly provide positive beneficial feedback about participants' performances and their contributions to the group - encourage group members to give and seek positive feedback to and from each other - provide opportunities for participants to express their views about the sessions and make decisions regarding the format and their own personal involvement - provide one-to-one support and guidance as appropriate and required.

Table 3: The interplay between PTM and the 5Cs (continued)

 Personal and Social: The 5Cs		
'Active for life' participants should be:	The coach is able to:	The coach should:
Connection • working well with others, as part of a team and on their own • encouraging and helping others where appropriate • taking on additional roles where interested (eg attending social events or volunteering)	• provide opportunities for participants to engage in peer-learning activities, where appropriate and desired (eg observation, analysis and feedback) • recognise and maximise opportunities for participants to take part in social events and/or volunteering opportunities as they wish • promote a culture of equity and cooperation between participants and challenge any instances of discriminatory behaviour	• enable participants to work in their preferred groups (eg with friends, with others of a similar ability) but ensure all participants are welcomed and fully included • provide opportunities for peer support and peer learning, where appropriate • recognise or create situations where participants can develop their social skills and/or contribute through volunteering, as they wish
Character and Caring • valuing and respecting others • demonstrating good sportsmanship.	• demonstrate a total understanding of the coaching behaviours that promote respect for everyone involved in the activity and be totally consistent in modelling these behaviours • consistently promote and uphold fair play.	• establish guidelines to ensure collective understanding of, and commitment to, fair play • model and instil a sense of respect for everyone involved in the activity, and challenge discriminatory comments and behaviours • recognise and manage tensions between and within groups • work with every individual, as appropriate to their needs and wants • support participants to manage the frustrations that inhibit learning and develop their sense of resilience.

Table 3: The interplay between PTTM and the 5Cs (continued)

 Personal and Social: The 5Cs		
'Active for life' participants should be:	The coach is able to:	The coach should:
Creativity • finding solutions to problems • adopting new practices and activities that suit their changing bodies and lives.	• demonstrate a total understanding of the mechanisms that foster participants' creativity and be consistent and effective in using a wide range of activities and methods to develop it.	• provide opportunities for participants to interact with the environment, be challenged by it and supported to develop their own solutions to challenges (eg free play, developing own routines, games and rules, use of problem-solving activities, promote curiosity) • encourage participants to shape how activities are conducted and what could be done differently • enable participants to use the STEP model to adapt activities effectively • support participants to find solutions to problems created by other commitments and/or life changes.
Lifestyle Coaches should be supporting participants to: • recognise the general benefits of leading an active, healthy lifestyle • understand the national recommendations for physical activity for adults and older people and endeavour to achieve them • identify their own motives for taking part in sport and physical activity • recognise and manage their wider commitments so they have a realistic sense of their available time and energy • balance their sporting aspirations against their availability and readiness to take part.		

The Coaching Process: Best Practice Tips

All good coaches should understand their participants so they can plan for delivery, deliver appropriately, and review and evaluate that delivery. **How** the coach does this is critical in supporting adults to sustain their participation in sport and physical activity. The coaching methods and activities may not change; what may need to be considered anew is the way in which they are used. These best practice tips challenge coaches to consider the details of coaching 'active for life' adults. They can also be used as a checklist to aid self-reflection or to support observation of peer-learning activities.

Understanding the participants	• Treat each person as an individual; their needs and wants will differ. • Introduce yourself and other staff/helpers to the participants. • Treat all participants fairly and equitably. • Get to know and use participants' (preferred) names. • Listen to and respect every participant. • Encourage and support the participants to get to know each other. • Consult with participants to ascertain their motives for taking part, their availability and their envisaged levels of commitment (recognise that their participation may need to be 'commitment-light'). • Consult with participants to find out what level they've played at previously. • Consult with any participants who have additional or specific requirements. • Check if there are any health and safety issues to be aware of (eg previous injuries, illness). • Recognise the other commitments and pressures in participants' lives (eg family, work, other leisure pursuits). • Recognise participants' social contexts (eg ethnic background, gender, disability, socio-economic factors, geographical location, childcare responsibilities).
Planning for delivery	• Ensure that deliverers are appropriately qualified and insured to work with the participants. • Ensure first aid cover is available. • Adhere to local or national guidelines for safeguarding and protecting any vulnerable adults (eg those with profound learning difficulties). • Aim to make the playing environment welcoming as well as safe and hygienic. • Plan how to meet participants' different needs, wants and abilities. • Plan to enable participants to achieve the 5Cs as well as physical, technical, tactical and mental outcomes. • Research any specific knowledge you may need (eg safety issues for older people).

