



Skills Builder
PARTNERSHIP



Harlequins
FOUNDATION



Coaching Handbook

A practical guide to building essential skills through sports



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Introduction to the Skills Builder Partnership

The Skills Builder Partnership brings together educators, employers, organisations and learners around a common mission:

One day, everyone will build the essential skills to succeed.

We focus on building eight essential skills which have been shown to most effectively prepare learners for education, employment and wider life.



Listening

The receiving, retaining and processing of information or ideas



Speaking

The oral transmission of information or ideas



Communication



Problem Solving

The ability to find a solution to a situation or challenge



Creativity

The use of imagination and the generation of new ideas



Creative Problem Solving



Staying Positive

The ability to use tactics and strategies to overcome setbacks and achieve goals



Aiming High

The ability to set clear, tangible goals and devise a robust route to achieving them



Self Management



Leadership

Supporting, encouraging and developing others to achieve a shared goal



Teamwork

Working cooperatively with others towards achieving a shared goal



Collaboration

The Skills Builder Universal Framework

The Skills Builder Universal Framework shows how to build essential skills at every stage of life. It breaks each skill down into sixteen teachable and measurable Steps. Developed over four years, the Framework is used by 500+ schools and colleges, 120+ employer partners and 90+ impact organisations across different sectors – all building the skills of 200,000+ individuals.

For the latest news on organisations in the Partnership, and how they are using the Universal Framework, visit our [website](#).



Coaching Handbook Overview and the Sports Toolkit

Using the Coaching Handbook and Sports Toolkit in Practice

The Skills Builder Partnership and Harlequins Foundation have been working together to transform how learners of all ages develop essential skills through sport.

Accompanying the [Sports Toolkit](#), this Coaching Handbook offers **practical guidance** for coaches to support learners of all ages in developing essential skills across a range of sporting and physical activity contexts.

During the first phase of research, a series of two roundtables were held in London, including 25 representatives from across sports sector. We found that all eight skills were applicable to a degree in the broad context of sports, although certain Steps of some skills may be less well represented across some sports settings.

This Coaching Handbook specifically focuses on building the Steps identified as being **universally present in practical sports coaching programmes***, i.e. Speaking 0 – 7. Pioneered in partnership with a group of sports experts, these activities are a starting point to help embed explicit skills building in sports – **one step at a time**. These ideas can be incorporated directly into sessions or adapted to specific sports and contexts.

Progression takes time and practice. Keep it simple and set realistic goals for your programme's time frame. Follow the ideas from 'Teaching it' to 'Assessing it' to ensure learners are ready to progress to the next step of that skill.

To learn how other sports and youth organisations are using the Universal Framework, you can find **case studies** in the [Sports Toolkit](#).

The Sports Toolkit and Universal Framework can also be used to support coaches' own personal development. *For further guidance on building the Advanced and Master Steps, visit the [Interactive Framework](#) on our website.

To find out more about how your organisation could be involved, send an email to info@skillsbuilder.org.



Coaching Handbook Key

Activity type:

Active



Discussion



Written



Groupings:

Individual



Pairs



Groups



Skills Builder Principles

In order to get the most from this handbook, it is useful to consider the Skills Builder principles.



Keep it simple

Make sure you use the Framework when talking about the essential skills. This ensures that others have the same understanding of the skills as you do. Use the language and vocabulary of the steps whenever referencing or discussing a skill.



Start early, keep going

Mastering the essential skills isn't simple and takes considerable time and effort. The skills are not just about employability, but about succeeding in all parts of life.



Measure it

It is important to think about and reflect on strengths and weaknesses when it comes to the essential skills. By fully understanding this you are able to highlight progress and work out what the next steps are.



Focus tightly

It is important to think about what learners already know and understand and build up from that point. Ensure you have committed time to specifically building the focus skill(s).



Keep practising

To speed up progress in the essential skills, you should try to use them as often as possible and in different situations. Alongside this, you should make time to reflect on how they have been used as well.



Build transferability

When building essential skills, consider how they could be used in the different parts of learners' lives – and your own. For example, you might think about how a particular step might support learners in their personal life as well as in sports, education or work.

Click on a skill below to see the Framework and start building it

page 6 ▶





Listening

Coaching Handbook

A practical guide to building this skill in sports





This handbook will cover Steps 0-6 of the Skills Builder Universal Framework. Click page number to view this step.

The receiving, retaining and processing of information or ideas

Getting started

Listening to others and use a range of strategies to improve understanding

Intermediate

Show I am listening and demonstrate this through various actions

Advanced

Aware of how the speaker is influencing through their language and tone

Master

Listening critically and evaluate different perspectives

Step 0	I listen to others without interrupting	p. 8
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Step 7	I show I am listening by using open questions to deepen my understanding	
Step 8	I show I am listening by summarising or rephrasing what I have heard	
Step 9	I am aware of how a speaker is influencing me through their tone	
Step 10	I am aware of how a speaker is influencing me through their language	
Step 11	I listen critically and compare different perspectives	
Step 12	I listen critically and think about where differences in perspectives come from	
Step 13	I listen critically and identify potential bias in different perspectives	
Step 14	I listen critically and use questioning to evaluate different perspectives	
Step 15	I listen critically and look beyond the way speakers speak or act to objectively evaluate different perspectives	



Listening

Step 0 I listen to others without interrupting.

Coach Explanation

To achieve Step 0, learners will have to be able to listen to others, without interrupting.

This is the first step in building this skill, and provides the foundation for more advanced steps in Listening.

Learners need to be able to:

- *Understand what it means to listen*
- *Understand what it means to interrupt and why to avoid it*
- *Use some strategies to avoid interrupting*

Teaching it

- Listening is about being able to receive information through our ears, and then thinking about it so that we understand what is being said.
- We cannot listen if we do not try to, if anything is in the way of our ears, or if we are thinking about something else.
- It is important to listen because: We might learn information that helps to protect us, or to keep us safe; We might understand how someone else is feeling about something; We might learn how to do something better; We might understand something new.
- Interrupting is stopping what someone is saying. You might do this by speaking, looking away or doing something that shows that you have stopped listening.
- Sometimes we interrupt because we disagree or we are bored. We might also interrupt for positive reasons like being excited to share ideas or to agree with the speaker.
- It often makes the person you have interrupted feel like you don't care what they are saying, or that they are not interesting. It can make that person feel that you think your opinion is more important. It means that you have missed out on what is really being said.

- If you let someone else talk for longer, you might be surprised about what you learn.
- We can all get better at not interrupting others. At the start, this will have to be a deliberate approach of actively thinking about how we are behaving and thinking. Over time, as with all skill development, this will become more of an automatic habit.
- Some strategies to try out are:
 - Do try to be quiet, especially if you are normally talkative
 - Do try to remember what is being said
 - Do apologise if you accidentally interrupt and let the speaker talk again
 - Do check if someone has finished before speaking, if you're not sure
 - Don't presume you know what is going to come next
 - Don't use any pause in the conversation to start talking
 - Don't feel that you need to say something to show you agree – nodding and maintaining eye contact are much better ways
- If you have to interrupt – for example, because you have run out of time for a conversation, or because there is an emergency – then you can still do this politely and apologetically.

Practising it



“If you won £1 million, how would you spend it in a day?”

Ask learners to think about the above question.

One at a time, each learner is given 30 seconds to explain what they would do with the money. At the same time, each listener is asked to throw a tennis ball in the air and catch it whilst they are listening.

After each learner has had their turn, have a discussion: *“Were we showing good listening?” / How did the tennis balls affect our focus?” / “How did it feel when you were talking?”*



Listening

Step 0 I listen to others without interrupting.

Practising it (continued)



5 mins

Three Lions

Learners are split into pairs and given a sheet with a line written on it from famous football song “Three Lions” and a stopwatch.

When the song begins, learners must start their stopwatch. Once they hear their line, they must stop their stopwatch and record the time on the sheet without speaking.



10 mins

No Comment

Explain that learners will be listening to a short piece of sports commentary.

Challenge learners to remember as much about the event as possible and answer questions on the event after the clip has been played.

“What happened in the clip?”

“What were the names of the players?”

“What words did the commentator use to describe the event?”

To extend the activity, challenge learners to use non-verbal cues (e.g. pointing, nodding, taking turns in order) to each share a response without interrupting another member of the group. Award a point for each response made without interrupting.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Ask learners to channel their frustrations at not being listened to and use it to help them understand the importance of listening skills.
- Praise learners for explaining why/how they are feeling a certain way. Celebrate progress in listening to instructions and to peers without interruptions.
- Keep the session light-hearted and fun – listening is not about being silent but showing respect and focus.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- How do the learners adapt their posture/body language when they are making an effort to listen?
- How long can each learner stay focused? Does working in a pair/group situation help or hinder focus and concentration?
- Observe learners' interactions with their peers to see how well they can listen to one another without interrupting.

Reflection Questions

- What is listening? How do we do it?
- Why do we listen?
- What is interrupting and why do we do it?
- What is wrong with interrupting someone?
- What are some things that we can do to stop interrupting?



Listening

Step 1 I listen to others and can remember short instructions.

Coach Explanation

To achieve Step 0, learners will have to be able to listen to others, without interrupting.

This is the first step in building this skill, and provides the foundation for more advanced steps in Listening.

Learners need to be able to:

- Understand what it means to listen
- Understand what it means to interrupt and why to avoid it
- Use some strategies to avoid interrupting

Teaching it

- Instructions mean being told what you need to do.
- Give examples of different instructions we need to follow in life (and particularly in sport) and why it's important to listen to them carefully. For example, how to get somewhere if you don't want to get lost.
- Stress the relationship between clear instructions and success.

- Sometimes people struggle to listen to instructions because:
 - They think they already know what to do.
 - They are distracted by other things that they are thinking about.
 - They are distracted by things that are going on around them.

- **Stop** anything that might be a distraction.
- **Focus** on the speaker, by looking at them and being ready to receive the instructions.
- **Repeat** the instructions in your head several times so that you have been able to process them and check that you understand what they mean in your head.

- It should be possible to store and recall three simple instructions within our working memories. They then need to be considered and processed to pass into our longer-term memory. For more than three instructions, we may need to write things down (see Step 5).

- To help things to stick in our long-term memories we can:
 - Think about whether the instructions follow patterns that we already know – *for example, how we write different things down, or how we play different games.*
 - Visualise ourselves completing the task by following instructions.
 - Break the instructions into three separate packages and imagine them in order.

Practising it



Silent Instructions

Ask two learners to stand toe-to-toe facing each other, with the rest of the participants watching. They must pass or throw a tennis ball between one another, taking a step away from each other on each throw. The pair are not allowed to speak to one another.

The rest of the group should imagine that they are the 'voice' of the pair. *"What instructions could they use to help them be successful?"*

After the ball is dropped, the group feedback what they would say e.g. throw the ball higher/with less power, use two hands to catch.

Group discussion: *"Why do we use instructions when communicating?"*



Listening

Step 1 I listen to others and can remember short instructions.



Practising it (continued)



 10 mins

Bean Game

Whilst moving around the room, the group must listen to instructions from the coach and make a corresponding bean-related movement to show they have listened and understood:

- Baked bean – get into a ball on the floor
- Green bean – lay on the floor and stretch out vertically
- Runner bean – jog around the room
- Kidney bean – stand still and put hands on kidneys (waist)
- Has been – repeat previous action



 15 mins

Multi-coloured Mastermind

Learners get into pairs. Each pair is given post-it notes and a set of 4 coloured spot markers which they should lay on the floor in a square. One learner will be the 'Voice' whilst the other will be the 'Brain'. The Voice should come up with a colour sequence e.g. red, blue, red, green, and write it on a post-it. The voice then reads out the sequence to the Brain, who must remember it and stand on the spot markers in the correct order.

Once the Brain completes a sequence of 4 colours, one colour is added by the Voice and the instructions are read out again for the Brain to remember and complete. This continues until the Brain has made their third mistake, at which point the learners swap roles and restart.

Group discussion: *"What strategies can we use to be successful?"*

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Ask learners to keep instructions short and to the point, speaking clearly and at the right volume.
- Suggest to learners that they repeat instructions to themselves verbally or in the mind to help them to remember.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Do learners become more focused when hearing instructions and improve their memory of these instructions as they progress?
- During the 'Multi-coloured Mastermind' task, ask the learners to repeat back what they have heard. Ask them reasoning questions about their instructions: *"Instead of colours, can you share your sequence by saying fruit of that colour? E.g. blueberry, strawberry, grape..."*

Reflection Questions

- When do you have to remember instructions?
- Why is it important that you do so accurately?
- When do you struggle to listen to instructions?
- What could you do to better listen to instructions?
- What can you do to help remember three simple instructions?



Listening

Step 2 I listen to others and can ask questions if I don't understand.

Coach Explanation

To achieve Step 2, learners will show that they can listen and then ask questions to clarify their understanding.

This step builds on the previous two steps of Listening, which focused on being able to listen without interrupting, and then being able to recall basic instructions.

Learners need to be able to:

- Understand how to check their understanding when listening
- Use questions to check their understanding

Teaching it

- Refresh ways to present active listening and why it is important in team sports. In football, telling your teammate an opponent is close to them helps them to be more aware and keep possession of the ball.
- Even if you are a good listener, checking you have understood what you have heard can help you to avoid any misunderstandings.
- Some ways of checking your understanding are:
 - **Repeating** back what you think you heard
 - **Rephrasing** to check that you understand the meaning
 - **Drawing a link** to something comparable – for example, 'is that like the time that...' or 'is this similar to...'
- When you **ask questions** to check your understanding, reflect on what you have already understood so that they are relevant.
 - **Who** – who is involved, and how?
 - **What** – what is happening?
 - **Where** – where is this taking place?
 - **When** – when is this happening; at what time and for how long?
 - **How** – how is this going to happen; what are the steps that will be followed?

Practising it



Spending Spree

As in step 0, ask learners to think about the following question:
"If you won £1 million, how would you spend it in a day?"

An alternative question could be: *"Which new sport would you like to try and why?"*

One at a time, each learner is given 30 seconds to explain what they would do with the money. Each listener must think of a question that they can ask to gather more information and check understanding.

"What colour sports car would you buy?"



Open or Closed?

The coach explains the difference between open and closed questions:
"Closed questions are those which can be answered by a simple "yes" or "no," while open-ended questions are those which require more thought and more than a simple one-word answer."

Learners pairs up. One learner runs to a hoop on the floor, takes a question card from within it and reads it aloud to their partner. They decide whether it is open or closed, before running to place it in the corresponding hoop.



Listening

Step 2 I listen to others and can ask questions if I don't understand.

Practising it (continued)



20 Questions

One learner thinks of a famous sportsperson.

The rest of the group has up to 20 questions to ask to try and work out who the sportsperson is – these can be open or closed questions.

If the group cannot guess the sportsperson after 20 questions, the learner wins a point.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

Talk about what makes a good question: "A good question is one that gathers a lot of information about the subject." Praise the learners for asking these.

For 20 Questions, discuss the key questions that should be asked at the start of each game and why these are important for classifying.

Encourage learners to ask questions when learning new techniques or if they don't understand a task.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Do learners repeat questions or can they successfully use other learners' questions to build up an investigative picture?
- Ask learners: "Are open questions always better than closed questions? When would closed questions be more useful?"

Reflection Questions

- When is it important to check understanding?
- How do you check if you understand something?
- How can you check your understanding through questions?
- What are good or bad questions to ask?



Listening

Step 3 I listen to others and can tell someone else what it was about.

Coach Explanation

To achieve Step 3, learners can listen to multiple speakers, retain information and give a basic recount of what the conversation was about to another person.

Previously, learners have listened to each other and shown they have understood by asking the speaker a relevant question. They have also learnt the difference between open and closed questioning.

Learners need to be able to:

- Understand that a discussion involves more than one person speaking.
- Use strategies to help them remember what different people have said and recount this to others.

Teaching it

- Ask learners to recount some of the strategies they know to help their listening and understanding and display these. See step 2 for a recap.
- Share a definition of a 'discussion': "Two or more people talking to each other about something."
- Show a clip of a post-match interview with a sportsperson who has just **won** a match/race/prize. Ask the learners:
 - What was the conversation about?
 - Who was involved in the discussion?
 - When did the discussion take place?
 - Who was the discussion for?

