

The 5C Model Reflection

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In determining the best PYD model that fits my coaching philosophy and experiences several factors need to be considered. In doing this I was able to identify models that better suited my beliefs and practices, however I felt that each model had attributes that would be beneficial in some form or another. I understand for the exercise we need to choose one so for the following week after taking notes on all of the models I went into my coaching week trying through practice and interactions with other coaches to identify the model that best fit.

The school in which I am currently teaching at is an IB school (International Baccalaureate). Built into the IB model, as well as our school model, is the notion that with the help and guidance of coaches, teachers, parents and community, the students become positive contributing members to the school and community around them. We have a list of five core values that are entrenched in to the school ethos and transcend in to the school culture. Due to this I have found that the best overall fit for a PYD model would be the *5C Model* by Lerner, Fischer and Weinberg (2000).

Philosophically speaking the notion of key components influencing one another either in a positive or negative way depends greatly on several factors. What can be taken from the 5C model is that each of the 5 C's; competence, character, connection, confidence, caring and compassion all lead to contribution (Lerner, Fischer & Weinberg 2000). What this means is if there are positive interactions and roles played by all involved then this will lead to positive contributions made by the youth.

Being a member of an international school and living in an international setting, youths are exposed to different cultures and thought processes. Things as small as how they get to school in the morning, or what they do after school or on weekends can be very different from what they are used to in their home countries. People from different ethnic, religious and cultural backgrounds are coming together and if there is not a strong model with clear definitions of what is expected and aimed for, then a lot of conflict can be created. Built in to the school curriculum are times where conflict resolution is dealt with which falls under *competence*.

This is not the only area in which we identify with our students, but another one directly promoted is *confidence*. Helping the youth express their individuality while respecting and celebrating others is done through special events such as international days where students can showcase their particular cultures to the rest of the school community. This is done so in such a positive way that students are more aware about others and more positive about their own cultures. This transmits through all levels of the school community and can be best seen on the sports front. I look at my U12 girls volleyball team and the bods that they are creating are incredible. I have athletes from the US, Nigeria,

Australia, Sweden and Holland, but the way they interact with one another you would think they are from the same family. This is further emphasized throughout the volleyball program with Big Sis and Little Sis buddies. Essentially this is a program where the U12 and U14 girls are paired up with a Jr Varsity or Varsity girl to learn from and emulate. This was what actually solidified my choice to go with the 5C's model. The development with only one interaction was incredible to all four coaches. The older girls were very hands-on and demonstrating *connection* and *character* with every interaction with the younger less experienced girls. They demonstrated values and morality that are a direct result of the school community's beliefs and values. A very exciting moment for us coaches to sit back and watch. These connections also happen with one another within the team. The more experienced girls take the new girls and help them with certain skills not because they are asked but because they recognize a need and have seen it practiced by others so they reciprocate.

The school community is also heavily supported by the parents in so many different ways. Because of these positive roles played by parents, the youth feel supported and safe. Due to this they feel more comfortable taking risks and making mistakes knowing that if it does not work they will not be yelled at, but rather guided on how to make those risks work and when to do them. Because of this mentality they are maturing faster and gaining confidence in themselves and their actions.

The 5C Model is one that best fits the school because it is so heavily ingrained already in the school culture with the athletes, parents, coaches, teachers...etc. For this reason it is relatively easy to adopt this model further into developing my athletes by continuing the practices we are already doing. I as the coach can take the initiative and through positive example demonstrate to my athletes the 5Cs. Some practical implications that I am able to adopt are more mentoring programs, more positive reinforcement, creating more involvement with the parents and I think more exposure for the athletes in the school and community venues. Keeping the volleyball experience fun and exciting for the girls and win or lose keeping it positive. Taking all the experiences and teaching the girls that every time they play it is an opportunity to learn something new.

As stated before all the models have their place within my particular setting but the *5C Model* by Lerner, Fischer and Weinberg (2000), best meshes with the ideals and ethos set out by my school and community and I must say judging by the smiles on the young athletes faces it is a model that I feel confident in standing behind and promoting.