



Best Practices in European Sports Coaching

Proposal for Level 1 (RQF) / Level 2 (EQF) Unit

**Summary of the Unit including Learning
and Assessment Guidance**

**This unit has been developed by the EuroCoach Partnership as
part of an Erasmus+ funded Key Action 2 Project**



Erasmus+

Introduction

The Best Practices in European Sports Coaching unit is based on the EuroCoach Partnership's research into the coaching of different sports around Europe. It is the product of a transnational and transdisciplinary approach and can complement a range of entry level coaching courses.

The unit has been developed and proposed as part of an Erasmus+ funded Key Action 2 Strategic Partnerships project. Erasmus+ is an EU Programme for education, training, youth and sport, which aims to modernise these areas across Europe.

We have created learning outcomes around the themes of gender equality, accessibility, social inclusion and community in sports and coaching. These four learning outcomes include proposed assessments and guidance for trainers and assessors. In keeping with the level of the proposed content, these learning outcomes are intended to serve as an introduction to the topics.

The EuroCoach Platform hosts accompanying resources, including videos, presentations and our 'Areas of Excellence' in European Coaching report. The Platform can be accessed through this link:

<https://eurocoach.online>

We welcome any comments, suggestions or questions on the proposed coaching unit. These can be made through the contact form available on our Platform.

Unit Overview

1			
Unit Aim		Best practices in European Sports Coaching	
Unit Level		1	Credit Value 1
GLH		6	TQT 12
Assessment Guidance		Assessment will be made up of short written tasks aided by group discussion and physical exercises.	
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1.1	Demonstrate an awareness of Gender Equality issues	1.1.1	Define gender equality in sports
		1.1.2	Explain why it is important that you consider gender equality in your sport
		1.1.3	Explain how you can include it in your own sport or coaching

1.2	Understand accessibility and how that impacts on your sports centre/club	1.2.1	Define accessibility in sports
		1.2.2	Describe what kind of barriers to accessibility you may come across in your sport
		1.2.3	Analyse the accessibility of your own club and how you could make it more accessible
1.3	Understand how sports clubs promote and improve social inclusion and wider participation	1.3.1	Define social inclusion within the context of sports participation
		1.3.2	Describe a range of barriers to participation in sports
		1.3.3	Explain how sports coaches can support their clubs in addressing barriers to participation
		1.3.4	Describe a range of coaching methods, tools or techniques that can be used to actively promote inclusion
1.4	Understand the role of sports clubs in the community	1.4.1	Describe how sports clubs offer wider benefits for local communities
		1.4.2	Explain how sports coaches can support the community functions of their clubs
		1.4.3	List different community values that can be promoted through sport

1.1 Demonstrate an awareness of gender equality issues

Introduction

This learning outcome is intended to provide trainee coaches with an awareness of gender equality issues within sports and coaching. The case study of korfbal, with its mixed participation of males and females, will support the learning activities as a best practice example in sports coaching.

Assessment Criteria:

1.1.1 **Define** gender equality in sports

1.1.2 **Explain** why it is important that you consider gender equality in your sport

1.1.3 **Explain** how you can include it in your own sport or coaching

Teaching Guidance

Defining gender equality in sport:

The European Institute for Gender Equality (2018) defines Gender equality as follows:

This refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women's issue but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centred development.

Gender equality entails the same message when it's translated to a sports environment. Gender equality is not only important on the court, but also in different layers of the sport society. Think about boards, committees, coaches and referees. A true gender equal sports environment would entail a 50/50 divide in gender across the board. Research has shown that this is in fact not the case. For example, the divide of men and women referees in the Olympic games have been about 70% versus 30% the last ten years, with an even more uneven divide for coaches: 90% male versus 10% female (IOC Gender Equality Review Project).

