

# Projeto SCORE Workshop



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CENTRO DE INVESTIGAÇÃO & INOVAÇÃO  
CENTRE FOR RESEARCH & INNOVATION

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**ED** IN EDUCATION



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# Conte-nos a sua história!

- Nome
- Anos de experiência
- História marcante



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# O treino como uma arte...

“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget *how you made them feel.*”

Maya Angelou  
1928 - 2014



all half the sky movement



Vince Ferrara  
@VinceSports



This is @Raiders interim coach Rich Bisaccia in his Cincy hotel personally hand-writing letters to his players thanking them for their hard work. Incredible.



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sportscenter AMAZING 🙌 (via @vincesports)

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- A diversão é, de forma consistente, o motivo nº 1 para a prática desportiva. Como promovem a diversão e prazer nas vossas sessões de treino?



# The Fun Integration Theory: Towards Sustaining Children and Adolescents Sport Participation

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## Abstract

**BACKGROUND**—Children cite ‘fun’ as the primary reason for participation in organized sport and its absence as the number one reason for youth sport attrition. Therefore, the purpose of this study was to develop a theoretical framework of fun using a novel mixed-method assessment of participants in sport (FUN MAPS) via concept mapping.

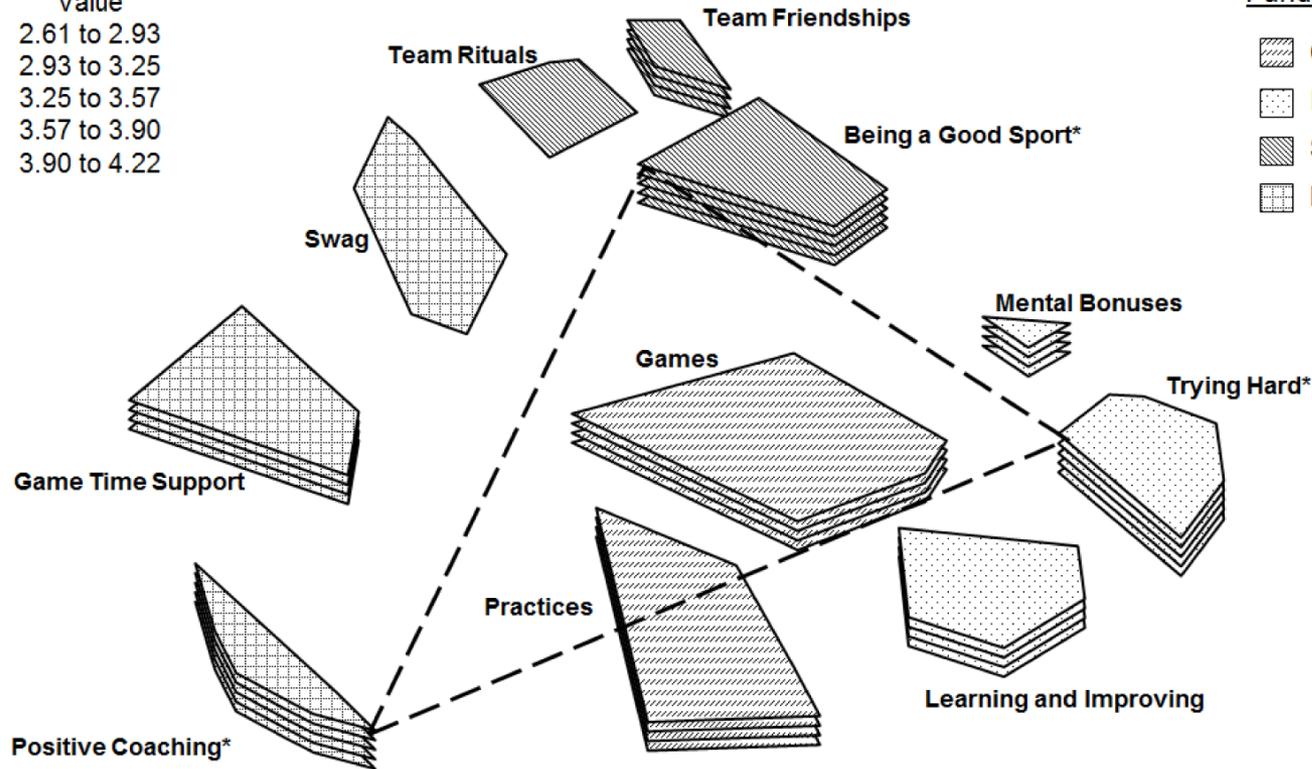
**METHODS**—Youth soccer players ( $n = 142$ ), coaches ( $n = 37$ ), and parents ( $n = 57$ ) were stratified by age, sex, and competition level and contributed their “fun” ideas through: (a) qualitative brainstorming, identifying all of the things that make playing sports fun for players; (b) sorting of ideas; and (c) rating each idea on its importance, frequency, and feasibility.

