

Structure of the training document

SCOUT TRAINING PROGRAM

Seminar: 3

Title: Parenting for female social inclusion

Author: Gil Pla-Campas (UVic-UCC)

PART A. THEORETICAL DEVELOPMENT OF THE TOPIC

INTRODUCTION

Parenting plays an essential role in the development of children who participate in sports. Parents are a child's first role model and support system, and their involvement in sports can have a significant impact on a child's performance, motivation, and overall well-being. However, not all children have parents who are a first and good role model, not all children have parents involved in sport, nor even interested in promoting their children to be enrolled in it. In such circumstances, sport is not a positive youth development enhancer. Therefore, this seminar is focused to transform the club in a way that the seminar would impact these parents.

OBJECTIVES AND CONTENTS

The seminar aims to:

1. Sensitize sport clubs, by means of its coaches and managers, to believe parents an ally for achieving the club goals, rather than a distracting agent.
2. Help sport clubs understand the importance of the parenting in sport.
3. Provide sport clubs strategies for engaging parents, with less interest in sport, in club's daily life and in athlete's sport learning process.

Contents:

- Parenting for positive youth development
- Parenting in sport
- Parenting in female sport

Transforming club actions:

- Action 1. Regular meetings
- Action 2. Parent mentoring
- Action 3. Flea market



DEVELOPMENT OF THE CONTENT

Parenting for positive youth development

Parenting plays a crucial role in promoting positive youth development (PYD) which refers to the process of developing the physical, intellectual, emotional, and social skills needed to thrive in adulthood. It is noteworthy that the training delivered in the MOOC has a specific seminar focused to learn about PYD, the 4th seminar, and so for specifications of this topic, go to it. As you will learn in the PYD seminar, the positive development of these areas in the context of the competitive sport arises not only from a single action but from the whole development and structure ecosystem of an athlete (own family, teammates, coaches, club...) in which takes part. That is why providing a positive development of any athlete should be an ethical requirement for any club, no matter the goals of the club, its level of performance, the sport or whatever other feature of the club.

How can parents promote a PYD? Here are some ways that parenting can promote positive youth development:

1. **Create a nurturing and supportive environment.** Parents can create a nurturing and supportive environment for their children by being available, attentive, and responsive to their needs. This can help children feel secure and loved, which is essential for their emotional and social development.
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2. **Encourage autonomy and self-regulation.** Parents can help their children develop autonomy and self-regulation by giving them opportunities to make decisions, take risks, and learn from their mistakes. This can help children develop a sense of independence, responsibility, and self-esteem.
3. **Promote positive values and behaviors.** Parents can promote positive values and behaviors, such as honesty, respect, empathy, and kindness, by modelling these behaviors and reinforcing them through praise and positive feedback.
4. **Foster positive relationships.** Parents can help their children develop positive relationships with peers, family members, and other adults by encouraging social interactions, providing opportunities for socialization, and modelling positive social skills.
5. **Provide opportunities for skill-building and learning.** Parents can provide their children with opportunities for skill-building and learning, such as enrolling them in sports, music, or art classes. This can help children develop their talents, interests, and abilities, which can lead to a sense of competence and accomplishment.

By doing all these actions, parents create an emotional, social and psychological context where children develop the skills, attitudes, and behaviours needed to thrive in adulthood.

Parenting in sport

The nurturing context that parents can create to promote the positive youth development can also become actions in the field of sport. Apart from the daily life nourishing actions, parents can also drive specific actions to promote the positive youth development in competitive sport. The following actions are sport specific and arise from the bonds between sport practice and living in society which is, somehow, the equation that brings light to the idea that being an athlete is also becoming a positive part of the society. The following actions are examples of what parents can do to make it possible:

1. They can positively influence their child's attitude towards sports by instilling the **values of discipline, hard work, and dedication**. Parents who encourage their children to participate in sports also show them the importance of staying physically active and maintaining a healthy lifestyle.
 2. Secondly, parents can provide emotional **support and encouragement to their children during both the successes and failures in sports**. Parents who are actively involved in their child's sporting activities, such as attending games and practices, can help build their child's self-esteem and confidence.
 3. They can teach their children the **importance of teamwork, sportsmanship, and respect for others**. In the case of SCOUT, this is significant because in a team sport such as volleyball, teamwork or
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sportsmanship play a crucial role in the athlete development, as well as sportsmanship and respect for others are key attitudes for sport inclusion.