Importance of considering gender equality in sport:

It has been proven that gender equal teams of all kinds perform better and more creatively on a variety of tasks. In addition, research has shown that gender equality in a society releases human potential not only of woman, but also of men. Bedrahl, Uhlmann & Bai (2015) found that higher levels of gender equality in a society significantly predicted greater success at winning Olympic medals in both female and male athletes. This shows that gains for women do not inevitably result in losses for

men, but rather that gender equality is a win-win that allows members of both genders to realize their true potential.

Apart from the performance aspect of gender equality, it has also been proven that gender equality in sports improves public health. In addition to public health, mass participation in sport is also a powerful strategy for education, peace building, trauma relief and economic development (Brown, Mielke & Kolbe-Alexander, 2016). Moreover, in the modern day society we live in it would be foolish not to use 50% of the population in sports.

Achieving gender equality in your own sport or coaching:

Raising awareness and asking questions within your club is the first step towards gender equality. Often times people are not aware of the fact that gender equality is an issue. Furthermore the active selection and activation of women to join the club or take up positions in the board, committees, or be active as referees or coaches can produce a more gender equal club. The exercises featured in this unit can function as tools and guidance to start raising awareness within your club.

Korfball case study:

Korfball originated in the Netherlands and is the only official mixed sport in the world. Its promotion and advancement of gender equality is significant. As a result of this mixed nature, korfball has an emancipatory character and scores highest in research into cohesion within team sports. Thanks to the equal distribution of men and women in korfball, there is a safe and social character. In addition to the equally mixed teams, the KNKV also strives for equal representation in club boards, referees, trainers and coaches at the highest level. The rules of korfball ensure equal opportunities in the field for men and women and the sport places great emphasis on women's contribution within the team.

Exercise ideas:

Exercise 1 – Promoting gender equality

Learners will be divided into smaller groups to start a conversation about promoting gender equality in their club. The teacher has a supervising role to see if the topic is discussed properly. The groups have to come up with an idea about how they can include gender equality in their own club and coaching style. After some discussion time, they (or one person from the group) have to present their idea in the group. This doesn't have to be a big presentation, just a quick summary of the discussion.

Exercise 2 – Gender analysis

Gender analysis provides the necessary data and information to integrate a gender perspective into policies, programmes and projects. As a starting point for promoting gender equality in your club, gender analysis identifies the differences between and among women and men in terms of their relative position in your club and the distribution of resources, opportunities, constraints and power in this context. In this way, conducting a gender analysis allows for the development of interventions that address gender inequalities and meet the different needs of women and men.

A. Collect data about gender within your club

Write down what the divide is in gender within different layers of your club. How many men and woman sit on the board? How many female referees/coaches do you have in comparison to men? What's the general member divide gender-wise?

B. Identify the underlying causes

Examine the differences and inequalities within your club. What are the underlying causes? How does the gender division of labour and patterns influence decision-making? Does everybody have equal access and control over resources, assets and benefits?

Assessment

Task 1 – Importance of Gender Equality in Sport

(A) What is gender equality and why is it important for sport?

(B) How could you raise awareness of gender equality within your club?

Task 1				
Task Component	Evidence	Competent	Assessor's signature	Date
A				
B				
Feedback				

Assessor Guidance

What is gender equality and why is it important for sport?

In defining gender equality, candidates should include reference to:

Equal rights, responsibilities and/or opportunities of women and men / girls and boys

In explaining why gender equality is important for sport, candidates should include reference to at least half of the following:

- Gender divide (boards, committees, coaches, referees, athletes/players)
- Increasing female participation to support inclusion
- More female role models
- Achieving potential for all
- Greater performance of gender equal teams
- Improve public health

How could you raise awareness of gender equality within your club?

