

COURSE CURRICULUM

CHAPTER 1: INTRODUCTION AND LEARNING OUTCOMES

INTRODUCTION

An expanded knowledge of child psychology can help improve the quality of your activities.

To equip you with the necessary tools so as to:

- understand youth' identities,
- understand the relationship between coaching and teaching,
- develop functional, flexible philosophies,
- promote, inclusivity and integration into society through sports,
- promote the role of sports in breaking down social barriers.

You should be able to:

- apply the knowledge and understanding in the areas of practical sport exercise teaching, psychology and pedagogy,
- encourage youngsters to adhere,
- exercise the program as a tool of social integration to disadvantaged children from different social and cultural background.

CHAPTER 2: STRUCTURED CONTENT

PSYCHOLOGICAL BENEFITS OF SPORT FOR CHILDREN AND ADOLESCENTS
ome of these important concepts that you should consider are:

- Learning to lose

Bad sportsmanship is an ugly thing. No one likes a sore loser. Of course, there is no harm in being competitive and expressing frustration in a non-aggressive manner. How do you react when you, the leader, lose? How do you help those children who lose? You should recognize good behaviour of the loser who shows grace and sportsmanship, and you should kindly and actively help those who have trouble with losing.

- Controlling emotions

As kids grow up, we expect them to learn to control their emotions.

As a good Playmaker, you understand that negative emotional stress hurts performance. However, once this piece of wisdom is ingrained, your kids will be better equipped to tackle a whole range of other life challenges. Emotions are never wrong, but the output (actions) and negative behaviour caused by emotions sometimes can be. How can you help your kids recognize and acknowledge their strong emotions, in order to be able to make smart decisions about what actions they take?

- Self-esteem

Many studies suggest that sport and other physical activities can contribute to the development of self-esteem in children and adolescents. A pat on the back, a high-five from a friend, or a handshake with an opponent at the end of a match, is all character building.

The supportive relationships of Playmakers and teammates, plus encouragement from parents, can all positively affect children's self-esteem.

A young person with good self-esteem will have the confidence to try new things and make new friends. In order to build self-confidence and self-esteem in young people, it is vital that you give consistent encouragement and praise.

How can you build self-esteem into your practices – both for you to help your kids, but also to encourage your kids to acknowledge and praise each other?

- Patience

Practice makes perfect, then perfect takes patience. Of course, we shouldn't encourage our kids to aspire to 'perfect' but if the message is: "if you want to get better at something, it's going to take time."

Kids should be encouraged to stick with things even though they are difficult. You as a Playmaker can guide them through the frustrations, and be aware of what you focus your praise on. For example, instead of focusing on performance ("I am proud of you because you played so well") you can focus on efforts ("I am proud of you because you never gave up").

- Dedication and Perseverance

Similar to patience, the discipline of training and the commitment it takes to pursue a sport is a trait transferrable to many other aspects of life.

It's no coincidence that participation in sport is linked to higher academic achievement in school. As Playmaker and leader of your practices, you are in a powerful position to help the kids learn to persevere even when things get difficult. Just as patience is not about perfection, neither is perseverance. You can focus on each child not being the best, necessarily, but being the BEST THEM they can be.

- Working together / Teamwork

Organized sports require children and adolescents to work together to achieve a common goal. “There’s no I in team.” Through this process, they develop social and leadership skills and learn the value of teamwork.

You as a Playmaker have the ability to foster these feelings and skills in the kids. If dividing into groups it can be as simple as asking each group to give themselves a team name and a quick team song / cheer; it can be as complex as asking them to figure out who the team leader would be and what roles the other kids have.

- Less selfish

In sport, children and adolescents need to think about what’s best for the team; not themselves.

It is easy to see examples of this in basketball: a player might have the opportunity to pass to a teammate, but instead choose to go for the “basket” themselves even though the shot is too difficult.

Egos are not helpful for team morale or performance. However, it is common that in a group of kids, at least one will be very focused on themselves; what they want; ensuring that THEY are the ones that score the point.

How can you as a Playmaker encourage the kids to think about what is best for the team instead of just what they want?

- Resilience

A study found that children and adolescents who are highly involved in sport are more psychologically resilient. This is not surprising when sport is about bouncing back, and learning from mistakes.

You as a Playmaker must find the appropriate balance between “coddling” your kids – hugging them when they get hurt (and of course ensuring their safety and well-being) or discouraged or sad, but at the same time encouraging them to find the “tough” person inside of them that can get up and try again. Each person has a different level of resilience, so you as a Playmaker must be sure to evaluate each child’s starting point individually.

QUALITIES AND SKILLS REQUIRED TO BE AN INCLUSIVE PLAYMAKER

You must remember to:

- Have Patience

Recognizing some children will take longer to make progress than others and show confidence in their ability to learn.

- Show Respect and Be Encouraging

Acknowledging difference and treating all children or adolescents as individuals.

Greet each child individually when they arrive for each session.

