

# **Junior Athlete Education programme**

## **Success in sport – performance parents**

To enable parents to help their talented young athletes achieve success whilst retaining a balanced lifestyle



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#### Notes for tutors

This pack is for use only by those who have undergone specific training with the Youth Sport Trust for this Junior Athlete Education (JAE) programme.

This workshop is one aimed at the parents of talented young sports people. It offers a two-hour delivery framework with supporting overhead projector slides. However, it can be extended and additional tasks are offered in certain places in *italics*.

The precise way you deliver it will be partly dependent on the size of the group and you will find some suggestions to help you. However, remember that your role is to facilitate and guide the athletes to find their own solutions and actions.

The Young Athlete's Handbook (ISBN 0-7360-3712-8) is highly recommended as a supporting text for you and for the athlete (coach or parent), parts of chapters one and two are particularly relevant to this workshop.

In preparation:

- you will need to print out A4 sheets of overheads 3, 5, 11, 12, 16 and 35 (print instruction: one slide per page)
- the remainder you may wish to provide as handouts (print instruction: handouts, 3 or 6 to a page). There is no need for the handouts to be in colour.

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YST-JAE-12



## Junior Athlete Education programme

### Success in sport – performance parents

#### Competence/outcome

Help parents to be able to:

- meet other parents, share their expectations and learn how the workshop will help them (20 minutes).

#### Key points

- The way you set the climate is crucial – it needs to be highly supportive and sensitive.
- Think very carefully about the room, the room layout and the way you welcome and start the session.

#### Supporting resources

- Overheads 1 and 2.
- Flip chart paper and marker pens.

#### Delivery

- As parents arrive ask them to write on the flip chart what sport means to their child.
- When you start the workshop, introduce yourself and deal with any domestics (toilets, fire exits, refreshments).
- Ask parents to walk around and meet as many other parents as possible (if small group, this might be done as a whole group). Share:
  - names
  - a little about what sport means to their child
  - one question they want answered or one concern they have.
- In small groups, share these ideas and expectations for the workshop.
- Share some of the thoughts about why sport is important from the flip chart and then take feedback from the group about their expectations, key questions and concerns (record on the flip chart).
- Build on this information and share the workshop outcomes

## Junior Athlete Education programme

### Success in sport – performance parents

#### Competence/outcome

Help parents to be able to:

- identify what makes a good performance parent.

#### Key points

- What role parents can play?
- What parents think young performers want/do not want from them?

#### Supporting resources

- Overheads 3 to 5.
- Overheads 6 and 7.
- Flip chart paper and marker pens

#### Delivery

- Parents can be many things for their child/children. In pairs, using overhead 3:
  - ask the parents to draw up a short list of the roles they play for their child
  - record responses on the flip chart, conclude often need to juggle a range of different roles, identify and explain some of the key ones.
- Using overhead 4, in small groups (no couples) ask them to think out loud to produce a list of things a performance parent should be/do and should not be/do.
- Ask each group:
  - to identify five positive and five negative things and record these on the flip chart
  - encourage the whole group to agree the top five for both and share with them what other parents have said (overhead 6)
  - describe some roles that look at parental involvement along a continuum from over to under-involvement
  - ask them where they think they are (overhead 7)
  - point out that the moderately-involved parent is probably the best and tends to be characterised by the things that children say parents should do and be.

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### Success in sport – performance parents

#### Competence/outcome

Help parents to be able to:

- describe a balanced lifestyle for a talented young performer.

#### Key points

- What constitutes a balanced lifestyle for a young performer?

#### Supporting resources

- Overheads 8 to 11.
- Overheads 12 to 14.

#### Delivery

- Reinforce that it is all about balance – balancing sport with other important things in the child's life:
  - ask the group what these might be and expect comments like their development, health, happiness, welfare, schoolwork and interests
  - using overhead 8, ask whether this reflects the areas that are important to the child.
- Point out that it is easy for talented young athletes to get their life out of balance:
  - use overhead 9 to illustrate this and explain the danger of allowing sport to dominate and become the only thing that matters (overhead 10)
  - stress the gap that would open up if sport stopped, e.g. through injury, non-selection, opt out, as well as the importance of retaining balance for their overall development, career and life-long happiness.
- Ask parents to assess their child's matrix:
  - what would be in the boxes?
  - what size would each be?
  - ask them to draw it using overhead 11.
- Then ask each one to re-draw how they would like to help their child's matrix to be (overhead 12).
- Compare these with overhead 13:
  - suggest that for young talented performers, this is probably what they should realistically be aiming for
  - however, point out that there will be occasions when different areas will need to be a priority
  - ask them for examples and use overhead 14 to illustrate some of these, stress the need for a temporary shift into unbalanced
  - these hot spots can be very stressful.