Practising it



Interview

As a group, watch a different post-match interview, this time with a sportsperson who has just **lost** a match/race/prize. Ask the learners:

- What was each person saying during the conversation?
- Who led the conversation? How can you tell?
- How did the emotions of the situation affect each speaker?
- Can you remember who spoke first? What did they say?
- How would you compare the two conversations?



Debate on a Stick

Learners get into pairs before finding another pair to work with.

Each pair is given a lollipop stick with a debate question on it such as:

- What is better, football or rugby?
- Who is the best athlete in the world?
- Should female and male footballers be paid on the same scale?

One pair debate the question by arguing from contrasting perspectives whilst the other pair listen to the debate. After 3 minutes, the speaking pair ask the listening pair the same questions posed as in task 1.



Listening

Step 3 I listen to others and can tell someone else what it was about.

Practising it (continued)



Debate on a Stick Part 2

Pick the most effective debate and ask that pair to have the debate again, this time in front of the rest of the group.

Questions are raised in front of the group to model good listening.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- After taking part in task 1, give learners cards with parts of the conversation on. Ask the learners to put the cards in the correct order and sort them into who said what.
- After task 2, ask each pair to summarise the debate that was had and recount the key points of argument raised by each speaker.
- At the start of the next session, or after a short break, ask learners to recap what was discussed beforehand.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Before they listen to a conversation, tell the learners you are going ask them to repeat back specific information. They should listen out for key words or phrases that may help them to remember this information.
-
- When learners have a discussion in groups, have a "no hands up" rule to ensure everyone focuses and encourage all to share ideas.
- Split the team in half and ask one half to run a 'huddle' discussion. Nominate a pair of learners to recount the discussion to the other group.

Reflection Questions

- How do you make sure you are listening?
- How do you help ensure that you stay focused?
- How do you make sure you remember a longer piece of speech, a series of instructions or a story?
- When do you find this easier or more difficult?
- When are you good at recalling information that you have heard?



Listening

Step 4 I listen to others and can tell why they are communicating with me.

Coach Explanation

To achieve Step 4, learners will have an awareness that there are different reasons why people communicate.

Previously, learners have been able to gain a greater understanding of a topic by asking relevant questions.

Learners need to be able to:

- Understand key reasons why people communicate
- See why it is valuable to understand why someone is communicating with you
- Identify the signs for each of those approaches

Teaching it

- There are a lot of different reasons people might talk to us. They might want to give us some instructions, explain something to us, ask questions or motivate us. Can you think of any others? Write up and discuss ideas learners may have.
- Focus on exploring simple features of the 3 speech purposes: 'giving instructions', 'asking questions' and 'providing motivation'.
- Share the features of **giving instructions** and model this to the group – connectives (next, after, then), using time order (firstly, finally) and imperative or 'bossy' verbs (stop, turn left, put it down).
- Share the features of **questions** (normally start with 'who', 'what', 'when', 'where', 'why' or 'how' and need an answer - refer to step 2 tasks).
- Share the features of **motivational statements** (positive, bossy verbs said with enthusiasm, includes praise and references to past or future success).

Practising it



Communication Cards

Explain to the group that they will find examples of 3 different types of communication written on cards in the area.

Learners pair up. Pairs have 3 minutes to explore the area - when they find a card they should take it back to their hoop. Once the time is up, they have 2 minutes to categorise the cards into 3 different piles to represent different purposes of speech.

Next, each pair explains their categories to the group, before the 3 intended categories: instructions, questions and motivational statements, are revealed.



Team Talk

Show learners a clip of a half time team talk taken from the dressing room of a team sports match (e.g. Manchester City manager Pep Guardiola from *All or Nothing*).

Listen to the clip and try to write down or remember one example of each communication type from task 1.

Which type of communication is most important for the manager in this instance? Why? Does the manager communicate successfully? How can you tell? How would you respond to this team talk?



Listening

Step 4 I listen to others and can tell why they are communicating with me.

Practising it (continued)



Robot Penalties

The aim is to give clear instructions to a robot so it can score a penalty.

The coach will act as the robot. One at a time, learners should give the robot step-by-step instructions to help it score a penalty. They will find that their initial instructions are too vague for the robot so will have to adapt them. For example, “*pick up the ball*” may need to be changed to
1. Take two steps forward 2. Bend you knees 3. Place both hands on the football 3. Squeeze your hands together 4. Stand upright etc.

After the robot has successfully scored a penalty, learners will split into pairs and decide who is the robot and who is the director, before having a go at the activity themselves.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Display the hooped ‘mind maps’ learners made during ‘Practising it’ task 1. Refer to them when learners are listening to different types of communication: which features do they recognise?
- After you have been talking, ask learners: “*What type of communication was I using just then? How can you tell?*”
- Ask learners to be really specific with their instructions. Test each learner’s listening skills by asking them to ‘pick holes’ in the instructions they receive.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners’ understanding and confidence.

- Challenge learners to give a sports-related example of when each type of communication would be useful.
- Ask learners to come up with a ‘team talk’ to give to their robot before they take the penalty. Can they include each type of communication?
- Repeat the activity above by asking learners to imagine giving a ‘team talk’ to a younger/different group of learners. How would the way of communicating change if this were to be communicated to a professional team instead?

Reflection Questions

- Why do you communicate with people?
- Why do people communicate with one another?
- Why does it matter why someone is communicating with you?
- What could happen if you misunderstand the purpose of their communication?
- What are the ways of telling why someone is communicating with you?
- Are there any that are more difficult to tell than others?



Listening

Step 5 I listen to others and record important information as I do.

Coach Explanation

To achieve Step 5, learners will be able to listen to and respond to extended talk, identifying the key information they need, and record it.

Previously, learners have focused on how to listen effectively to simple instructions, recall longer speech and understand the different purposes of communication.

Learners need to be able to:

- *Sustain concentration and focus when listening over a longer time*
- *Identify key pieces of information*
- *Record information in a way that makes it accessible again in the future*

Teaching it

- Important information is the key or essential ideas or words that you need. For example, if you wanted to know how to take a penalty kick you may listen out for the part of the foot to kick the ball with and the goal position where you want the ball to go.
- Many people have cycles of concentration which last for 15-20 minutes – so it is not unusual for someone to find listening for up to 30 minutes to be a challenge.
- To support sustained concentration, we can avoid distractions, look at the speaker and make sure we are comfortable.
- Remembering everything that someone is saying is difficult, so knowing the key information we need can help us to focus our listening.

- Key words or information could be different depending on which information is needed (e.g. a time, place, object or a person's name).
- Some different strategies for remembering short pieces of information (such as key words or ideas) in your head are:
 - a) Saying the word in your head 5 times
 - b) Writing down important words on a mini whiteboard or in a book
 - c) Trying to think of a picture in your head that links it
 - d) Remembering the information by forming a 'journey' in your head
- If we choose to write as we listen, note-taking, it's important to be clear on the topic, use bullet points, draw out links between ideas, find your shorthand and to separate key facts or vocabulary.
- At the end, it can sometimes be helpful to take time to think about everything that you heard and create a summary of the main points.

Practising it



Lyrics Detectives

Provide each pair with a mini whiteboard and pen for writing notes.

Play the first verse and chorus of football-themed song *Three Lions* to the group (by Baddiel and Skinner). Learners must listen carefully to pick out and note down any words sang that begin with 'S'.

Go through the words: *seems, score, seen, sure, shirt, still and stop*.

How was it listening for just 1 letter? How hard was it to keep focused?



Listening

Step 5 I listen to others and record important information as I do.

Practising it (continued)



Use the team talk used in Step 4 task 2, or deliver your own. Write a mix of key words and phrases, including some from the talk, and place them underneath coloured cones.

Learners then listen to the talk and pick out the key information, jotting down any key words or phrases on a whiteboard.

Then they can look under each cone and decide whether it is a key word or phrase from the talk or not. If it was, they keep the card, if not they should place it back under the cone.

Finally, the group compare cards, listen to the clip again and reflect.



Code Breaker

Choose a pair to demonstrate listening to instructions to successfully travel from one side of the spot markers to the other, by stepping on a set combination of coloured cones.

Call out a specific spot route, e.g. *Start at yellow 1, move forward 2 spots, move right 2 spots, move back one spot to blue 3, move left 1 spot – which spot have you finished on?*



Only say the code twice, so the pair must listen for key information before attempting to copy it. The rest of the group will also listen and can provide the pair with 1 clue as and when they need it.

Learners then take turns calling out instructions in small groups.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Continue to refer to non-verbal signals throughout. *How does the manager use these effectively during his team talk? How can you use non-verbal signals to remember and communicate your instructions?*
- In task 3, discuss which words are key – directions and numbers. *How does this compare to the key information heard in the team talk?*

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- During task 2, ask the learners to put the key information in order of importance. Get them to reason, explain and debate their answers. *How is the message different if that piece of information is removed?*
- After task 3, or towards the end of a session, ask the learners multiple choice questions about the team talk in task 2 to see which information they have managed to retain.

Reflection Questions

- How do you find listening for 20-30 minutes?
- What causes you to lose focus and concentration?
- Do you have any ways of helping to maintain concentration?
- Can you just write down everything you hear?
- If not, how do you know which information to write down?
- How do you take notes at the moment?
- What tricks can you use to save writing words when you're listening?



Listening

Step 6 I show I am listening by how I use eye contact and body language.

Coach Explanation

To achieve Step 6, learners will be able to demonstrate that they are listening by using eye contact with whoever is speaking and other positive, encouraging body language.

In earlier steps, individuals focused on their experience of receiving information and how to take that information on effectively.

Learners need to be able to:

- Use eye contact as a sign of engagement
- Use appropriate body language to show engagement

Teaching it

- Eye contact is a helpful part of showing that you are listening to someone, and to show that you are not being distracted by other things.
- Eye contact is also important because seeing someone's face and their expressions give you extra information about how they feel about what they are saying. It also helps you to understand what they are emphasising, and therefore what they think is important.
- To be a good listener you should try to ensure that body is giving the signal that you are interested in what you are hearing and that you want to hear more. Some of the ways that you can do this are: Face the speaker, not fidgeting, being open with your arms, leaning forwards, showing an engaged face. This can be modelled by the coach or, where possible, with video clips.

Practising it



See Eye-to-Eye

Present this discussion point to learners: *'PE is the most important subject in school'*.

Pairs should debate the statement, with one learner arguing for and the other against. Throughout the debate, encourage learners to show good listening through positive body language and eye contact.

If helpful, learners could use the sentence starters provided in the appendix overleaf.



Debate on a Stick

Learners get into pairs. One at a time, each pair steps in front of the group and is given a lollipop stick with a debate question on it such as:

- *What is better, football or rugby?*
- *Who is the best footballer in the world?*
- *Should female and male footballers be paid on the same scale?*

Pairs must pick a side of the debate/discussion and argue their case in front of the group.

As they watch, the other learners should consider the pointers to show good listening themselves but also to observe the eye contact and body language of each opponent when they listen.



Listening

Step 6 I show I am listening by how I use eye contact and body language.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Before paired work, learners can be reminded how to do their best work together – starting by how they show that they are ready to listen and to learn from one another.
- In day-to-day practice, the coach can remind learners how to be ready for learning, and how they can demonstrate that they are ready through these same techniques.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- This step is best assessed through observation in day-to-day learning, although a particular scenario or role-play could also be created. For example, the coach could create a checklist, based on the reminders above, and assess whether individual learners are demonstrating those. This could be extended to peer assessment too.

Reflection Questions

- Why do you think eye contact is important to show you are listening?
- How do you feel when someone is not making eye contact when you are speaking?
- What does positive body language look like?
- What is the effect of positive body language?
- What do you do already to show you are interested?

Appendix

- I reckon...
- That's exactly what I'm on about...
- The reason why...
I agree with you...
- Hang on, you've just said...
- That's your opinion, you're entitled to it...
- You tell me why...
- Let me finish my point...
- Well no, because, if you weigh it up like that...
- I don't read too much into that...
- By the way, going back to that point...
- Are you being serious?



Speaking

Coaching Handbook

A practical guide to building this skill in sports





The oral transmission of information or ideas

Getting started

Speaking clearly to individuals and groups of people

Intermediate

Speaking effectively by considering my listeners and how I speak

Advanced

Speaking engagingly using strategies to engage and adapt to responses

Master

Speaking adaptively by planning and changing content and structure

This handbook will cover Steps 0-7 of the Skills Builder Universal Framework. Click page number to view this step.

Step 0	I speak clearly to someone I know	p.24
Step 1	I speak clearly to small groups of people I know	p.26
Step 2	I speak clearly to individuals and small groups I do not know	p.28
Step 3	I speak effectively by making points in a logical order	p.31
Step 4	I speak effectively by thinking about what my listeners already know	p.34
Step 5	I speak effectively by using appropriate language	p.39
Step 6	I speak effectively by using appropriate tone, expression and gesture	p.41
Step 7	I speak engagingly by using facts and examples to support my points	p.43
Step 8	I speak engagingly by using visual aids to support my points	
Step 9	I speak engagingly by using tone, expression and gesture to engage listeners	
Step 10	I speak adaptively by changing my language, tone and expression depending on the response of listeners	
Step 11	I speak adaptively by planning for different possible responses of listeners	
Step 12	I speak adaptively by changing my content depending on the response of listeners	
Step 13	I speak influentially by changing the structure of my points to best persuade the listeners	
Step 14	I speak influentially by changing the examples and facts I use to best persuade the listeners	
Step 15	I speak influentially by articulating a compelling vision that persuades the listeners	



Speaking

Step 0 I speak clearly to someone I know.

Coach Explanation

To achieve Step 0, learners will be able to speak clearly to someone that they know – perhaps to ask a question, to talk about something they are familiar with, or give an answer to a question.

This is the first step of speaking in the Skills Builder Universal Framework. However, if learners are struggling, there are also resources available to support learners with additional educational needs.

Learners need to be able to:

- Understand what speaking means
- Know how to speak clearly

Teaching it

- Speaking is how we communicate using speech, and is also called talking. We form words using our mouths and add sound to them using our lungs.
- We speak for several reasons: to share information, an opinion or view; express our feelings; to ask for something; learn about others and build relationships; to give instructions and to encourage others.
- Speaking clearly means that someone else can understand what we are saying. If we don't, then we might not be understood.
- Some ways of making sure we speak clearly are:
 - Thinking about what you want to say before you start speaking
 - Take a deep breath
 - Make sure you have the attention of the listener
 - Look at them and speak loudly enough so that they can hear
 - Speak slowly so that they can follow what you are saying
 - Do not try to say too much all in one go

Practising it



Catch a Category

In pairs, learners start by standing 30cm apart facing one another. They must throw and catch a tennis ball to each other; each time the ball is successfully transferred, the catcher must take one step backwards.

Each time the ball is thrown, the thrower must say a word that fits a category e.g. colours, sports stars, sports brands etc. (categories can be decided upon during the explanation at the start). Once a pair runs out of words that fit the category, they start again 30cm apart and move on to the next category.



Mazeball

Using bibs and cones, set up a series of basic mazes and place a ball at a certain point.

Pairs must work together to get the ball out of the maze, with one learner acting as the 'speaker' and one learner moving the ball.

The 'speaker' should provide clear instructions to their partner to help them move the ball, whilst the 'ball mover' must follow the speaker's instructions exactly.





Speaking

Step 0 I speak clearly to someone I know.



Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- This step lends itself to regular reinforcement – particularly by asking learners to talk about their ideas or thoughts on something to a friend before talking about it in a bigger group. Some learners will find this much easier than others, and confidence-building and gentle encouragement is needed along the way.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

This step is best assessed through observation. For example:

- By asking learners to talk to a friend about what they did at the weekend or any interests or hobbies they have.
- They can then be observed to ensure that they have been able to speak clearly to another learner that they are friendly with.
- However, it is also possible to observe this step easily in the context of normal interactions within sessions.

Reflection Questions

- What is speaking?
- Why do we speak to each other?
- What does it mean to speak clearly?
- How do we know if we are speaking clearly?



Speaking

Step 1 I speak clearly to small groups of people I know.

Coach Explanation

To achieve step 1, learners will show that they can speak clearly to small groups of people that they know.

This builds off the previous step which focused on being able to speak clearly to one other person that they know.