Delivering	• Support participants to choose how, when and to what extent they wish to participate. • Permit participants to wear any appropriate kit, so long as it is safe and comfortable. • Avoid and challenge any discriminatory or bullying language or behaviour. • Promote the importance of having fun and being playful; be a role model for the wider benefits of sport. • Differentiate practices to suit each individual's abilities, needs, interests and aspirations. • Differentiate activities so that every player participates safely, in accordance with their skills, strength, suppleness and stamina. • Modify activities so that every participant is included, to the level they wish to be. • Ensure players know what a particular practice or activity is for (ie its relevance or benefits). • Support participants to refine, select and apply their existing skills. • Enable participants to improve and extend their skills, as desired. • Enable participants to increase their strength, suppleness and stamina, as desired (and safe). • Support participants to recognise how an activity contributes to their health and well-being. • Support participants to set themselves appropriate personal challenges, within each session and across a longer programme. • Support participants to take part in appropriate competitions, challenges and displays, as desired. • Ensure participants set realistic goals and experience an element of success in every session, as defined in their terms. • Group participants according to their preferences (eg with friends, with like-minded/ similar-ability players). • Encourage participants to support and learn from each other. • Support, encourage and establish social events for participants, where appropriate. • Ensure sessions and any follow-up events are well organised.
Reviewing and evaluating delivery	• Continue to learn, develop and share ideas so you are always improving. • Support participants to reflect on and review their progress and achievements, against their personal goals. • Provide regular individual feedback and encouragement (offer verbal and non-verbal praise). • Regularly seek feedback from participants to find out what they enjoy, benefit from and would like to do next. • Inform participants about other provision (eg performance opportunities, discrete sessions, additional or alternative programmes). • Use participant feedback to modify your own organisation's provision (eg drop-in sessions, pay-as-you-play). • Inform participants about social or volunteering opportunities. • Review and reflect on your practice so that you are excellent in it.

Appendix 5.4:

Learning and Relearning: Re-engaging Youths and Adults In and Through Recreational Sport

The Big Picture

What is it about?

The engagement and re-engagement of young people (11–19) and adults of all ages and abilities in recreational sporting activities following lapsed participation due to, for example, a negative experience, a missed opportunity, a change of circumstances or an injury or acquired impairment. It may be about engaging and re-engaging people in sport and physical activity, or about using sport and physical activity to address wider issues, such as health, education, employment and social cohesion.

Why is it important?

This stage covers two distinct but potentially overlapping elements. It may enable young people and adults to resume regular participation in sport, and so support them to lead more active lifestyles that improve their physical, mental and emotional well-being. Additionally or alternatively, it may be used as a vehicle to support the development of specific personal, social, employment and life skills, also leading to an improved quality of life.

What does it look like in practice for coaches and coach developers?

Coaches should be aware of the individual's primary reason for engagement and match their provision to suit. This may involve consulting and working in partnership with other professionals. Individuals may be **learning new skills** from choice (eg an adult learning to play a new sport) because of a missed opportunity (eg a teenager catching up on overlooked basic skills), due to a change in circumstances (eg a newly disabled person taking up wheelchair racing) or through a targeted intervention (eg disaffected youths developing self-esteem through climbing). Or individuals may be **relearning skills** they haven't used for a while, again from choice (eg young women taking up dance after withdrawing from PE), because of a change in circumstances (eg a newly disabled footballer joining an amputee football team) or through a targeted intervention (eg obese and overweight adults swimming for the first time in years). The common factor is that all participants should gain a sense of achievement against their desired outcomes.

It's all about:

- understanding the desired outcomes
- awareness of background and contexts
- healthy relationships between participants and coaches
- targeted, personalised support
- learning being enjoyable
- ensuring a sense of achievement for all
- promoting physical, mental and emotional well-being.

The Detail - The What

Table 1: Learning and relearning: re-engagement in and through sport

Learners and relearners should be able to:		
Competence		• demonstrate self-efficacy (eg by attending regularly and being personally organised) • participate willingly and with enjoyment • communicate effectively with the coach and other players • negotiate appropriate activities and training/playing programmes • plan, review and adapt their goals and practices • develop any specific skills intrinsic to their wider objectives (eg leadership, employability and life skills)
Confidence		• have a realistic perception of their personal competence and progress • talk positively about their participation and achievement, both in sport and against their wider objectives • try new challenges, activities and practices without fear of failure • ask for help or guidance, as needed • continue beyond the initial programme, if desired
Connection		• work well with others, as part of a team, group and on their own • encourage and help others, where appropriate • identify a range of recreational opportunities for further participation • apply their social skills in other contexts, depending on their wider objectives
Character and Caring		• value and respect others • negotiate and reason with others • demonstrate good sportsmanship • recognise appropriate behaviours for different contexts, depending on their wider objectives
Creativity		• suggest ideas for playing and improving • find and apply solutions to problems • transfer their learning in sport to other areas to achieve their wider objectives
Lifestyle		• recognise the general benefits of leading an active, healthy lifestyle • understand the relevant national recommendations for physical activity and endeavour to achieve them • identify what they want to achieve in and/or through sport and physical activity • balance their sporting commitment against other responsibilities and interests • make progress towards their wider objectives (eg increased employability, reduced antisocial behaviour).

