



Co-funded by the  
Erasmus+ Programme  
of the European Union



# GREENPLAY CASCADE TRAINING FOR COACHES





Co-funded by the  
Erasmus+ Programme  
of the European Union

# GreenPlay cascade training for Coaches: Guidelines

## Rationale

The implementation of a sports programme such as *Juga Verd Play (JVP)* requires a training strategy aimed at its various participants. In this sense, the referees play a key part in a values-based education of the boys and girls who live in the region.

The number of sports coaches responsible for transmitting *JVP* is huge; reaching all of them is therefore almost an impossible task. This is the reason why we have designed a cascade training model divided into different phases so that the training reaches everyone.

## Training structure

The training model comprises four levels:

- T1: CEBLLOB coaches
- T2: advanced coaches
- T3: coaches in charge of sport organisations
- T4: sports coaches

The T1s teach the training strategy to T2s so they can teach it to T3 who, in turn, will teach it to T4s who interact directly with the children.

The training model is based on two widely-shared ideas in contemporary coaching, "learn by doing" and "win win".

## Organisation

The training involves DESIGNING and SHARING training resources through a series of guidelines which are described below. Each training stage (T1, T2, T3, T4) offers examples of resources so that the coaches can design some of their own.

What is a training RESOURCE?

A resource is a practical tool that someone has tested and published, namely something that has been used and has worked well to TEACH something. A resource can be an assessment tool, a programme, an innovative or popular activity, a new methodology, a book, an article from a magazine, an inclusive strategy, a film, a TV ad, a news item, etc.



Co-funded by the  
Erasmus+ Programme  
of the European Union

## From T1 to T2

Each T1 organises the training they will give to 10 T2s, who will be asked to use 2 resources from the training points they have worked on. The T1s give examples of resources to guide the T2s they are responsible for. In this way, we will be able to generate a large quantity of resources in the first stages of the course (including the examples we started with). These examples will serve as a foundation for the T2 coaches to start teaching their T3.

### *Procedure*

1. Training invitation: by email
2. T2 participants: selected by CEBLLOB
3. Explanation: What do they have to do? 2 resources
4. Give examples
5. Creation time (virtual tutoring, T1)
6. Presentation of the 2 resources
7. Revision Time (T1)
8. OPTIONAL: Face-to-face “PechaKucha” presentation (20x20)
9. OPTIONAL: Debate/analysis
10. Finishing touches and final presentation to T1
11. Publication: feedback

The T2s will have to follow these procedures with the T3s they have been assigned.

## From T2 to T3

If each T2 follows the procedure described to 10 T3s, the total volume of resources will be 400 (2 resources created multiplied by 10 T3s, then multiplied by 20 T2s).

### **Values-based training guidelines**

Below, you will find a list of the training guidelines we see as essential for the coaches’ training. Each one comprises a definition or justification of the importance of the training guideline and an example of resources to develop it.

1. Sports coach: what if you were the key piece?

#### Definition:

The importance of sports coaches among those who participate in the children’s education through sport: responsibility, liaising with families, direct interaction with the children, corrective or positive affect feedback, team leader/guide/support, teaching of skills (technical, tactical, etc.).



Co-funded by the  
Erasmus+ Programme  
of the European Union

Resource example:

The first activity in the training programme raises awareness about the importance of sports coaches. Each coach sends a word/sentence defining what being a sports coach means to them. Words/sentences are shared and discussed in a group reflection.

The following words/concepts usually come up: leader, reference, teacher, passion, commitment, etc.

## 2. Values-based education through sport:

Definition:

How many sportspeople are able to make a living doing sport? Very few. Therefore the emphasis should be put on the word EDUCATE and not on the result: healthy habits, values, emotions, contact with nature, socialising, skill acquisition, a good physical condition to avoid being overweight, keeping children away from toxic behaviour, etc.

From the ego to the task at hand: a necessary change in motivational orientation.

Resource example:

Make a five-minute motivational audio-visual piece to show the children and their families. Include images of all the things one can gain from playing sport throughout one's life.

## 3. Which values are we talking about?

Definition:

Instrumental values versus ethical or final values (emotional and altruistic).

Find meaning in the need to learn values.

LIST OF VALUES		
Instrumental	Ethical or Final	
Self-improvement	Emotional	Altruistic
Ambition	Respect	Honesty
Self-esteem	Empathy	Integrity
Autonomy	Compassion	Generosity
Commitment	Humanity	Self-sacrifice
Discipline	Be forbearing	Selflessness
Willpower	Solidarity	Altruism
Perseverance		
Effort		



Co-funded by the  
Erasmus+ Programme  
of the European Union

Resource example:

Emotional values (towards the team members and/or opposing team and all the different agents): define each value and design an activity to work on during the training session.

- Respecting the rules
- Respecting the referee
- Respect between coaches
- Respect of our peers and opponents
- Looking after sports equipment and material
- Empathy
- Compassion
- Knowing how to forgive (be forbearing)

Altruistic values (towards teammates and/or opponents and other people involved): define each value and design an activity that you will work on during the training session.

- Honesty
- Integrity
- Generosity
- Self-sacrifice
- Hospitality

#### 4. Knowing the JVP's assessment criteria

Definition:

It is essential to carry out an in-depth analysis of the different criteria that are used to assess the coaches:

##### - Support to their sportspeople in accuracy and error

It is necessary to show the coach that they need to be close to their players, independently of what they do on the pitch/court. When they do things well, minor improvements can usually be made. When they don't do things that well, there are still a lot of things they have done well.

Sportspeople shouldn't be afraid to make mistakes, to try, to experiment, to make decisions; the coach's attitude is critical here.



