



**real
coaching**

createdevelopment.co.uk

foundation modules 2016
for all coaches working with 4 - 11 year old children

**Creating positive relationships
with physical activity for life**



Coaches who:

- put the **child at the centre**
- focus on **long term goals**
- take a broad **holistic approach** to child development
- **empower** the young child by **shifting control/responsibility**
- have a **growth mindset** in relation to both their own and every child's development

5 core principles for the **future coach**

5

Modules

Outcomes

Key Content

Post course task

Module 1

Part 1 – Philosophy & Introduction

(6 hours learning
with 3 hours
contact time)

All

Will describe the **real coaching** philosophy and explain why it is essential for working with young children.

All

Will give clear examples of how the power and influence of the coach impacts young children both positively and negatively.

Many

Will recognise and explain key abilities to prioritise when working with young children to accelerate their learning.

Some

Will model the core beliefs and growth mindset outlined in the in the **real coaching** philosophy.

- Explore the power, importance and influence of the coach.
- Establish emotional commitment to the role, by exploring the life-changing differences the coach can make.
- Explore previous coaching experiences v the future coach.
- Introduce 5 key values/beliefs of the **real coaching** programme.
- Begin to explore the fundamentals of high quality coaching.



Modules

Outcomes

Key Content

Post course task

Module 1

Part 2 - Developing the Whole Child

All

Will explain what a multi-ability approach is and why it is essential for the future coach.

All

Will explain why and how all young children are different and list some opportunities that will allow them to learn in different ways.

Many

Will identify strategies to motivate young children and help them to overcome difficult challenges.

Some

Will begin to recognise language which is age and stage appropriate.

Some

Will begin to identify how to use games and activities to challenge and develop thinking and emotional skills.

- Explore what a multi-ability approach is and the benefits of developing the whole child.
- Develop understanding of the young child, their stages of development, the differences in young children and a stage v age approach.
- Begin to explore the concepts of Talent ID and Talent Development.
- Explore, through practical activities, how to align coaching to develop thinking, emotional and social skills.
- Explore short term v long term approaches/goals and their implications.

Coaches to complete the child profile template and demonstrate, in a session plan and through review, where they have planned for and delivered against a non-sport specific focus.



Modules

Outcomes

Key Content

Post course task

Module 2 FUNS for everyone (Fundamental Movement Skills)

(6 hours learning
with 3 hours
contact time)

All
Will explain what Fundamental Movement Skills (FMS) are and why they are essential for young children.

All
Will explain the importance of developing FMS to accelerate and maintain the development of generic and sport specific skills.

All
Will be able to use the **FUNS for everyone** resources.

Many
Will be ready to integrate FMS into sessions using a range of delivery methods.

Some
Will be able to apply understanding of FMS to help young children develop sport specific skills better.

- Explore what FMS are and why they are essential for young children.
- Begin to explore basic movement mechanics.
- Explore practical application of FMS using the **FUNS for everyone** programme within multi-skill contexts.
- Explore the development of FMS within sport specific contexts.
- Explore different methods/ opportunities to develop FMS within sessions.

Coaches to show how, in a session (through plan, delivery and review) they have focussed on developing the FMS of a group of young children they work with e.g. through warm-up, progressive challenges, cooperative/ competitive activities or whole-part-whole approach.



Modules

Outcomes

Key Content

Post course task

Module 3

Part 1 – Behaviour Management

(6 hours learning with 3 hours contact time)

All

Will describe root causes of challenging behaviour.

All

Will describe a range of effective strategies to prevent and deal with poor behaviours in young children.

Many

Will identify ways to actively encourage appropriate behaviour and develop a positive culture for learning.

Some

Will be ready to apply practical solutions to prevent, manage and resolve challenging behaviour.

- Explore root causes of challenging behaviour.
- Explore solutions to prevent poor behaviour.
- Explore appropriate v inappropriate punishments/ consequences.
- Explore strategies for managing conflict/challenging behaviours.

Coaches to use notes from Behaviour management module and select 2 of the 6 areas (one of which should be related to language) to focus on when delivering a coaching session. This should be reflected in session plan and session review.



Modules

Outcomes

Key Content

Post course task

Module 3

Part 2 – The Power of Language

All

Will explain how the Power of language can both inspire and discourage young children.

All

Will give examples of how small changes to language can make a big difference.

Many

Will explain the importance of aligning language to what we believe and value.

Some

Will identify specific changes to use language to establish appropriate high expectations, develop positive relationships/build rapport and accelerate development.

- Explore the Power of language to minimise, deflect and resolve conflict.
- Explore how to communicate effectively with young children (praise/shifting responsibility/flipping language).
- Explore language to encourage positive behaviours.
- Explore language to establish high expectations and motivate young children.



Modules

Outcomes

Key Content

Post course task

Module 4

Learn to Compete,
Compete to Learn
(Creating Healthy
Competition)

(6 hours learning
with 3 hours
contact time)

All

Will describe the difference between healthy and unhealthy competition.

All

Will describe the Competition Spectrum and the different types of competition.

Many

Will be able to use healthy competition as a learning tool to draw out key life skills.

Many

Will be able to include and challenge young children through healthy competition by delivering a range of formats and activities.

Some

Will be able to transfer and develop further applications of the principles of Compete to Learn and the Competition Spectrum.

- Explore what healthy competition means and why we need to look at doing things differently.
- Explore how to deliver healthy inclusive competition using the Competition Spectrum and creative formats, with a particular focus on the importance of Personal Best.
- Explore how we can better prepare young children for competition (Learn to Compete).
- Explore how we can use competition as a tool for learning (Compete to Learn).

Coaches to show how, in a session (through plan, delivery and review), they have used one or more of the following to engage young children in and through Competition:

1. The Competition Spectrum (Learn to Compete).
2. Competition as a tool for learning (Compete to Learn).
3. Creative Formats.

Modules

Outcomes

Key Content

Post course task

Module 5 Self-review & Profiling

(6 hours learning
with 3 hours
contact time)

All

Will explain the importance of self-review and when this can happen within the coaching process.

All

Will identify the key skills, qualities and values required to deliver the **real coaching** philosophy.

Many

Will describe the benefits of clear, shared learning journeys.

Some

Will begin to recognise how they will use the **real coaching** journeys to accelerate their own development.

- Identify the importance of self-review as part of the coaching process.
- Explore self-reflection techniques.
- Identify the qualities, skills and attributes required of the future coach.
- Practise developing a personal development plan.

Coaches to complete personal development plan template using Profiling sheet and Development Routes document generated from module.



Post modules – applying the knowledge

It is essential that coaches have the opportunity to regularly apply the knowledge they gain through the 5 'real coaching' Foundation Modules, ideally with the guidance and support of a Head Coach and Mentor. In fact, it is the coach's ability to practically apply the knowledge gained that is most important in terms of their development into the **future coaches** we are aiming for. We recognise that this is a long term process and that this learning journey will be different for different coaches.

In recognition that coach's will follow their own individual path, the learning journey below indicates different stages on the journey. This will help them identify where they are and what the next step is, with the aim of developing habitual coaching behaviours that align to the key values and philosophies of the **future coach**. The journey will be different for different modules of course.

Coach Learning Journey

All – will demonstrate in their planning how they intend to apply the knowledge they have gained.

Many – with support will begin to make positive changes to their coaching using the knowledge gained.

Some – will independently demonstrate deliberate, positive coaching behaviours aligned to knowledge gained.

Few – will develop habitual coaching behaviours demonstrated in all sessions linked to the knowledge gained to accelerate the learning of the young children they work with.

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