Learners need to be able to:

- Understand what is different about speaking to a small group
- Know how to speak clearly to a group

Teaching it

- Generally, people find it more challenging to talk in front of a small group than to an individual. There are more people to engage and it can be harder to know whether you are successfully engaging all of the individuals in the group. It's normal to feel more shy or self-conscious in front of a group – even with people you know well.
- You will need to think about how you can engage more than one person. That means:
 - Making sure that you *look at everyone that you want to be listening to you* – not just focusing on one person. That way, everyone will know that you are speaking to them.
 - You will need to *speak more loudly* because in a group you are likely to be stood further apart, and it is harder to hear otherwise.
 - You might need to *leave more space* to check that everyone has understood you. You can check that everyone is following what you're saying by looking around.

Practising it



Top 3

Learners will be asked to consider and explain their 'top 3' from certain sports-related categories (these can be mind-mapped with the coach and learners at the start of the activity); examples may include:

- Top 3 sports that they play
- Top 3 sportspeople that they admire
- Top 3 favourite moves/skills for a particular sport

Each learner has 5 minutes to consider their 'top 3' before sharing with the rest of the group, using the Teaching It engagement points to help.



Do It!

Put learners into groups of 4-5.

Learners pass around a ball or other soft object from person to person telling the next person to 'pass it', 'roll it' or 'throw it'.

Encourage learners to use the name of the person they are calling on to make it clearer. As they get more confident, they can add extra instructions to make it more difficult, but must make sure that their instructions are clear throughout. Example developments: *roll it with your eyes shut, throw it with your left hand, pass it then do a star jump.*



Speaking

Step 1 I speak clearly to small groups of people I know.



Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Whenever an adult is speaking in front of the group, they can model how they are getting ready to speak and ensuring that the learners in the group are ready to listen to them.
- Group work also provides ample opportunities for reinforcing this step. Here, it is important to ensure that the coach intervenes as necessary to ensure that learners' confidence is being built through positive experiences of speaking clearly to a group – and that every learner is having that opportunity.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Asking learners to prepare a short talk about something they are interested in, or a task that they have completed. They can then be observed to see whether they are able to speak clearly to a group they know for up to 3 minutes.

Reflection Questions

- What is different about speaking to a small group rather than an individual you know?
- Which do you find more difficult?
- Why do you think that is?
- How can you speak clearly in front of a group?



Speaking

Step 2 I speak clearly to individuals and small groups I do not know.

Coach Explanation

To achieve step 2, learners will be able to speak clearly to individuals that they don't know.

This moves beyond the previous steps where they learnt to speak clearly to individuals and then groups who they already know. The shift is mainly in confidence so that they are able to apply the same approach but this is now in a context where they are less familiar with the individuals.

Learners need to be able to:

- *Speak to individuals who they do not know well – for example, coaches who are not their own or learners in other groups*
- *Speak to groups they do not know well – for example, other teams or new peers within their group*

Teaching it

- Many of the same things that help you speak clearly in front of individuals and groups who you already know will also help you to speak clearly in front of those you don't know as well.
- As a reminder, these are:
 - Thinking about what you want to say before you start speaking
 - Take a deep breath
 - Make sure you have the attention of the listener(s)
 - Look at them and speak loudly enough so that they can hear
 - Speak slowly so that they can follow what you are saying
 - Do not try to say too much all in one go

- The big differences when you don't know the people you are speaking to are:
 - **To spend a bit more time thinking** about how you can make sure you can say what you want to as clearly as possible – you don't know what the people you are speaking to already know or don't know.
 - **To make sure you are looking at them** as this will help you to see whether they are understanding what you are saying or not.
 - **Try to make what you are saying as simple as possible** as this will help to ensure that individuals can understand you.

Practising it



Great Minds Think Alike

(See Speaking appendix 1)

Learners are given a sheet with 9 boxes on it. Each box asks them to pick their 'favourite' from a range of categories.

Once they have filled in their sheet, they must go around the group to find another learner who wrote the same answer as them. They should find a different person for each category (numbers permitting), which will see them communicate with a range of people. Once they find a mutual answer, they should write their partner's name on the sheet and complete the active task whilst talking about their reasons for choosing that favourite thing.



Speaking

Step 2 I speak clearly to individuals and small groups I do not know.

Practising it (continued)



Target Celebrations

Before the task, the coach discusses the term 'celebration' in a sporting context. *Where have you seen celebrations? What do they look like?*

Learners have 5 minutes to come up with a celebration. They can get as creative as they like, but must think about how they would explain their movements.

The group gather in a line behind a cone. One at a time, each learner has a go at throwing a beanbag into a hoop across the room. If they miss, they join the back of the line, but if they score - they celebrate!

After each celebration, the group breaks out as the learner explains how to do their celebration. Once the group have had a go, the game resumes until each learner has had an opportunity to share.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Depending on the context, this step can be slightly more challenging to practise, because often learners and coaches become very familiar with one another. However, other opportunities include:
- Occasionally working with other groups of learners, so that learners build confidence in speaking clearly in front of other that they do not know as well.
- Giving all learners the chance to lead a short activity/warm up or to speak in front of parents.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- In existing activities, learners could be assessed when they are speaking in an activity to peers they don't know.
- An activity could be designed expressly for assessment – for example, creating a piece of work or a game to be presented.

Reflection Questions

- What is different about talking to people you don't know?
- Which do you find easier – talking to people you know or don't know?
- Why do you think that is?
- How do you speak clearly in front of people you don't know?
- What is different to speaking in front of people you do know?



Speaking

Step 2 I speak clearly to individuals and small groups I do not know.



Speaking Appendix 1: Great Minds Think Alike

Name:

<p>Favourite Sport</p> <p>Answer:</p> <p>Partner:</p> <p>Task: Hop on the spot 30 times</p>	<p>Favourite Colour</p> <p>Answer:</p> <p>Partner:</p> <p>Task: 30 star jumps</p>	<p>Favourite Number</p> <p>Answer:</p> <p>Partner:</p> <p>Task: Go through the song heads, shoulders, knees and toes with actions</p>
<p>Favourite Food</p> <p>Answer:</p> <p>Partner:</p> <p>Task: 30 squat jumps</p>	<p>Favourite Fruit</p> <p>Answer:</p> <p>Partner:</p> <p>Task: 20 sit-ups</p>	<p>Favourite Sportsperson</p> <p>Answer:</p> <p>Partner:</p> <p>Task: Come up with a secret handshake</p>
<p>Favourite Book</p> <p>Answer:</p> <p>Partner:</p> <p>Task: Who can jump the highest?</p>	<p>Favourite School Subject</p> <p>Answer:</p> <p>Partner:</p> <p>Task: Try to do a cartwheel</p>	<p>Favourite Movie</p> <p>Answer:</p> <p>Partner:</p> <p>Task: Come up with a goal celebration</p>



Speaking

Step 3 I speak effectively by making points in a logical order.

Coach Explanation

To achieve Step 3, learners will be able to make points in a logical order when speaking, so that a listener can follow and understand the meaning of what is being said.

In earlier steps, learners focused on how to speak clearly, so that the words they were saying could be understood. The shift now is to focus on the meaning of their communication so that the meaning of what they are saying can be easily followed.

Learners need to be able to:

- *Understand what we mean by putting things in a logical order, and why it matters*
- *Learn some approaches to putting things in a logical order*

Teaching it

- A logical order is putting ideas in an order that means they make sense when they follow on from each other.
- If ideas are not put in a logical order, it is difficult for a listener to understand, process and remember what they are hearing; the meaning being communicated can get lost.
- There are three main ways of arranging ideas logically:
 - *Talking about causes and effects:* Making a clear connection between how one thing led to another thing.
 - *Putting things in the order in which they happen:* Putting events in the order that they happened, also known as chronological order. This makes it easier for them to remember and retell the story.
 - *Starting from the simplest idea:* Thinking about what someone needs to understand from the meaning of what is being said, then starting with the simplest idea and building up from there.

Practising it



Goal Analysis

Show the group a video clip of a famous goal in a sports discipline of your choice, e.g. in football, Troy Deeney's goal for Watford against Leicester City. (For context, whoever won this football match went to the play-off final at Wembley Stadium, with the winner of that match securing a place in the Premier League.)

Coaches can identify 5 - 8 key moments in the clip and share these on cards with learners. In pairs, learners should put the cards in the order in which they happened ready to share with the group.

Before they share with the group, pairs should choose 1 card to try and recreate with actions/freeze frame for the group to guess; this may involve using a ball or other equipment.



Speaking

Step 3 I speak effectively by making points in a logical order.

Practising it (continued)



Olympic Timeline

(See Speaking appendix 2)

In pairs, learners must find 12 cards under cones spaced out in the area.

On each card is a piece of information relating to the Olympic Games. Once found, each pair must put their cards in chronological order from the earliest to the most recent event.

Once a pair has completed the challenge, the coach should approach them and ask them to read out part of the timeline using the focused learning points from previous steps.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Ask learners to talk about an event, or to create instructions for completing a particular task, or to explain a concept.
- Test whether learners can put things into a logical order using: causes and effects; the order in which things happened; building up ideas from simplest to most complex.

Reflection Questions

- What do we mean by putting ideas in a logical order?
- Why does it matter?
- How do you think you can put things in a logical order?
- Do you do this at the moment? Could you try it?

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- When asking for explanations from individuals, you can remind learners of what it means to give a logical response and what a good logical answer looks like.
- Explicitly model how you are putting ideas in a logical sequence when you are teaching.
- Learners can also reinforce their wider learning by practising giving explanations to one another.



Speaking

Step 3 I speak effectively by making points in a logical order.



Speaking Appendix 2: Olympic Timeline



<p>The Olympic Games originated in Olympia in Greece. The first games were held in 776 BC and only had one event – the 200-yard dash.</p>	<p>The Olympic Games were abolished by the Byzantine empire in 393 AD.</p>	<p>The Games were re-instated in 1896, over 1500 years after they were first abolished, taking part in Athens, Greece. In this year, only 13 nations took part in 9 events.</p>	<p>The Games welcomed female athletes to compete for the first time in 1900. They took part in two events: lawn tennis and golf.</p>
<p>The Olympic rings, the symbol of the Games, was created in 1914.</p>	<p>The Olympic flame was lit for the first time in 1928, in Amsterdam, the capital of the Netherlands.</p>	<p>The Olympic Games were cancelled in 1940 and 1944 due to the Second World War.</p>	<p>The Rome Games of 1960 was the first to be shown on television around the world.</p>
<p>The USA basketball known as the 'Dream Team', including stars such as Michael Jordan, win the Olympic gold medal after winning all of their matches in 1992.</p>	<p>The Games returned to its original home in Athens for the first time in 2004.</p>	<p>The record for the most gold medals in a single Games was set by Michael Phelps in the 2008 Beijing Games, with a grand total of 8.</p>	<p>The Olympic Games were hosted by the United Kingdom in 2012; it became the first Games to have both male and female athletes representing each country that took part.</p>



Speaking

Step 4 I speak effectively by thinking about what my listeners already know.



Coach Explanation

To achieve Step 4, learners will show that they have considered what their listeners already know when they are speaking.

In Step 3 of listening, learners focused on how to speak effectively by making points in a logical order. Step 4 builds on this, by also considering what listeners already know before they start speaking, so that what they share is pitched at the right level.

Learners need to be able to:

- Understand why what your listeners already know matters
- Know how to build on what listeners already know when you are speaking

Teaching it

- Good speaking means thinking about how best to help your listeners to understand.
- When we speak, we have a view on what our listeners already know – we might call this an expectation or an assumption. For example: When we talk about other people, we would explain who the people are if they don't know them – or just use their names if they do know them.
- As a result, it is important to think about what listeners already understand so that what you are saying is not too simple and not too complicated.
- If you are not sure about what listeners already know, you ask some simple questions to help work it out. For example: 'Do you know...?' or 'What do you already know about...?'

- Once you know how much they know, you can change how you talk, to make sure you don't repeat information they already have.
- If you cannot easily tell whether you are managing to pitch what you are saying at the right level, then you can always ask little checking questions as you go. For example, "Am I making sense?" or "Am I giving too much detail?" or "Would it be helpful if I explained a bit more about that?"

Practising it



Messi and Ronaldo Fact File

In pairs, learners have to build up a fact file for one of the two famous sportspeople, Lionel Messi and Cristiano Ronaldo (appendix 3). Each learner in the pair has a different person.

As different learners will know different amounts about each person, they start off by filling in each fact file together with information that they already know. After this, each learner retrieves the other facts from laminated cards around the space (these should be hidden underneath cones) to complete their fact file.

Optional: Colour code the cards for each footballer. For an extra challenge, cut the answer cards in half so that learners have to assign the answer to the correct part of the fact file template.

Once the fact file is complete, each learner reads out their fact file to their partner, but only shares new information with them.



Speaking

Step 4 I speak effectively by thinking about what my listeners already know.



Practising it (continued)



Skill Set

The task is to demonstrate and explain a skill move for their sport to the group.

Learners split into small groups according to their favourite sport. They then have 5 minutes to discuss the task and possible skill moves that they may choose.

After this, each learner has 10 minutes to gather the necessary equipment and complete the task individually; they should be encouraged to write down any key language that will be important in their explanation on a whiteboard, and think about how they can communicate their thoughts in a clear and simple manner.

After the 10 minutes is up, each learner takes it in turns to explain and demonstrate their skill to the group. They must be sure to gather what the group knows about the skill before they begin. After the demonstration, the group can have a go at trying the skill.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- When learners speak, they could be reminded by the coach to think about what the listeners already know and to think about how much details they may or may not need to add.
- You can model how when you teach something, you think about what the learners already know, to make sure that what they are saying is not too easy and not too difficult.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Observe the learners over a period of time to see whether their explanations or what they say to their peers is pitched at the right level.
- In a designed exercise, learners can be given suggestions of topics to speak about. They can be encouraged to use the questioning to work out the right level to pitch what they are speaking about too.

Reflection Questions

- Why is it helpful to know what your listeners already know before you speak?
- What would happen if your listeners understand less than you expect?
- What if they know more than you expect?
- How can you find out what listeners already know?
- How can you use this understanding?




Speaking

Step 4 I speak effectively by thinking about what my listeners already know.



Speaking Appendix 3a: Messi Fact File



Lionel Messi's sport Football	Lionel Messi's country Argentina	Lionel Messi's club Barcelona	The year Messi was born 1987
Lionel Messi's position Forward/Striker	Lionel Messi's squad number 10	Messi's middle name Andrés	The age Messi made his debut for his club 17
Lionel Messi's height 171cm	The amount of times Messi has won the World Player of the Year award 6	The amount of money that Messi earns from his club each year £ million 26	The amount of clubs Messi has played for as a professional 1



Speaking

Step 4 I speak effectively by thinking about what my listeners already know.



Speaking Appendix 3b: Ronaldo Fact File



<p>Cristiano Ronaldo's sport</p> <p>.....</p> <p>Football</p>	<p>Cristiano Ronaldo's country</p> <p>.....</p> <p>Portugal</p>	<p>Cristiano Ronaldo's club</p> <p>.....</p> <p>Juventus</p>	<p>The year Ronaldo was born</p> <p>.....</p> <p>1985</p>
<p>Cristiano Ronaldo's position</p> <p>.....</p> <p>Forward/Striker</p>	<p>Ronaldo's squad number</p> <p>.....</p> <p>7</p>	<p>Ronaldo's middle name</p> <p>.....</p> <p>None</p>	<p>The age Ronaldo made his debut for his club</p> <p>.....</p> <p>17</p>
<p>Cristiano Ronaldo's height</p> <p>.....</p> <p>187cm</p>	<p>The amount of times Ronaldo has won the World Player of the Year award</p> <p>.....</p> <p>5</p>	<p>The amount of money that Ronaldo earns from his club each year</p> <p>£ million</p> <p>.....</p> <p>31</p>	<p>The amount of clubs Ronaldo has played for as a professional</p> <p>.....</p> <p>4</p>



Speaking

Step 4 I speak effectively by thinking about what my listeners already know.



Speaking Appendix 3c: Player Fact File

My player is:

Sport:

Country:

Club:

Year they were born:

Position:

Squad number:

Middle name:

Age they made debut for their club:

Height:

Times they won World Player of the Year award

Money earned from their club each year: £ million

Amount of clubs played for as a professional:

Any other facts?

