



SUPKID

Manual



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ERASMUS-SPORT- 2022 SSCP

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Consortium



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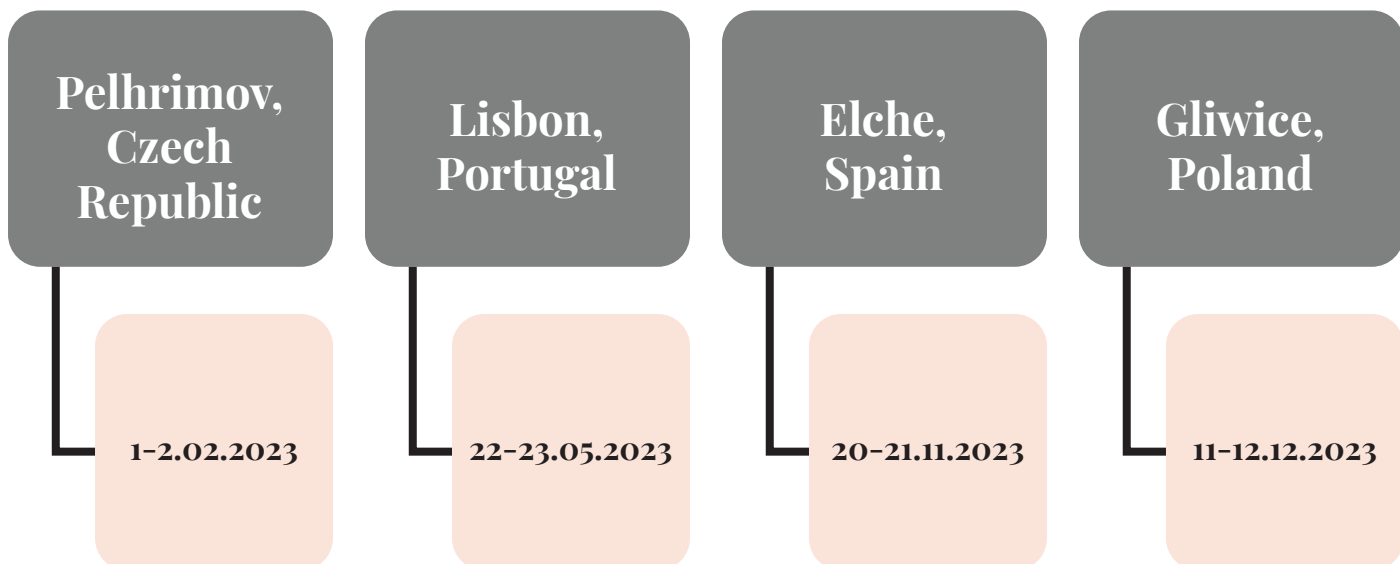
Introduction

The aim of the “SUPKID” project is to implement the selected priority - Promoting education in and through sport. The main aim of the project is to educate coaches on proper behaviour during trainings, sport games towards participants of trainings. Promoting proper training quality is very important for sport development. It will allow to promote good practises among trainers, increase awareness and knowledge, increase trainers’ competences. The realization of the project will allow to better understand practices and strategies and training systems in the field of sport in other countries. It will also allow to promote physical activity and increase job satisfaction (as a coach).

The purpose of this document is to share good prac-

tices, provide possible behaviours and ideas, and generate improvements, proportionate to the context of each organisation, on how to properly support young athletes to sports organisations at an international level.

This document looks to address the topics of proper child development, athletes’ psyche, diet and nutrition and physiotherapy. To achieve these objectives, several observations during trainings and games in each partner country were made and all the information collected was then analysed by the project’s consortium.



As part of the SUPKID project implementation, four transnational meetings were held together with the partners. During each meeting, the set tasks, observations, ongoing management monitoring and control, communication and cooperation were carried out.

In each country, observations were made from one specific thematic section:

- Czech Republic - training and physiotherapy
- Portugal - psychology
- Spain - dietetics

In addition to observations, each meeting also included elements of management, control, monitoring and communication and budget discussion. During the meetings, dissemination issues were agreed, graphics and logos, social media and websites were created.

In Poland, on the other hand, a final, wrap-up meeting was held to take stock of activities, discuss observations, start work on the handbook and plan local activities and the dissemination and awareness-raising stage, best practices were selected.



Observation Reports

1st Meeting

TOPIC	TRAINING & PHYSIOTHERAPY	
DATE	1-2.02.2023	
PLACE	PELHRIMOV, CZECH REPUBLIC	
SPORTS	AGE OF PARTICIPANTS	OBSERVATION SITUATION
basketball, florball, beach voleyball, ice-hockey, taekwondo	6-18	Observations during the training of recreational groups, as well as more advanced ones. Training according to a standard schedule.

Two people from the organization took part in the observations. Observations were carried out in various sports, age groups, and skill levels. During each observation, notes and photo/video documentation were taken to prepare conclusions and a report at the highest possible level of quality and reliability.

The people who made the observations were people connected with sports in the sense of a coach, an administrative person, a sports activist, as well as former players.





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ACD LA HOYA (Spain)

TRAINING

FOR EXAMPLE: TRAINING STRUCTURE, GROUPS, NUMBER OF PARTICIPANTS, FORM OF TRAINING, ELEMENTS OF TRAINING, EXERCISES, DIVISIONS OF PARTICI- PANTS, ETC

Basketball

Basketball was very interesting to see and it included a lot of different kinds of exercises in order to enrich the basic abilities of the kids while playing this sport. The main points of the training I considered were for example making mixed groups, as this can develop the inclusion between boys and girls since they are pretty young and training in mixed groups does not affect the training itself as they are young kids just learning the very basics and getting interested into the sport. Another interesting point of the training was the importance the coaches gave to mobility and agility.

Finally, I can say that the training was pretty good and in general terms very similar to the one it is done in Spain. I just didn't like that the coaches made the kids do push-ups in one exercise when they didn't achieve the aim of the exercise, but it was just in one exercise.