**RESULTS**—The FUN MAPS identify the four fundamental tenets of fun in youth sport within 11 fun-dimensions composed of 81 specific fun-determinants, while also establishing the youth sport ethos.

**CONCLUSION**—The FUN MAPS provide pictorial evidence-based blueprints for the fun integration theory (FIT), which is a multi-theoretical, multidimensional, and stakeholder derived framework that can be used to maximize fun for children and adolescents in order to promote and sustain an active and healthy lifestyle through sport.



Cluster Layer	Mean Value
1	2.61 to 2.93
2	2.93 to 3.25
3	3.25 to 3.57
4	3.57 to 3.90
5	3.90 to 4.22



Fundamental Tenants

- Contextual
- Internal
- Social
- External



No.	Determinant	Importance Rating	Frequency Rating	Feasibility Rating	Bridging Value
	Being a Good Sport	4.22	4.00	4.23	0.42
38	Playing well together as a team	4.55	3.86	4.07	0.22
54	Being supported by my teammates	4.32	4.08	4.28	0.28
79	Supporting my teammates	4.31	4.18	4.37	0.71
70	When players show good sportsmanship	4.30	3.91	4.15	0.45
75	Getting help from teammates	4.07	3.85	4.13	0.55
68	Warming up and stretching as a team	3.76	4.10	4.36	0.31
	Trying Hard	4.19	4.04	4.28	0.39
73	Trying your best	4.68	4.40	4.64	0.56
5	Exercising and being active	4.48	4.54	4.66	0.30
58	Working hard	4.47	4.29	4.57	0.43
2	Playing well during a game	4.44	3.81	4.14	0.24
20	Being strong and confident	4.36	3.97	4.16	0.35
67	Getting/staying in shape	4.32	4.22	4.39	0.46
52	Competing	4.26	4.51	4.51	0.36
9	Making a good play (scoring, making a big save, etc.)	4.21	3.83	4.01	0.31
74	Setting and achieving goals	4.07	3.76	4.21	0.59
15	Playing rough	2.58	3.08	3.45	0.32
	Positive Coaching	4.13	3.93	4.14	0.31
44	When a coach treats players with respect	4.57	4.34	4.38	0.33
8	When a coach encourages the team	4.47	4.25	4.47	0.18
65	Having a coach who is a positive role model	4.45	4.08	4.22	0.34
14	Getting clear, consistent communication from coaches	4.33	3.88	4.13	0.24
13	A coach who knows a lot about the sport	4.32	4.27	4.19	0.19
64	A coach who allows mistakes, while staying positive	4.31	3.87	3.99	0.33
7	A coach who listens to players and takes their opinions into consideration	4.18	3.59	4.04	0.18
81	A coach who you can talk to easily	4.14	3.85	4.00	0.65
76	A nice, friendly coach	4.11	4.10	4.14	0.49
1	Getting compliments from coaches	3.99	3.89	4.40	0.17
43	When a coach participates with players during practice	3.47	3.47	3.91	0.32
33	When a coach jokes around	3.27	3.51	3.75	0.25