Table 1: Learning and relearning: re-engagement in and through sport (continued)

 Physical	 Technical	 Tactical	 Mental
Learners and relearners should be:			
• achieving and/or maintaining a healthy body weight	• developing, improving and/or maintaining their agility, balance and coordination	• demonstrating safe, fair and inclusive play	• aware of the role of sport in helping them to meet their wider objectives
• developing and/or maintaining well-balanced muscle groups and body alignment	• acquiring and developing the skills necessary to play the sport at their chosen or the required level	• modifying the type and level of activity to suit their fitness, health, aspirations and wider objectives	• aware of the wider personal, social and health benefits of taking part in sports
			• making informed choices about their type and level of activity
• improving and/or maintaining bone health	• aware of when and how to apply their skills	• taking part in appropriate challenges and competition, as desired	• balancing their participation in sport against their other commitments and/or any wider programme requirements
• achieving and/or maintaining appropriate levels of strength, stamina and suppleness – either to play the sport at their chosen level, or to lead an active lifestyle	• aware of how to extend or improve their skills if desired.	• taking on roles other than a player, where interested or appropriate to their wider objectives.	• setting personal goals and challenges
• minimising their chances of illness or injury			• evaluating their success against their personal goals and any wider objectives
• maintaining their mobility and physical independence.			• maintaining their cognitive functions.

Fitting it all Together: The Interplay between PTM and the 5Cs

Table 2: Here are some examples of how the various participant outcomes can be achieved through integrated coaching practice.

	 Physical	 Technical	 Tactical	 Mental
	The coach may:			
Competence 	design fun activities that help participants to gradually increase their personal fitness levels	provide guidance that is specific to each participant's skill set and stage of learning	encourage participants to apply their skills in other (non-sport) contexts	enable participants to develop their self-management and organisational skills
Confidence 	recognise or reward participants for reaching key personal fitness milestones	praise individuals when they demonstrate wider skills (eg perseverance), not just sport skills	enable participants to organise, lead and teach parts of sessions	provide opportunities for participants to review their progress over time, against an initial baseline
Connection 	develop group challenges for activity levels, where every person's contribution counts	ensure participants work in different groups to overcome 'cliques'	support and encourage participants to give group feedback	introduce mentor and buddy systems, where participants share their goals and progress
Character and Caring 	enhance individuals' understanding of what impact activities will have on their wider health	enable participants to take on different roles and responsibilities	be an exemplary role model by listening to and valuing everyone's input to team talks	make time to discuss how participants deal with success and setbacks
Creativity 	encourage participants to design and set their own challenges and targets.	set up fun challenges that encourage participants to apply their skills in different ways.	challenge participants to identify and trial alternative ways of solving tasks/problems.	support individuals to build up plans to continue their development beyond the programme.

Top Tips for Provision and Delivery

It is difficult to generalise about provision for the learning and relearning stage as it covers participants whose motives, desires and contexts vary enormously. It is essential the coach understands these in order to provide for the specific needs of individuals or targeted groups. This is as relevant for adult beginners and returners acting on their own initiative as for participants involved in targeted interventions. However, coaches trying to engage and re-engage youth and adult participants should:

- consult with participants to establish their needs, wants and levels of commitment
- liaise with programme partners to benefit from their expertise and incorporate their requirements
- develop tailored programmes to suit individuals and targeted groups; consider content, frequency and accessibility – and fun!
- help participants to set and achieve realistic personal goals and action plans
- enable participants to work in discrete groups (eg women only) or with similar individuals (eg other adult beginners)

- recognise that being a learner or relearner may feel unfamiliar and threatening to some participants, so use a range of coaching methods and styles; learning must be enjoyable, stimulating and satisfying
- provide follow-up support as necessary; signpost participants to additional or alternative provision beyond the initial programme
- support participants to achieve the relevant national recommendations for physical activity (see Appendix 5.2 for young people and Appendix 5.3 for adults).

The Coach at Work

Table 3 looks at matching participant and coach capabilities and provides examples of the types of activities that coaches can use to meet the needs of the learners and relearners they coach. The descriptor within the coach capability statement boxes refer to an Expert coach. The transition from Emerging (Novice) through to Established (Intermediate) and into Embedded (Expert) status can be seen in detail in the summary tables in Appendix 5.1.

Table 3: The interplay between PTM and the 5Cs

	Coach Capability Statement (What coaches know and are able to do)	Developmentally Appropriate Activities to Meet Participant Needs
Learner and relearner participant capabilities (What participants should be learning about)	The coach has extensive knowledge, experience and understanding, and is consistent in their application. The coach has a long-established philosophy and values, and is able to generate new knowledge to solve problems by drawing from internal and external models. While having a preferred style, the coach is able to adapt his or her practice to suit the individual, group and situation. The coach is consistent and effective in the provision of individualised solutions to meet the participant's desired outcomes.	This is what coaches should do to develop the relevant participant capabilities.

Table 3: The interplay between PTTM and the 5Cs (continued)

 Physical		
Learner and relearner participants should be:	The coach is able to:	The coach should:
• developing and/or maintaining well-balanced muscle groups and body alignment • improving and/or maintaining bone health • achieving and/or maintaining appropriate levels of strength, stamina and suppleness to take part in their sport at their chosen level or to lead an active lifestyle	• recognise the impact of different development stages (eg maturity, ageing) on the body's development and know how to adapt activities accordingly • identify, create and set up a wide range of enjoyable activities and games that promote well-balanced muscle groups and body alignment, promote bone health, and support participants to maintain or develop their strength, stamina and suppleness to their desired level • tailor interventions to suit participants' individual needs and wants or to the requirements of the programme	• consult with participants to identify any potential safety issues, and discuss how their physical development links to their needs and wants • offer and adapt a range of movement activities (eg dance, gymnastics), games and sports or modified sports that meet the participants' needs and wants or the requirements of the programme • work with individual participants to tailor activities/programmes and enable them to choose when and how to take part safely – both within and outside of sessions • support participants to recognise which of their previously acquired skills may be transferred to the new context and which new skills need to be acquired
• achieving and/or maintaining a healthy weight.	• identify, create and set up a wide range of enjoyable activities that facilitate the maintenance of a healthy weight • explain the benefits of maintaining a healthy weight and factors that contribute to this outcome.	• use a mix of enjoyable aerobic, anaerobic and strength development games and activities to support participants to achieve and maintain a healthy weight • use informal (or where appropriate, more structured) opportunities to provide participants with further knowledge about the benefits of maintaining a healthy weight and the key factors that contribute to it (eg healthy diet, recommended physical activity levels) • support participants to develop appropriate training/playing programmes that contribute to weight management, where required.