Floorball

Floorball in general wasn't very interesting to see as we didn't see a lot of different exercises and all the

kids who were practicing were scattered.

As we could see, the training was focused on the stick using skills for example doing some exercises to practice throws and also to control the ball on the floor.

There was also at least one exercise to strengthen the core as it can be useful during a match.

In my opinion there wasn't a lot of variety but all the exercises were correctly focused on the objective of the game and also in order to improve kids skills.

Taekwondo

Taekwondo was highly interesting in general training terms as we could see a very professional coach. Kids from all ages and sexes were mixed and that generated a great training environment as they respected all the people regardless of their sex or age. The exercises were completely focused on increasing kids' skills and strength taking care of not damaging the partner but doing it as well as they knew. All the training was very specialized and pretty well done as far as I know.

Beach volleyball

Beach volleyball training was highly focused on the throwing techniques and also gave importance to the power of the throwing as it is fundamental during beach volleyball matches.

The training was very interactive and the groups were mixed between boys, girls and also ages, that makes the training more inclusive and kids can learn about respect and tolerance as they train.

The facilities were great and very appropriate to practice that sport in a country that doesn't have coast.

To sum up, the training was very well-done and highly interesting.

Ice-Hockey

All the ice-hockey training was very specialized and the level of the coach and players was high.

The technique was very accurate and there were a lot of different exercises that were focused on improving the throwing technique and also the skating technique in order to be faster and more precise.

The coaches did a good job and all the training was very interesting to be seen and analyzed.

PHYSIOTHERAPY (for example: prevention of posture defects, improvement exercises, taking care of no injuries, correct posture, etc)

Basketball

As it was seen during the training, the warmup wasn't very extended but it was basically what kids needed in order not to suffer any kind of evitable injuries due to this basic training.

For example, during the training they did an exercise that could help the coordination.

Finally, according to the posture, in order to practice basketball correctly it is very important to take care



Photo by Rowan Freeman on Unsplash



Photo by Filip Zrnzević on Unsplash

of it and it wasn't given a lot of importance during the training as, in general, the posture of all kids wasn't very correct.

Floorball

We didn't see the beginning of the training so we couldn't analyse the warmup but, as we could see during the whole training, in general terms mobility skills were some of the most important objectives.

Taekwondo

During this training we could see a well done warm up that included a lot of different exercises focused on all the parts of the body the kids were going to use during the training.

The coach gave importance to the technique and the posture during the whole training so the kids didn't get injuries during the training.

To sum up, I can say that this training was one of the most complete and professional ones.

Beach volleyball

We didn't see a lot of warm up but we could see that the kids' postures while pushing and throwing the ball were highly appropriate in order to not cause any kind of injury.

Ice-Hockey

When we arrived they had already done the warm up so we couldn't see any of it.

As it also is an unknown and unpractised sport in Spain I can't tell if they postures were appropriate or not.



Photo by Matt Brown on Unsplash

FUNDACJA ROZWOJU SPORTU ESPANOLA (POLAND)

TRAINING

FOR EXAMPLE: TRAINING STRUCTURE, GROUPS, NUMBER OF PARTICIPANTS, FORM OF TRAINING, ELEMENTS OF TRAINING, EXERCISES, DIVISIONS OF PARTICI- PANTS, ETC

Basketball

During the warm-up session, various technical elements were incorporated, including basketball drills. The training was structured with high intensity, and participants were divided into practice groups to maximize focus and efficiency. The session also featured a series of coordination drills, emphasizing the importance of quick thinking and precise movements. The drills included scrambling exercises to challenge participants and improve their agility

Floorball

The program offered lots of play and fun for participants, with competition present in every element. Various technical forms, such as field hockey, volleyball, big games, and small games, are organized throughout the sessions. There is a high emphasis

on technique, and coaches demonstrate exceptional technical skills.

The program is well-organized, with no downtime, and each group is assigned 1-2 coaches. Adequate specialized equipment is provided, ensuring a professional and efficient training environment. Previously, benches were used instead of professional bands, but now the program has upgraded to provide top-quality equipment for all participants.

Taekwondo

The training session exhibited a calm atmosphere, characterized by order and good organization. The coach and players engaged in light-hearted fun, sharing jokes and smiles throughout. The children displayed great enthusiasm and involvement in the activities. The coach demonstrated an individual-

ized approach, providing corrections and assistance to each participant. The coach assisted in the proper fitting of protective gear. A sense of camaraderie was fostered among the children, as they expressed gratitude towards one another through high-fives. The groups were thoughtfully mixed, allowing for interaction among participants of varying skill levels. Clear explanations and demonstrations of fighting techniques were provided by the coach. Background music was utilized during warm-up exercises to enhance the overall atmosphere. Participants took initiative in leading warm-up and cool-down routines. Additionally, technical games were incorporated into the coaching session, further enhancing the learning experience.

Volleyball

The warm-up session was skilfully conducted by the children themselves, showcasing their ability to take initiative and lead. The class exuded a sense of calmness and tranquillity, creating a positive and conducive atmosphere for learning.

PHYSIOTHERAPY (for example: prevention of posture defects, improvement exercises, taking care of no injuries, correct posture, etc)

Basketball

Children were provided with good quality basketball shoes to ensure their safety and comfort during training sessions. The program also incorporated a series of exercises specifically designed to enhance core stability and strengthen abdominal muscles. The children were able to improve their overall performance on the court while also reducing the risk of injury.