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### Success in sport – performance parents

#### Competence/outcome

Help parents to be able to:

- identify the key people who support their child through *Team You*.

#### Key points

- Introducing *Team You*.

#### Supporting resources

- Overheads 15 to 18.
- Flip chart paper and marker pens

#### Delivery

- In pairs or small groups:
  - ask them to identify what can be done to try to ensure balance is maintained and potential hot spots avoided or planned for
  - feedback using flip chart paper and use overhead 15 to summarise.
- Building on the final highlighted point on overhead 15:
  - explain to the parents that very few athletes succeed on their own – most rely on a support team to help them succeed in sport *and* maintain a balanced lifestyle
  - describe this support team as *Team You* and ask them to identify who they think should be in that team (overhead 16)
  - feedback and then use overhead 17 to stress the key members (parents, teachers, coaches) but recognise that there may be others, e.g. friends.
- Ask each parent to assess the current health of their child's *Team You* using the prompts on overhead 18 and add to the diagram on overhead 16.

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### Success in sport – performance parents

#### Competence/outcome

Help parents to be able to:

- assess the role of the teacher in *Team You*.

#### Key points

- How to interact with teachers?

#### Supporting resources

- Overhead 19.

#### Delivery

- Ask the group how, when and how often they interact with their child's teacher(s):
  - use Overhead 19 as a prompt for discussions and take examples of good and bad experiences from the group, particularly focusing on what you can do to improve communication and understanding.

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### Success in sport – performance parents

#### Competence/outcome

Help parents to be able to:

- assess the importance of the coach in *Team You*.

#### Key points

- How to interact with the coach – how they can do more if they want to.

#### Supporting resources

- Overheads 20 to 22.

#### Delivery

- Explain the importance of the coach to their child, being second or even more important than parents at times.
- In small groups, ask them to brainstorm good examples of how their child has been supported by their coach
  - get each group to feed back one key story and point.
- Use overheads 20 to 22 to suggest how they should communicate with and support the coach.

## Junior Athlete Education programme

### Success in sport – performance parents

#### Competence/outcome

Help parents to be able to:

- gain answers to questions on a range of issues related to lifestyle management, performance factors and education.

#### Key points

- Question and answers

#### Supporting resources

- Overheads 19 to 24.
- Overheads 25 to 33.

#### Delivery

- Ask parents to re-visit the question they wanted answered at the start of the workshop and, as necessary, add any more to this:
  - you might use overheads 19 to 24 to prompt discussion.
- How you handle this session will depend very much on the number of parents attending, e.g. you might set up different corners of the room for specific topic areas, and these might be re-grouped according to the split. Questions/topics could include those on:
  - education and lifestyle management
  - physical fitness and training
  - health and injury
  - eating and drinking
  - issues related to the coach
  - sport specific issues (if there are NGB personnel available to deal with these).
- With small numbers, you might then field questions and use the relevant overheads (25 to 33) to support other related issues:
  - alternatively, and with larger groups, you might suggest they share and discuss their questions and then come up with their top three questions for you to answer, drawing on the advice on overheads 25 to 33
  - be careful that this session does not become a lecture.

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#### Competence/outcome

Help parents to be able to:

- review the information gained and write an action plan.

#### Supporting resources

- Overheads 34 and 35.

#### Delivery

- Ask each parent to review the workshop and identify one or two things that they could go away and do that would support their child better. Using overhead 34 as a reminder, offer a few prompts such as:
  - it might be about *Team You*
  - it might be about your level of involvement
  - it might be about some advice that has been offered in relation to rest, diet, training, etc.
- Suggest they identify which things would make the greatest difference to the child's sporting success and lifestyle balance:
  - you might remind them to refer back to tasks 5 and 6 to check what they wrote there
  - use overhead 35 to decide what things they will change.

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#### Competence/outcome

Help parents to be able to:

- revisit the workshop outcomes and gain solutions to any final questions.

#### Key points

- Re-emphasise the importance of *Team You* and encourage them to put plans into action.

#### Supporting resources

- Overheads 2 and 36.

#### Delivery

- Return to the workshop outcomes (overhead 2) and, if time, field any further questions.
- Recommend that they purchase, and use, the Young Athlete's Handbook as a guide to help them support their talented young child.
- Thank them for their involvement and contribution, wish them all the best (finish with overhead 36).