## Positive Coaching

- 44 When a coach treats players with respect
- 8 When a coach encourages the team
- 65 Having a coach who is a positive role model
- 14 Getting clear, consistent communication from coaches
- 13 A coach who knows a lot about the sport
- 64 A coach who allows mistakes, while staying positive
- 7 A coach who listens to players and takes their opinions into consideration
- 81 A coach who you can talk to easily
- 76 A nice, friendly coach
- 1 Getting compliments from coaches
- 43 When a coach participates with players during practice
- 33 When a coach jokes around



# 3 Ps....

- Participação
- Performance
- Desenvolvimento Pessoal



Côté, Strachan, & Fraser-Thomas, 2008;  
Côté, Turnnidge, & Evans, 2015

# Formação de Treinadores

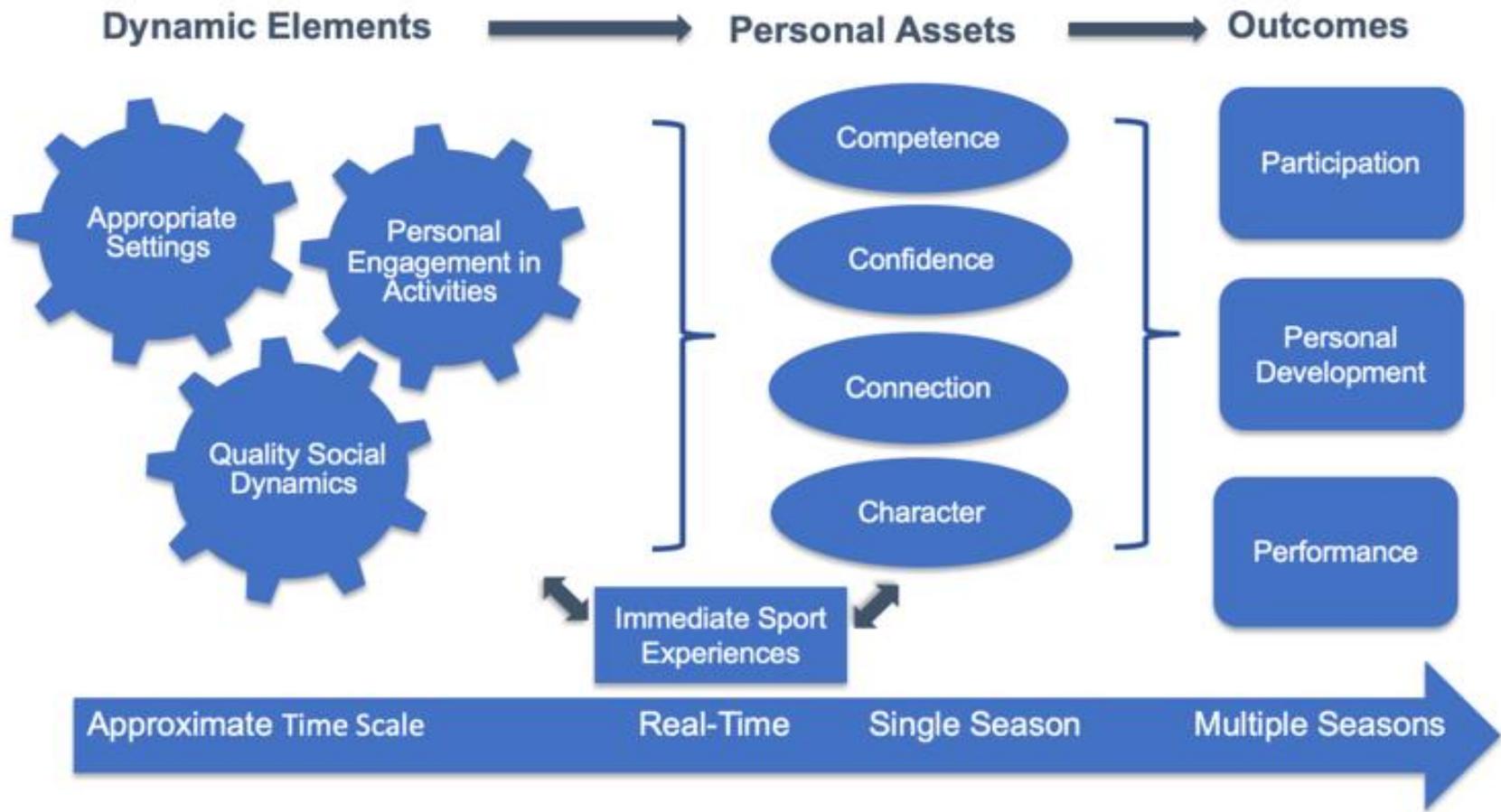


- Centrada, maioritariamente, na performance e participação
  - Escassez de abordagens centradas no desenvolvimento pessoal

# Desenvolvimento Positivo dos Jovens

- “DPJ é uma abordagem que integra o desenvolvimento de diversas competências que pode ajudar o jovem no desporto, na sua vida atual e no future” (Gould & Carson, 2008)
- Potencialidades (PYD) versus Problemas





Côté et al. (2020)

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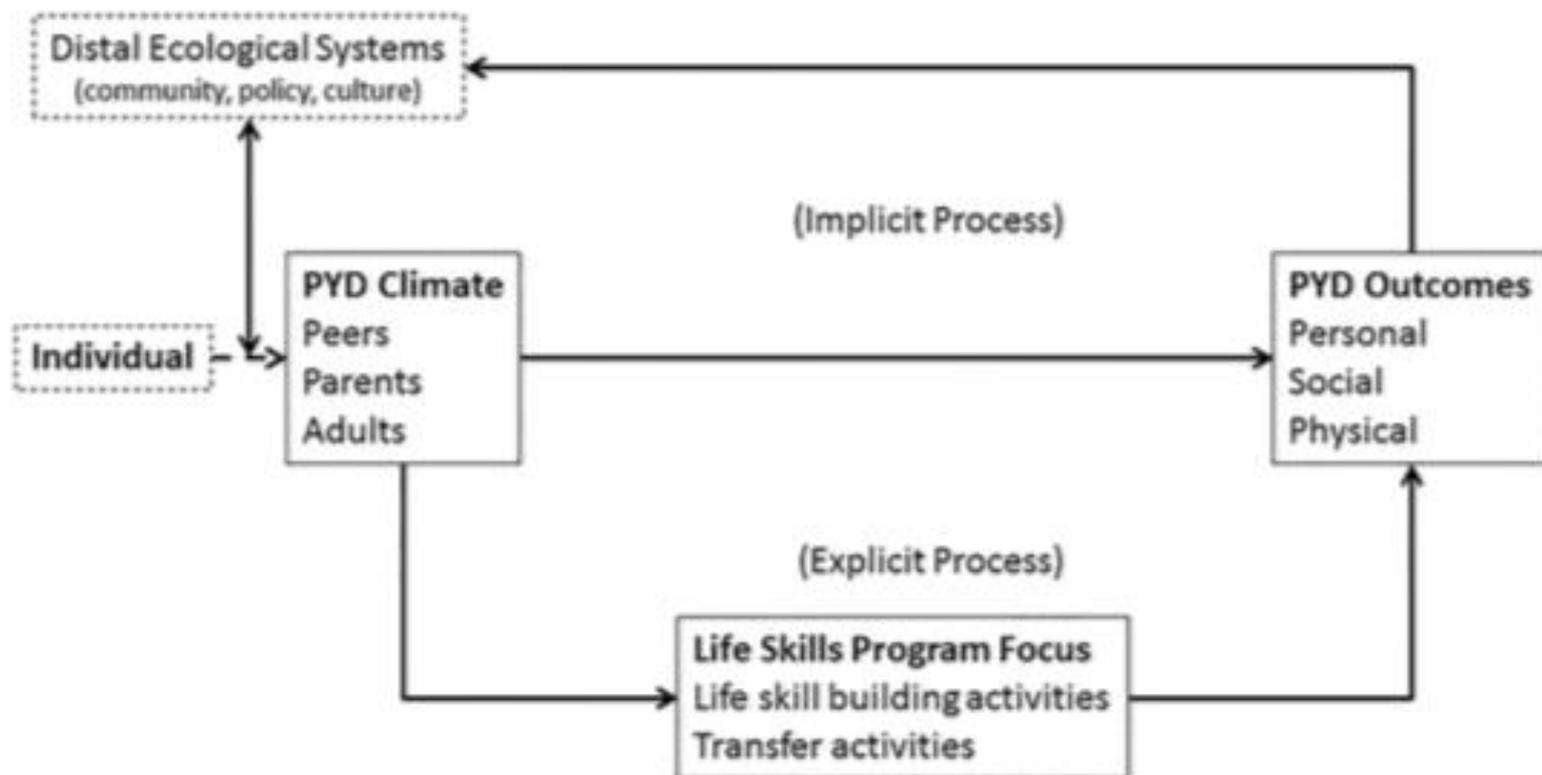
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## A grounded theory of positive youth development through sport based on results from a qualitative meta-study