Table 3: The interplay between PTM and the 5Cs (continued)

 Physical (continued)		
Learner and relearner participants should be:	The coach is able to:	The coach should:
• minimising their chances of illness or injury	• set up all activities in a way that minimises the risk of injury to participants • allow time for activities at the end of the session that will accelerate recovery • provide participants with the necessary knowledge to understand how they can minimise the risk of injury and accelerate recovery	• offer appropriate and enjoyable warm-up and cool-down activities • use informal opportunities to provide participants with knowledge regarding injury prevention and recovery, and the factors that contribute to them • allow for adequate recovery/rest periods during activities that match the participants' varying fitness levels and health conditions • support participants to develop personal playing/training programmes that match their needs and wants or requirements of the programme
• maintaining their mobility and physical independence.	• develop a knowledge base, appropriate to specific participants, of what impact activities and training/playing programmes will have on their bodies, mobility and physical independence.	• consult with participants about what activities and programmes are appropriate, and support them to adapt them, where necessary • consult with other professionals where appropriate (eg physiotherapists, GPs).

Table 3: The interplay between PTM and the 5Cs (continued)

 Technical		
Learner and relearner participants should be:	The coach is able to:	The coach should:
developing, improving and/or maintaining good agility, balance and coordination	- identify, create and set up a wide range of enjoyable activities and games that promote the refining and/or retention of fundamental movement skills - identify and isolate the key components and underpinning principles behind the fundamental movement skills in action, and develop specific interventions to meet the needs of individual participants	- offer adapted movement activities (eg dance, gymnastics), technical drills, games and sports or modified sports that match participants' interests, in a playful environment - explain and/or demonstrate how the fundamental movement skills impact on participants' wider performance - spend time observing individuals moving and performing techniques, offer personalised feedback and encouragement - support participants to develop personal learning programmes, where appropriate
- acquiring and developing the skills necessary to play the sport at their chosen or the required level - aware of when and how to apply their skills - aware of how to extend or improve their skills if desired.	- identify, create and set up a wide range of enjoyable activities and games that provide opportunities to acquire, apply, refine and/or further develop skills and techniques - identify and isolate the key components and underpinning principles behind the skills in action, and develop specific interventions to meet the needs of individual participants.	- offer adapted movement activities (eg dance, gymnastics), technical drills, games and sports or modified sports that match participants' interests, in a playful environment - set challenges and tasks that enable participants to develop their own technical solutions to problems - spend time observing individuals moving and performing skills and techniques, offer personalised feedback and encouragement - support participants to develop personal learning programmes, where appropriate - provide opportunities for peer learning - use technological aids, where necessary to support the development and application of techniques.

Table 3: The interplay between PTM and the 5Cs (continued)

 Tactical		
Learner and relearner participants should be:	The coach is able to:	The coach should:
- demonstrating safe, fair and inclusive play - modifying the type and level of activity to suit their fitness, health, aspirations and the wider objectives of the programme	- identify, create and set up a wide range of enjoyable activities and games that promote an awareness of the environment and other people, and that encourage and foster appropriate responses to the demands posed - identify the key environmental features that can be manipulated within an activity to achieve different participant outcomes, use them to alter activities in real time for the benefit of the participants and support participants to understand the process - manage participants working at different levels and intensities, so activities are safe, fair and inclusive of all	- provide semi-structured/modified activities and games that promote an awareness of the environment and other people, and that foster appropriate responses to the demands posed - provide opportunities for participants to create, try out and evaluate modifications that will add value to their involvement and understanding - support participants to understand and implement differentiation techniques to maximise their participation (eg Space, Time, Equipment and People [STEP])
taking part in appropriate challenges and competition as desired	identify and/or set up opportunities for participants to take part in challenges and competitions that are appropriate to their abilities, needs and wants, and to the requirements of wider programmes	- consult with participants about what events they would like to take part in, if any - support participants to create and organise their own challenges and events, where appropriate and desired - support participants to pursue personal challenges as well as/instead of group activities - signpost participants to additional/alternative provision that matches their needs and wants
taking on roles other than a player; where interested or appropriate to their wider objectives.	identify and/or set up opportunities for participants to take on roles other than a player; where appropriate.	- provide opportunities for participants to take on different roles during sessions/programmes, as appropriate (eg organiser, coach, scorer, timekeeper, referee) - promote volunteering opportunities (eg within the club, through other organisations, through school links) - encourage participants to help to run wider aspects of their programme (eg social events, additional training).