Candidates should include reference to:

Selection of women in club roles (board, committees, referees, coaches)
Promotion and sharing of the importance of gender equality and any related initiatives, e.g. through:

- Presentations
- Social media
- Workshops
- Public meetings or events

Reading and resources

Areas of Excellence in European Sports Coaching 2019 Report, EuroCoach Platform

<https://eurocoach.online/resources>

Gender equality in sports coaching video, EuroCoach Platform

<https://eurocoach.online/media>

Berdhal, J.L., Uhlmann, E.L., & Bai, F. (2015). Win-win: Female and male athletes from more gender equal nations perform better in international sport competitions.

Journal of Experimental Social Psychology, 56, 1-3. Doi:

<https://www.sciencedirect.com/science/article/abs/pii/S002210311400119X?via%3Dihub>

Brown, W., Mielke, G.I., & Kolbe-Alexander, T.L. (2016). Gender equality in sport for improved public health. *The Lancet*, 388, 1257-1258.

[https://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(16\)30881-9/fulltext](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(16)30881-9/fulltext)

International Olympic Committee. (2019). IOC Gender Equality Review Project.

<https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/News/2018/03/IOC-Gender-Equality-Report-March-2018.pdf>

The European Institute for Gender Equality. (2018). Definitions.

<https://eige.europa.eu/thesaurus/terms/1168>

International Korfball Federation: What Is Korfball?

<https://korfball.sport/documents/what-is-korfball/>

1.2 Understand accessibility and how it impacts on your sports centre or club

Introduction

This learning outcome is intended to provide trainee coaches with an understanding of accessibility and how it impacts on their sports centre or club. It introduces accessibility and asks learners to define the term, describe the barriers facing its realisation and analyse accessibility within their own club. The case study of pádel, which has made great advances in promoting accessibility and is one of the fastest growing sports in the world, will support the learning activities as a best practice example in sports coaching.

Assessment Criteria:

1.2.1 **Define** accessibility in sports

1.2.2 **Describe** what kind of barriers to accessibility you may come across in your sport

1.2.3 **Analyse** the accessibility of your own club and how you could make it more accessible

Teaching Guidance

Accessibility in sports:

Access in sport can mean the opportunity for individuals to participate in the sports of their choice, regardless of a physical or mental impairment or limited means. Accessible, also called inclusive sports, and the clubs that host them, promote inclusion as they allow people with and without disabilities to use the same facilities.

Within disability sport you will find people with a:

- Physical impairment
- Learning disability
- Sensory impairment such as a visual or hearing impairment

People with reduced mobility (disabled, elderly, or otherwise) and limited means, who may not be able to afford access to sports, are also affected by accessibility.

Common barriers to accessibility:

Lack of early experiences in sport (this varies between individuals and whether a disability is from birth or acquired later in life). Equally, research has shown that a negative early experience can put people off sports for life.

Lack of understanding and awareness of how to include people with a disability in sport. This can be remedied by adapting coaching activities to involve everyone in your group.

Limited opportunities and programmes for participation, training and competition. There may not be the opportunity to try different sports locally for several reasons, including the availability of appropriate programmes. In the UK, there is a significant demand for more opportunities to take part in sport. According to the annual Active People Survey, 56% of disabled people would like to do more sports compared to 58% of non-disabled people in 2014/2015. Despite this, around 50% of non-disabled people participate in any kind of sport, while only 26% of people with disabilities do so.

Lack of accessible facilities, such as gymnasiums and buildings, and limited accessible transportation. Even those who may have opportunities in their area could face a lack of suitable sports provision, e.g. the facilities are not adequate, the cost of access and transport is excessive, or they have a disability which isn't catered for, making them feel excluded.

Limiting psychological and sociological factors including attitudes towards disability of parents, coaches, teachers and even people with disabilities themselves.

Limited access to information and resources. Efforts to promote adapted activities and share initiatives in different ways can help reach those who face access issues.

Improving accessibility and encouraging participation

An accessible sports club is able to welcome and accommodate everyone through improved accessibility of facilities, affordable or free services, supportive staff and a varied programme of activities or courses to cater for different needs.