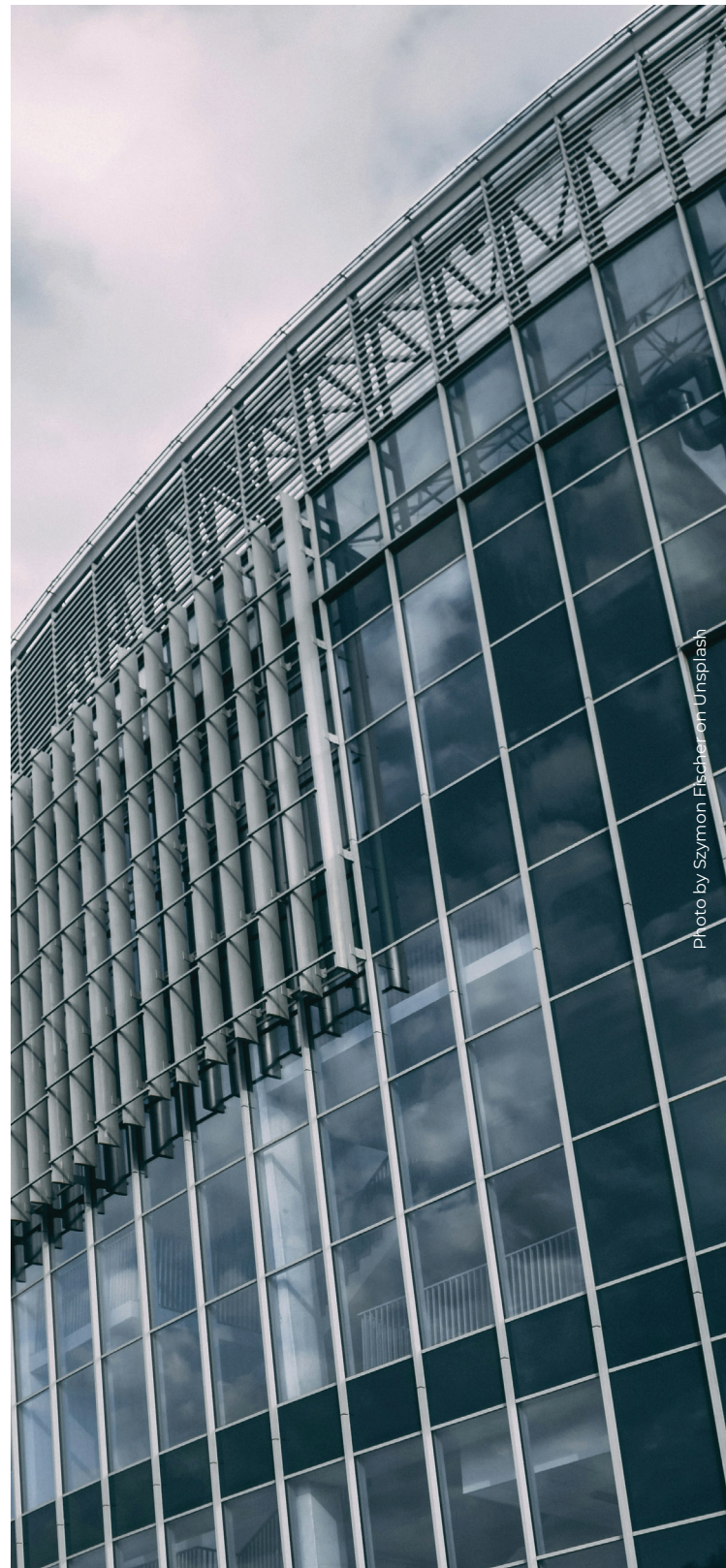


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Photo by Marek Parlak on Unsplash

Floorball

Strengthening the lower limbs through squats to improve overall lower body strength and stability. By incorporating squats into the workout routine, you can target key muscle groups such as the quadriceps, hamstrings, and glutes. Additionally, the train focused on trunk with abdominal exercises using a medicine ball which can help improve core strength and stability.

Taekwondo

Prevention against injuries - full equipment with pads.

Stretching after training.

Combat practice was done in weight-adjusted pairs - to reduce the possibility of injury.

The training includes a lot of general development exercises - especially at the beginning of training.

Players have a large range of mobility in their hips.

The girl, after a month-long illness and recovery period, returns to the beginner group despite being at the advanced level - in order to gradually return to high training loads with the target group.

The warm-up included interval-style exercises to improve VO₂ max.



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HODINA H (CZECH REPUBLIC)

TRAINING

**FOR EXAMPLE:
TRAINING STRUCTURE, GROUPS, NUMBER OF
PARTICIPANTS, FORM OF TRAINING, ELEMENTS
OF TRAINING, EXERCISES, DIVISIONS OF PARTICI-
PANTS, ETC**

Clear structure of the training, smooth flow from warm-up to training and ending with stretching.

Dynamic with the team, work with the smaller groups and also pairs.

Division of the group for the specific exercises to ensure the support of the coach for smaller groups.

Permanent contact with the children during the training, if possible individual approach implementation, active communication with children.

Diversity of exercises focusing on different skills and techniques.

In case of bigger groups there's an involvement of more coaches, also in case of younger age.

PHYSIOTHERAPY
(for example: prevention of posture defects, improvement exercises, taking care of no injuries, correct posture, etc)

Lack of complex physiotherapy approach and awareness of whole body especially during warm-up.

Lack of focus on the general posture as a part of each sport.

Emphasis on right equipment for each specific sport.

Exercises adapted to the age of the kids.

Quite high pressure on the physical performance.



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SPORT EVOLUTION ALLIANCE (PORTUGAL)

TRAINING

**FOR EXAMPLE:
TRAINING STRUCTURE, GROUPS, NUMBER OF
PARTICIPANTS, FORM OF TRAINING, ELEMENTS
OF TRAINING, EXERCISES, DIVISIONS OF PARTICI-
PANTS, ETC**

Very good organization of the workload, with a smooth beginning and progressive increase of the intensity.

Excellent distribution of the players in the working areas in safety conditions.

Permanent support and attention of the coaches during all training.

Group communication and individual communication when needed.

Big diversity of technical exercises and skills with a progressive difficult level.

More than one coach when the groups are big.

