



Project DITEAM12

Diverse and Inclusive teams for children under 12

Competency of the coach: Every child matters/individualised achievements/developing skills





What will you learn today?

Every child matters/individualised achievements/developing skills

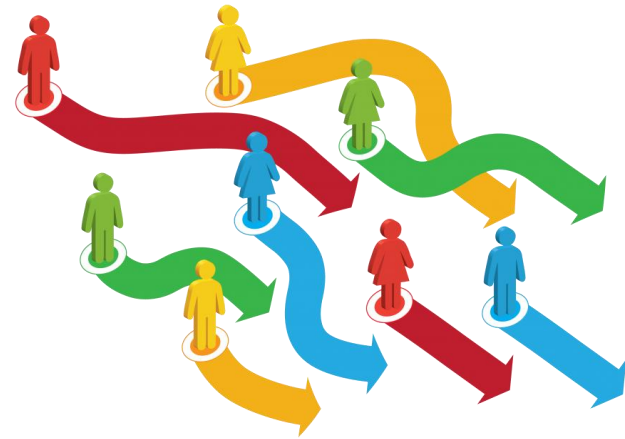
- What does that mean, “every child matters”?
- Why do coaches need to use approaches that are tailored to the individual?
 - How could children/ parents/ coaches benefit from such individualised approaches?
- How can the competence to use individualised approaches be achieved?



What is this competence?

Every child matters/individualised
achievements/developing skills

Each child on own path in individual pace



Source: [Adaptive Learning | EdAlive Educational Software](#)



What is this competence?

Every child matters/individualised
achievements/developing skills

The competency means that all children who participate in one sport activity are treated equally, independent of their ability.

If comparisons are made, it should be intra-individual comparisons, not inter-individual comparisons. Thus, the child sees her or his individual progress and achievements.

Examples:

“Good job, do you remember that you could not dribble the ball when you started this class one month ago? You improved your skills really a lot.” (**Intra-individual comparison**)

“ Good job, you can dribbel the ball better/not as good as all the other kids in the class. ” (**Inter-individual comparison**)



What is this competence?

Every child matters/individualised
achievements/developing skills

Equal treatment of all children



intra-individual assessment of
achievements & skills



children stay motivated and continue the
class with joy



What is this competence?

Every child matters/individualised
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5 Steps to Individualisation

- 1) set clear and specific goals
- 2) make goals challenging & realistic
- 3) make goals dynamic & review regularly
- 4) let students own their progress
- 5) involve parents



What is this competence?

Every child matters/individualised
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...About goals

Integrate the child's view on realistic goals
and provide choices

Do not always define the goal; **develop it
together with the child** and **provide choices
for the child.**

Example:

Coach: "OK, now that you can score a goal
from a distance of 10 meters, **what is your
next goal?**"

Child: "Don't know...maybe doing it from 20
meters distance?"

Coach: "Good idea. **Or you try to score from 10
meters distance with the other foot. You
decide what you want to accomplish next.**"



- Why is this competence needed?

Every child matters/individualised achievements/developing skills

Imagine that all children will get the same instructions and the same tasks. What might happen?

“Throw the ball 10 meters” vs.
“Throw the ball as far as you can”

“Hop 50 times on the right foot, then 50 times on the left foot” vs.
“Hop on the right foot and when you feel tired, hop on the left foot”

“stand on one foot and count to 20” vs.
“stand on one foot as long as you can”



- Why is this competence needed?

Every child matters/individualised achievements/developing skills

Imagine that all children will get the same instructions and the same tasks. **What might happen?**

→ it might have a negative impact on the children who do not succeed in the task and lead to frustration

→ it might lead to a high drop-out rate;

→ children who are repetitively not successful might lose interest in the sport activities and focus on other things in the surrounding, disturb others and so on;

→ it might lead to that children who repetitively succeed in the task feel superior towards children who do not succeed. Bullying might be a consequence.

! This example is about instructions and tasks, but the same applies for used language, tone of voice and so on.



- Why is this competence needed?