4. Lastly, parents can also play a critical role in ensuring that their **child is safe and healthy while participating in sports**. They can provide guidance on proper nutrition and hydration, injury prevention, and injury management.

In conclusion, good parenting can play a vital role in volleyball as it helps children develop essential life skills, fosters positive attitudes towards individual differences, builds self-esteem and confidence, navigates the social dynamics of sports, and ensures the safety and well-being of the children.

However, the actions suggested described above do not represent most parents of a certain sport clubs, neither parent of girls with risk of sport exclusion like those SCOUT is willing to engage in sport practice. In this regard, what research has found is that parents' ability to promote PYD is related to their club engagement. In other words, when parents are interested in sport and, more specifically, engaged with sport club activity, they become parents that tend to create a positive developing environment for the athlete. As a result of that, it is considered necessary to engage parents in sport and with club's activities beyond competitions.

What can clubs do for promoting parent engagement? Here are some ideas:

1. **Communicate regularly.** For doing so, it's essential to keep parents informed of upcoming events, schedules, and any changes to the program. I.e. professional or best senior team matches, social events, managers decisions... Also, you can use a variety of communication methods such as newsletters, social media (Twitter and Facebook, and why not TikTok?), and email to ensure that parents are up to date.
 2. **Provide diverse volunteer opportunities** for keeping club events alive. Encourage parents to volunteer their time by using they professional/personal skills to help with sports club activities. This can include managing, organizing events, assisting with equipment, or taking care of the club house... By offering diverse opportunities for getting involved, parents feel more invested in the club and build up the sense of belonging as well as transmit it to their children.
 3. **Promote family-oriented events.** Plan events that involve the entire family, such as barbecues, informal games, open doors days or picnics. Being creative is a plus! In such cases, it is particularly interesting to use the diverse cultural background of the families as a feature of theses *family activities* to expand the opportunities to get to know each other and, as a result of that, to accept the cultural/ethnic differences.
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This is an opportunity to connect diverse families and create a sense of community within the sports club.

4. **Bond the aforementioned events to learning activities** like lectures or workshops. Become a club that offers learning opportunities with workshops or lectures for all its members (coaching staff, managers and specially families). Educational workshops on topics such as sports psychology, parenting, nutrition, game understanding or injury prevention; could be interesting for all club members. This can help parents better understand the sport and how to support their child's development.
5. **Receive feedback and input.** Avoid considering parents a disturb or a *pain in the ass* and encourage them, through the coaches and club managers, to provide feedback and input on the program. Also involve parents to decision making. This is a need for those families that might exclude their children from sport, and that need more comfortable clubs to deal with the cultural/religious/ethnic differences. If coaches and managers are available to talk with families and to hear their concerns, parents will be involved in decision-making and club improvement. As a result of this, parents feel valued and have a sense of ownership in the programme.
6. **Update parents about their children's improvements.** Parents will be involved in the club if they perceive how their children learn sport. Not win.

In this regard, the project assumes that these actions are part of the inherent difficulties to engage those parents not interested in sport, or either those parents of vulnerable girls. Indeed, these parents which are likely to be the most complicated parents of the club, are those that the SCOUT project is aiming to engage. For this purpose, the project requires the participation of the Inclusion Manager (IM) as the driving force of the club to push the engagement of these parents. The IM will be part of the plan definition to deploy these actions with its professional sensitivity, and will oversee the actions and change that the club parents have.