PHYSIOTHERAPY
(for example: prevention of posture defects, improvement exercises, taking care of no injuries, correct posture, etc)

Insufficient warm-up in some observations.

More attention to a progressive workload from the beginning of the session until the main part with a bigger intensity.

Good sport facilities with proper equipment to have a comfortable and safe session.

Exercises adapted to the age of the kids.

In all observations the coaches give a big emphasis in the physical performance and we think that is important but on this ages it's very important to work other capacities also.

2nd Meeting

TOPIC	PSYCHOLOGY & PEDAGOGY	
DATE	22-23.05.2023	
PLACE	PELHRIMOV, CZECH REPUBLIC	
SPORTS	AGE OF PARTICIPANTS	OBSERVATION SITUATION
Judo, roller hockey, gymnastics-trampolins	Judo +13 Roller hockey 7-8 Gymnastics 10-12	Observations during the training of recreational groups, as well as more advanced ones. Training according to a standard schedule.

Three people from the organization took part in the observations. Observations were carried out in various sports, age groups, and skill levels. During each observation, notes and photo/video documentation were taken to prepare conclusions and a report at the highest possible level of quality and reliability. The people who made the observations were people connected with sports in the sense of a coach, an administrative person, a sports activist, as well as former players



ACD LA HOYA (SPAIN)

PSYCHOLOGY

HOW THE COACH COMMUNICATES, APPROACH TO CHILDREN AND PARENTS, EXPLANATION OF DRILLS, REACTIONS AFTER VICTORY OR DEFEAT, RELATIONSHIP ETC.

Roller-Hockey

In hockey there was a case where a child was sent off for an action with another child, and I sent him out of the game, left him to think about it and then came back to talk to him, so it is a good way to educate the children. Communication with the children was less intense, not much interaction with the children, only at the change of activity or exercise. There was a lack of correcting the children during the exercises.

Judo

A lot of discipline with the students, direct and respectful communication between students and coach. Explanation of the exercises simple and clear

and interesting the use of changing exercises by sounds.

Gymnastics

Close approach between trainer and children, very close treatment in the exercises and communication. It was important to have more young monitors helping with the children so that everyone could perform the activities correctly. A lot of noise during the training, sometimes they had to shout for the children to understand the exercises. Important to use sounds to change exercises and to hand out exercise sheets to improve.

PEDAGOGICAL

(for example: educational value of training/game, explaining why something is important, explaining social values and communication, etc.)

Roller Hockey

Active warm-up exercises through games. A black-board was used to explain the exercises to be done in group so that everyone understood the exercises. The children's roller hockey training with the adults, as the motivation for the youngsters is increased because working with other adults is a value.

Judo

Exercises organised but already learnt, as they were older people. Explanation by the trainer to improve. Schemed activities and games.

Gymnastics

The trainer explained and advised the children about jumping and how to do it in order to improve during the different exercises. We have seen a need to involve the youngsters by supporting the coach with the children.



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FUNDACJA ROZWOJU SPORTU ESPANOLA (POLAND)

PSYCHOLOGY

HOW THE COACH COMMUNICATES, APPROACH TO CHILDREN AND PARENTS, EXPLANATION OF DRILLS, REACTIONS AFTER VICTORY OR DEFEAT, RELATIONSHIP ETC.

Judo

Juniors advancing in their category, gaining high skills also train with seniors to gain experience and increase confidence.

Mutual support and assistance in the event of an accident, athletes help each other (bring ice to the knee, check that nothing happened).

A young athlete with a brown belt trains with an athlete older than herself with a black belt, with no barriers or restrictions on gender or skill level.

The youngest players show more creativity and willingness to perform acrobatic grabs and throws.

The coach does not negate creative behaviour and gives permission and freedom to do more than is required.

Music is used for motivation in physical, strengthening exercises.

Gymnastics

Noticeable joy in children and coaches (a lot of smiling while playing).

There was a very positive atmosphere.

No pressure from the coach.

A lot of joy in the children in participating in the activities.

Roller-Hockey

Coach calm, calm atmosphere.

Showing joy after scoring a goal even in the exercise (joy, glad-handing, high fiving).

All children maximally involved in the entire training.

The coach plays along with the children and has fun with it (smiles and jokes with them).

No pressure on the result.

Children's freedom to solve field problems.

Older players entering training after the younger ones know them and integrate (common shout after training and playing 1x1 together and playing games in the time buffer between training sessions).

You can see the common goal and unity of the team, representing the same club colours.

Youth

Professional atmosphere.

A lot of fun with games (such as traffic circle).

The coach laughs along with the players.

You can see the authority of the coach (everyone waits for the signal).

Players support each other (e.g., apologize for a bad pass, ask "are you ok?" when the goalkeeper gets hit in the head with the ball).

High concentration of players despite external stimuli.

PEDAGOGICAL

(for example: educational value of training/game, explaining why something is important, explaining social values and communication, etc.)

Judo

High culture and respect for the opponent and coach in the players.

Organization of classes at a high level, everything done on command and at the right time.

Players learn and correct each other during exercises and technical tasks.

The coach speaks, the rest listen.

There is peace and quiet during training.

With the youngest players, games are used to implement the theme of the class and encourage them to practice.

There is a natural progression of skills and their grades in age groups.

Bowing and respect to the coach, the player, the mat is an indispensable element.

Absence of parents during training.

Gymnastics

The loud environment did not interfere with good communication (the coach was close to the children and explained at close range).

There was a warm-up game used (berek).

Lots of freedom (if someone couldn't do the exercise yet, he did an easier version by making the decision himself).

The trainer asked questions to the children verifying their knowledge.

Training conducted by two experienced coaches and two younger volunteers, which increases individualization.

No pressure from the trainer.

Clear demonstration and correction by the trainer.

The most important aspect for the trainer is to pass on the "love" of gymnastics to the next generation.