Every child matters/individualised achievements/developing skills

This competency of the coach is needed....

- To support individual approach to each child in the group, knowing and acknowledging strengths.
- To support children's self-confidence and their participation in sport activities.
- To consider the time needed to develop and/or improve skills is quite individual. Acknowledging individual achievements without comparisons to peers avoids frustration and demotivation.



How can this competence be achieved?

Step 1

- Prepare individualised methods and strategies to involve each child, activities and games supporting positive group dynamics.
Please check examples on slide 8

- Practice role playing and games to support positive communication, praising and positive feedback to children.



How can this competence be achieved?

Step 2

To find an individualised approach for a child to deal with a task and adapt the task if needed, the coach should...

- **Observe:** Watch the child play and interact. Do not focus too much on single aspects, observe as broadly as possible at first.
- **Evaluate your observations:** Where do you see the strengths and areas of improvement of the child? Is she or he able to succeed in the original task?
- **Communicate your observations:** Discuss with the child if she or he feels capable to do the task. Propose an adaptation of the task if you think this is needed.
- **Feedback:** pay attention to the feedback you receive from the child: How does the child react? Is he or she smiling and/or seems more motivated afterwards? Does she or he understand why you adapted the task for her or him (if you did so)?

Please also check our presentation on “Recognising and Cultivating Talents”



Activities

Equal treatment of all children is of major importance. Still, it might happen that, personally, you like one kid more than the other.

- How can you behave so that the children do not recognise who you like and who you maybe do not like?
- What indicators can you use personally to check if you treat all children equally?



Activities – Solutions –

Equal treatment of all children is of major importance. Still, it might happen that, personally, you like one kid more than the other.

- How can you behave so that the children do not recognise who you like and who you maybe do not like?
 - *make “rules” for yourself, for example: Praise each child 2 times in one class.*
 - *Consider the feedback of the children that address inequality and ask yourself if that is true (e.g. “Silvia is always the lucky one who may be the first in the row”) and change your behaviour*
- What indicators can you use personally to check if you treat all children equally?
 - *count numbers of praising for each child*
 - *determine a different child each time one child may start with an activity*
 - *check if all children learned something – if not, ask yourself if you did support the children equally*
 - *other...*



Activities

Developing skills with individualised approaches

Imagine the following situation:

You want to teach the children (6–8 years) of your physical activity programme how to jump on a trampoline and land on a landing mat.

- What tasks can you give to a child who is very talented on jumping on a trampoline?
- What tasks can you give to a child who has fear of jumping and feels insecure?



Good Practices

Examples of good practices in achieving this competence

“Inclusive Sport Design” (<https://inclusivesportdesign.com/>) is a website that introduces the topic inclusion with its different facets. The following video shows a good practice example of individual approaches for athletes with a disability: [Inclusion in Action | Inclusive Sport Design](#)





Think/ Practice!

Look at the two pictures on the previous slides and explain your thoughts.

Please transfer the message of these two pictures to a situation in your sports class.



Further resources

The following papers were conducted with a sample of adult athletes. The concept of an individual approach is well-explained, defined and proven to be adequate:

Kozina Zh.L., Prusik Krzysztof, Prusik Katarzyna (2015): “The concept of individual approach in sport”. *Pedagogics Psychology*. <http://dx.doi.org/10.15561/18189172.2015.0305>. accessed on 31.05.2021

Kozina Z, Sobko I, et al. (2015): “The Applying of the Concept of Individualization in Sport”. *Journal of physical education and sport*.

[Everyone matters! - Play by the Rules - Making Sport inclusive, safe and fair](#)

Michael Bungay Stanier (2016): *The Coaching Habit. Say Less, Ask more & Change the Way You Lead Forever*.



What have you learnt?

- individualised approaches in developing skills will make the child happy and successful
- individualised approaches are particularly important in heterogeneous groups
- every child should be treated equally - Feedback from the children might show the coach if he or she treats all children equally



Sources

[Adaptive Learning | EdAlive Educational Software](#)[EdAlive Educational Software](#)

<https://inclusivesportdesign.com/>