Co-funded by the  
Erasmus+ Programme  
of the European Union

- Technical instructions to sportspeople: which kind of feedback is the most adequate?

The most important thing here is to tell the sportspeople how to do things and not so much how not to do them. Corrective feedback should always be positive. Corrective feedback made with positive affect is the best way to keep the sportsman or sportswoman motivated.

- Accepting the referee's decision

We all make mistakes. The coach must accept that the referee might make mistakes for different reasons except for one: that they do it on purpose. No one can imagine a referee whistling for a foul that hasn't taken place, on purpose. The most important thing is not only to accept it but to help the players understand and accept it too. So, following an erroneous decision (from the coach's point of view), there shouldn't be any complaints, or making faces, or disrespectful gestures or comments to the players.

Resource example:

Design practical situations based on real-life situations to work on each criterion used in coaches' assessment app. Write a hypothesis to explore different themes such as a coach's conduct, a moral dilemma, a decision made, etc.

## 5. Strategies to reinforce the knowledge of the key elements

Definition:

There are always opportunities to explain the JVP's competition system to the different groups involved in the sport, especially to the players' families.

Resources: Example

Edit the JVP video into smaller parts aimed at specific aspects: assessment of the spectators, of the stand tutor, coaches, result simulation, etc. Then use social media networks to share them (for instance, the coach and families' group chat).

## 6. The coach's attitude: a mirror for the boys and girls

Definition:

People in general, and more especially boys and girls, learn more by watching the way others behave than by whatever we can tell them. Credibility in learning values is won by conveying them at every moment and at every opportunity. It must be done consistently on an on-going basis. For instance, if we want the players to arrive to the training session on time, the coach should never arrive late.

Resource example:

Reflect on the topic of an ad that went viral a few years ago: "Children see, children do" (YouTube)



Co-funded by the  
Erasmus+ Programme  
of the European Union

## 7. Communication with families.

### Definition:

The importance of maintaining on-going contact with the families and keeping them informed. Group and one-to-one meetings before, during and after the season.

### Resource example:

Create a protocol to prepare meetings of the beginning of the season, communication with the families on a daily basis (WhatsApp group chat management), individual meetings and a final meeting at the end of the season.

## 8. Cohesion of the boys and girls' group (team)

### Definition:

It is essential to clearly differentiate between a group and a team. Being committed to a team is essential to ensure a successful season.

### Resource example:

A motor skills activity (group challenge) which requires input from all the members of the team. The activity cannot be successfully completed thanks to one team member's performance only.

## 9. Welcoming the opposing team

### Definition:

One of the most neglected aspects in school sports is greeting and saying good-bye to the opposing team. The visiting team is our guest. How do we treat the people we invite for lunch or dinner in our home? We behave as true hosts and we do whatever we can to make them feel as comfortable as possible. This is the idea: to behave in the same way.

### Resource example:

Write a list of tasks to carry out from the moment the opposing team arrives at our facilities until they leave.

## 10. Didactic strategies for values-based learning

### Definition:

Values are learned by introducing strategies into our daily training sessions. There is no point in creating exercises to teach specific values; it is more useful to keep the same exercises and introduce values-based strategies directly.

### Resource example:

Referee mini matches during training sessions and make mistakes on purpose so that players lose their cool.





Co-funded by the  
Erasmus+ Programme  
of the European Union

Example of cascade training

### **Training resources for teaching values in school sports**

As T1s, you have been selected to lead the coaches' training. Why? Because you have the professional skills necessary to TEACH HOW TO TEACH: you will teach T2s (sports coordinators/directors, management-level coaches etc.) the training model so that they can train the T3s (sports coaches). We will explain how this model works so you can teach it to the T2s, who must experience it first-hand so that they can teach it to the T3s.

Each T1 will be assigned a specific number of T2s (for example 10).

### **Course objective**

**Create and exchange values-based resources and good practices between sports coaches.**

Each T1/T2 coach creates TWO VIRTUAL RESOURCES related to good practices or successful experiences in values-based education and shares them. Therefore each coach creates 2 and ends up with 18 new resources.

Furthermore, each coach will have to make a presentation of ONE of the two resources that he or she has created. Prior to the presentation, they will be advised on how to present their resources.

### *Resource design*

The participants choose two PRACTICAL RESOURCES / examples of good practices / successful experiences in values-based teaching from the training guidelines. We can also assign them the resources directly so as to ensure variety.

The description of each resource should be two pages maximum. The coach's name, surname and the logo of the organisation they work for have to be clearly visible.

You will also give them a template for the values-based education resource.

### *Sending resources*

On a set date, the coaches will need to e-mail you two resources they have designed. You (T1 or T2) will validate them based on the minimum quality required to participate in the face-to-face sessions. If a resource does not meet the minimum standards, you will need to send it back along with indications on the necessary changes to be made so it complies with your requirements.





Co-funded by the  
Erasmus+ Programme  
of the European Union

### *Face-to-face training session*

During the face-to-face training session (which lasts approximately three hours depending on the number of participants), each coach will present ONE of the two resources they have designed. Both will be sent by e-mail and revised by you, but only one will be presented in public.

The session will start with a 15-minute introduction given by a T1 or T2 and then the speakers will take the floor. Each participant will be given the opportunity to present their resource using the "PechaKucha" method: 20 slides lasting 20 seconds each. Total time: 6'40"

At the end of the presentation, 5 minutes will be allotted for questions, comments and suggestions.

If some coach feels it is pertinent, the resource may be touched up or amended after the final debate. You can give them extra time to review it and send you the final version once it is done.

The face-to-face session will end with a final assessment carried out by all the participants.

**At the end of the cascade training programme, a digital copy of all the participants' resources will be handed out to the coaches.**