Table 3: The interplay between PTM and the 5Cs (continued)

 Mental		
Learner and relearner participants should be:	The coach is able to:	The coach should:
• making informed choices about their type and level of activity • balancing their participation in sport against their other commitments and/or any wider programme requirements	• be creative and flexible in identifying and/or setting up a range of opportunities for participants, according to their needs and wants and/or the wider requirements of the programme • manage training/playing programmes so they accommodate individuals' other commitments and the wider requirements of the programme	• check any programme requirements with other professionals/staff • consult with participants to identify their individual needs and wants • work with individuals to negotiate appropriate training/playing programmes that meet their needs and wants
• setting personal goals and challenges • evaluating their success against their personal goals and any wider objectives	• understand the learning process and the principles of self-reflection and goal setting in greater depth, and deliberately and consistently offer opportunities for participants to think about their own performance and ways to improve it • apply the principles of self-reflection and goal setting in sport to other areas of development • support individual participants to set short-, medium- and long-term goals and evaluate their progress against those goals • help participants to understand the developmental nature of, and possibilities that come from, experiencing setbacks, and provide participants with strategies to deal with them	• provide opportunities for participants to set personal goals in accordance with their needs and wants, and the wider requirements of the programme, and to review and evaluate their progress against these • support participants to manage their expectations and deal with success and perceived failure • provide positive reinforcement and feedback against individuals' goals, rather than the coach's definition of success • encourage and provide opportunities for participants to offer and seek feedback to and from their peers • praise personal effort and achievement rather than focusing on winning, in wider areas as well as sport skills • encourage participants to design motivational and reward schemes that support their own learning
• aware of the wider personal, social and health benefits of taking part in sport • aware of the role of sport in helping them to meet their wider objectives • maintaining their cognitive functions.	• model and, where necessary, explain the benefits of sport and physical activity to participants and find ways to enhance intrinsic motivation • recognise how sport contributes to the achievement of wider personal and social outcomes, and know how to balance sporting inputs against these • develop an understanding of how sport and physical activity contribute to cognitive development/functioning and be able to design activities and training/playing programmes that maximise this, particularly in targeted individuals (eg older people).	• consistently reinforce the message that sport contributes to wider outcomes, and provide opportunities for participants to reflect on what this means to them • review and adapt activities and coaching methods/style so they best support any wider outcomes • offer and adapt activities that maximise cognitive development/functioning in particular individuals • consult with other professionals, as appropriate.

Table 3: The interplay between PTM and the 5Cs (continued)

 Personal and Social: The 5Cs		
Learner and relearner participants should be:	The coach is able to:	The coach should:
Competence - demonstrating self-efficacy - participating willingly and with enjoyment - communicating effectively with the coach and other players - negotiating appropriate activities and training/playing programmes - planning, reviewing and adapting their goals and practices - developing any specific skills intrinsic to their wider objectives	- set up a relaxed environment and, in consultation with the participants, propose activities that are pitched at the right level for each individual. Where there is a discrepancy between activity and the needs and wants of the participants (or the requirements of the programme), the coach is able to recognise this and correct it in real time - consistently and effectively differentiate between individuals, to maximise learning within activities and over longer training/playing programmes - support participants' understanding of potential areas for improvement and how to go about it, enabling them to set and review their own (sport and non-sport) goals and success criteria - support participants to communicate effectively and confidently with the coach and other participants so everyone's needs and wants are met - exemplify and set standards for effective self-management and organisation	- consult with participants in order to set up enjoyable activities/programmes that match the participants' needs and wants - enable participants to reflect on their performance and take control of their own learning (eg participant profiling, personal goal setting), within and outside of sessions - encourage participants to view 'mistakes' as opportunities for learning - create opportunities for interaction between coach and participant and between participants - support participants to manage and organise themselves before, during and after sessions, and acknowledge self-efficacy as part of individuals' learning, where necessary
Confidence - talking positively about their participation and achievement, both in sport and against their wider objectives - trying new challenges, activities and practices without fear of failure - asking for help or guidance as needed - developing a realistic perception of their personal competence and progress - continuing beyond the initial programme, if desired.	- understand the principles underpinning the creation of 'task-orientated' environments, and be able to consistently and effectively apply them to coaching practice, resulting in optimally motivated groups and participants that are willing to try new things and are able to deal confidently with setbacks and are able to apply these principles to areas of learning outside of sport - create a positive climate where participants feel valued for both their sporting and personal contributions to the team and can make decisions for themselves - provide appropriate amounts of feedback to individuals and use praise consistently and effectively, on sporting and wider progress - advise participants on how to continue and/or further develop their participation.	- develop a motivational climate of self-awareness and self-improvement (task/effort focused), where participants are encouraged to be their best, try new things and define their own success criteria, promote curiosity and appropriate 'risk-taking' - regularly provide positive beneficial feedback about participants' performances and their contributions to the group - encourage group members to give and seek positive feedback to and from each other - provide opportunities for participants to express their views about the sessions and make decisions regarding their format and their own personal involvement - provide one-to-one support and guidance, as appropriate and required - signpost participants to other appropriate provision as necessary.