Make them feel good about being there.

Avoid elimination games and other activities that may add undue pressure.

Create situations where there are lots of successes. A 'pat on the back' means a lot for them.

Behaviour management.

Learning to compete effectively and handling adversity

- **Be Adaptable**

Having a flexible approach that recognizes individual differences and offer activities that suit their level of development. Equip yourself with the most effective methods and practices in your coaching success as a playmaker can ultimately be measured by whether or not children return to your sessions.

- **Be Organized**

Recognizing the importance of preparation and planning and encourage effort without always focusing on results. Ensure participants have fun. Show them that you care enough about their experience so that you dedicated time to it before you even arrived.

- **Run Safe Practices**

Ensure every session, whether with groups or individuals, is carried out with the children's' safety in mind. Make sure the kids know that you prioritize their safety and well-being over anything else.

- **Be Knowledgeable**

Utilizing knowledge of training activities and how to modify them in order to maximize the potential of every child or adolescent. Give them responsibilities. Involve them in making decisions and give each of them a chance to be a 'leader'. Inspire young people to be the best they can be in both sport and in life.

- **Be Role Model!**

The way you conduct yourself whilst in the presence of your youngsters provides an example of how they should behave - what sort of example should we be providing to someone else's children? Perhaps one of the most important roles of a playmaker. Recognize that a positive sporting experience can help develop self-confidence and self-esteem.

CHAPTER 3: INDIVIDUAL PRACTICAL ACTIVITIES

INTRODUCTION

These individual activities can be done by you, the Playmaker, at home or at a quiet time by yourself, when you have time to reflect upon communication and conflict strategies.

FIRST INDIVIDUAL ACTIVITY: SELF CONFIDENCE DETAILS

Purpose: To take time out from everyday action to reflect on your feelings and how they affected you. This understanding and reflection of your own feelings will help you develop empathy for the kids you work with, and the impactful experience a sports practice can give them if you add the reflective elements discussed above

Tools: Your brain; a quiet place

Duration: 10 minutes

- Think of a situation in which you felt confident
- Think of a situation in which you lacked confidence
- Brainstorm ways to feel more like you did in situation one than in situation two

SECOND INDIVIDUAL ACTIVITY: THE FAMILY CREST

The family crest is an artistic prompt for you to draw, paint, or otherwise represent the things about yourself that are important to you. There is an option to use a theme for this activity or for each prompt, like “family”, but it’s okay to engage in this activity with no specific theme in mind as well.

This is a simple worksheet with only the “crest” divided into four quadrants and a banner underneath. In each quadrant, you can represent the values and traits that you hold dear, and summarize them in the banner below.

For example, if you are dealing with self-esteem issues, you can summarize the coat of arms in the banner below as “What Makes Me Great” and focus on filling your coat of arms with reasons why you are a good playmaker, a good friend, a good student, and a good person in general.

You can find this worksheet [here](https://www.therapistaid.com/worksheets/coat-of-arms-family-crest.pdf). (https://www.therapistaid.com/worksheets/coat-of-arms-family-crest.pdf)

CHAPTER 4: GROUP PRACTICAL ACTIVITIES

INTRODUCTION

These group activities might be useful for you when you are working with your players out in the zone. In addition to doing sports activities and energizers, it can also be a great idea for you to challenge the children in new ways.

FIRST GROUP ACTIVITY – BEAT THE CLOCK

Working as part of a team to accomplish a task is an important way to build self-confidence because it teaches children that they are valuable and can contribute their skills in a group setting.

Place the chairs in a circle and each child sits down.

You yell out a formation, such as a movie theatre, and children must work together to move their chairs into that formation.

The children are not allowed to make any noise while they accomplish their goal – no talking!

When the formation is complete, the time is recorded and a new formation is yelled to see if children can beat their time.

SECOND GROUP ACTIVITY – DRIBBLING GAME

The coach defines a space with cones on the court according to the number of children who will participate in the activity. Each child has one ball and then the coach tells them to move into the designated area dribbling without losing control of the ball and not collide with each other.

Alternatively, children according to their age can be divided into groups of two or three people.

THIRD GROUP ACTIVITY – TRAIN OF TRUST

The participants are divided in 4 rows. Everyone is blind-folded, except the last one that has to lead the row to reach a specific place. This “driver” could only use his or her hands with some particular gestures to drive the others: one tap on the back to make the row go straight ahead, one tap on the left shoulder to go left, one tap on the right shoulder to go right, and finally two taps on the back to stop everyone. The message passed from one another to the head of the “train”, who led the movements on the basis of these information received.

CHAPTER 5: LEARNER SUPPORT AND SOURCES

LEARNER SUPPORT AND SOURCES DETAILS

Instructions where to obtain additional in-depth knowledge on the subject, connection to the online training, bibliography.

Positive psychology program: Self-esteem activities:

<https://positivepsychologyprogram.com/self-esteem-worksheets/>

QUIZ

Psychology

