

Parent Engagement: Supporting a child's physical literacy journey through quality sport and physical activity

Lea Wiens

Vicki Harber

Richard Monette



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RBC Learn to Play Webinar Partners:

Sport for Life – www.sportforlife.ca

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As part of the RBC Learn to Play Project, ParticipACTION developed a suite of communications tools to support the Physical Literacy Consensus Statement released in 2015.

The purpose of these tools is to prioritize and clarify information about physical literacy and increase consistency and accuracy across communications.

These are now available on ParticipACTION's website:

www.participaction.com/en-ca/thought-leadership/physical-literacy



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Why do parents get their kids involved in sport and physical activity?



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**Why do parents get their kids involved
in sport and physical activity?**

**A SENSE OF
BELONGING**



1. **Parents** had not heard of physical literacy but when defined felt that their children were physically literate.
2. **Parents** feel they play an integral role—the most important role in developing physical literacy in their children
3. Parents want support
4. Value **schools** and physical education
5. Want **community** to provide: opportunities at a reduced cost, more opportunities to be active, qualified coaches



Louise Humbert, PhD



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Who do you think has the primary responsibility for helping children develop physical literacy? Would you say it should be Parents, Schools, Communities, or Other?



88% of respondents reported that **'parents'**, have the primary responsibility for helping their child develop physical literacy.

7% reported **schools**

2% reported **communities**

3% reported other (all of the above, Chief, role models)



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The Dream Team Project

12 week intervention/program (intervention/program and usual practice sites---Small urban and Large urban)

Pre and Post assessment using PLAY tools and post interviews with parents and teachers

Home: Backpacks filled with equipment and ideas sent home once a week. Active for life cards, Blue Cross play resource and Ideas for how to use the equipment (learning cues, games etc)

School: 25 lesson plans linked to the curriculum with a physical literacy focus

Community: physical literacy nights



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Preliminary Findings

Teachers greatly appreciate the lessons that explicitly show how to develop physical literacy

The Backpacks were a big hit!! When asked most children reported playing with the equipment daily

Community nights became better attended as the project progressed. Children loved playing with their parents---- and tried very hard to get them off the benches





“I taught my son how to throw . . want to see? ”



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Parents in Sport Week 2017 dates announced

Camilla Knight, PhD

Last updated: 13 Apr 2017

Topics: [Working with our partners](#) [Community and school sports](#) [Safeguarding children](#) Type: [News article](#)

Parents in Sport Week 2017

Ways to engage parents



Sign up to the **CPSU** newsletter

For the latest policy and legislation updates.

Your email:

Promoting Positive Parenting in Sport

Dr. Camilla Knight

c.j.knight@swansea.ac.uk
@cjknight

Parents in Sport week
3 – 9 October 2016

We want to encourage parents and carers to play a positive role in sport and help organisations understand the importance of building relationships with them.
thecpsu.org.uk/parentsinsport
#sportsparents



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To support a child's physical literacy journey, identify the roles of parents



The role(s) of parents?



The Critical Role of Parents

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I DRIVE, THEREFORE I AM



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WITH MY PARENTS, I DON'T DO AS THEY SAY, OR AS THEY DO. OR AS THEY INTEND, PRETEND OR WISH THEY'D BE. THEY'RE DEFECTIVELY EFFECTIVE.

PROVIDERS

INTERPRETERS

ROLE MODELS

<https://www.youtube.com/watch?v=0ruHOaHrGnQ>

Fredricks & Eccles, 2004



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Or do you jump to this...?

Something to deal with

Pressuring

Problems

Living through their
child

Difficult

Investing for their future

Failed
athletes

Nightmares

**Proving
themselves**

Abusive

Annoying

Irritating

Critical

Pushy

Disrespectful

Neglectful

Disruptive

Detrimental

Overinvolved

Interfering



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Take Home Message 1

Something to deal with

Pressuring

Problems

Living through their
child

Difficult

Failed

**PARENTS ARE IMPORTANT AND
MUST BE VALUED**

Critical

Push

Neglectful

Disruptive

Detrimental

Disrespectful

Overinvolved

Interfering



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Optimal Parent Involvement



- ✓ Essential for parents to understanding of their child as an INDIVIDUAL
- ✓ Begins with SHARED and COMMUNICATED goals



Harwood & Knight (2014), Knight & Holt (2014)