Table 3: The interplay between PTM and the 5Cs (continued)

 Personal and Social: The 5Cs		
Learner and relearner participants should be:	The coach is able to:	The coach should:
Connection • working well with others, as part of a team, group and on their own • encouraging and helping others, where appropriate • identifying a range of recreational opportunities for further participation • applying their social skills in other contexts, depending on their wider objectives	• provide opportunities for participants to engage in collaborative play and/or peer-learning activities, where appropriate and desired • promote a culture of equity and cooperation between participants and challenge any instances of bullying or discriminatory behaviour • direct participants to further development opportunities	• use a range of methods for grouping participants that are appropriate to their needs and wants and to any wider objectives • provide opportunities for collaborative play, where appropriate • provide opportunities for peer support and peer learning, where appropriate • recognise and manage tensions within and between groups • enable participants to take on other roles, where appropriate • recognise or create situations where participants can develop their social skills in other contexts and/or contribute through volunteering, as they wish • raise participants' awareness of how they can access other opportunities that suit their interests and aspirations
Character and Caring • valuing and respecting others • negotiating and reasoning with others • demonstrating good sportsmanship • aware of appropriate behaviours for different contexts, depending on their wider objectives.	• demonstrate a total understanding of the coaching behaviours that promote respect for everyone involved in the activity and be totally consistent in modelling these behaviours • consistently promote and uphold fair play • promote positive and appropriate behaviours through appropriate use of coaching activities, methods and styles.	• establish guidelines to ensure collective understanding of, and commitment to, fair play • support participants to establish their own code of conduct, where appropriate • model and instil a sense of respect for everyone involved in the activity, and challenge bullying or discriminatory comments and behaviours • work with every individual appropriately to their needs and wants • support participants to manage the frustration that inhibits learning and develops their sense of resilience • be an exemplary role model – in and out of sessions; introduce other role models, including the participants themselves.

Table 3: The interplay between PTM and the 5Cs (continued)

 Personal and Social: The 5Cs		
Learner and relearner participants should be:	The coach is able to:	The coach should:
Creativity • finding solutions to problems • suggesting ideas for playing and improving • transferring their learning in sport to other areas to achieve their wider objectives.	• demonstrate a total understanding of the mechanisms that foster participants' creativity and be consistent and effective in using a wide range of activities and methods to develop it • understand how the principles of problem solving in sport can be applied to wider areas of life.	• provide opportunities for participants to interact with the environment, be challenged by it and supported to develop their own solutions to challenges (eg free play, developing own routines, games and rules, use of problem-solving activities) • encourage participants to shape how activities are conducted and what could be done differently • enable participants to use the STEP model to adapt activities effectively • support participants to apply their knowledge to find solutions to problems in their wider lives.
Lifestyle Coaches should be supporting participants to: • recognise the general benefits of leading an active, healthy lifestyle • understand the relevant national recommendations for physical activity and endeavour to achieve them • identify what they want to achieve in and/or through sport and physical activity • balance their sporting commitment against other responsibilities and interests • make progress towards their wider objectives (eg increased employability, reduced antisocial behaviour).		

The Coaching Process: Best Practice Tips

All good coaches should understand their participants so they can plan for delivery, deliver appropriately, and review and evaluate that delivery. This is particularly crucial in engaging and re-engaging young people and adults in and

through sport. The activities may not change; coaching style and methods may need to. These best practice tips challenge coaches to consider the details of coaching learners and relearners. They can also be used as a checklist to aid self-reflection or to support observation of peer-learning activities.

Understanding the participants	• Treat each person as an individual (even if they are part of a group intervention); their needs and wants will differ. • Introduce yourself and other staff/helpers to the participants. • Treat all participants fairly and equitably. • Get to know and use participants' (preferred) names. • Encourage and support the participants to get to know each other (if working in groups). • Be familiar with the wider outcomes of the programme if it is a targeted intervention (eg by consulting with other partners/colleagues). • Consult with individuals to ascertain their motives for taking part and their envisaged levels of commitment. • Consult with individuals to find out what they've done previously that might link to this learning programme. This may be sport-specific, general sporting activity or other learning programmes. • Consult with any participants who have additional or specific requirements. • Check if there are any health and safety issues to be aware of (eg previous injuries, illness, physical frailty, specific medical conditions). • Recognise the other commitments and pressures in participants' lives (eg family, work) and any other requirements of the wider learning programme. • Recognise participants' social contexts (eg ethnic background, gender, disability, geographical location, socio-economic state) as well as the 'targeted' context, and be prepared to adapt provision accordingly.
Planning for delivery	• Ensure that deliverers are appropriately qualified and insured, and are CRB checked if working with young people. • Adhere to local or national guidelines for safeguarding and protecting young people and vulnerable adults. • Plan to accommodate specific health/medical conditions, especially if working with targeted groups or individuals (eg obese and overweight people, older people). • Ensure first-aid cover is available. • Be prepared to work in alternative settings (eg local community centres) that are more accessible or familiar to targeted groups and to undertake additional risk assessments, if necessary. • Agree a learning programme that meets the wider objectives if it is a targeted intervention. • Negotiate a personal learning programme with each individual (within the wider programme). • Plan to enable participants to achieve the 5Cs as well as the physical, technical, tactical and mental outcomes. • Aim to make the playing environment welcoming as well as safe and hygienic. • Where possible and appropriate, work in partnership with staff who are relevant role models (ie co-coach/assistant coach is the same demographic group as the participants; for example, black and ethnic minority coach, disabled coach).