REFERENCES

Scientific background:

Baker, T. L., Wise, J., Kelley, G., & Skiba, R. J. (2016). Identifying Barriers: Creating solutions to improve family

engagement. *School Community Journal*, 26(2), 161–184.

Harwood, C. G., & Knight, C. J. (2015). Parenting in youth sport: A position paper on parenting expertise.

Psychology of Sport and Exercise, 16(P1), 24–35. <https://doi.org/10.1016/j.psychsport.2014.03.001>

Knight, C. J., Neely, K. C., & Holt, N. L. (2011). Parental behaviors in team sports: How do female athletes want parents to behave? *Journal of Applied Sport Psychology*, 23(1), 76–92.

<https://doi.org/10.1080/10413200.2010.525589>

Other sources:

[SportParentEU](#). This an international project, also funded by Erasmus+ sport grants, that aims to improve sport parenting.

[Changing the game in youth sports](#). TEDx talk. O'Sullivan remembers when youth sports was about children competing with other children instead of adults competing through their kids.

[Parent & Coaches - Changing the Game Project](#). This project aims “to ensure that we return youth sports to our children and put the ‘play’ back in ‘play ball.’”. It provides sources and information about sport parenting and coaching to promote better sports learning contexts.

[Muslim women in sport](#). This document provides the key elements to understand how a certain religion can find barriers in sport practice and gives some ideas to promote the engagement of Muslim women in sport.

PART B. MONITORING PROPOSAL

In this section there should be a list of possible actions that could be implemented as a result of the training seminar. The list should allow the coaches, according to his or her training/position in the club, to select those that are most interesting or possible to improve his or her professional performance. This list should then be detailed in the next section of proposals.

ACTIONS OR DYNAMICS

ACTION 1

Name

Regular meetings with families

Target group

Managers responsible to organize the teams of a club

Trainers in charge of a team

Description/Deployment/Timing

It is necessary to establish at least one meeting at the beginning of the season, and another one at the end of it. More can be unnecessary and time consuming for parents, as well as coaches. As a general procedure, these meetings are mandatory for each season and for every single team. It is not recommended to mix teams, if one coach trains two different teams i.e., or to make big meetings with a big number of parents because they won't feel important. In the case of those teams that include vulnerable girls, the IM should not only attend but also help the coach in managing the meeting. However, we consider not mandatory the presence of the IM during the meeting.

Achievements

With this action, the club promotes parents' engagement because:

1. Communicates regularly,
2. Receives feedback and input, and
3. Update parents about their children's improvements.

General coach's attitude

Meetings cannot have unidirectional communication (from coach to parents) but have both directions. In this regard, coaches/managers should be ready to listen to parents' concerns. It means that they shall be prepared for disputes or some differences of opinion for every aspect of the athletes' life (training, parenting, playing...). As a general matter of fact, it is always better to make these concerns emerge in a meeting, rather than avoid them. When concerns remain in parents' minds and have no place to be discussed; they emerge in grandstands or bars, and eventually escalate negatively for the club/team/coach/athletes. It is also good to communicate with empathy and sympathy. Even parents tend to encourage coaches to challenge their daughters, they always prefer a close coach than a distant and serious professional.

The IM can be a support for understanding possible parents' struggles and can give advices in how to manage them and the best way to communicate in such circumstances.

Other considerations

First meeting:

Beginning of the season.

It is reasonable to prepare this meeting as a meeting for transmitting a lot of information because it is the beginning of the season, and many aspects must be set. Even though,

Max. 60 minutes of meeting, 15 of them for letting parents speak out.

The goals of it are:

- **To welcome families to the team.** In case of the team is newly formed, it would be interesting to give the word to each family to introduce itself and to, maybe, talk about her girl (how is she, what interests does she have...)
 - **To introduce the coach, him/herself.** Parents have the right who will train their girls. So, it is nice to hear the coach talking about him/herself (how he/she trains, why he/she does it...). In case the coach is young or unexperienced, we would recommend doing the meeting with the support of a manager staff (coordinator, or similar).
 - **To set a tentative set of goals for the season.** Expectations are important but complicated to achieve, and the worst one to fight for is to win. Therefore, winning is never the goal, learning/improve must then be the goal instead. Therefore, it is good to outline what girls are expected to learn/improve during the
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season in terms of sport skills and athlete personal development. Parents want to understand the coaching perspective and it will provide a kind of peace of mind, and everybody will be aligned.

