



Project DITEAM12

Diverse and Inclusive teams for children under 12

COMPETENCES FOR COACHES



Asociación
Mi Hijo y Yo



European
Paralympic
Committee

PEDAGOŠKI INŠTITUT



SCHOLA EMPIRICA

NEOMA
PSICOLOGIA Y DEPORTE



EMPATHY

Session to work on empathy with coaches

- What is empathy?
- Why empathy is needed?
 - How could children/ parents/ coaches benefit from this competence?
- How can this competence be achieved?



Answer the questions in
groups and then collect all the
answers in a list.



Before we start: Do we know all the emotions?

Why is it important for people to foster empathy?

What would be the impact on my child and his or her sports club if we foster empathy at home?

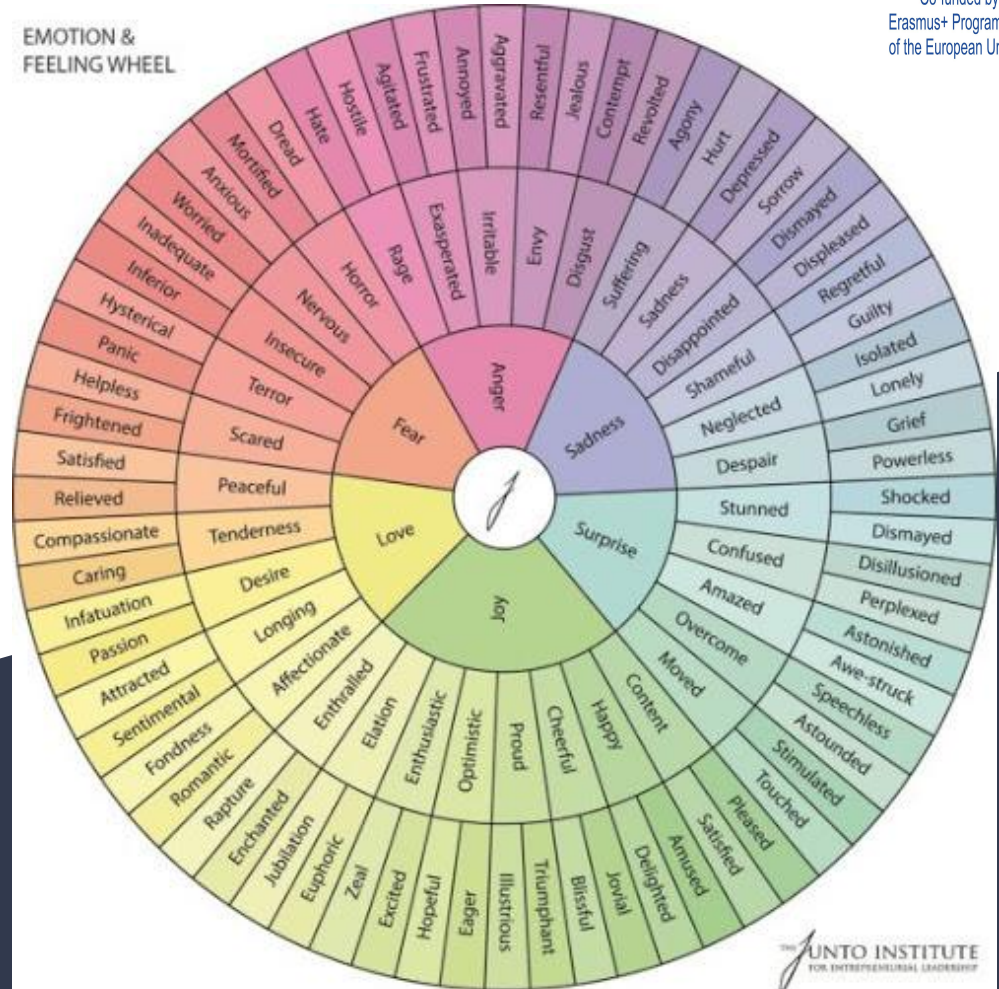




For being empathic, it is always convenient to refresh an emotional vocabulary.

- What emotions have I felt over the last week?
- What emotions do I feel when my child competes?

EMOTION & FEELING WHEEL



Ask the trainers to recognize these emotions.

To work on empathy, first of all I have to know how to recognize emotions.

try to recognise the emotions in the images



EMPATHY: Working with coaches in groups

1. What is empathy? Create a definition of "empathy".
2. What do you feel when someone is empathetic with you?
3. What do you feel when you empathize with another person?
4. What types of people do you empathize with the most?
5. How can others show you empathy?
6. When someone tells you about a problem, what would be the first step in showing empathy to that person?





Role play: choose some volunteers

- A. Imagine that an athlete (volunteer 1) is going to tell a problem to his coach (volunteer 2) because he is being bullied by his teammates. The coach has to be as empathetic as possible.
- B. Imagine that a parent (volunteer 3) is going to tell the coach (volunteer 4) about a problem because his or her child is having problems at school. The coach has to be as empathetic as possible.

We can repeat this theater with 3 or 4 pairs.

Then we ask volunteers 1 and 3:

- ✓ *Did you feel understood by the coach?*
- ✓ *Did you feel empathy?*
- ✓ *How did you feel it?*
- ✓ *At what moment did you feel empathy?*
- ✓ *What did the coach do or say to make you feel empathy?*





Empathy is the ability **to understand the emotional life** of another person, almost in all its complexity. This does not necessarily mean sharing the same opinions and arguments that justify the state or reaction expressed by the other person. It does not even mean agreeing with the other person's way of interpreting emotionally charged situations.

Empathy refers, among other things, **to active listening, understanding and emotional support.** Furthermore, empathy implies having sufficient capacity to differentiate between the affective states of others and the ability to take perspective, both cognitively and affectively, with respect to the person who expresses his or her emotional state.



EMPATHY COMPONENTS (Rogers, 2007)



1. Know how to listen

Pay attention to what the other person is explaining or arguing, pay attention to non-verbal manifestations, such as gestures that correspond to the mood being verbalized and do not interrupt the verbal discourse.

Also, reflect on what the other person is communicating to you, express active follow-up signals as feedback: **look at the face, nod your head or reflect facial expressions congruent with what the other person is explaining to you.**

On the other hand, it is necessary to **show interest by asking for details** about the content of the conversation.



2. Show understanding

We can show congruent understanding of what is being explained to us through phrases such as: *"I understand why you acted this way. I understand how you feel. The truth is that you must have had a great time..."*.

We should not invalidate, reject or judge the emotions of the person expressing them, as this is a fundamental premise for showing empathic sensitivity.



3. Provide emotional support if necessary

It is important to always ask our interlocutor if he/she needs any kind of help. However, in many cases, simply by actively listening to the other person, we allow him/her to "vent" and manage his/her emotional state. In this way, he feels relieved to have a reliable listener to whom he can transmit his emotions.

When the person who listens empathically has lived through an emotional situation similar to the one being expressed, the communicative process is more fluid, since there is greater emotional attunement.



Activities





[Activities]

emotional emptying

The coach leads the session and asks an athlete on a scale of 1 to 10 how well he/she thinks another teammate is performing, and that teammate justifies his/her answer, just as the teammate who asked the question can qualify or contribute constructive ideas.

Subsequently the partner was asked the scale question and responds about another partner to the same question on a scale of 1 to 10 and so on until everyone goes through that question. Finally there will be a debriefing about how they felt when the partner evaluated them.