Delivering	• Develop a code of conduct with the participants, if appropriate. Ensure it addresses emotional safety and well-being as well as physical safety. • Avoid and challenge any discriminatory or bullying language or behaviour. • Promote the importance of having fun and being playful. Be a role model for the wider benefits of sport. • Permit participants to wear any appropriate kit, so long as it is safe and comfortable. • Group participants appropriately and sensitively (eg with other adult beginners, by ability, by aspirations). • Differentiate practices to suit each individual's needs, interests, abilities and aspirations. • Modify activities so every participant is included, to the level they wish to be. • Respect each participant's right not to take part (but be clear about the consequences if part of a targeted intervention). • Ensure players know what a particular practice or activity is for (ie its relevance or benefits). • Enable participants to learn new skills specific to the sport or activity. • Support participants to refine, select and apply their existing skills (if relearning). • Enable participants to improve and extend their skills, as desired. • Ensure participants have time to practise the skills (both within and, where appropriate, outside of the sessions). • Enable participants to increase their strength, suppleness and stamina, as desired (and safe). • Ensure individuals increase activity levels gradually, especially those who are unfit or have an existing medical condition. • Support participants to recognise how an activity contributes to their health and well-being. • Support participants to set themselves personal challenges, within each session and as part of their personal learning programme. • Support participants to take part in appropriate competitions, challenges and displays, as desired. • Ensure participants set realistic goals and experience an element of success in every session (as defined in their terms). • Encourage participants to support and learn from each other (if working in groups) and/or support them to identify a mentor or buddy, either within or outwith the programme. • Ensure sessions and any follow-up events are well organised. • Provide follow-up support where appropriate (eg home-activity ideas, phone call/text reminders, personal action plans).
Reviewing and evaluating delivery	• Continue to learn, develop and share ideas so you are always improving. • Support participants to reflect on and review their progress and achievements, against their personal goals and the wider objectives of the programme. • Provide regular individual feedback and encouragement; praise verbally and non-verbally. • Recognise and celebrate each individual's achievements – sporting or wider. • Regularly seek feedback from participants to find out what they enjoy, benefit from and would like to do next. • Liaise with and/or involve parents/carers/key family members where appropriate, so they can provide ongoing support. • Review the success of the learning programme against the desired outcomes (and adapt accordingly if it is to be repeated) if part of a targeted intervention. • Persevere with provision even if participation dips or is spasmodic (this may reflect participants' lifestyles, other commitments and self-efficacy levels). • Inform participants about other provision (eg ongoing provision, performance opportunities, discrete sessions, additional or alternative programmes). • Inform participants about volunteering opportunities, in formal or informal roles. • Review and reflect on yourself, so you are excellent in your practice. • Seek opportunities for professional development to increase your knowledge of the targeted participants, by working in partnership with other relevant providers/professionals.

Appendix 5.5: References

Côté, J. and Gilbert, W. (2009) 'An integrative definition of coaching effectiveness and expertise', *International Journal of Sports Science and Coaching*, 4 (3).

Lerner, R.M. (2005) *Promoting Positive Youth Development: Theoretical and Empirical Bases*. Washington: National Research Council/Institute of Medicine, National Academies of Science.

sports coach UK (2008) *The UK Coaching Framework: A 3–7–11 Year Action Plan*. Leeds: The National Coaching Foundation/Coachwise Business Solutions.
ISBN: 978-1-905540-55-6.

Haskins, D., Jolly, S. and Lara-Bercial, S. (2011) *sports coach UK Coaching Children Curriculum*. Leeds: The National Coaching Foundation/Coachwise Ltd.

Roth, J.L. and Brooks-Gunn, J. (2003) 'What exactly is a youth development program? Answers from research and practice. *Applied Developmental Science*, 7, 92–109.

Appendix 5.6: Participation Coaching Curriculum Glossary

Developing Participation – 11–18 years

Generally young people of secondary school age who, not having moved on to the performance side of the pathway, still have the right and the desire to enjoy and benefit from participating in sport and physical activity.

Sustaining Participation – 18+ years

By and large, this group is made up of adults of all ages and abilities who continue to take part in various forms of recreational sport and physical activity as they progress through their life.

Learning and relearning

Here, the focus is on the engagement or re-engagement of people of all ages who have lapsed in their participation in sport and physical activity for a variety of reasons (missed opportunity, negative experience, injury, change in life circumstances).

Participant capabilities

The needs and wants of participants in sport: what participants should be able to learn and do through their participation in sport. These capabilities are broadly grouped into Physical, Technical, Tactical, Mental, and Personal and Social, as shown below.

Physical		Capabilities directly related to the development of the participant and his or her bodily dimensions (eg fundamental movement skills, core strength and development of the different energy systems).
Technical		Techniques and skills required for core competence in the game/event. Particularly at the younger ages (especially teenage years), the development of these techniques is inextricably linked to, and underpinned by, the physical development of the participant. As participants age, however, physical deterioration may also need to be taken into account. Inevitably, fundamental movement skills must be seen as the precursor to sport-specific skills and paid special attention (eg a tennis serve combines the fundamental movement skills of throwing and striking).
Tactical		Knowing 'how to' play the game by being able to solve tactical challenges in live situations, through skilful application of core techniques, in order to maximise the chances of individual and/or group success (eg a player deciding to make a run into space in football or bat towards a particular area in cricket, applying the correct technique in a competent way to be able to perform the action).
Mental		Having the appropriate cognitive skills to support the learning and performing of physical, technical and tactical challenges (eg the ability to focus, a longer concentration span, decision-making skills, planning, organising, self-management).