An example of an organisation advocating this approach is Level Playing Field, a charity registered in England and Wales that is focused on removing barriers for disabled people in all sports. Their report 'Making your Club More Accessible to Disabled People' covers a range of areas that may affect a club or sports venue. An 'access audit' can be carried out on a club or venue. This assessment looks not only at the built environment (i.e. physical obstacles and layout) but considers policies, procedures and staff training, in order to create an overall inclusive experience.

Adaptation of your sport and coaching also encourages participation. Our pádel case study shows advancement has been made at an organisational level to target people who may face access difficulties. Tennis has also made strong progress. The Tennis Foundation's Disability Coaching Resource suggests:

- General adaptations (e.g. changing size of play area and targets, scoring method, allowing more time to react, non-verbal communication)
- Equipment adaptations (e.g. using softer, larger balls, bright colours for visual impairment, rackets with short handles and large hitting areas)
- Disability Coaching resources, training courses and specific qualifications

Pádel case study:

Pádel is an inclusive, sociable sport that encourages people of all ages, backgrounds and abilities to participate. It is not a sport that requires a high level of

technique so players can grasp and enjoy the game quickly. Pádel is easily adaptable so that people with learning or physical disabilities can participate.

There are various organisations across Spain that support this, including the Integrated Pádel Association (API) that manages several specialised pádel sports centres across Andalucía, and the Pádel Association for All (ASPADO) that has organised national tournaments for disabled pádel players since 2010. It is also a sport that takes gender equality seriously; in 2018, The World Pádel Tour (WPT) signed an agreement with the Players Collective (Colectivo de Jugadores y Jugadoras) to work against unequal pay for female players.

Exercise ideas:

Exercise 1 – Adapt your coaching

Reflecting on both the tennis and pádel examples, ask your learners in what ways they can adapt their own sport to improve accessibility. Consider the types of barriers to accessibility that have been discussed. Split learners into two or more groups and then ask them to share their ideas at the end.

Exercise 2 – How accessible is your club?

This exercise can lead into the assessment (Task 2, part B), which asks learners to analyse the accessibility of their own centre or club. This is a physical activity which involves the learners moving around their centre or club and noting any issues with accessibility and how they can be addressed. You can prepare learners to identify such issues by sharing the Level Playing Field report.

Assessment

Task 2 – Accessibility in sports and clubs

- (A) What is accessibility in sports and what barriers can affect it?
- (B) How accessible is your own club and what could you do to make it more accessible?

Task 2 – Accessibility in sports and clubs				
Task Component	Evidence	Competent	Assessor's signature	Date
A				
B				
Feedback				

Assessor Guidance

What is accessibility in sports and what barriers can affect it?

In defining accessibility, candidates should include reference to:

- People affected by access issues (e.g. those with physical or learning disabilities, reduced mobility, other impairments)
- Opportunities or participation in sports (being affected or improved)

In describing barriers to accessibility in sport, candidates should include reference to at least half of the following:

- Lack of early experiences in sport
- Lack of understanding and awareness of how to include people with a disability in sport
- Limited opportunities and programmes for participation, training and competition
- Lack of accessible facilities
- Limited accessible transportation
- Limiting psychological and sociological factors including attitudes towards disability of parents, coaches, teachers and even people with disabilities themselves
- Limited access to information and resources

How accessible is your own club and what could you do to make it more accessible?

Answers form an analysis of the accessibility of the club where your learners are based.

Candidates should be able to make *at least three points* of where or how the club is inaccessible and include a corresponding suggestion on how to improve it. For example:

An entrance is obstructed or only has steps. To accommodate wheelchair users and those with reduced mobility, it could be widened or a disability ramp installed.

Lack of colour contrast between walls, floors and railings. A good colour contrast to highlight certain fixtures can assist partially-sighted people.