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**Figure 2.** Model of PYD through sport.



← Confiança

➤ Competência

➤ Conexões

➤ Carácter

Confiança

MAIS



# Confiança



- É importante não só para o desempenho, mas também para desenvolver habilidades e aumentar a literacia física, bem como para o empoderamento dos jovens e persistência.
- **Projeto SCORE:**
  - 'A sua vez'
  - Reconhecer!
  - Conte uma história



# Competência



- Desenvolver competência associa-se não só ao ensino de habilidades motoras. Refere-se, também, a competências psicológicas e à transferência de competências para a vida.
- **Projeto SCORE:**
  - Treinar a mente
  - Vamos treinar
  - Desporto para a vida



# Carácter

- O desenvolvimento do carácter é um dos pressupostos do desporto e envolve características pessoais e crescimento pessoal.
- **Projeto SCORE:**
  - **Respeito (pode incluir um foco na justiça social)**
  - **Fair Play**
  - **Desenvolvimento de líderes**



# Conexões

- Refere-se ao desenvolvimento de competência para estabelecer relações
- **Projeto SCORE:**
  - **Relação com o treinador**
  - **Relação com os pais**
  - **Relação com os pares**
  - **Relação com a comunidade**



# 6 Características de Programas Eficazes...

1. São acessíveis e seguros.
2. Centram-se em três resultados: *Participação, Performance, e Desenvolvimento Pessoal*.
3. Consideram as necessidades e interesses dos jovens envolvidos, bem como oferecem diversas atividades.
4. Centram-se nas potencialidades dos jovens.
5. Envolve treinadores preocupados e que cumprem os princípios do DPJ.
6. Proporcionam o suporte social necessário à promoção de valores nos contextos familiar, escolar e na comunidade.

Côté & Hancock (2016)

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**LET'S  
CHAT**

- Partilhem um exemplo de atividade que costuma desenvolver, de forma intencional, que se relacione com um dos Cs
- Indiquem o C que vos desafia mais





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- Jason Mergler and Elizabeth Markwart
- True Sport and CAC
- VOCÊS!



# Obrigado

IF YOU WANT  
SOMETHING YOU'VE  
NEVER HAD,  
THEN YOU'VE  
GOT TO DO  
SOMETHING YOU'VE  
NEVER DONE.



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