 Personal and Social: The 5Cs for Coaching (Coaching the Whole Participant)		
Competence 		This is about developing a positive view of one's actions with matching appropriate capability (being able to do things). In sport, competence is achieved through the provision of carefully planned, developmentally appropriate activities. It includes PTTM plus personal and social competence.
Confidence 		This hinges on having an internal sense of overall self-worth ('I am OK') and self-efficacy ('I can do things'). Confidence is promoted in sport through exposure to success (internally referenced) and realistic individual and/or group challenges that build resilience, coping with failure and learning strategies. All this takes place in an environment that stresses personal improvement and values effort and persistence over outcomes and results.
Connection 		This is related to the ability to build positive bonds with people and institutions (ie clubs and schools), resulting in effective and mutually beneficial relationships between the individual, others and the environment. In sport, connection is achieved through the chance to work with and help others, be part of a group and understanding the intrinsic benefits of sport participation.
Character and Caring 		This is based on exercising respect for societal and cultural rules, possessing standards for correct behaviours, a sense of right and wrong and a sense of sympathy and empathy for others. Sport participation supports these developments when it takes place in an environment that respects participants, coaches, officials, parents and the rules of the sport.
Creativity 		This is about being able to find your own solutions to problems. Sport is ideally placed to promote this outcome by putting participants in situations where they have to think for themselves and understand things in order to learn, rather than copying and repeating.

Coaching (holistic coaching)

The integrated application of different knowledge bases (professional, interpersonal and intrapersonal) to fulfil the multiple outcomes and varying needs of all participants within a specific context (evolved from Côté and Gilbert 2009).

This includes:

- **professional knowledge:** the large body of specialised knowledge required to coach
- **interpersonal knowledge:** knowledge related to the ability to interact, communicate and relate to others in various contexts; also related to the ability to understand participants' desired outcomes (wants)
- **intrapersonal knowledge:** the understanding of oneself as a developing person and coach, and the ability to reflect and introspect

Coach capabilities

The knowledge, skills and attributes coaches require to meet the needs of the participants they coach: what coaches should know and be able to do to support their participants' desired outcomes.

- **Knowledge:** what the coach knows
- **Skills:** what the coach can do
- **Attributes:** the coach's personal traits.

These capabilities are broadly grouped into professional, interpersonal and intrapersonal capabilities.

Coaching curriculum

A description of the capabilities of a particular participant population and the associated capabilities required of coaches to fulfil them. It also includes broad statements about how coaches develop those capabilities.

Coach Development Model

A visual representation of the different types of coach required to fulfil the needs and desired outcomes of participants in the different populations of a sporting system. The model should also include the development pathways coaches travel along to progress from a pre-coaching state to novice and then towards achieving expert status within a particular population.

Coaching populations

The discrete coaching types that work with specific populations, namely: children's coaches, participation coaches, performance development coaches and high-performance coaches. Coaches within a particular group share the same development needs to be able to cater for the needs of their participants. A coach can work across different populations at any given time, but each population will call upon different capabilities to achieve a successful outcome.

Long-term Athlete Development (LTAD)

LTAD is a staged model that provides coaches, teachers and parents with an understandable and realistic pathway and progression for the development of children and young people's capabilities in order to maximise their participation and performance in sport. The model outlines specific coaching principles and practices, which are relevant at different stages.

Modelling

Modelling is a technique used to express, visualise and analyse, building on a clear evidence base of the present and a values-based view of the future. It is a process of thinking about how concepts and visions can be expressed in more concrete terms. Models may help in explaining and applying key concepts and theories, and visualising concepts and aspirations that do not exist at present or something tangible that needs modifying.

Multi-skills coaching

Coaching practice aimed at developing the FUNDamentals of Movement, fundamental movement skills and fundamental sport skills. Multi-skills can be coached in a generic environment or through a particular sport.

Participant-centred coaching/coaching systems

Coaching practice that is informed and directed predominantly by the needs of the participant at different stages of development. Activities, sessions, seasons and programmes and the associated infrastructure and educational needs of coaches are geared only towards the fulfilment of participant needs.

Participant Development Model (PDM)

A visual representation of the current and/or desired future distribution of participants within a sporting system and the pathways available for them to move between the different segments of the model.

Participant populations and sub-populations

The discrete segments that form a PDM. The participants within a specific population share similar goals and motives for participation and, ideally, are at the same stage of development. Populations can be divided into sub-populations in order to further describe the specific needs and characteristics of a particular group. Four main populations have been identified, namely: Children, Participation, Performance Development and High Performance.

Positive Youth Development

A philosophy within developmental psychology that originated in the USA. One of its main tenets is looking at children and young people as 'resources to be developed, not problems to be managed' (Roth and Brooks-Gunn, 2003; Lerner, 2005). In a nutshell, it advocates that every child and young person has the potential to thrive and become a successful adult.