Reading and Resources

Areas of Excellence in European Sports Coaching 2019 Report

<https://eurocoach.online/resources>

Active Lives Adult Survey November 2018/19 Report

https://sportengland-production-files.s3.eu-west-2.amazonaws.com/s3fs-public/2020-04/Active%20Lives%20Adult%20November%202018-19%20Report..pdf?BhkAy2K28pd9bDEz_NuisHI2ppuqJtpZ

Sport and Dev: barriers to participation

<https://www.sportanddev.org/en/learn-more/disability/sport-and-adapted-physical-activity-apa/barriers-participation>

Disability Horizons: Why venues should be more accessible

<https://disabilityhorizons.com/2016/04/disability-sport-venues-accessible/>

Disability Rights UK: Doing Sport Differently, 2017

<https://www.disabilityrightsuk.org/sites/default/files/pdf/DoingSportDifferentlyJune2017.pdf>

Level Playing Field: Making your Club More Accessible to Disabled People

<https://www.levelplayingfield.org.uk/training-advice/top-tips-for-clubs-and-venues/>

Tennis Foundation: Disability Tennis Coaching Resource

<https://www.tennisfoundation.org.uk/wp-content/uploads/2016/04/Disability-Tennis-Coaching-Resource.pdf>

‘What is Pádel?’ Short introductory video:

<https://youtu.be/rSlvS-Skg28>

1.3 Understand how sports clubs promote and improve social inclusion and wider participation

Introduction

This learning outcome is intended to provide trainee coaches with an understanding of how sports clubs and coaches can improve social inclusion. The case study of football coaching in Marseille, which demonstrates positive engagement with young immigrants, will support the learning activities as a best practice example in sports coaching.

Assessment Criteria

1.3.1 **Define** social inclusion within the context of sports participation

1.3.2 **Describe** a range of barriers to participation in sports

1.3.3 **Explain** how sports coaches can support their clubs in addressing barriers to participation

1.3.4 **Describe** a range of coaching methods, tools or techniques that can be used to actively promote inclusion

Teaching Guidance

Social inclusion within the context of sports participation

When we talk about social inclusion in this context, we refer to how immigrants and refugees have “access to, use, participate in, benefit from and feel a sense of belonging to a given area of society” (Castle et al., 2002). Social inclusion takes into account a range of similar terms, including ‘integration’, ‘cohesion’, ‘assimilation’, ‘acculturation’ and ‘adaptation’.

Sport can be a powerful tool for social inclusion and integration of immigrants and refugees. Its potential includes:

- Individual benefits of participation (health, fitness, dealing with stress, enhancing life quality)
- Social benefits (tackling isolation and building social networks)
- Community benefits (using sport as a vehicle of communication between refugees, asylum seeker groups and host communities)
- Societal benefits (reducing problems of crime and delinquency)

These are summarised from the ‘Roles of Sport and Education in the Social Inclusion of Asylum Seekers and Refugees’ report, which is accessible below under ‘Reading and resources’.

Barriers to participation in sport

Based on studies into social inclusion and sport, barriers to participation affecting immigrants, refugees or ethnic minorities may include:

- Lack of role models from marginalized ethnic groups to emulate.
- Lack of understanding of the needs of immigrants or ethnic minorities. These needs may not be fully understood due to lack of engagement or stereotypes
- Language barriers
- Racism and discrimination
- Immigration or settlement status can discourage participation
- Sport clubs or centres may not be considered gender and culturally inclusive
- The ways in which sport activities are organised, rather than the activities themselves, may be limiting factors
- Women from these groups in particular may feel unnecessary pressure to change or subvert their identities to enjoy benefits of sport participation

Coaches addressing barriers and promoting inclusion

Coaches can support their club or sports centre in addressing barriers to social inclusion, as well tailoring their own coaching activities to affected groups. To do this effectively, it is important to understand your own community and its demographic. Here are some ideas to promote inclusion that you can discuss with your learners:

- Identify target groups and share with them information about your sport and coaching activities at your club. It is advisable to make contact with local community representatives.
- Consider cultural differences and think about how to accommodate them. Learn about these from your local community representatives.
- Undertake equality or diversity training to better understand the importance of diversity and inclusion and how to overcome cultural differences
- Appoint an inclusion representative in the club who can organise activities and create and share initiatives
- Host intercultural events or inclusion workshops

A number of case studies from around Europe can be found in the 'Inclusion of Migrants in and through Sports' report by the Sport Inclusion Network, accessible in the 'Reading and Resources' section.