Everyone does as much as they can at their own level. A lot of freedom was associated with little concentration of children.

Lack of parents during classes.

A lot of individualization for the player (the coach individually worked with the child when he did not know how to do something).

Group diverse in age, physical, gender.

No selection - training for all.

Diversity in terms of age, skin colour.

Roller-Hockey

Due to the noise, simple announcements were made. Each player had a task and did not have a moment to get bored (no deadlocks in training)

Game for points (score important).

Attractive training - Games to promote creativity and problem solving (e.g., 5 goal game).

Lots of playing in proper form.

Lots of freedom (the coach did not referee and the game went on even if the ball went minimally behind the line).

Efficient organization.

Players make the coach's job easier (they follow the rules, clean up the field after practice).

Parents present during training - did not interfere with the coach and did not communicate with the children during training.

Age diversity, in terms of skin colour.

U18 selected players.



HODINA H (CZECH REPUBLIC)

PSYCHOLOGY

HOW THE COACH COMMUNICATES, APPROACH TO CHILDREN AND PARENTS, EXPLANATION OF DRILLS, REACTIONS AFTER VICTORY OR DEFEAT, RELATIONSHIP ETC.

Judo

Opening of the training sessions with common greeting among each other, nobody missed, socializing warm-up (talking, sharing) before the training as such, support of the belonging to the group, neutral and calm atmosphere without significant interaction, detached attitude of the coach to the athletes, left space for the athletes to support each other in the group or pair training, speaking style at high level in terms of the importance of the training.

Gymnastics

Communication appropriate to the age group, interaction and involvement of the coaches according to the type of exercise, after the exercise individual feedback to each individual + if needed demonstration, group explanation of the exercise, non-formal speaking style and sometimes not complex.

Roller-Hockey

Clear role division, focus on clear explanation and understanding, professional lead of the training, dynamic approach, authoritative facilitation of the training, inclusion of the joy element, focus on motivation and mutual support among the athletes, team spirit.

PEDAGOGICAL
(for example: educational value of training/game, explaining why something is important, explaining social values and communication, etc.)

Judo

Structured, well prepared and developed concept of the training, smooth flow of the exercises, clear knowledge of the exercises by the athletes – seems no reason for explanation, less communication from the head coach, intercooperation of other coaches among the athletes and following full training with them, the concept of the training unit corresponds to annual training cycle.

Gymnastics

Playful elements, structure of the training with no consequential exercises, no clear pedagogical emphasize, printed support materials, presence of extra support for coaches to ensure security and

attention to kids.

Roller-Hockey

Professional approach, goal and progress orientation, focus on the methodic plan of the training, support of the team togetherness, lack of closing of the training unit, no space to get the feedback and ask questions.



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SPORT EVOLUTION ALLIANCE (PORTUGAL)

PSYCHOLOGY

HOW THE COACH COMMUNICATES, APPROACH TO CHILDREN AND PARENTS, EXPLANATION OF DRILLS, REACTIONS AFTER VICTORY OR DEFEAT, RELATIONSHIP ETC.

Judo

The fact that the training session had such a variety of ages, the coaches had to adapt their way of communication several times, depending on whom they were approaching. The communication with the younger kids were always very emotive and always trying to motivate them to keep going and focused more on trying to improve their technique on every exercise. The exercises were always explained very clearly and calmly. The relationship between the kids and the coaches seemed somewhat close, even when the coach was more demanding, the kids accepted and tried to do what he asked. There were no parents present during the training session. Impressive relationship between coaches and athletes, with a very warm finishing of the session with long hugs.

Gymnastics

The coach communicated with the students in a very energetic way and even when they weren't paying much attention, the coach joked around trying to motivate them. The coach explained the exercises very clearly and every time the students were not doing what they were supposed to, the coach would talk to

the kid in a private manner to explain what he should do better.

Every time the kids would do everything correctly or answer any question correctly, the coach praised them. The relationship between the coach and the students looked very closely and the kids seemed very satisfied and happy by being there. There were no parents present.

The goodbye between coaches and athletes was interesting with a small touch with the feet, something different and, like everything different, the kid's likes and touch them.

Roller-Hockey

Roller hockey is a very fast and intense sport so sometimes the kids would get frustrated with each other and even angry, but the coach always allowed them to take care of the situation, and only interfered once when one kid needed some discipline. The communication was always very open and calm, and the kids showed a lot of pleasure from playing the game. There seemed to be respect from both sides which helps the good environment during training sessions. After their training session, the kids were

allowed to play with the older athletes that were starting to come to their training session, which was incredible to witness (amazing and very motivational activity for the kid's).

The sheer happiness and huge smile on their faces told the whole story about what they were experiencing at the moment. There were parents watching but we didn't witness any moment of interaction between the coach and the parents.

PEDAGOGICAL (for example: educational value of training/game, explaining why something is important, explaining social values and communication, etc.)

Judo

The coaches always tried to motivate their students, making them understand that every exercise has a purpose and their mindset there will reflect in their life. Also, the fact that younger kids are invited to

train with adults make them feel, respected, that they also matter and there are no differences between all ages.

Gymnastics

Since the sport is very demanding physically and mentally, it's easy for kids to start getting fed up with the sport and might lead to dropouts. The coaches are always looking to keep them motivated and show empathy towards them, so they understand their difficulties and frustrations and tackle them in a proper way.

Roller-Hockey

The competition between students during the training sessions was visible so the coach had to be always present but allowed the kids to handle the most stressful situations for them. Only when things got more heated in one situation, the coach interfered and disciplined one kid to show everyone in the team that that kind of behaviour will not be tolerated and there should always be respect among them no matter what. Also, the moment with the older athletes allowed the kids to connect with potential mentors that can be very important for them in the future.