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Repsol Sport Centre

RBC Learn to Play Project:

Staff and Parent engagement around physical literacy



Staff Training

- Aquatics, Communications, Finance, Customer Service, Sport and Fitness Department Managers and Staff attend Physical Literacy training
- Each Department 'tinkers' with PL integration and reports back on progress
- Bring staff back together to share and discuss how to integrate Physical literacy in a more intentional way
- Send Department leads to Physical Literacy Superhero Training and have them incorporate into staff training going forward



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Repsol Sport Centre

RBC Learn to Play Project:

Staff and Parent engagement around physical literacy



Parent Engagement Parents are to be Celebrated

- Focus on parents who bring their kids to an activity or sport
- Family Fun Day in May – complete survey to determine their activity needs (take care of yourself first) and how they select activities for their children
- Create parent engagement strategy based on feedback that could include:
 - activities for parents that coincide with their child's activity
 - training for staff and coaches around engaging parents on a day to day basis
 - advice on how support your child's PL journey
 - workshops
 - direct email and messages embedded into registration materials
 - incentives for attending workshops
- Integrate into 2017 Summer Camps and fall programs



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What is your strategy to engage parents?

Parents are essential allies who can influence physical literacy and quality sport.

Traditional approaches are not enough!

- Information in program guides or websites
- Online courses
- In person workshops

How can you create an overall engagement strategy and cultural shift with focused, ongoing communication, prioritization and resourcing?



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Coaches, Stop 'Dealing with Parents' and Start Engaging Them!

BY JOHN O'SULLIVAN / 📅 MONDAY, 12 DECEMBER 2016 / 📁 PUBLISHED IN COACHING, HIGH SCHOOL SPORTS



“Coaches, Stop ‘Dealing with Parents’ and Start Engaging Them!”

Card 1 (front) – Write at least one reasonable, measurable goal you have for your daughter this season.

Card 1 (back) – Write at least one reasonable, measurable goal you have for our team this season.

Purpose:

determine parents’ expectations for the team, and for their daughter

allows for the outrageous to be addressed in a non-threatening way ASAP

most conflicts arise with players and parents is due to unrealistic expectations

this process identifies those so that we could disarm them before the season even started



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“Coaches, Stop ‘Dealing with Parents’ and Start Engaging Them!”

Card 1 (front) – Write at least one realistic, measurable goal you have for your daughter.

Card 1 (back) – Write one realistic, measurable goal you have for your daughter.

Parents need to measurable, performance-related goals -- not possible to measure hard work, happiness, or getting along with others -- specific outcomes such as being a starter, winning more games than we lose, qualifying for the state tournament, averaging a certain number of points per game, etc. are concrete.

Before moving to final card, show parents what the players wrote in response to this question:

What do you want if you CAN'T get what you want?



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Card 2 – What do you want your daughter’s experience to be like if she CAN’T accomplish any of the goals you wrote for her, or for the team, on the first card? (version for player as well)

Purpose:

What will make sport meaningful regardless of outcome?

Here are some things that parents wrote in response to this question:

• I want my daughter to grow inside. I want her to care, really care, about others. I want her to be less self-absorbed and more others-focused. A true team player... with heart. One who always does her best and NEVER gives up.



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- *I want her to be accepted and feel she belongs.*
- *I want her to continue to give 100% and understand that when you don't succeed right away you just don't give up. It is okay she's not the star, there are other important roles on a team.*
- *To walk away from your season filled with memories, friendships, and walk always learning and improving at the game. Take away some life lessons. Learn how to be happy and work through things.*
- *To grow as a team – to play as a team – to have fun!*
- *I want her to be happy with herself and to know she gave it her all. To be a positive teammate!*
- *To have a fun experience and build great memories, memories that she will remember as fondly as a state title.*
- *To be as coachable as possible.*
- *I want to see her have fun and be looking forward to playing again next year.*
- *I want them to create memories that will last a lifetime, friendships that will continue into old age, and life lessons they will take with them after basketball.*

Just want her to feel satisfaction that she knows she's done her best, and confidence of being a great teammate and player.



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Card 3 (front) – What do you want your experience to be like as a sports parent?

Purpose:

validate the parent experience -- few parents are comfortable sharing their answer to this question in front of others during the meeting, so compile responses and sent them an email afterwards.