Football in Marseille case study:

The historical power of football to unite diverse communities is one of the sport's greatest gifts. In France, this was demonstrated most impressively in the 2018 World Cup, where the French team – 87% of whom were immigrants or children of immigrants – was celebrated as global champions and national heroes. A glimpse into the various ethnic backgrounds of the players - whose parents and grandparents arrived in France from places as distinct as Algeria, the Philippines, Germany, Guadeloupe, Angola and Senegal – is to have an insight into the richness of diversity in France's people.

Community development has been an important focus of football associations in France and there are numerous charities that actively support immigrants and provide not only work opportunities but also a place of refuge. One example is Infos à Gogo based in Marseille, an organisation which provides vocational training and

sports coaching for disadvantaged young people with a particular focus on young immigrants. Combining their activities with work in the community has brought diverse people closer together. There is a video on their work in the 'Reading and Resources' section.

Exercise ideas:

Exercise 1 – France's World Cup win

This exercise is intended for learners to reflect on France's 2018 football World Cup winning team. In their 23-man squad, 19 players were immigrants or the sons of immigrants, 15 had roots in Africa and seven were Muslim. What can this famous victory say about sport and its role in social inclusion? Can your learners think of other sporting achievements for ethnic diversity?

Exercise 2 – Action Plan for your club

Based on the case study of Infos á Gogo in Marseille, learners are asked to create an action plan for their own club or sports centre. The plan is meant to present ideas about how the club can improve social inclusion. Consider the following questions:

- How can the club appeal to more people from diverse neighbourhoods?
- What activities can be arranged to encourage participation?
- How can coaching activities be adapted?

This exercise can be done in groups using computers or A3 paper to create the action plan. Each group will then present their plan at the end.

Assessment

Task 3 – Social inclusion in sports

- (A) What does it mean for a sport to be socially inclusive?
(B) How can a coach encourage social inclusion?

Task 3				
Task Component	Evidence	Competent	Assessor's signature	Date
A				
B				
Feedback				

Assessor Guidance

What does it mean for a sport to be socially inclusive? In your answer, consider who may be marginalised and what barriers they could face to participation.

In defining social inclusion in sport, candidates should include reference to migrants/immigrants, refugees, and/or ethnic minorities and should reference at least two of the following:

- Access to or participation in sports
- Integration
- Inclusion
- Cohesion
- Community

Candidates should also reference the following:

- Barriers to participation (e.g. lack of role models, language, racism or discrimination, lack of inclusive activities)

How can a coach encourage social inclusion? In your answer, consider their role in supporting their club and the coaching activities they offer.

In explaining how coaches can encourage social inclusion through supporting their club, candidates should reference at least two of the following:

- Host events, workshops, educational sessions
- Adapt activities to appeal to different groups
- Reach out to local communities (e.g. community centres, social clubs or religious organisations)
- Undertake equality or diversity training

In describing methods, tools or techniques used in coaching activities to encourage social inclusion, candidates should reference at least one of the following:

- Adaptation of coaching activities
- Arrangement of training in different forms, e.g. sports that appeal to certain groups
- Inclusive coaching activities to encourage participation

Reading and resources

Areas of Excellence in European Sports Coaching 2019 Report, EuroCoach Platform

<https://eurocoach.online/resources>

ASPIRE – Activity, Sport, Play for the Inclusion of Refugees in Europe

<https://www.aspiresport.eu/>

French Players and Migration, Duke University blog

<https://sites.duke.edu/wcwp/research-projects/players-and-migration/french-players-and-migration/>