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3rd Meeting

TOPIC	DIETETICS
DATE	20-21.11.2023
PLACE	ELCHE, SPAIN

SPORTS	AGE OF PARTICIPANTS	OBSERVATION SITUATION
BASKETBALL	13-14	TRAINING
SWIMMING	11-13	TRAINING
FOOTBALL	11	TRAINING
PHYSICAL	9-10	LESSON
EDUCATION LESSON		

Three people from the organization took part in the observations. Observations were carried out in various sports, age groups, and skill levels. During each observation, notes and photo/video documentation were taken to prepare conclusions and a report at the highest possible level of quality and reliability.

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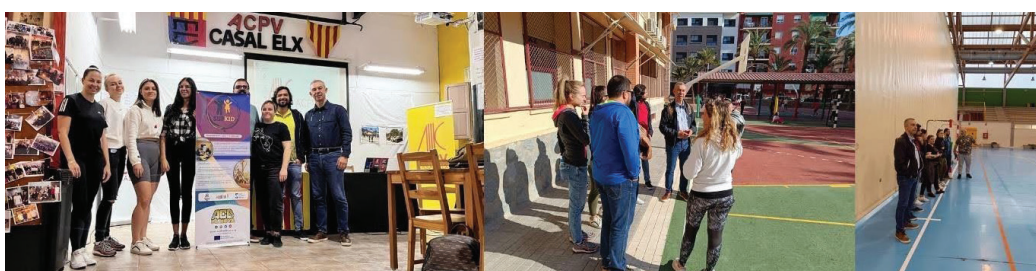




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ACD LA HOYA (SPAIN)

DIETETICS (for example: do coaches pay attention to what children eat and drink during training, do they talk to them, provide knowledge in the field of dietetics, what do coaches eat and drink during training, promote something)

The coaches in basketball had the support of the University of Elche and give advice to the youngsters, but general ones, they don't have specific person for each team.

Coaches advice, chat to them what they should take for match, training, during trip.

Coaches stop the training every 15 minutes to take a break for drinking water.

In the school they have a company with healthy food and snacks for children.

The teachers advice the parents what to give for the break, not always they follow of course, but they try. Swimming is the most consuming energy for the youngsters for this reason the coach advice to take a lot of food (proteins) for after the training, also they give advice before the competition, what to eat and take.

They don't have specific nutritionist in their club, but they have good cooperation with nutrition centre in their area.

The football club in the high category, which plays outside the city, buys same breakfast/snacks for all players and they give advance to them what to take with them.

All the coaches have a course to be coach where they learn about nutrition and have to support the children, parents.

In general, the coaches in early age they have the need to have more support and training/courses related to nutrition in case of supporting children and parents. We think that is a good to have some area and give some courses for parents, children and coaches in the beginning of the season.



FUNDACJA ROZWOJU SPORTU ESPANOLA (POLAND)

DIETETICS

(for example: do coaches pay attention to what children eat and drink during training, do they talk to them, provide knowledge in the field of dietetics, what do coaches eat and drink during training, promote something)

Availability of drinkers in PE lessons.

Every kid has water to drink during trainings, not something sweet.

Ban on bringing unhealthy food/drinks into the pitch.

Every kid has healthy snacks during trainings.

Some coaches take advice from nutritionist and talk with children during training.

All participants have a good figure, which means, among the other things, their proper nutrition.

Football team have cooperation with catering, they order special meals (breakfast, snacks, cocktails) for the athletes during matches or tournaments.

Coach of swimming talks with children about their nutrition after very long and demanding training, because they don't eat enough calories, carbohydrates.

The coaches represent good and healthy appearance, which means they take care of themselves and set a good example.

Parents take care of their children, because they give them healthy snacks and drinks for trainings.

Sports clubs have a lot of possibilities to cooperate with nutritionist or dietetics, but it depends of money – it's expensive for smaller clubs.

In the sports centre there are food machines with healthy snack and drinks.

Young athletes have a big awareness in proper nutrition, they know the rules, advantages, but they are still children, so sometimes they choose something sweet or unhealthy.



HODINA H (CZECH REPUBLIC)

DIETETICS

(for example: do coaches pay attention to what children eat and drink during training, do they talk to them, provide knowledge in the field of dietetics, what do coaches eat and drink during training, promote something)

Experience of cooperation with the nutritionist (university, external, private) - for clubs, suggestions to the parents.

Concrete suggestions to the players.

Information to the parents in the regular meetings.

Longer trip for the game - common breakfast arranged by the club.

To set up the habit - what and how much towards the spent energy (swimming e.g. 2 hod + 45 min).

Care about hydration (when to drink).

Required qualification of the coaches what includes the nutrition awareness.

Involvement of the nutritionist depending on the club resources.

School canteen focusing on healthy diet.

Until age of 12 kids cannot leave the school and go for shopping.

Most of the time presence of the parents in the sport practice.

In some sport facilities food automats or small shops.



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SPORT EVOLUTION ALLIANCE (PORTUGAL)

DIETETICS

(for example: do coaches pay attention to what children eat and drink during training, do they talk to them, provide knowledge in the field of dietetics, what do coaches eat and drink during training, promote something)

The coach gives indicators on what the athlete should or should not eat or drink before during and after the activities, trainings or travels and competitions.

Teacher share with us, that children bring their own meals and drinks.

Coaches talk with parents about proper nutrition, what they should bring, but sometimes it's not successful.

Swimming was the most intense training of all the sessions. The coach gives tips to the athletes.

What they should eat, before and after, what they should eat especially after a long training.

Coaches talk with children about the meaning of carbohydrates, proteins, vitamins.