Sample responses:

I would like to enjoy the game whether we are winning or losing. This is easier when everyone is cheering for the team and not criticizing the players.

I would like to feel part of the group, accepted and liked by coaches, parents, and teammates like family.

To enjoy the game without negativity from the coaches / players / fans when things aren't going as planned.

To have fun watching the girls play.

I want to get to know other parents as the season progresses, and would like it to feel like family.

Growing together as a community of parents – creating our own memories. Be a place where everyone wants to be.

Relaxing & enjoyable to watch games. Positive comments toward players, coaches, refs, etc.

To be able to ride along with the experience. Enjoy the ride.



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Card 3 (front) – What do you want your experience to be like as a sports parent?

Purpose:

validate the parent experience -- few parents are asked for their opinion. Answer to this question in front of others during the match. Send them an email afterwards.

Sample responses:

I would like to be a cheerleader.

I would like family.

To enjoy watching the game going as planned.

To have fun.

I want to get to know the players and coaches, and would like it to feel like family.

Growing together as a community of parents – creating our own memories. Be a place where everyone wants to be.

Relaxing & enjoyable to watch games. Positive comments toward players, coaches, refs, etc.

To be able to ride along with the experience. Enjoy the ride.

“Many of the parents want a similar experience as the players – fun – belong -- be in a positive environment. Then ask them how to do it.”



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Card 3 (back – left half) – What can you do to help create that experience for other parents?

Include answers to this question in the email, as well as the paragraph below:

Be positive ourselves. Congratulate other parents on their children's performance.

Make sure every parent is involved. Be excited and have more people join in.

Trust that the kids are doing their best.

Be supportive. Listen. Have fun.

Be sociable and volunteer for extra activities as needed.

Be positive and cheer for the team, not just my daughter.

Be positive fans for all the players. Share pictures and stories about fun moments.

I am supportive and encouraging, and will do my best to promote unity.

Congratulate other parents when their daughter does something well during the game.

Help others see that our kids are learning more than just basketball.

“Just as we encourage our players to find ways to create a positive and meaningful experience for their teammates, we encourage you to do the same for your fellow parents. If you can be faithful to the things written above, I have no doubt that your experience will be a special one together.”



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Card 3 (back – right half) – What can the coaches do to help facilitate that experience?

Purpose:

combines the need for parents to be accountable to one another with the importance of coaches being vulnerable to receiving feedback.

“By opening ourselves up to criticism in a constructive we were able to build trust particularly as we follow through on some of their suggestions. Perhaps the best part was that parents were comfortable giving us feedback on a card that had their name on it. Too often parent complaints are anonymous, or done to everyone but the coach in fear that the coach will retaliate on their daughter. The willingness of parents to take ownership of a potentially negative comment was incredibly meaningful to our coaching staff because it communicated trust.”



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Sample responses:

Help them learn life lessons and be positive people.

Support and understanding for me, and encouragement for my daughter.

Keep teaching the girls the meaning of team and to enjoy the opportunity they have.

Continue helping through your experiences and continue coaching the way you do.

Keep doing what you're doing.

I enjoy all the YouTube videos that are put together and shared on social media.

Look for individual needs from the girls (meaning to help them stay positive by coming up with little things and sayings to help them out of a slump).

Communicate (which you are good at). Remember that I would like to spend time with her too – get out of practice on time so there is still time with family.

Just engage in short conversations from time-to-time.

Be positive role models.

Have a positive relationship with the team so they can come to you if they are unsure on things.

Coaches will always have their favorites but they should not show it.

Remember that there are more kids on the team than just your starters.

They all need attention. They will be happier about basketball and make life at



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Sample responses:

Help them learn life lessons and be positive people.

Support and understanding for me, and encourage

Keep teaching the girls the meaning of
have.

Continue helping +
do.

“This feedback was encouraging and incredibly insightful. We choose to embrace those few comments that could be perceived as critical because they help us to become better coaches.”

Coaches should have their favorites but they should not show it.

Remember that there are more kids on the team than just your starters.

They all need attention. They will be happier about basketball and make life at



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Thank you!

Lea Wiens: Sport Director, Repsol Sport Centre –
lwiens@repsolsport.com

Vicki Harber: Sport for Life Expert –
vicki@sportforlife.ca

Richard Monette: Editor-in-Chief, Active for Life –
richard@activeforlife.com



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