- **To explain team daily life.** Parents usually don't know what becoming an athlete means. Therefore, they thank to hear what playing volleyball means for their daughter and for them. From basic needs such as: at what time shall athletes be in the training sessions, or in the competition; to managing ones as: how team travels to matches as visitors; or which clothes should athletes wear; ...
- **To describe a general positive code of conduct.** Although it is not necessary to have it written, it is needed to mention a kind of parents' positive code of conduct in the grandstands. It is also necessary to explain how coaches expect the athletes to behave, as well, as coach him/herself will explain how he will behave to promote the same fair play and appropriate behaviour in all team members.
- **To give the floor to parents.** For talking about their expectations and to give them time to give feedback to the club and meeting.
- **To thank parents for their attendance** and participation and encourage them to attend to all season matches and to communicate with the coach for any concern about their daughters.

Second meeting:

End of the season.

This meeting is a summary of the season.

Max. 60 minutes of meeting, 15 of them for the coach to summarize the season, and the rest of the session to engage parents to conversate themselves and with the coach about the season.

The goals of it are:

- **To summarize the season (coach perspective).** In this goal, the coach should explain, from his/her point of view what have happened during the season from the competitive perspective to the personal one. Have the team achieved the goals? What has the team done for achieving them? Have I (the coach him/herself) changed the initial plan?
 - **To summarize the season (parents' perspective).** How have parents seen or/and experienced the season? How have they perceived their daughters' evolution? This is a time for giving voice to parents and to promote the conversation between them. It is possible that not all of them have the same opinion and each one should be welcomed, listened, and accepted.
 - **To glimpse next season goals.** Sport learning is ongoing process that is driven by every season results. This is the reason why the summarize is good to be done. Therefore, it would be good to have a glimpse for the next season year's team goals and training setting by the coach.
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- **To thank parents for their attendance** and participation and encourage them to keep being part of the club.

ACTIONS OR DYNAMICS

ACTION 2

Name

Parents' mentoring

Target group

Team parents

Description/Deployment/Timing

As argued in the project, parents from families with risk of exclusion of sport are not easily welcomed in sport clubs because they are “different” in relation to most of families joining the club (white, catholic, economically stable...). Furthermore, some of these differences tend to be a barrier for them to engage their daughters in sport. This is not a problem of a family itself but a systemic problem, that involved all agents, and aligned with this mindset it must be faced from a complex point of view. This is why we consider that it impacts in two main directions: 1) The parents from vulnerable families themselves that feel uncomfortable and unwelcomed to the sport clubs because of these “differences”. 2) The club parents that can feel challenged because they aren't used to share time with parents with diverse habits, cultures, ethnics, or religions. Therefore, parents from both sides of the problem, are part of it but also of its solution.

The action implies that at least there is a mentor parent in each team or, as best, a mentor parent for each diverse family that integrates the team.

Procedure. The agent that will oversee this action is the IM. After recognizing the family difference by the club (managers and coaches), it's important that club would be aware of which normative families are sensible to the cultural diversity and are ready to become as a mediator. IM must ask families to take this role, and diverse families to accept to have a family-reference (the mentor). This role is for the whole season.

Responsibilities of the mentor family. The mentor family is an enhancer of the club-families communication ensuring that it arrives to, and it is understood by the vulnerable family. Somehow, the mento family also becomes a sort of mediator between vulnerable family and coach / club, when needed. Mentor family also helps, when diverse family needs and accepts, ensuring that the athlete attends to the trainings and competitions, and with the playing staff. Mentor family encourages diverse/normative families to interact one to one and helps them in the process of get-to-know each other. The IM will oversee that supporting families do it properly and will provide help when necessary.