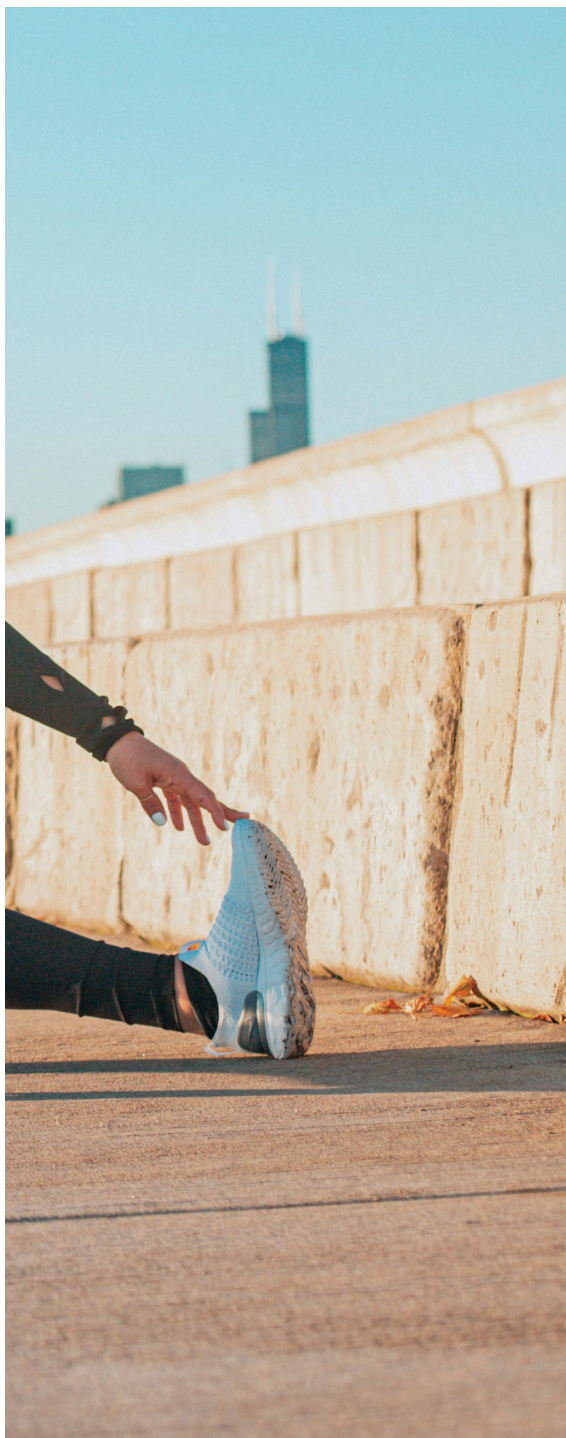
Football club was focus on primary and general development of children and coaches, so they talk with participants about nutrition and every coach has knowledge about proper and healthy food.





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Trainers Questionnaires



This part of the manual is an analysis of the questionnaire sent to 12 coaches of young athletes and children regarding their work environment in terms of training, exposing here, in a succinct and summarized way, their answers, in a global way. This will give us a better understanding of the situation regarding the training of young athletes and kids, how their coaches act and react during the training sessions and the different approaches that can be found from each training session.

In the first question, regarding the time frequency by which they planned their training, we can conclude that most athletes prepare their sessions weekly, some of them prepare them daily and a small minority prepare their sessions monthly.

Regarding the second question, regarding the priorities worked on in training children and young people, there is a majority that gives more value to general development, then we can also see a strong emphasis on the development of technique and, on the other hand, there were several answers given by each participant regarding other chapters that attributed some importance to them, such as, for example, safety, fun, soft skills, autonomy, among others.

In the third and fourth question, where the participants were asked if they had any kind of follow-up in the training structure, we can measure a perfect equality with 6 affirmative answers and 6 negative answers. In the development of these answers, fourth question, those who answered yes, presented their support and we obtained very different answers, among them, accompaniment by coaches with a lot of experience linked to the national federation of the respective sport, certified coaches, psychologists, physical trainers, physiotherapists, cooperation of several teachers, trainees, coordinators and even multi-specialized technical teams. As for the respondents who answered negatively, in their answers, for the most part, it is clear that they do not need any type of follow-up. Others responded in a varied way, with some interesting answers such as a young athlete who mentions that during his 15 years of competition, he says he is his own educator in various sectors, such as training, pedagogy, physical and mental strength and, in another questionnaire, it was mentioned that

training is only accompanied by someone who ensures that all children are guaranteed basic support. In the fifth question, about the ways used to avoid injuries, most of the participants in this questionnaire revealed that they were very concerned with pre and post-training, namely, warming up and stretching, however, other means of avoiding injuries were also addressed, such as good general preparation, planning, flexibility, good nutrition, recovery work, avoid major overloads, among others.

In the sixth question, the participants were asked about the methods included in terms of the physiotherapeutic contribution of their training and the answers were not very different, with many athletes mentioning warm-up and stretching as key points, but not only. Muscle activation, cardio and flexibility were also mentioned, as well as the recovery work of the athletes.

In the seventh question, regarding specific post-match/competition training, only 3 participants did not perform any type of specific training, the rest did. In the next question where it is asked what this specific training consists of, the answers are very diverse, however, the most frequent is the recovery work, we have some cases where what was less used is trained and others are apologists for a harder training for reasons of rhythm, also flexibility and muscle activation were aspects mentioned.

As for the ninth and tenth questions, the coaches are asked if there is any kind of support from a physiotherapist and the overwhelming majority answered that they do not, but that they would like it and it would be important to prevent injuries and work with athletes in their preparation and recovery. Those who own it say it is important in these senses, and some work in cooperation with the coach.

As for the eleventh and twelfth questions, motivation during training is essential for all athletes. The most common responses were encouragement, communication, and team building. However, some also opt for music, videos and moments of concentration gains. When asked if they have some kind of psychological strategy to motivate the athletes, the thirteenth question, the vast majority answered that they do not have, however, the few they have, some



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say that they use their motivational strategies in moments of extreme fatigue of their athletes, others say that mutual trust is essential in the search for motivation and, One coach says he uses games to motivate children.