My player is:

Sport:

Country:

Club:

Year they were born:

Position:

Squad number:

Middle name:

Age they made debut for their club:

Height:

Times they won World Player of the Year award

Money earned from their club each year: £ million

Amount of clubs played for as a professional:

Any other facts?



Speaking

Step 5 I speak effectively by using appropriate language.

Coach Explanation

To achieve Step 5, learners will understand that they need to consider the language that they are using when they are speaking and choose appropriate language to the setting that they are speaking in.

Previously, in Steps 3 and 4 the focus was on speaking effectively by making points in a logical order and thinking about what listeners already knew. This Step builds on this, but focuses on the way that someone is speaking – a theme which is continued in Step 6 when tone, expression and gesture are also brought in.

Learners need to be able to:

- Understand what is meant by language and how it varies
- Know how to judge what language is appropriate in different settings

Teaching it

- There are lots of ways to communicate the same meaning.
- There are three broad types of language that we can consider:
 1. **Informal:** This is relaxed language, where we might be speaking to friends outside of school or in our team. We might use slang or speak in a jokey way. We can use this because there is a shared understanding of what we mean that might be particular to those relationships.
 2. **Formal:** This is 'speaking properly'. We would avoid using slang. Instead, we use full sentences, using conjunctions, and more sophisticated vocabulary. This way of speaking can be understood much more widely, and so we can use it in lots of different settings.

3. **Technical:** This is advanced language that we might use when working closely with someone where we have a shared expertise. For example, two plumbers or athletes or teachers might be able to use language, abbreviations or acronyms with each other which would not make sense to people without that technical understanding.
- It is important to choose the right language for the right setting so that listeners have the best chance of understanding you:
 - **Informal language:** For friends and people you know well.
 - **Formal language:** For most people and settings, and people you don't know.
 - **Technical language:** For speaking to others with your technical expertise.

Practising it



Blindfold Maze

Using bibs and cones, set up a series of basic mazes.

Pairs must decide who is the 'speaker', the other learner will be blindfolded and placed somewhere in the maze. The 'speaker' must give instructions to help their partner out the maze, by using technical language such e.g. walk, slowly, left, turn 90 degrees clockwise. Their language may also be informal. If the blindfolded learner touches a maze wall, they must start again.



Speaking

Step 5 I speak effectively by using appropriate language.

Practising it (continued)



Dream Job Interview

Learners take part in a mock job interview with the coach (5 mins).

Each learner will be asked to choose their dream job (sport related) and prepare to answer questions about their suitability for the role.

Learners should be given 5 minutes to consider their passions and interests, along with any experience, to help them to convince the coach that they could be successful. They will need to use formal language, so may write down notes on key phrases that they wish to use e.g. versatile, team-player, conscientious, dedicated etc.

*The coach may wish to mind-map these with the group beforehand and provide definitions, depending on the age of the learners.

Reinforcing it

- *Embed these strategies across your teaching and coaching to help learners apply what they've learnt.*
- Model how to explain a concept using informal, formal and technical language. Learners could then be encouraged to explain a concept using different language – which both reinforces this step and their subject knowledge.
- Identify when learners are using different types of language when they speak to raise awareness of how language changes depending on whether they are talking to their friends, sharing an idea, or providing a technical answer.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Learners could listen to different clips of speech and encouraged to identify which type of language is being used.
- Observe learners over a period to see whether they are able to appropriately modify the language they use according to the setting.

Reflection Questions

- How does the language we use change in different settings?
- What are some examples of different language that give us a clue as to how formal or informal it is?
- Thinking about the three broad types of language (formal, informal, technical), which do you think is more appropriate in what setting?
- Why do you think it is vital to get this right?



Speaking

Step 6 I speak effectively by using appropriate tone, expression and gesture.



Coach Explanation

To achieve Step 6, learners will have to show that they can use the appropriate tone, expression and gesture in different settings.

In the previous step, the focus was on how to speak effectively by using appropriate language – that is, the right *words*. This step is about the other elements that give meaning to what is said – the tone, expression and gesture.

Learners need to be able to:

- Understand what tone is, and how it varies.
- Understand what expression is, and how it varies
- Understand how do gestures vary, and what is appropriate?

Teaching it

- **Tone** is *how we say* the words that we are speaking. For example, “you could do that better.” Without changing the words, the way that sounds and the meaning it conveys can vary a lot depending on how someone says those words.
- Tone varies by pitch, tempo, volume and intonation and influences whether a sentence sounds positive or negative, or it can indicate if it is a question or instruction.
- The variation in tone creates a different effect on a listener; a speaker may sound calm, anxious, angry or confident, based on their tone.
- In different settings, different tone will be seen as appropriate.
How do you vary your tone in training compared to in matches?
- **Expression** is how your *face communicates* information as you are speaking. By moving our faces in different ways, we convey a range of emotions.

- A **gesture** is a *movement of the body* which means something, e.g.:
 - An outstretched arm which is inviting someone in, or crossed arms which suggest a defensiveness.
 - It might mean leaning forwards when speaking to show engagement, or it might be leaning backwards suggesting that you want to leave.
 - One finger raised is often used when making a point, but one finger pointing at someone suggests aggression or strong disagreement.
- Gestures might mean different things in different cultures.
- Gestures also help to convey meaning while you speak. The listener will take meaning from the combination of the words you say, the tone in which you say them, and the expression and gestures that you use while you speaking.
- While we can control our gestures when we think about them, sometimes we automatically make certain gestures without thinking about it. As with facial expressions, sometimes these will not be appropriate for the listener, or for the message that we are trying to convey.

Practising it



5 mins

Change of Tone

Lead learners in modelling different elements of tone. For example, by repeating the same sentence (“that was a big surprise”) in different tones to give it a different meaning – excited, disappointed, angry, bemused. Then, using the same emotions, add in rounds for expression and gesture for learners to act out and guess in groups.



Speaking

Step 6 I speak effectively by using appropriate tone, expression and gesture.

Practising it (continued)



 20 mins

Top Commentator

Discuss the word 'commentary' (*a descriptive spoken account, especially on a broadcast, of an event or performance as it happens*) and ask learners what it means in the sporting context.

The group listen to the same video from the Goal Analysis task in Step 3, except this time they do not watch the footage. As they focus on the verbal commentary, learners should:

- Discuss its effectiveness in painting a picture for the listener
- Discuss any language features that are successfully used
- Note down any particular phrases that they like

In pairs, learners must write their own piece of commentary to go with the footage (they may need to watch it several times). Each pair then performs their version to the group, using appropriate tone, expression and gesture.



 15 mins

Team Talk

Make a mind map of 'team talk' with the group – what does it mean in a sport? How do tone, expression and gesture affect its success and why?

Learners take the role of a manager. They must come up with a 1-minute team talk to deliver to their players (the group) in the following situation:

- *It is half-time in the cup final and your team are losing by a big margin*
- *Your team have had a player set off*
- *Around the room, many players look either frustrated or downhearted*
- *Some opposition players were laughing as they walked to their room*
- *It is 10 years since a club turned a losing half-time score to win the cup*
- *Your club has not won a trophy for 50 years*

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Before learners speak, they can be reminded to think about how they will use their tone, expression and gesture.
- When learners are modelling good or bad practice, they can be reminded of how they come across.
- When learners come back from break time or at the start of a session, they can be told to think about how their tone, gesture and expressions might need to be different now to how they were before.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- By observing over a sustained period whether learners can use their tone, expression and gestures appropriately.
- This could also be assessed through learners speaking on a particular topic and conveying their feelings about it.

Reflection Questions

- What is tone, and how can it vary?
- Why is tone an important part of speaking?
- What is meant by your expression?
- How does expression affect the meaning of what someone is saying?
- What is meant by gesture?
- What do we learn from the gestures someone makes?



Speaking

Step 7 I speak engagingly by using facts and examples to support my points.

Coach Explanation

To achieve Step 7, learners will show that they can reinforce their arguments and ideas by using facts and examples effectively.

Up to now, the focus on Speaking has been about how to speak effectively by thinking about the logical order of content, what their listeners already know, and using appropriate language, tone, expression and gesture. This next stage of mastering speaking focuses on how to speak engagingly.

Learners need to be able to:

- Understand the value of using facts and statistics when speaking
- Structure an opinion or argument

Teaching it

- *Facts* are things that are known or proven to be true.
- *Statistics* are pieces of numerical data – for example, the size of a country or the proportion of people who like pizza.
- Facts and statistics are important when speaking because they provide *evidence* that adds truth to the argument that you are making. Proper use of facts and statistics make it more difficult for other people to disagree with you and will be more effective in convincing people that you are correct.
- One simple structure that is widely used for sharing an argument is: Opinion, rationale, facts or statistics, how those justify your opinion.
- An even simpler model is to use [*Opinion*] because [*Facts or Statistics*].
- This sort of approach is the basis of debating, where individuals talk about different topics and present different ideas or arguments about them – the team who speaks most convincingly about a topic wins.

Practising it



 20 mins

City vs United

This task uses debate - the learners will be arguing that either Manchester City or Manchester United are the better team to support.

The group are split into sub-groups. In each sub group, half of the learners will argue for City and half for United. Each sub-group will be handed a fact sheet (see appendix 4) which will give them some points to argue.

The groups have 10 minutes to rank their facts in priority order, saving their best arguments for the end of the debate.

After the planning stage, the learners will observe each group debate.



 20 mins

Sport Terminology

The group split into pairs and label themselves A and B.

Sub-groups of the same letter get together and are assigned a sport (this may be football, rugby or another sport). They have 10 minutes to work together to learn 8 pieces of sport-specific terminology from their sport (see appendix 5).

Each sub-group must think carefully about how to explain each piece of terminology to the other group, by practically modelling the terminology using the players in their group. After 10 minutes of planning, each group has 5 mins to showcase their terminology in the most clear and engaging way possible



Speaking

Step 7 I speak engagingly by using facts and examples to support my points.



Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Where relevant, when asking learners to share their ideas, they should be pre-warned that they will be expected to justify their opinion or idea with a fact or statistic to back it up.
- Learners could be asked to prepare a talk on a particular topic, and to present a structured answer to a question that was posed.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- This step is best assessed through a structured activity. For example: Asking learners to prepare a talk or to participate in a debate, where they have to use facts or statistics to back up their opinions.

Reflection Questions

- What are facts, and what are statistics?
- Why can they help structure an argument?
- How can you build facts and statistics into speaking?
- When have you seen this done well?
- When have you seen it done poorly?



Speaking

Step 7 I speak engagingly by using facts and examples to support my points.



Speaking Appendix 4: City vs United

The Case for City	The Case for United
<ul style="list-style-type: none"> • Potential - City are the classic underdogs and although they have fewer trophies, their best years are ahead of them. Everyone wants to be part of a new project! • Recent Success - City have finished above United in the league in 7 of the past 9 seasons, winning 4 titles in that time. City are the best team of the past 10 years! • Fan loyalty - City fans are enjoying success now but have gone through thick and thin with their team, with their latest relegation coming in 2001. Some say you have to experience the lows to enjoy the highs! • Packing them in – City have English football’s record attendance, with 84,569 turning up to see City take on Stoke at Maine Road in March 1934! • The future – the state-of-the-art City Football Academy, at the impressive Etihad Campus, is regarded as the best academy in football. This means City have a much better chance of bringing through talented young players in the years to come! • No debt – Although United are worth more, they also have huge debts that they must eventually pay to their American owners. City are debt free! • The only club in Manchester – City are in fact the only club based in the area known as the City of Manchester, with United actually based in the borough of Salford! • Pitch perfect – City have traditionally had a better pitch at the Etihad compared to Old Trafford. A better playing surface means better football on show for fans! 	<ul style="list-style-type: none"> • More trophies - United's trophy cabinet is far bigger with 20 league titles, three European Cups and 12 FA Cups. City have only won 6 league titles, 6 FA Cups and no European Cups - we all want to be a winner! • Big brothers - United are the originals as they were founded in 1878, two years before City! • Fanbase - United's global support is estimated at around 660 million people, which when you consider the world's population is 7bn, is incredible! • Old Trafford - 75,000 pack into Old Trafford every other week to cheer on United. Even if City expand their stadium to 60,000, United will still have a far bigger stadium! • Class of '92 - United have a great tradition of producing home-grown talent and there is no better example of that than the famed class of 1992, featuring David Beckham, Paul Scholes, Ryan Giggs and Gary Neville! • Great entertainers - United are famous throughout the world for their fast, exciting brand of football focused on wing play! • Derby record - United have beaten City 75 times in derby matches between the teams, with City winning 54 and 52 draws. • Rich list – United are worth more money, with the club valued at an eye-watering £3.8 billion, well ahead of City's £2.7 billion! United have built up their wealth through the years by being commercially successful, whereas some call City lucky to have been taken over by Abu Dhabi investors in 2008!



Speaking Appendix 5a: Sport Terminology

Football			
Bending the Ball Striking the ball off-centre so that it travels in a curved path, ideally for shots at goal.	Header Using of the head to pass or control the ball.	Goalkeeper The specialized player who is the last line of defence, who is allowed to control the ball with his hands when in the goal area.	Sliding Tackle A tackle in which the defender slides along the surface of the field of play before making one-footed contact with the ball.
Goal Kick A goal kick is awarded to the defending team when the ball is played over the goal line by the attacking team. It can be taken by any player though it is normally taken by the goalkeeper.	Offside A player is in an offside position if he is nearer to his opponent's goal line than both the ball and the second-to-last opponent. This does not apply if the player is on their half of the field. An indirect free kick is awarded to the opposing team at the place where the offside occurred.	Penalty A penalty kick is awarded when a foul has been committed inside the penalty area in front of the goal. A penalty is taken by one player opposed only by the goal keeper.	Throw-In The ball is thrown in after the ball has crossed the touch line. A player taking a throw in must have both feet on or behind the touch line, must maintain contact with the ground, and must use a two-handed throw made from behind the head. A goal cannot be scored directly from a throw-in.



Speaking

Step 7 I speak engagingly by using facts and examples to support my points.



Speaking Appendix 5b: Sport Terminology

Rugby			
<p>Tap kick</p> <p>A tap kick is a type of kick used by players at penalties or free kicks to meet the regulation that requires the ball must be kicked a visible distance before a player may pass or run with it. In a tap kick, the player momentarily releases the ball from his hands and taps it with his foot or lower leg and then quickly catches it again. The player will then generally try to run forward with the ball.</p>	<p>Try</p> <p>It is the primary method of scoring. A try is worth five points. It is scored when a player places the ball on the ground with downward pressure in the in-goal area between (and including) the goal-line and up to but not including dead ball line of the opposition's half. (As the goal posts and post protectors are also part of the goal-line, touching the ball down against the base of these is also a try.)</p>	<p>Conversion</p> <p>If a team scores a try, they have an opportunity to convert it for two further points by kicking the ball between the posts and above the crossbar—that is, through the goal.</p> <p>The kick is taken at any point on the field of play in line with the point that the ball was grounded for the try parallel to the touch-lines. It is advantageous to score a try nearer to the posts as it is easier to convert.</p>	<p>Forward pass</p> <p>It is called a throw-forward in the laws of the game.</p> <p>A forward pass occurs when the ball fails to travel backwards in a pass. If the ball is not thrown or passed forward but it bounces forward after hitting a player or the ground, it is not a throw-forward.</p> <p>If the referee deems it accidental, these results in a scrum to the opposing team, however deliberate forward passes result in the award of a penalty.</p>
<p>Dummy pass</p> <p>An offensive ruse, where the ball carrier moves as if to pass the ball to a team-mate, but then continues to run with the ball himself; the objective is to trick defenders into marking the would-be pass receiver, creating a gap for the ball carrier to run into.</p>	<p>Knock-on</p> <p>It is also called knock-forward. A knock-on is when a player loses possession of the ball and goes forward off the hands or arms of a player and hits either the ground or another player. It results in a scrum with the put-in to the opposition.</p>	<p>Grubber kick</p> <p>It is a type of kick which makes the ball roll and tumble across the ground, producing irregular bounces making it hard for the defending team to pick up the ball without causing a knock-on. It gives the ball both high and low bounce and on occasions, the ball can sit up in a perfect catching position.</p>	<p>Drop kick</p> <p>A drop kick is when a player kicks the ball from hand and the ball touches the ground between being dropped and kicked. If a drop kick goes through a goal then it results in a drop goal.</p>



Problem Solving

Coaching Handbook

A practical guide to building this skill in sports





The ability to find a solution to a situation or challenge

Getting started

Complete tasks by following instructions or seeking help if needed

Intermediate

Explore problems in detail considering their solutions, causes and effects

Advanced

Complete tasks create and evaluate a range of solutions to a problem

Master

Analyse complex problems and implement strategic plans

This handbook will cover Steps 0-6 of the Skills Builder Universal Framework. Click page number to view this step.