Achievements

The aim of this action is to facilitate the inclusion of diverse families to club's daily life and to teammates' parents as a result of promoting the feeling of being welcomed in the sport club. This is achieved by closing the gap between normative and diverse families with mentoring strategies.

Attitudes

As a starting point, parents should take a positive and sensitive approach to this action. It means that mentor families are happy to help, feel comfortable with diversity and they enjoy supporting others. Only if this background is confirmed, mentor families will be a good support.

Other considerations

ACTIONS OR DYNAMICS

ACTION 3

Name

Flea market

Target group

Team parents

Description/Deployment/Timing

It is well known that playing sport it is not cheap. Families must pay for club enrollment but also buy playing equipment which often must be replaced and sometimes is expensive. This is a well-known barrier for many families to engage their children in sport. Therefore, how can clubs help families to tackle the economic issues of having a daughter playing competitive sport in a club? How can clubs help them with the costs of the playing equipment?

As a first inclusive action, clubs can implement policies for reducing affiliation fees to families with less resources or grant athletes for whatever reason the club decides. But once done these policies are implemented, it is also necessary to offer opportunities for reducing the cost of participating in competitive sport with other actions that might be also beneficial for every family in the club. That is why we suggest promoting a yearly *flea market*.

Many families have a lot of material that can be reused because not all sport equipment arrive to the end of its use. Which equipment? Volleyball shoes, balls, sorts, tracksuits, sport bags, training equipment... Other families are former club members which children have retired that also have reusable or unused equipment. Even more, sometimes club have out of date clothes or equipment stored in a corner of a certain warehouse room in the club facilities. This is the base to plan a flea market.

It is not complicated to organize such event. What needs to be offered is a certain space in the sports hall and the necessary stuff (tables, mostly) for showing the equipment.

There would be two different ways to develop this idea. It depends on the amount of club members or even the engagement of the families in it. It is very important to search for the best option for each club. And sometimes, the best option is the one that comes after a first edition. Let's see these options:

1. Approach 1. The club holds the idea and manage it all. Why, by offering the time, space, and facilities to do the flea market. The club collects the donations of the families and manage to "sell" it to other club members as a shop.
2. Approach 2. The families themselves manage to "sell" the material they have for this purpose. Therefore, the club is only responsible to provide the basic structure (decide the day, organize the space)

Another aspect to decide that depends on the previous decision of who is responsible for the "shops" and depends on the context, is if the market really sells equipment or simply it is offered to those people that want

it without economic exchange. We would suggest applying symbolic prices to the material that is sold in order to give significance to the transaction. In addition, we would also suggest the use of the flea market profits to help club promoting inclusion actions. In this regard, it is indeed necessary that club communicates on what the money obtained will be used for.

Alternatives. The flea market can be organized by the parents to the parents themselves. Or even can be organized by the club to the parents. Imagine that we take the first option: it is organized by the parents. And finally, when would be good to do this market? There are two different moments that can fit good with the idea. One good moment is a single day when most of the club teams play in the sport hall and most of the parents attend to their daughter's match. A second option would be when the best (or senior) team of the club plays a game. This second option is interesting for promoting families and young athletes a sense of club-belonging, but has de risk to not engage that many families to the event.

Achievements

The aim of this action is to facilitate families to tackle the economic barriers for the competitive sport practice.

Attitudes

It is important to take this activity as a work-in-progress. It is not easy to engage vulnerable families in its first edition because there are many decisions to take (when, how, who...) that might not be the best for the profit of the event. Moreover, parents from vulnerable families can be embarrassed to take part in the market to buy some equipment. Therefore, team managers shall take a positive and encouraging attitude to all families to make this market a special event for the club.

Other considerations

ANNEXES

Please find attached two support reading: 1) Scientific read, family school engagement 2)Muslim case