Inclusion of Migrants in and through Sports, Sport Inclusion Network

https://adsdatabase.ohchr.org/IssueLibrary/SPIN_Inclusion%20of%20Migrants%20in%20and%20through%20Sports.pdf

Infos á Gogo, community training organisation in Marseille, France

<https://www.facebook.com/INFOS-A-GOGO-1518888595030661/>

Integration: Mapping the field, Castles, S., Korac, M., Vasta, E., & Vertovec, S. (2002).

<https://webarchive.nationalarchives.gov.uk/20110218135832/http://rds.homeoffice.gov.uk/rds/pdfs2/rdsolr2803.doc>

Social Inclusion of Asylum Seekers and Refugees (Institute of Sport and Leisure Policy, Loughborough University, University of Stirling), Sport and Dev

https://www.sportanddev.org/sites/default/files/downloads/the_roles_of_sport_and_education_in_the_social_inclusion_of_asylum_seekers_and_refuge.pdf

Videos:

Football coaching in Marseille video, EuroCoach Platform

<https://eurocoach.online/media>

1.4 Understand the role of sports clubs in the community

Introduction

This learning outcome is intended to provide trainee coaches with an understanding of the role sports clubs and coaches can play in serving and strengthening local communities. The case study of Gaelic Games, with its clubs rooted in community, will support the learning activities as a best practice example in sports coaching. The learner will also familiarise themselves with values important to communities and how these can be promoted through sport.

Assessment Criteria:

- 1.4.1 **Describe** how sports clubs offer wider benefits for local communities
- 1.4.2 **Explain** how sports coaches can support the community functions of their clubs
- 1.4.3 **List** different community values that can be promoted through sport

Teaching Guidance

Sports clubs benefiting communities:

It's been recognised that communities that participate in sport develop strong social bonds and are safer places. Members of those communities are generally healthier and happier than other places where physical activity and sport isn't considered a priority.

We propose showing a video around the topic followed by a discussion around why traditional sport and sporting organisations, such as how the Gaelic Athletic Association (the GAA) is hugely important to Ireland and its local communities. You can find the video we have produced on the EuroCoach Platform's media page (link in the 'Reading and Resources' section).

Coaches supporting community functions of their clubs

Coaches can play an important role in supporting the community functions of their club or sports centre. They can perform an active role in building relationships with other clubs or community organisations. This can increase local sports participation by accommodating and engaging different groups, through activities, workshops, open days, etc. It also strengthens the presence of the club in the community.

Outreach and community engagement can result in wider participation, which covers all the affected groups discussed throughout the Best Practices unit. The coach's role can help at-risk young people and improve health in the community.

Here are some ideas for learners to consider for coaches in the community:

- Become an ambassador for a marginalised group
- Engage local organisations in the community

- Develop events or activities that engage the local community
- Identify local community issues and think about how sports can overcome or address them
- Take a course or qualification in community development or engagement

Community values that can be promoted through sport

The assessment attached to this learning outcome will ask learners to identify community values that can be promoted through sport. As a primer, we suggest that you have a discussion with your learners about the values of community development and those of sport, in order to identify some shared values. These shared values may include:

- Teamwork
- Team spirit
- Collaboration
- Tolerance
- Respect
- Inclusion
- Honesty
- Self-discipline

Gaelic Games case study:

The Gaelic Athletic Association, the GAA, is celebrated as one of the great amateur sporting associations in the world. It is part of the Irish consciousness and plays an influential role in Irish society that extends far beyond the basic aim of promoting Gaelic games. The Association today promotes Gaelic games such as Hurling, Football, Handball and Rounders and works with sister organisations to promote Ladies Football and Camogie. The Association also promotes Irish music, song and dance and the Irish language as an integral part of its objectives. The GAA has remained an amateur Association since its founding. Players, even at the highest level, do not receive payment for playing and the volunteer ethos remains one of the most important aspects of the GAA. The GAA strategic plan 2018/21 supports this view, highlighting the fact that over 1.5 million supporters attended intercounty football and hurling championship games in the 2017 season, while over 130,000 children participated in GAA Cúl Camps in 2017. The level of interest in the GAA is also reflected in the more than one million followers of GAA national, international, provincial and county social media accounts.