Step 0	I complete tasks by following instructions	p.50
Step 1	I complete tasks by finding someone to help if I need them	p.52
Step 2	I complete tasks by explaining problems to someone for advice if I need	p.54
Step 3	I complete tasks by finding information I need myself	p.56
Step 4	I explore problems by creating different possible solutions	p.58
Step 5	I explore problems by thinking about the pros and cons of possible solutions	p.60
Step 6	I explore complex problems by identifying when there are no simple technical solutions	p.62
Step 7	I explore complex problems by building my understanding through research	
Step 8	I explore complex problems by analysing the causes and effects	
Step 9	I create solutions for complex problems by generating a range of options	
Step 10	I create solutions for complex problems by evaluating the positive and negative effects of a range of options	
Step 11	I analyse complex problems by using logical reasoning	
Step 12	I analyse complex problems by creating and testing hypotheses	
Step 13	I implement strategic plans to solve complex problems	
Step 14	I implement strategic plans to solve complex problems and assess their success	
Step 15	I implement strategic plans to solve complex problems and draw out learning to refine those plans over time	



Problem Solving

Step 0 I complete tasks by following instructions.



Coach Explanation

To achieve Step 0, learners will show that they are able to follow simple instructions to complete tasks.

This is the first step towards becoming an effective problem solver, and is strongly related to some of the early steps around listening (being able to recall and follow simple instructions). The difference here is that the instructions might also be provided in a written or visual format.

Learners need to be able to:

- Understand what instructions are
- Understand how to be sure to follow instructions

Teaching it

- Instructions tell or show us how to do something. They can help us to solve problems or learn how to do something new.
- For example, a recipe is a set of instructions, in a particular order, to tell you how to bake or cook something. A map with directions is a set of instructions to help you find your way to somewhere. In sports we use instructions to play the game and follow warm up activities.
- Instructions come in different forms and could include pictures, words or someone telling you verbally or visually.
- Almost all instructions will follow an order: you have to do one thing, then the next, and then the next. If we do not follow the order, it is unlikely that the task will be completed accurately.
- Before we get ready to follow instructions, it can help to:
 - Know what the goal is
 - Have space to focus and concentrate
 - Check the instructions before getting started
 - Work through them in order
 - Check them as you go, so you know when to move on

Practising it



Traffic Lights

The whole group needs to move around an allocated area whilst reacting to the coach's visual instructions, which consist of holding up coloured cones:

- Green = learners continue running around;
- Yellow = learners run on the spot;
- Red = learners stop and stand still.

The coach should move around the space and vary the use of cones/traffic lights to encourage lots of movement, whilst emphasizing the need for visual observation in order for learners to follow instructions.



Numbers Game

In an allocated area, learners move around, awaiting instructions. The coach shouts a number, between 1 and 5 and learners link arms to form a group that totals the number shouted out. Players work quickly to form correctly-sized groups. They score a point when forming a correctly-sized group.

The coach can prompt (visually and verbally) to assist players to solve problems, praising learners when instructions are followed.



Problem Solving

Step 0 I complete tasks by following instructions.



Practising it (continued)



Reflect

Coach to lead a reflection on the activities above (or similar). Ask learners to feed back on the tasks and give examples of how they solved problems, assessing the effectiveness of their tactics to score points and the progress they made in following instructions.

To extend the activity, learners could give their own group a task to complete by following a set of instructions, with verbal or visual clues.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Highlight examples of where we follow instructions to solve everyday problems.
- Praise learners for successfully following instructions and/or explaining the steps they took to solve a problem.
- Model examples of completed tasks to act as visual instructions, when introducing a new activity.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Observe how learners follow instructions to solve a problem. Do they follow each step in the correct order?
- Ask learners to explain what steps they took to solve a problem and how the instructions helped them.

Reflection Questions

- What is meant by instructions?
- Can you give any examples?
- How do we best prepare to follow instructions?
- What might be we do wrong when following instructions?



Problem Solving

Step 1 I complete tasks by finding someone to help if I need them.

Coach Explanation

To achieve Step 1, learners will be able to identify when they need help, and find someone appropriate who can help them to complete the task.

In the previous step, learners showed that they could complete tasks by following instructions. This step builds on that by introducing the idea that they might be able to seek help if they are unable to do something by themselves.

Learners need to be able to:

- *Recognise when they need help*
- *Identify the right person to ask for that help*

Teaching it

- There are lots of times when we find things too difficult to do by ourselves and may need help. For example: we don't understand something; we haven't done something before and can't work out how to do it; we are not trained to do something that might be dangerous; we are in a new place.
- Before we ask for help, it is worth thinking about the problem again to see if we can solve it on our own or find instructions to help us.
- Discuss scenarios to see if help from others would be needed or not.
- We all have different people we know who can help us in various areas of our lives.
- As a whole group, create a list of people they can go to for help. For example: peers, parents or carers, coaches and teachers.
- Develop this by asking which people would be right for certain tasks: for example, asking your coach to help with sports training.
- If the first person can't help you, you could ask them who they think might be able to help you instead, or think of other people yourself.

Practising it



Tag Team, Part 1

Pick two learners to be 'catchers': they can tag all other learners as soon as the coach blows a whistle.

When tagged, learners must stand still and are unable to move until 'released' by the remaining (untagged) learners.

The game progresses until only the coach is able to release those tagged, upon clear request from the learner using verbal cues.

A learner can only be released once. When tagged a second time, learners take on the role of motivators to cheer on their team mates from the sideline.



Tag Team, Part 2

The game progresses with those 'Tagging' running with a ball (in hands or with feet) to tag learners.

When tagged learners must stand still, unable to move/continue until 'released' by remaining untagged learners.

Only coach/es are able to release tagged learners, upon request and once the ball delivered to them has been successfully/competently controlled and passed back to the coach.



Problem Solving

Step 1 I complete tasks by finding someone to help if I need them.



Practising it (continued)



Search Engine

Set learners some different problems to solve which need them to ask a different person for help.

For example, finding out who the tallest person in the group is, finding out the history of their team/club, or trying out a new technique.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Highlight opportunities throughout coaching and everyday events when problem solving takes place, and the process of identifying the problem and knowing when to ask for help.
- If learners are struggling with something, they can ask themselves:
 - Are there any instructions available that might help us?
 - Can we remember doing something like this before?
 - Can we think of any ways of solving the problem ourselves?
- If they still do need help, they can be encouraged to think about who the best person to ask is, and who else could help them if they can't.
- Why do I think this person might be able to help me?
- Who else could I ask if they are not the right person?
- How will I explain to them what the problem is, so that they can help me?

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Speak to learners to assess how they are solving problems in other environments and how they have sought out additional help, if needed.
- Observe learners during activities, assess their ability to communicate clearly and perform under pressure. Praise learners for their appropriate choice of Problem Solving strategy, whether independently or, where needed, with the help of others.
- Set learners a challenge with a range of problems that need different people to help (as well as potentially a couple that learners should be able to resolve alone).

Reflection Questions

- What is meant by instructions?
- How does it feel when you need help?
- When do you ask others for help?
- Who can you turn to in different areas of your life for help?
- How do you know who the best people are to help you with different problems?



Problem Solving

Step 2 I complete tasks by explaining problems to someone for advice if I need.



Coach Explanation

To achieve Step 2, learners will approach difficult problems by seeking advice from an appropriate person to help them to solve the problem.

This builds off the previous steps which focused on being able to complete tasks by following instructions, or finding someone to help if they needed it. This step changes the focus to explaining problems and asking for advice so that the learner can then complete the task.

Learners need to be able to:

- Explain to someone else which aspect of a task or problem they are unable to complete
- Understand how to act on the advice that they are given

Teaching it

- A problem is something which is causing us difficulties which we need to fix. Often, we are able to work out how to solve problems ourselves, but we all have times when we need help from others.
- Revisit prior learning by asking “*When do you know it is time to ask someone for help?*” Record their responses.
- This step is about how to *explain* a problem we have to someone else so that they can help us.
- **Start with the goal** – *what are you trying to do, and why?*
It is important that whoever is helping you knows what you are trying to achieve so they can see whether their suggestions will help to achieve that.

- **The challenge** - *what you have got stuck on?*
Once the other person understands what you are trying to do, you can explain what is stopping you from being able to do that. For example, maybe you don't understand a particular instruction, you can't find something, there is a piece of information that you don't know, or you can't physically reach something.
- **Attempts already** - *what you have tried so far?*
It is worth telling the other person what you have tried already – this will stop someone suggesting things that you have already tried.
- **Advice** is an opinion that someone gives you about what you should do. We need to be open to the advice of others, whilst still thinking about it and checking that it makes sense before acting.
- Remember to draw on some of your Listening skills – making sure to ask questions to check your understanding, if needed.

Practising it



Killer, Part 1

Two learners are picked as 'Killers', all others have a football (or similar) and dribble around the space in control of their ball.

On the Coach's whistle, the two 'Killers' enter the area and aim to steal/kick learners' balls out of play. The last player remaining wins.

Afterwards, learners must identify the problem and solutions available. Discuss as a group before starting a new round (on the next page).



Problem Solving

Step 2 I complete tasks by explaining problems to someone for advice if I need.



Practising it (continued)



Killer, Part 2

Progress the session to incorporate working in pairs for round 2.

During the game, learners will need to explain their problem to their team mate and explore solutions together, e.g. partnering with other pairs to help protect/shield footballs or requesting support from others.

Remind learners at the start about how they can explain their problem, starting with the goal, sharing the challenge and any previous attempts.

Award 2 points for appropriately acting on the advice they are given by peers and 1 point if advice is needed from the coach.

Lead a reflection at the end on how they explained their problem and gave or received advice from others to complete the task.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Praise and share examples when learners have identified and explained a problem in a range of situations.
- Look for and discuss other examples of where people have experienced difficulties and faced a problem.
- Prompt learners to seek advice if they cannot solve a problem on their own and praise their ability to act on it.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- This step is best assessed through observation over time. For example, by observing whether learners are able to effectively articulate problems that they are facing and act on good advice.
- It is also possible to assess this step through a structured activity where learners have to seek help from others in order to complete the task (for example, learners have incomplete information so they need to ask a peer for advice to complete the task). This can be effective, but needs to be carefully designed to make it necessary for a problem to be articulated and advice sought and acted on.

Reflection Questions

- How can you best explain a problem you are having to someone else – what do they need to know?
- What mistakes could you make when trying to explain a problem?
- What is meant by advice?
- How can you make sure you listen well to advice?



Problem Solving

Step 3 I complete tasks by finding information I need myself.

Coach Explanation

To achieve Step 3, learners will show that when faced with a problem they can find information they need themselves to complete a task.

In earlier steps the focus was on completing tasks by following instructions, finding someone who could help if they were stuck, and then on being able to articulate a problem to them. This step builds on this by encouraging learners to find information themselves to complete a task.

Learners need to be able to:

- *Identify when extra information is needed*
- *Understand how to find this additional information*

Teaching it

- Information is another word for knowledge, and focuses typically on facts or things that we can know to be true.
- When we try to complete tasks, one of the problems we can sometimes run into is that we don't have enough information.
- Share a simple problem. For example, "we don't know how many footballs to bring to next week's football tournament."
- Model what information is needed: "How many teams have entered, how many balls per team required, if spare footballs are needed..."
- We can ask questions to be clear on what we need to find out and what we already know: "Is there anything here we already know? What do we need to find out? Where could we find this information?"
- Model where could you find the information: "If I need to know how many teams entered, I could look up the fixtures timetable."
- Share other examples and ask learners to provide relevant questions.

- Discuss: "What different places can we get information from?" Share some examples to stimulate ideas, e.g. facts and dates online, a route or directions with a map, instructions in a manual.

Practising it



Pitch In

Split the group into two equal-size teams and, with limited cones, get learners to mark out a football pitch or similar.

Teams must discuss and agree dimensions, allocate resources and measure out the pitch. Learners must take into consideration the number of players, age of learners and number of cones available.



Build a Goal... Score a Goal

Learners are tasked with building a goal with a partner, which they then need to score in. The first pair to build and score wins.

Each pair will be given equipment to assemble and must work as a team to construct the goal. Teams will be rewarded for asking appropriate questions to find out the information they need.



Problem Solving

Step 3 I complete tasks by finding information I need myself..



Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Highlight examples of learners who have identified when they need further information and have sought to find this, with peers ideally but also of the Coach where required.
- Learners can be introduced to seeking out extra information themselves to complete tasks, and these opportunities can be structured into lots of learning.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Ask learners to take the goal apart (from Activity 2) in the reverse order that they put it up. Question them during the process to check understanding.
- Set a task for learners that requires them to identify and then seek out information from a range of easily available sources, in order to complete the task.
- The assessment can focus on those who are able to identify the information they require to complete a task, what of that is extra information, and then being able to find that information.

Reflection Questions

- What is meant by 'information'?
- When might we need additional information to solve a problem?
- How do we know what information we need?
- Where are some of the different places you might find extra information?
- Which are the best places for different types of information?



Problem Solving

Step 4 I explore problems by creating different possible solutions.

Coach Explanation

To achieve Step 4, learners will be able to see that many problems have multiple possible solutions to them. They will be able to start coming up with different options to solve those problems.

In earlier steps the focus was on completing a simple task by following instructions, seeking help or finding extra information. The emphasis here now switches to exploring problems – understanding that unlike simple tasks, there is not always one obvious solution, but multiple options.

Learners need to be able to:

- Understand when problems might have lots of answers
- Know how to come up with multiple potential solutions for those problems

Teaching it

- What sort of problems might have more than one answer?
Can you give any examples?
- There is a difference between simple problems which have one correct answer, and those that we call complicated problems which might have different possible solutions.
- Simple problems might include things like: Where did I leave my keys? What is my address? What day is practice?
- For simple problems, it is about trying to find the correct answer.
- Complicated problems do not have one obvious answer, and might include things like: How should I travel to Manchester? What should I do next? When do we learn best?

- For these, no answer is factually correct, and a range of options exist.
- Once we have recognised that something is a complicated problem where it is helpful to have lots of possible solutions, we then have to explore a problem, rather than using the first idea that we have.
- It is hard to come up with lots of ideas, so it is often easier just to stick with the first one we create. However, there is also evidence that our first ideas are rarely our best ideas.

Practising it



It's Complicated

Together or in small groups, learners can identify from a list of options which problems are simple or complicated.

Learners can also be encouraged to add in ideas of their own.

To make the task active, ask learners to write down problems on paper/mini whiteboards/cones. Place all ideas in the centre and ask learners to sort them into two separate zones: simple and complicated.

For an extra challenge, set a simple and a complicated sports challenge to complete in the zone before learners return to the centre.



Problem Solving

Step 4 I explore problems by creating different possible solutions.



Practising it (continued)



Options Open

During practice or a match, pause the game at intervals and ask all learners to freeze where they are.

Learners each reflect on the problem 'What should I do next?' and should generate a range of possible ideas.

If appropriate, learners can share their ideas before resuming the game, or at the end, to evaluate the range of possible approaches.

Where possible, practise this activity using video footage. Learners different solutions in small groups, before sharing ideas altogether.



Pass and Move

In groups of 4 – 6, with one ball per group, learners explore the different options for successful passing. Each learner must come up with a different passing 'option' and teach it to their group.

Half of the groups then become defenders. Each defender must come up with one way of defending, before sharing it with their group.

The defender groups each join a 'passing' group; both sides must work to explore as many different ways to pass and defend as possible. Groups switch roles half way. How many solutions can be created?

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Learners can be reminded when a question they are being asked is a simple problem or a complicated problem.
- In the case of a complicated problem, it is worth actively encouraging learners to think about the range of possible answers or solutions that they could come up with, rather than just picking the first idea that comes to mind.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Ask learners to identify from a list of options, which problems are simple or complicated.
- For complicated problems, ask learners to generate a range of possible ideas or solutions.

