

MM: Hopefully, it's come up on your side that we are now recording. So Elizabeth is joining us on a Thursday afternoon, if I can, please just get you to give a little bit of introduction as to who you are, what your sports are and what environment you're currently coaching within, please.

ES: Yes, so my name is Elizabeth Smyth, and currently I'm coaching football, soccer and ballet. And what was the other question, sorry?

MM: So are you a dancer yourself have you played football or soccer? Like what are your experiences?

ES: Yes, I played both until I was about 17 and I played for a women's squad and there wasn't any, like U16 teams. So I played for women's squad as soon as I turned 15 until I was like 17, so that was kind of a cool experience. And then I went to university and I studied, it was called Health and Performance Science, so it was like a sports science course. And while I was there, I kind of wasn't doing anything and I kind of wanted to get back into it. So when I left the

opportunity to improve and become really good at something and like learn about life through sport as well and give them that as well. So depends on the player, I guess.

MM: Yeah, absolutely. Absolutely. And then that kind of brings us in now to like the second area of questioning, which is around your coaching philosophy, coaching approaches or like your coaching ethos for want of a better word? I know the term philosophy gets thrown around a lot. So from your experiences and from very different worlds of dance and soccer, how would you sum up your coaching philosophy? How does it look?

4:32 ES: Erm, I suppose, like. Yeah, like long term, that long term development would be a

ES: Yes, definitely, I mean, I've done like, like helping out my aunt's friends at Montessori. And like so I've actually gotten to know the ladies as well. It's really nice to see how you can relate to the different ages as they progress in life that you actually can, even though you're an adult you can relate to everybody.

9:20 MM: Yeah, absolutely. So if I came to watch one of your dance sessions or one of your soccer sessions, what would I see? Would they look very different in terms of how you approach them? Yeah. How would they look in practice? How does your philosophy look when you're actually working with your participants?

ES: Yes, erm, I feel like I'm as part of my degree, soccer will have come up a lot and so I feel like I know, OK, so the soccer sessions are just chaos like all the time. And there's like equipment everywhere and the kids are like shouting and they're like talking to each other and they're like doing loads of stuff. Erm, but the dance sessions would be much more structured, I think. And especially like with Covid as well, like they all have to stand in this box and do this stuff anyway, but like they would have always stood in a line and done this stuff. And so, I think I've translated a lot of what I've learned from my degree, much more in the football side of things and like the chaos and the social learning environment and all of that stuff, as opposed to the dance, like the dance would be structured. And it would be like, I stand at the front, I do it, you copy me, you ask questions then, you know. So that's probably

then if there are any differences in terms of the crucial elements that are needed for them to learn and develop a skill and knowledge and understanding?

ES: Yeah, I think. Probably the most is making mistakes, so I'd be much more at ease with making mistakes in a soccer session than I would in a dance session, I think. Like practically like you just have to start, you have to stop and you have to start the music again and you have to go, "No this is actually the way that you're meant to do it", you know. And like in

themselves or whether it's of others in the session, what do you expect from them to help with the learning process?

ES: Say that again, to me.

MM: So when, if we're now looking at the learners, whether it's for themselves or whether it's for others in the session or in the team, what do you expect from your learners to help with the learning process of a scale or a practice or a set play in soccer, for example?

ES: You have to trust that your intuition might know more right now. Like in this context, like intuition, trust it, go with it. If it works, it works. If