Exercise ideas:

Exercise 1 – Learning about Gaelic Games

Ask learners to investigate rules and activities that are significant to a traditional Irish game. They may do this by sourcing information from the Internet. The exercise is to draft a summary of the sport or sports activity, describing how to play it well and discussing its cultural and social significance, including its positive effects.

The learners can use the findings from this exercise as the basis for planning sports activities that represent a cross-section of Irish sports. Participants can show their peers how to take part in the specific game that they have researched, or the teacher can guide the activities using the explanations provided by the class. At the end of each activity, the students who researched that activity discuss their experience with the rest of their peers.

Exercise 2 – Culture and Identity

Ask learners to explore the background and aims of the GAA. In what ways do people and their communities define their own identity to a specific group, through sports such as Irish Hurling and Camogie? This discussion is intended for learners to reflect on the importance of culture and identity within sport.

Assessment

Task 4 – Sports and Community

- (A) How can sports and coaches strengthen their communities?
- (B) What are community values that can be promoted through sport?

Task 4 – Sports and Community				
Task Component	Evidence	Competent	Assessor's signature	Date
A				
B				
Feedback				

Assessor Guidance

How can sports and coaches strengthen their communities?

In describing sports' benefits to communities, candidates should include reference to at least three of the following:

- Cohesion or integration
- Health (physical and mental wellbeing)
- Participation
- Connecting or including different groups (e.g. between generations)
- Crime reduction or safer communities
- Identity (strengthen or recognise different identities)
- Develop new friendships
- Pride or achievement
- Address inequalities

In explaining how a coach can positively affect their community, candidates should include reference to at least two of the following:

- Relationships with other community stakeholders and organisations
- Outreach and community engagement
- Connecting with at-risk youth
- Improving health or community
- Promoting inclusion

What are community values that can be promoted through sport?

In listing and describing community values promoted through sports, candidates should include reference to at least half of the following:

- Teamwork
- Team spirit
- Collaboration
- Tolerance
- Respect
- Inclusion
- Honesty
- Self-discipline

Reading and resources

Areas of Excellence in European Sports Coaching 2019 Report, EuroCoach Platform

<https://eurocoach.online/resources>

Community Sports Hubs

<https://sportscotland.org.uk/clubs/what-is-a-community-sport-hub/>

Community Sports Network

<https://www.communitysportsnetwork.org/>

Local Sports Partnerships 'Speak Out' Report 2014, Sport Ireland

https://www.sportireland.ie/sites/default/files/2019-10/speak-report-2014_0.pdf

What are Gaelic Games?, GoGaelic

<http://www.gogaelic.ie/what-are-gaelic-games/>

'What is the role of community sports organisations?', Arkansas State University

<https://degree.astate.edu/articles/sport-administration/community-sports-organizations-role.aspx>

Sport and Community Values, Sport England

<https://www.sportengland.org/why-were-here/social-and-community-development>

Sports in the Community: Engagement, Club Matters

<https://www.sportenglandclubmatters.com/club-people/members-participants/your-club-in-the-community/>

Videos:

Importance of Community in GAA video, EuroCoach Platform

<https://eurocoach.online/media>

Social Responsibility In Community Sport

<https://www.youtube.com/watch?v=4wilmqjnChM>

Community led sport: achieving greatness together

<https://www.youtube.com/watch?v=hjVhP-D4Xkc>