The fourteenth question approaches how each coach deals with expectations, results, achievements, comparisons and differences. Two coaches did not show any kind of concern, another coach replied that he dealt calmly, but the vast majority touched on the same points, where discussion, debate and the establishment of personal and collective goals is crucial, as well as a good group environment, to manage all the emotions of several young athletes.

In the fifteenth question, the coaches are asked if the athletes have any kind of psychological support in the club. All participants answered no, except for two, for which only one has psychological support for their Olympic athletes.

In the sixteenth and seventeenth question, where the coaches are asked if they influence in any way the nutritional life of their athletes and why, the an-

swers were quite varied, where half of the coaches do not do it because they do not have the knowledge to do so, or for example a case of a coach who does not do it, because the club has a nutritionist who accompanies the athletes. The other half advises their athletes on what to eat and drink before and after moments of physical intensity

In the last question where the coaches are asked if they develop personally with an eye on the future, the resounding majority answered yes, trying to evolve their knowledge in various ways, reading, watching videos or coaches with more experience, courses, with some of them showing a lot of ambition and a tiny desire to get results and be better and better professionals.

In short, through this analysis it is possible to observe the different environments within a working group, verifying different realities and ways of achieving the intended objectives. It's our believe that the knowledge of these different aspects will bring an added success to a professional, regardless of the modality, making him complete and up to date with all sectors.



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Good Practices

The analysis of the data and information gathered from all the observations

TOPIC	TRAINING&PHYSIOTHERAPY, PSYCHOLOGY, DIETETICS
DATE	Basketball, football, judo, ice-hockey, swimming, beach volleyball, taekwondo, floorball, roller hockey, gymnastics-trampolines, PE lesson

Many coordination exercises to support the overall motor development of the players.

Various technical forms are organised (hockey volleyball, big game, small games) which makes training more attractive for the players.

Coaches demonstrate high technical skills

Good organisation - no downtime in exercises, which supports proper training and also makes the training unit more attractive.

Adequate specialised equipment (previously benches were used instead of professional bands) - supports safety.

Individual approach of the trainer - correction of each person, as well as good explanation by the trainer and demonstration of all exercises to the athletes.

Training includes exercises to stabilise and strengthen the torso and abdominal muscles and injury prevention, stretching after training as a very important part of each workout.

For larger groups, involvement of more coaches in order to have constant contact with the children during training, individual approach, if possible, active communication with the children.

Children of different ages and genders were mixed, which created a great training environment as all people were respected regardless of gender or age.

Children training with adults as young people's motivation increases because there is value in working with other adults. Juniors moving up in their category, gaining high skills also train with seniors to gain experience and increase confidence.

The coach does not negate creative behaviour and gives permission and freedom to do more than is required - this is the right approach to allow the player to raise the level of creativity.

Lack of pressure from the coach as one of the most important pillars of a suitable training environment. The coach plays together with the children and has fun in the process (smiles and jokes with them), fostering a positive atmosphere, supportive.

Older players coming into training after the younger ones get to know them and integrate them (a common shout after training and playing 1x1 together and games in the time buffer between training sessions) - a great form of integration and raising team emotions.

Clear demonstration and correction by the coach - a concrete message.

Great individualisation for the player and support.

Attractive training - games that promote creativity and problem solving (e.g. 5 goal game) - keeping the player fully interested.

Effective organisation - an important element in order to conduct training in a consistent, attractive and effective manner.

Parents present during training - did not interfere with the coach or communicate with the children during training. This is a good sign, certainly also supported by conversations between coaches and parents.

Coaches left space for players to support each other in group or pair training.

Communication adapted to the age group, individual feedback to each person after practice + demonstration if necessary.

Inclusion of an element of joy, focus on motivation and mutual support between players, team spirit.

The coach spoke to the child in private to explain what they needed to do better.

There seemed to be respect between both sides, which fostered a good atmosphere during the training sessions. After the training session, the children were able to play with the older players who had started coming to their training sessions, which was an amazing experience.

The coaches always tried to motivate their charges by making them realise that every exercise has a purpose and their attitude will be reflected in their lives.

Also, the moment with the older athletes allowed the children to connect with potential mentors who could be very important to them in the future.

The coaches advise, talk to them about what they should take to the game, training, during the trip.

The school has a company with healthy food and snacks for the children.

All coaches have a coaching course where they learn about nutrition and need to support children and parents.

Availability of bidons in PE lessons.

Every child has water to drink during training, not something sugary, which is a sign of good nutrition.

Banning unhealthy food/drinks on the pitch, if policed is a great idea to minimise unhealthy eating among children.

Some coaches take advice from nutritionists and talk to children during training to support their nutrition.

The football team works with a catering company and orders special meals (breakfasts, snacks, cocktails) for the players during games or tournaments, which allows for equal food for the children and in addition very healthy.

The swimming coach talks to the children about their nutrition after very long and demanding training sessions because they are not eating enough calories and carbohydrates.

The coaches represent a good and healthy appearance, which means they take care of themselves and set a good example.

There are vending machines with healthy snacks and drinks in the sports centre.





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Conclusion



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With this manual, the “SUPKID” project has made significant strides in identifying and promoting good practices for sports coaches working with young athletes. By emphasizing overall motor development, providing specialized equipment, and fostering a positive atmosphere, the project aims to create an environment conducive to the well-rounded growth of young athletes. The incorporation of individual attention, creative exercises, and inclusivity further contributes to a supportive culture. However, there are areas for improvement that the project recognizes. Addressing the need for increased access to physiotherapy and psychological support reflects a commitment to the holistic well-being of young athletes. Additionally, enhancing coaches’ knowledge in nutrition and injury prevention techniques, fostering communication and collaboration, and promoting a comprehensive approach to athlete development are key areas identified for further focus.

In moving forward, the “SUPKID” project stands as a valuable resource for coaches seeking to enhance their skills and knowledge in nurturing young athletes. By addressing both strengths and areas for improvement, the project contributes to the ongoing evolution of effective coaching practices for the betterment of youth sports.



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