Reflection Questions

- What sort of problems might have more than one answer?
- Can you give any examples?
- How can you come up with lots of possible solutions?
- Why is that sometimes more difficult than it sounds?



Problem Solving

Step 5 I explore problems by thinking about the pros and cons of possible solutions.



Coach Explanation

To achieve Step 5, learners will be able to explore problems by analysing the pros and cons of possible solutions.

In the previous step, learners developed the idea that there are some problems where there is not always one obvious answer and that there might be several possible answers or solutions. In this step, the focus is on how to be able to choose between those possible answers by thinking about the advantages and disadvantages of each.

Learners need to be able to:

- *Identify the pros and cons of possible answers for complicated problems*
- *Evaluate the pros and cons to help make a decision*

Teaching it

- *Complicated problems* are those that do not have one obvious answer or solution – there are a range of possible answers or solutions. That does not mean that we can't reach a 'best answer' though.
- When we are thinking through the different possible answers or solutions, we have to find some way of choosing between them. One of the simplest approaches to this is to think about:
 - *The Pros*: this is the positive side of a possible answer or solution which could also be called the advantage of the solution.
 - *The Cons*: this is the negative side of a possible answer or solution, also known as the disadvantage of the solution

- We can make a list of different options and then identify the pros and cons. It may be possible to see which option has the most pros but some aspects might be more important than others, e.g. time or cost.
- We can see then, that pros and cons can help us to understand what the advantages and disadvantages are of different potential solutions to complicated problems but to make the right choice we need to know what we care about most.

Practising it



Fantasy Tactics

Present a match scenario and explain the characteristics, formation, skills and strategy of a professional team for your sport.

Groups of 4 - 6 must use pros and cons to decide the characteristics, skills and formation of a 'fantasy' team to play against the coach's.

Groups then take turns sharing their decision with the whole group.

As a big group, discuss the pros and cons of each of the imaginary teams presented to decide which fantasy team is most likely to beat the coach's team. Visual notes can be used to support.



Problem Solving

Step 5 I explore problems by thinking about the pros and cons of possible solutions.



Practising it (continued)



Pass and Move 2.0

A progression of the game presented in Step 4 can be developed to practise Step 5.

To recap, groups of 4 – 6 are given a ball and learners must explore the different options for successful passing. Each learner must come up with a different passing 'option' and teach it to their group.

Half of the groups then become defenders. Each defender must come up with one way of defending, before sharing it with their group.

The defender groups each join a 'passing' group; both sides must work to explore as many different ways to pass and defend as possible.

Pause at intervals for a group huddle to identify the pros and cons of each of the options/techniques.

Groups switch roles half way.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- This step can be effectively reinforced, as complicated problems are often presented to learners. Encourage learners to follow the structured process of generating the range of solutions and then using pros and cons to choose between them. They will often try to shortcut this process, so reinforcing following each step is critical for them to secure this step.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- The learners can be posed a complicated problem where they have enough prior knowledge to be able to grapple with the content matter.
- Ask them to come up with a range of solutions and then use the pros and cons of each to reach a justified choice of solution.

Reflection Questions

- What is meant by pros and cons?
- Why can it be helpful to use these on complicated problems?
- How can you use pros and cons to make a decision?
- What mistakes do people sometimes make?



Problem Solving

Step 6 I explore complex problems by identifying when there are no simple technical solutions.

Coach Explanation

To achieve Step 6, learners will be able to identify *complex problems*, which are those without simple technical solutions.

Steps 0-3 of Problem Solving focus on *simple problems* – those with a simple correct answer. Steps 4-5 focus on *complicated problems* – those where there is a technical solution, but there might be a range of options which have to be considered in turn. This step introduces *complex problems* – those without a ‘correct answer’.

Learners need to be able to:

- Identify complex problems
- Understand how to work with complex problems

Teaching it

- What sort of problems are most difficult to solve?
- The complex problem is a problem where we cannot entirely know what the correct answer is, because it depends on a lot of different things, only some of which we can know.
- Complex problems are much more difficult to work with than simple or complicated problems, because even when we have done lots of work on them, we might never know if we have come up with the best answer. Instead, we just have to try to come up with as good an answer or solution as we can.
- Some examples of complex problems include: What would be the effect of banning air travel? How can we improve the environment? How can we make a business more successful?

- These are complex problems because we cannot just solve one part of the problem – they all link together. For example, banning air travel could be expected to have a positive impact on the environment. However, it might also reduce the amount of fresh food that is imported from other countries. This might mean that people eat less healthily. It could also lead to unemployment.
- Complex problems are very difficult to solve completely, but we can make some good progress if we work hard on them
 1. *Accept that it is a complex problem*, and that you are not going to come to one correct answer that everyone understands.
 2. *Take time to understand the problem* – try to build a deep appreciation of the problem and what the different links are between this problem and other issues in the world.
 3. *Try to break the problem down into smaller questions* – so that the big, complex problem becomes more manageable.

Practising it



Healthy (Re)solutions

Choose a complex problem to focus on, for example how can we encourage more people to eat healthily and exercise more.

Ask learners:

- What would the effect be?
- What would success look like?
- What ideas could improve the situation?
- How can they break down the problem into smaller questions?



Problem Solving

Step 6 I explore complex problems by identifying when there are no simple technical solutions.

Practising it (continued)



Fantasy Battle

Split learners into an even number of small groups. Each one will later be paired with another group.

Groups explore the problem: How do you build a winning team? They must consider characteristics, skills, formation, etc. to beat their opponents.

In contrast to the Fantasy Tactics game in Step 5, learners face the complex problem of not knowing which opposing team they face until they have finished designing their own.

Groups then pair up with an opposing group and present their teams, comparing who has formed the winning combination.

Choose a few groups to share their ideas with everybody and lead a discussion on the complexity of the problem.

Develop the reflection to identify the variety of influencing outside of the team's tactics, formation and skills, e.g. social factors, teamwork, weather conditions, etc.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Model and encourage learners to identify complex problems that are facing/have faced in other areas of their lives.
- Remind learners to break down the problem into smaller questions.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Learners could identify the complex problems from a list of questions, and justify why they think that is a complex problem.
- They can then choose a complex problem and think about how they would go about starting to solve it, and what some of the different questions were that they would need to answer.

Reflection Questions

- What sort of problems are most difficult to solve?
- What do you think complex problems are?
- Can you give any examples?
- How can we solve complex problems?
- What should we do? What should we not do?



Creativity

Coaching Handbook

A practical guide to building this skill in sports





The use of imagination and the generation of new ideas

Getting started
Imagine different situations

Intermediate
Generate ideas to improve something in different contexts, based on a brief

Advanced
Develop ideas using a range of strategies

Master
Innovate effectively in a group and support others

This handbook will cover Steps 0-7 of the Skills Builder Universal Framework. Click page number to view this step.

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Step 11	I innovate effectively when working in a group	
Step 12	I innovate effectively by seeking out varied experiences and stimuli	
Step 13	I support others to innovate by sharing a range of tools	
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Step 15	I support others to innovate by coaching them to be more creative	



Creativity

Step 0 I imagine different situations.

Coach Explanation

To achieve Step 0, learners will have to be able to imagine different situations.

This is the first step in Creativity – the ability to imagine things that do not currently exist. It provides the foundation for everything that follows.

Learners need to be able to:

- Understand what is meant by imagination
- Know how to use imagination

Teaching it

- Using your imagination is about being able to think about something and being able to see it in your head.
- We can use our imagination to think about an object (like a tennis racket), a famous sports person, an event, something impossible, or a place that doesn't exist.
- For example: *“Let's use our imagination. Can you close your eyes and imagine you are looking at a football player: what colour shirt are they wearing? We're pretending there's a football player there.”*
- Sometimes we use imagination by ourselves; we can also use our imagination with others – for example, we talk or act things out.
- Our imagination is crucial because it allows us to think about new ideas and to go beyond what exists today.
- Everything in the world started in somebody's imagination – it didn't exist yet, but someone thought that it might be a good idea, and they used what they imagined to make it. For example, the first person to imagine our sport.
- We might use our imagination at lots of different times, but normally our mind has to be relaxed and not trying to think about other things.

- Model how we can imagine a familiar setting: “Now let's use our imagination to pretend we're playing our sport. What can you see? What can you hear?”
- Explain how we can use imagination to pretend to be someone or somewhere else, role-play. “Imagine you are running around in an open field: let's pretend you take off your shoes. Can you pretend to feel the grass?”
- Where appropriate, you could discuss visualisation and its role in sports: “Visualisation is creating a mental image or intention of what you want to happen or feel in reality. An athlete can use this technique to 'intend' an outcome of a race or training session, or simply to rest in a relaxed feeling of calm and well-being.”

Practising it



Imagin-action

Read stories, watch videos or sing songs that encourage learners to use imagination and join in with actions. For example, read sports article/book, sing *'I'm forever blowing bubbles'* or listen to match commentary, imagine you are there. Where relevant, learners can join in with actions and sounds.



Creativity

Step 0 I imagine different situations.

Practising it (continued)



Learn and Play

Provide a stimulus for imaginative role play by introducing sports equipment and memorabilia: balls, hoops, bean bags and bibs. Model how they could be used and encourage imaginative play.



Let's Pretend

Someone pretends to play a sport and the others have to guess what sport they are playing.



Visualisation Station

Start by asking learners to remember the last match or training session they had and picture that experience in their head.

Then ask learners to imagine their next upcoming session or match. How would it be different? What do they want to improve this time? Add in variables to imagine different settings, for example a change in weather or location. What challenges do they imagine facing?

After the match or session, reflect on the impact of visualising it. How did they feel during the experience? Was it similar to what they had imagined?

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- When playing games, reading, watching videos or singing songs, stop to ask learners to imagine what could happen next.
- Encourage learners to visualise strategies or matches beforehand, to help prepare and address challenges.
- Lead a pre-match/half time warm up for the team and ask learners to imagine what they expect to happen.
- To resolve arguments, ask learners to imagine what their team mate or opponent might experience in their side of the situation. Imagine how a referee/umpire would see the situation? How can this help with Staying Positive?

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Ask learners to explain what they are pretending to be or do. Do they show an awareness of an imaginary setting or object?
- Use coach observation to see how learners play and pretend with each other. Do they join in?

Reflection Questions

- What does imagination mean?
- Why do you think imagination is useful?
- When do you use your imagination?
- Can you give examples?



Creativity

Step 1 I imagine different situations and can say what I imagine.

Coach Explanation

To achieve Step 1, learners will be able to imagine different situations, and be able to say what it is that they are imagining.

In the previous step, the focus was on learners being able to imagine different situations. This step adds the ability to be able to say what it is that learners are imagining.

Learners need to be able to:

- Explain why it is helpful to explain what we imagine
- Understand how to talk about what they have imagined

Teaching it

- It is important to support learners to see themselves as imaginative. As learners get older, we often see that their confidence to explore imaginative and unrealistic ideas decreases.
- Imagination is about being able to think about something and see if in your head.
- Highlight to learners when they have used their imagination before. Ask them to provide some of their own examples, such as thinking about what we might do in the future, somewhere we'd like to go, thinking up new ideas or acting out future situations.
- When we use our imaginations, we have to remember that no one else knows what is in your head until you tell them. Therefore, you have to use lots of detail to help bring what is in your head to life for them – they will not know anything that you don't tell them.

- When describing what you imagine, it is helpful to give context – start by telling them what situation or thing you were broadly imagining. For example, “I was imagining that I was making a trip to play tennis on the moon”.
- You can then give some of the detail of what you were imagining. For example, “I would have to travel in a huge rocket, and to wear an astronaut suit. When I left the earth, it would feel like there was no gravity so I would have to learn how to travel around without being stuck to the floor”.
- You might also want to explain how you feel – this can help people you are talking to be more interested in what you are sharing.
- Finally, you have to decide how much detail you want to give – you cannot describe everything so you have to pick what is essential.

Practising it



 10 mins

Picturing Imagination

Ask learners to individually draw or write a description of a time when they used their imagination. Model this: “*I used my imagination when practising a penalty, so I've drawn myself kicking a ball*”.

Learners can hold up their work and explain what they imagine. Reflect as a group on why it is helpful to share what is in our heads.



Creativity

Step 1 I imagine different situations and can say what I imagine.



Practising it (continued)



 10 mins

What if...?

Tell a sporting story or experience to learners and ask “What if...?” questions. For example, imagine you were running in a race. What if you had to crawl instead of run? What if the track was at the bottom of the sea, how would you get there, how would you run? Learners could share ideas in pairs or small groups before sharing back altogether.



 10 mins

Pretend Olympics

Pretend to do an everyday sporting task, such as putting on your trainers or swimming goggles or kicking a ball.

While pretending to do the task, explain what you are imagining at the same time, e.g. *“I reach into the bag and take out the plastic case.”*

Pretenders must remember not to say the exact same words as the action so that the other learners try and guess what it is you are imagining. Pairs should take turns being the pretender.

Prepare examples for learners who don't have a specific action.

Some learners may also benefit from prompts to talk about what they imagine, for example what they see, feel, smell, hear or taste.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Create a routine for introducing tasks where learners are going to use their imagination: for example, a physical place, space or object called 'the Imagination Zone [or] Object'.
- Use 'What if...?' or 'What do you think?' questions to explore imaginative answers for different scenarios. For example: *“What if you had an extra team mate when playing a sport?”* or *“What do you think you would do if...?”*
- Explicitly talk about when you are using your imagination yourself, for example: *“I had to use my imagination to go faster and win a race.”*

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Ask learners to explain what imagination is, when they use it and why it is helpful to talk about what we imagine.
- Ask learners questions about what they can see in their head and encourage them to think of different scenarios.
- Observe how learners play and pretend with each other.

Reflection Questions

- What does imagination mean?
- Can you think about examples of when you have used your imagination?
- Why is it helpful to be able to explain what we imagine?
- How can we talk about what we imagine?
- What are some simple mistakes that we could make if we get it wrong?



Creativity

Step 2 I imagine different situations and can bring them to life in different ways.



Coach Explanation

To achieve Step 2, learners will show that they can bring what they imagine to life in different ways, including through role play or acting out their ideas, and through pictures or diagrams.

In the previous step, learners focused on how to say what they could imagine. This step explores other ways of communicating ideas.

Learners need to be able to:

- Understand different methods to communicate what we imagine
- Share what they imagine through an appropriate way of communicating ideas (acting it out or drawing pictures or diagrams)

Teaching it

- Some of the things we imagine are useful to share with the world. One method of doing this is through acting it out or by using role-play. Acting or role play is helpful when you are trying to share a conversation or behaviour with someone else and for them to join you in being part of an imaginary world.
- For example, all drama – whether in films, in theatres or on video clips – comes from imagination and then it is made real by being acted out to you.
- Another example is the use of role play – when someone, or multiple people, play different roles. This can be helpful for building an understanding of what someone is thinking or for playing out different scenarios. It can be good for building empathy and understanding of how someone else is feeling and why they make the decisions that they make.

- Alongside talking about ideas or acting them out, the other big way that people share what they imagine is through pictures or diagrams.
- However, we don't need to be brilliant artists to get across our ideas – sometimes a quick sketch or simple diagram can help someone see what is in your imagination.

Practising it



Show and Tell

Use expressions and gestures to recount a familiar sports story, i.e. winning 100m final, playing in your first match or going rock-climbing.

In groups of 3 or 4, ask learners to show how they would feel if they were [insert example], using...

1. Facial expressions
2. Whole-body movement
3. One hand

Optional: Split half of the groups into acting out feelings with their whole body and split the other half into expressing feelings with their faces. Which group is able to guess the answers the quickest? Which method was easiest?

At the end, lead a reflection to consider the challenges of sharing what we imagine in this way. Which other methods of communicating may be easier for some situations?



Creativity

Step 3 I generate ideas when I've been given a clear brief.



Practising it (continued)



 30 mins

Imagine Football on the Moon

Give learners a stimulus question. For example, “*What is it like to play football on the moon?*”

Give them time to imagine how they would get there, what it would look, sound and smell like.

Ask learners to act out how they would play the game.

At the end, reflect as a group on why this method of communicating is effective? Would it be the same to draw a picture of what we imagine or

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Encourage learners to talk about what they are imagining whilst expressing it through physical movement.
- Ask learners “What would it look like if?” and “Can you act out what you see in your head?” during discussions or activities.
- Create an imagination display zone of learners' work and ideas.
- Encourage more experienced learners to create a diagram of a tactic they are imagining.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Ask learners to explain when and how they or their friends have expressed ideas through actions. Which other ways of communicating what they imagine have they used? Why?
- Present stimulus questions and ask for responses using different physical/sporting actions.

Reflection Questions

- How can you share what you imagine through acting it out?
- When can this be helpful?
- How can you share what you imagine through drawing pictures or diagrams?
- What are the advantages of this?
- Can you give examples of where you have done this?



Creativity

Step 3 I generate ideas when I've been given a clear brief.

Coach Explanation

To achieve Step 3, learners will show that they are able to generate ideas when given a clear brief to work to.

In earlier steps, the focus was on use of imagination, and how to share what learners can imagine through speaking, role play, and drawing pictures or diagrams. This step shifts now to think about idea generation rather than just imagining.

Learners need to be able to:

- Understand what a creative brief is
- Know how to generate ideas for a brief

Teaching it

- A brief is a problem or challenge that we have to come up with ideas for. The brief might be short or long, it might be in a written or spoken form.
- A brief will normally have success criteria attached to it. If it is not clear what the success criteria are, you should either ask the person who is setting you the brief, or think about what you think they should be if they cannot tell you.
- The success criteria will tell you what your idea needs to be able to do or answer to be judged successful. For example, the success criteria for a sports bag might be that it needs to be big enough to hold boots and clothes, waterproof, and not too heavy.
- Success criteria are really important because knowing what we are working towards and what definitely needs to be included, means we can focus our imagination.

- When you are creating ideas, the most important thing is to try to create as many as possible at the beginning. If you only come up with one idea, then it is very unlikely to be your best idea.
- You can then think about which of those ideas fulfil the success criteria that you have been set. This might get rid of quite a few of the ideas.
- Of the ideas that are left, you might combine different elements of those ideas to create the best idea that you can to fulfil the set brief.

Practising it



 5 mins

Creative Inventors

Give each small group 3 items of equipment, and read out/display the following instruction: *“Invent a new game: it must use three items of equipment, be played by a maximum of four players and it needs to have a name and a method of scoring.”*

Check learners have identified and implemented at least three criteria.



 20 mins

Develop the activity above by asking learners to work together to create and play their new game (15 minutes).

Ask them to explain to a different group how to play their game.



Creativity

Step 3 I generate ideas when I've been given a clear brief.

Practising it (continued)



Cone Criteria

Scatter cones across the floor/pitch and ask learners to stand on one each. Introduce six balls (one at a time) and ask learners to transport the balls to a different participant on another cone, staying on the cone they have arrived at.

As the game progresses introduce new success criteria, such as:

- Method of movement, e.g. hopping on one leg
- The ball must be carried in the left hand

Continue to introduce new success criteria until all six balls are in play.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- In other areas of teaching and coaching, ask learners to identify the success criteria you have provided, or challenge them to produce their own.
- Explicitly praise learners for thinking about success criteria in other areas.
- Encourage learners to create lots of ideas before filtering them down according to the success criteria – this is an important discipline so that they do not always just think that their first idea is the best one.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Scaffold self- and peer- assessment by giving learners a checklist of criteria.
- Use coach observation to note the suitability of ideas and how often learners refer back to the task brief.
- Ask learners to create challenges for one another by setting their own success criteria.

Reflection Questions

- What is meant by a brief?
- How can a brief be helpful?
- Can you give examples of where you have been given a brief?
- How can you create ideas to fulfil a brief?
- What are some things that you should do, and some things that you should avoid doing?
- Have you got any examples of having done this?



Creativity

Step 4 I generate ideas to improve something.

Coach Explanation

To achieve Step 4, learners will show that they can generate ideas to make something better.

In the previous step, learners focused on how to generate ideas when they were given a clear brief and success criteria. This step continues to focus on generating ideas but without the brief and success criteria being given – instead, to make an improvement, learners have to be able to identify what the success criteria are for themselves.

Learners need to be able to:

- Understand the success criteria
- Make something better, using those success criteria

Teaching it

- Success criteria will tell you what your idea needs to be able to do or answer to be judged successful.
- If we are not given success criteria, we can ask ourselves questions to work some out on our own:
 - *What is this thing trying to do?*
 - *What does the thing do well?*
 - *What could it do better?*
 - *Which of the improvements matter?*
- For example, if we were designing new boots we might want to make the studs lighter so that we can run faster in them.

- Once we know the success criteria, we can work out how to make something better. When improving something, you might start from a problem that you have experienced in using the product or service.
- However, it is really important that we think about whether your idea might solve a problem but accidentally make something else worse.
To use our previous example, the lighter material of the new studs might not grip the surface as well and be less safe for running.

Practising it



Coaching Criteria

Model a recently learnt sports technique or skill to the group, as if you were practising this for the first time.

Ask learners to discuss ideas in small groups on how they could coach you to improve this skill. Remind learners of the prompt questions:

- *What are they trying to do?*
- *What are they doing well?*
- *How could they do it better?*
- *Which of the improvements matter?*

Ask the group to give feedback on their ideas.

Optional: Ask learners to choose a skill they'd like to improve and repeat the activity in their groups, taking turns to provide feedback.



Creativity

Step 4 I generate ideas to improve something.



Practising it (continued)



 10 mins

Sport in Progress

Choose a piece of equipment (or a rule) from your sport and ask learners to work in pairs to generate ideas for how they could improve it.

Optional: highlight a problem for learners to address and improve. Share ideas and reflect with the wider group at the end.



 15 mins

Warming Up Ideas

In pairs or small groups, set learners the challenge of generating ideas to improve the team warm up activity.

You may choose to highlight an aspect in particular which you'd like to improve upon or build in time for learners to discuss this independently.

Learners can then run their activity in their small groups or, if appropriate, take turns leading the whole team warm up.

When taking turns, encourage learners to pause and discuss how they can keep improving their ideas.

Optional: *Which muscles haven't been warmed up yet?
How can we keep the activities varied?*

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Learners can be encouraged to think more widely across their experience in sports, education and at home to identify things, whether products or services, that they could improve. Lead by sharing examples of where you have changed things or come up with new ideas to make things better, so that learners realise that they probably all have small areas of their lives where they can come up with ideas to make things better.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- This step is best assessed through a structured challenge. For example, by setting learners a challenge to improve something that they are familiar with, and providing them with some cues to think through the logical process to ensure they really are making improvements, not just changes.

Reflection Questions

- What are success criteria?
- How can we work out what they are for different things?
- How can we come up with lots of ideas?
- How do we know if an idea will make something better or not?



Creativity

Step 5 I generate ideas by combining different concepts.



Coach Explanation

To achieve Step 5, learners will show that they are able to generate ideas by combining different concepts.

In earlier steps, learners thought about generating ideas when they had been given a clear brief and success criteria, and then when they had to create their own success criteria to improve something. In this step, learners build on this by exploring how they can combine different concepts to generate new ideas.

Learners need to be able to:

- *Identify the components of ideas and concepts*
- *Combine these components to create something new*

Teaching it

- Define 'combine': "bring together two or more things."
- Define 'concept': "A type of idea that is usually quite general or big. For example, if we were designing a team kit, we might say that 'the concept for the kit is flash.'"
- Define 'component': "A part of a whole thing or idea. A bicycle wheel is a component of a bike, a reflective strip would be part of the concept of a flash themed kit."
- When we respond to a brief (as in Step 3) or try to improve something (as in Step 4) we might come up with a complete concept or set of ideas to try to answer that brief or make an improvement.

- If we have more than one concept or lots of different ideas, sometimes we might want to choose between them or we might be able to pick the best bits of each and put them all together.
- When we combine ideas, it is helpful to think of the components of those ideas and the success criteria that each of those components helps to fulfil.
- If we get it right when we combine ideas, we can end up with the best of the both worlds. It can give us the chance to see different ideas for each of the components of the concept and then pick the best one for each of those.
- It is always important to review whether the combination of components really is better, or whether some components can't really be separated from one another; otherwise we might risk spoiling the idea.

Practising it



Name of the Game

In small groups, ask learners to come up with a team name.

Structure the task in the following way: individually generate name ideas, then share ideas in pairs and then in a whole group.

The group should then discuss favourite components of each idea and combine components to generate a final team name.



Creativity

Step 5 I generate ideas by combining different concepts.



Practising it (continued)



 15 mins

Triple Equipment

In groups of three, learners each take a piece of sports equipment and must combine the three objects to create a new sport.

Offer success criteria/constraints on the rules of the game (e.g. the equipment must all be from different sports) or for the 'something new' element (e.g. it must be a team sport).
If there is time, two groups can join to take turns playing their sports.



 15 mins

Combination Sports

Using two or more familiar sports or games, learners work individually to identify the components and then combine elements to make a new sport. Share ideas at the end. Which components were combined in a different way?

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- When learners come up with an idea, prompt or give them another idea to combine it with.
- In group activities, ask learners to explicitly identify where different components of ideas have come from and encourage collaboration. "Can you tell me who contributed different parts to your idea"?

- In individual tasks, encourage learners to keep a record of all ideas so they can see where ideas have come from and how they have been combined.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- When asking groups to combine multiple ideas/concepts, ask learners to identify ideas by circling their 'favourite parts'.
- Use conversation with individual learners to ask questions such as "where did this idea come from?", "How were you inspired?", "How could you combine x with your idea?"
- Use peer assessment and ask learners to identify different components of final ideas in a group setting.

Reflection Questions

- What are concepts?
- What are components?
- How can you break an idea or concept into components?
- How can we combine the components of ideas to create new ones?
- What are the advantages of doing this?
- What are the risks of doing this?



Creativity

Step 6 I use creativity in the context of work.



Coach Explanation

To achieve Step 6, learners will understand what creativity is and see how they can use it in the context of doing their work.

In earlier steps, the focus was first on imagination and how to share things that have been imagined, and then on how to generate ideas against a brief, to improve something or by combining different concepts. This step shifts into thinking about creativity more broadly and its relevance across different aspects of learners' work.

Learners need to be able to:

- *Understand what creativity is, and why it is valuable*
- *Understand how creativity can be used across work*

Teaching it

- Ask learners to recap the definition of using imagination.
- Explain that there are three aspects of 'creativity' and share these: *"using imagination; generating new ideas; and turning those ideas into something."*
- Importantly, creativity is not just about art or performance. We can find it in all different areas of work – anything from engineering to sport to medicine.
- Creativity is important because we need it every time that we want to do something new, or to make something better, or to imagine something that someone is telling you.

- We all need creativity in different parts of our work. For example, when we are:
 - Trying to develop new ideas to solve a problem
 - Trying to combine different ideas to create new things
 - Responding to a brief that we have been given
 - Imagining an experience that someone else might have that we have not yet had, or an experience that might happen in the future
- Without the skills of creativity, we would not be able to plan ahead for what might happen in the future because we have no way of knowing beyond what we learn and then imagine.
- While this step is mainly focused on using creativity in a work context, being creative in our work can motivate us to be more creative in our wider lives too. Coming up with new ideas and sharing what we imagine helps us to connect with others and build

Practising it



A Question of Creative Sports

In pairs or small groups, ask learners to think of as many different sports as they can.

Using some of their example sports, the coach should challenge them to identify three aspects of creativity within that sport.

- How do they use their imagination?
- What new and original ideas do they come up with?
- What are they working towards making or doing?



Creativity

Step 6 I use creativity in the context of work.



Practising it (continued)



Creativity in Context

Play 2 combined sports games (which can be familiar to the group) such as football-tennis, benchball, rugby-cricket. At coach-defined intervals during the game, ask learners to recall where they have been creative. Have they seen their team mates use creativity?

At the end of the game, ask learners to identify opportunities where they have applied creativity in a sports setting when not playing a match. For example, not having the right equipment or not enough players during training.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Nominate a 'Creativity Captain' each week who is responsible for acknowledging when others have been creative and give them (as appropriate) a call-out, sticker or reward.
- In your praise and feedback, be explicit that creativity is being used across multiple disciplines, even where it may not be as obvious. For example: "Matt used his creativity to help design a new game during lunchtime that meant everyone could take part."

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Ask learners to define creativity, checking they have included the three elements.
- Use their responses to 'Practising It' Activity 1 to check they understand the importance of creativity across different areas and careers.
- Question learners to describe how their peers have used creativity. Can the learners recognise the creative process others have gone through? Can they recognise creativity in their peers?

Reflection Questions

- What is creativity?
- Why is creativity important?
- How is creativity useful in doing your work?
- Can you give examples of how you use creativity in your work?



Creativity

Step 7 I use creativity in the context of my wider life.



Coach Explanation

To achieve Step 7, learners should be aware and reflect on how they use creativity in the context of their wider life.

In the previous step, learners showed that they were aware of how they use creativity to complete their work. This step builds on this by expanding thinking about creativity into wider life as well.

Learners need to be able to:

- Identify how creativity is used in wider life
- Share the benefits of using creativity in wider life

Teaching it

- Creativity has three parts to it, as we saw in Step 6:
 1. Using imagination – this is all about being able to think of something that does not exist, and to be able to capture and share it in some way. This is what we explored in Steps 0-2.
 2. Generating new ideas – this is about being able to harness imagination to create something new, or to improve it.
 3. Turning those ideas into something – this final step is about enacting those ideas and turning them into something – whether an action or a product.
- Creativity has uses in lots of different areas of life. For example:
 - When you plan on going somewhere, you are imagining what it would be like to go there, and whether you would enjoy it or not.
 - When you change a routine that you have at home, you are generating new ideas and working towards making it better.

- It is helpful to know when we are being creative so that we can make links between different areas of our work and lives. Good ideas often come from unexpected places. By recognising when we are being creative, we can take ideas from one area of our lives and use them in other areas as well.
- Explain how creativity plays a crucial role in generating, developing, linking, combining and improving ideas for example: “passing a rugby ball along the line to get around the defence”.
- Demonstrate to learners that they have used creativity in different sessions, for example: “last week you used creativity to imagine and design a new school sports kit”. Where else have you used creativity in the last week?

Practising it



Creative Insights

Play 2 combined sports games (which can be familiar to the group) such as football-tennis, benchball, rugby-cricket.

Pause during the game and ask learners to recall an occasion where they/ their teammates have been creative.

- How did you use your imagination?
- What new and original ideas did you come up with?
- What were you working towards doing or making?

Afterwards, discuss why it is helpful to see when we are being creative and what can be learned.



Creativity

Step 7 I use creativity in the context of my wider life.

Practising it (continued)



Paper Snowstorm

Give each learner a piece of paper to share feedback on when / how they have been creative: "I used creativity today when...". This can be done anonymously or with names. Learners then carefully scrunch up their paper into a ball and keep hold of it.

Split the group into two teams, each with their own half of the space. Teams compete to get as many paper snowballs in their opponents' half as possible.

At the end, they each retrieve 1 paper snowball each to read out to the group. Support with questioning, where needed.



Channeling Creativity

Model examples where you have used creativity in your wider life (using imagination, generating something new, and working towards an outcome of turning ideas into something).

Give learners different everyday scenarios, for example playing sport, travelling to practice, and other non-sports examples. How might they use creativity in each scenario? Discuss in small groups and then share altogether.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Create a reward system that values creativity, specifically recognising the importance of using imagination and generating something original.
- Be explicit about when you have used creativity recently in your personal or professional life: in creating the session you are delivering, playing sport yourself or in what you cooked for dinner.
- Encourage learners to draw on what they already know and use their memories and previous experiences to spark creativity.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- This step is best assessed through learners' reflections. Ask learners to individually keep a log and write down when they have had opportunities to use creativity.
- Ask learners to individually write down a definition of creativity and examples of when they use creativity inside and outside of sports.

Reflection Questions

- What is creativity?
- How can creativity be used in different areas of life?
- Why is it helpful to see when you are being creative?
- How can you learn from being creative in different areas?



Staying Positive

Coaching Handbook

A practical guide to building this skill in sports





The ability to use tactics and strategies to overcome setbacks and achieve goals

Getting started

Tell when myself or others feel positive or negative

Intermediate

Keep trying when something goes wrong and encourage others to do so

Advanced

Look for opportunities in difficult situations, adapt and plan in response

Master

Identify risks and gains in opportunities and support others to stay positive

This handbook will cover Steps 0-15 of the Skills Builder Universal Framework. Click page number to view this step.

Step 0	I can tell when I feel positive or negative	p.84
Step 1	I can tell when others feel positive or negative	p.86
Step 2	I keep trying when something goes wrong	p.88
Step 3	I keep trying and stay calm when something goes wrong	p.90
Step 4	I keep trying when something goes wrong, and think about what happened	p.92
Step 5	I keep trying when something goes wrong and help cheer others up	p.94
Step 6	I keep trying when something goes wrong and encourage others to keep trying too	p.96
Step 7	I look for opportunities in difficult situations	p.98
Step 8	I look for opportunities in difficult situations, and share these with others	p.100
Step 9	I look for opportunities in difficult situations, and adapt plans to use these opportunities	p.102
Step 10	I look for opportunities in difficult situations, and create new plans to use these opportunities	p.104
Step 11	I identify risks and gains in opportunities	p.106
Step 12	I identify risks and gains in opportunities, and make plans to manage them	p.108
Step 13	I support others to stay positive, by managing my own responses	p.110
Step 14	I support others to stay positive, by helping others to see opportunities	p.112
Step 15	I support others to stay positive, by helping others to see opportunities and creating plans to achieve them	p.114



Staying Positive

Step 0 I can tell when I feel positive or negative.

Coach Explanation

To achieve Step 0, learners will be able to recognise when they are feeling positive or negative.

This is the first step in the skill of Staying Positive – the ability to recognise emotions that are mainly positive and those that are mainly negative in themselves.

Learners need to be able to:

- *What emotions might feel positive, and what might feel negative*
- *Know why understanding feelings is important*

Teaching it

- An emotion is a strong feeling that is caused by something happening. There are broadly two different types:
- *Positive emotions:* These emotions make us feel good, and that we want to continue to feel like this, e.g. being happy, excited or calm.
- *Negative emotions:* These emotions make us feel bad, and we want to stop feeling like this, e.g. feeling sad, angry or scared.
- Show pictures of positive and then negative emotions: *“How is this person feeling? How can you tell? How do you show when you feel positively/negatively about something?”*
- Share examples of things that might cause those feelings and scenarios when emotions might change, such as winning a match and then the other team equalises. What are their experiences?
- In life, we will feel different emotions at different times. This is a very normal part of how we think about what is going on around us.
- It can be confusing and challenging if we feel negative emotions without understanding what we are feeling.

- If we take time to think about how we are feeling, and can identify what the cause is, we can start working out how to change our feelings from negative into positive. For example, if we feel tired then we can rest.

Practising it



Emotions in Motion

Define an area or pitch big enough for the learners to all move around and be physically active in.

At one end of the pitch display the word happy with a sign that signifies this (e.g. a smiley face, a celebrating sports person or a green tick), at the other display the word sad with a sign that signifies this (e.g. a sad face, a disappointed sports person or a red cross).

Ask learners to move through the pitch, not in a constant circle but changing direction. As they move, describe a scenario and ask them to stand at the right end of the pitch for the emotion they would feel:

- Scoring the winning goal in a football match.
- Winning a game of tennis.
- Missing an open goal or penalty.

After each scenario, ask learners why they are standing there. As the game progresses introduce a ball, passing it to learners before asking them to explain why they are there.

Finish with asking them to think of their own sporting scenario and ask them to stand at the appropriate end. Again, ask learners to describe what their scenario was and why they are standing there.



Staying Positive

Step 0 I can tell when I feel positive or negative.



Practising it (continued)



In the Moment

Show the learners a range of sporting pictures that have both happy and sad emotions, and describe what has just happened, for example:

- A team score a try/goal vs. a team conceding a try/goal
- A player winning the Wimbledon final vs. a player losing
- A goalkeeper saving a penalty vs. a player missing a penalty

Ask the learners to 'recreate' these pictures in small groups, if necessary, some of the learners can be the spectators either celebrating or commiserating. After each recreation ask the learners to describe how they/the sports person they are recreating would be feeling in the moment.



Feelings on Track

Give each learner a logbook/worksheet to track their emotions throughout the rest of the day/week.

Ask them to write down what made them feel either happy or sad, what emotion they felt and a sporting example that would elicit a similar feeling, for example:

- I made a new friend today, it made me feel happy, like I had scored a winning goal.
- It rained when I walked home today, it made me feel sad, like I had just lost a match.

At the end, ask learners to share examples with the rest of the group.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- This step can be reinforced in different ways, depending on the age and context of the learners. With primary school learners you could regularly check in on how they are feeling at different times throughout the session/day.
- With secondary school learners the use of a reflective journal or other personal space for reflection might be appropriate.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- This step is best assessed through discussion. For example, asking learners to identify different positive or negative emotions that they might feel, and in what situation they might feel them. This sort of assessment should be managed carefully; the focus should remain on whether learners can identify when they feel positive or negative.

Reflection Questions

- What is an emotion?
- What do we mean by feeling positive?
- What do we mean by feeling negative?
- Why do we have emotions?
- How can we use our emotions to help us?



Staying Positive

Step 1 I can tell when others feel positive or negative.



Coach Explanation

To achieve Step 1, learners will be able to broadly recognise positive and negative emotions in others.

In the previous step, the focus was on learners being able to recognise positive and negative emotions in themselves. For this step the extension is to recognise them in others too.

Learners need to be able to:

- Know how to spot positive and negative emotions
- Recognise what events might lead others to have positive or negative emotions

Teaching it

- It is not always easy to tell what emotion someone is feeling, and some people might choose to try to hide how they are feeling. However, we can also pick up some clues:
 - People who are happy tend to be smiley, and to look at you directly. They might also laugh and seem comfortable.
 - People who are excited tend to be very active and look like they have lots of energy, like they want to get on and do something.
 - People who are feeling sad might have downturned mouths. They are unlikely to laugh, and might cry or look like they could.
- We can also use our understanding of a situation to help us to guess how someone might be feeling. Understanding how someone else is feeling is called empathy.
- If someone feels angry this might be because something bad has happened to that person that they do not feel was fair. They might blame someone or something for what has happened.

- It is important to remember that not everyone will react in the same way to different events and that not all emotions that people feel are linked to what is happening there and then. Emotions can be complicated, and can sometimes be affected by our mental health and wellbeing.
- However, thinking about what is going on for someone, as well as how they show emotions, can help to give a better idea of what they might be feeling.

Practising it



Express Yourself

Pairs discuss what positive emotions look like and show a partner what that might look like as a facial expression. Then they can try recreating expressions for negative emotions.



Emotion Team

In groups, learners come up with ways that as athletes they can show positive emotions as a team or an individual. What does this look like? What behaviour would they expect to see? Discuss and then join up with another group. Learners take turns acting out/discussing these behaviours with the other group



Staying Positive

Step 1 I can tell when others feel positive or negative.



Practising it (continued)



5 mins

Game Face

Encourage learners to practise behaving in a positive manner in games/matches and sharing how they feel:

- Communicating with teammates in a positive manner
- Celebrating teams wins and successes
- Encouraging team mates if they make a mistake

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Ask learners to reflect occasionally on how they are feeling, and how they think other people might be feeling, depending on the context.
- At other times, when events are described, ask learners for their reflections on how the individuals involved might have felt at those times and why.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Ask learners to think about what situations or scenarios might lead to the different emotions and write down some ideas. The learners could be posed a series of hypothetical scenarios and asked to imagine what the emotional response of someone else might be to those events.

Reflection Questions

- What is an emotion?
- How can you tell when someone is feeling positive or negative?
- How can you tell what emotions other people are feeling?
- Aside from how someone looks, what else might help you to understand how someone is feeling?
- How can you use your understanding of the situation to help work out how someone is feeling?



Staying Positive

Step 2 I keep trying when something goes wrong.



Coach Explanation

To achieve Step 2, learners will show that they can keep trying when something goes wrong.

In earlier steps the focus was on identifying emotions in themselves and others. This is an important precursor to being able to manage an emotional response to give up when something goes wrong, and to keep trying instead.

Learners need to be able to:

- *Identify their emotional responses when something goes wrong*
- *Know how to overcome the urge to give up, and instead to keep trying*

Teaching it

- In life there are things that are far beyond our control and it is inevitable that sometimes things go wrong.
- It is very natural and normal for this to make us swing into feeling negative emotions (sad, disappointed, fed up).
- However, we can avoid letting our emotional responses overwhelm us and can think about how to be *resilient*. That is, how do we keep going despite feeling negative emotions?
- *Recognise your emotions and why you feel like that:* Naming your emotions can help in understanding and managing them.
- *Focus on what has been going well:* It's important not to lose sight of the positive things when something has been going well.
- *Put the setback in perspective:* For smaller setbacks, there are probably alternative ways to achieve something. Even bigger setbacks will not be as overwhelming as they might first appear.
- *Think about taking positive action:* When you feel ready to, think about what you could do next which would be a positive way forward.

Practising it



No Limits

In pairs, learners discuss how many press ups, sit ups or squats they might be able to do.

Give learners at set period of time to achieve their 'limit'.

As the learner reaches their perceived limit, get the partner to encourage them and be positive about getting passed their target.



Goal in Mind

In team activities, set targets such as scoring several goals, keeping a clean sheet, getting every player involved.

In the team activity, learners should focus on the goal and stay positive when things might go wrong. Once the goal is achieved, reset and come up with a new goal.



Staying Positive

Step 2 I keep trying when something goes wrong.



Practising it (continued)



Team Effort

Select a team member to be deliberately disruptive and not to work towards the goal.

Can the team stay positive and continue to work towards the goal?
Ask learners how it made them feel to have a negative influence?

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Sometimes when learners are facing setbacks themselves, a coach can play an important role in helping them to identify negative emotions they are feeling in response, and encourage them to continue to persist even in the face of setbacks.
- Learning about other world events, communities or characters can also provide a range of scenarios and setbacks which can be useful for framing a discussion about overcoming the urge to give up.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- This step is best assessed through discussion and sustained observation, as learners face setbacks in their learning. It might also be explored through discussion, talking to learners about how they respond to setbacks in their wider lives.

Reflection Questions

- How do you feel when something goes wrong?
- Can you give any examples?
- Why might negative emotions make you want to give up?
- How can you try to keep going instead?



Staying Positive

Step 3 I stay calm when something goes wrong.

Coach Explanation

To achieve Step 3, learners should react to setbacks by staying calm and continuing to try hard at the task, if appropriate.

In the previous step, the focus was on learners continuing to try at something when something goes wrong. This step builds on that by focusing on not just persisting but staying calm to allow for a measured response.

Learners need to be able to:

- Recognise how they might feel when something goes wrong
- Stay calm in the face of setbacks

Teaching it

- Sometimes when something bad happens we might feel sad. However, sometimes we have a stronger negative emotional response of feeling angry or scared.
- When we have one of these emotional responses, we might end up taking actions which end up making things much worse. For example, if we are angry, we might end up being aggressive to other people or situations and behave in ways that are not appropriate.
- Calmness is a positive emotion which is when we are settled and content with a situation. It helps gives us space to think about a setback or a problem and think through what can be done instead.



- There are a few steps to calm down if you feel angry:
 1. It is important to make the *choice* to calm down. It will take thoughtful effort to be able to calm down and will take energy.
 2. Find some *space*. Try to take yourself out of that situation.
 3. *Think* about something that calms you down, like people you love, happy memories or something you are looking forward to.
 4. Focus on *breathing slowly*.
 5. Some people find *counting* in their heads helpful
 6. *Talk* to someone who you trust and who is supportive. Talking about something can help you to feel less angry or upset by it
 7. *Physical activity* can help, as can trying to relax your body – if we are tense it often causes us to tense our shoulders, for example.

Practising it



Calm and Collected

In pairs, learners discuss where they might have had to stay calm. Ask:

- What did that look like?
- What did you say and what did you do?
- Would your partner have reacted in the same way?
- If it happened now, would you try any of the strategies discussed?

After a short discussion, ask a few pairs to share with the group.



Staying Positive

Step 3 I stay calm when something goes wrong.



Practising it (continued)



Uphill Challenge

Set a team what might seem like an impossible goal, e.g. start them 5 – 0 down.

How do they stay calm and positive when a situation is against them?

At the end, reflect on which strategies they found helpful.



Follow my Lead

Assign a team captain to have a lead in reminding the team to stay positive and calm in the face of challenges. These could be actual setbacks or hypothetical scenarios.

Leaders may choose to direct learners to try each of the different strategies for staying calm.

Afterwards, reflect on the difference between the whole team working together to stay positive and the difference in having to listen to one leader.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- It might be worth having a visual reminder of what an individual can do to stay calm in the face of setbacks which can be referred to if learners are scared or angry.
- It might also be possible to provide learners with regular reflective opportunities for them to think about their emotions of the week, and how they have managed any setbacks.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- This step is best assessed through observing how learners respond to setbacks in training or matches, or when things going wrong – including how they interact with their coach, parents and peers outside of learning.

Reflection Questions

- How do you feel when something goes wrong?
- When might you feel angry? When might you feel upset?
- How do you behave if you are angry or upset?
- How can you stay calm when something goes wrong?
- Why is this important?



Staying Positive

Step 4 I keep trying when something goes wrong, and think about what happened.



Coach Explanation

To achieve Step 4, learners will show that they can persist at a task but also respond to setbacks by thinking about what they can learn from when things go wrong.

In earlier steps, the focus was on how to keep trying and stay calm when something goes wrong, with a focus on managing their emotional response. The development here is to introduce some analysis of what caused the problem to start with and how to learn from it.

Learners need to be able to:

- Know how to take a positive approach to learning from setbacks
- Analyse when something goes wrong and learn lessons

Teaching it

- When something goes wrong there is often learning that we can take from that experience: we might have made the mistake ourselves and learnt not to repeat it, it might have been out of our control or we might learn something new about ourselves.
- The most important part of learning lessons when something goes wrong is about having the attitude of wanting to learn those lessons.
- Learning is about asking ourselves a series of important questions:
 - What happened?
 - Why does it feel that something has gone wrong?
 - What is the effect of that happening?
 - What role did I play in the events, and what was out of my control?
 - Could I have predicted that would have happened?

- What could I have done to have prevented that happening?
 - What do I know now that I did not know before?
 - What would I recommend that others do or don't do based on my experience?
 - How will I make sure I put what I have learned into use to help me?
- This sort of analysis, once calm, means that even when something goes wrong we can take something positive out of it – some useful learning that we can use in the future.

Practising it



Positive Change

In pairs, learners reflect on past scenario where they may have not done their best, may have lost or something didn't go to plan. How did they keep trying? Did they manage to change something or try and have a different outcome?



Challenge Accepted

Set teams a challenge before a game, e.g. starting a player down. Pause part way for the team to reflect on what has happened.

- How do learners reflect on their own input?
- How can they change their approach to learn from this setback and keep trying?

Resume the game and reflect on successful strategies at the end.



Staying Positive

Step 4 I keep trying when something goes wrong, and think about what happened.



Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- This is a step that lends itself well to sports, as it can be a powerful tool for turning setbacks into more positive learning experiences. Remind learners of the steps for staying calm to allow them to keep trying and the questions to prompt a reflection about what happened.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- This step can be assessed through a discussed hypothetical task, but a key part of mastering this step is the learners' ability to control their own emotional response first, and then to be able to look at a situation fairly objectively. For this reason, discussion of events from learners' own lives might make for a better assessment approach but this will need to be supplemented with a sustained view of how learners really react to things going wrong.

Reflection Questions

- How can things going wrong also be chances to learn something new?
- What emotional response do you need to learn from something going wrong?
- How can we learn lessons when something goes wrong?
- What are some of the important questions we should be asking ourselves?



Staying Positive

Step 5 I keep going when something goes wrong and help cheer others up.



Coach Explanation

To achieve Step 5, learners will show persistence in the face of setbacks, and also be able to positively influence the emotional reactions of others.

In earlier steps, the focus was on how learners focus on their own emotional response to things going wrong – persisting where appropriate, staying calm, and being able to analyse and take learning out of a situation. This next step focuses on engaging with others and supporting them to manage their emotional responses too.

Learners need to be able to:

- *Recognise others' emotional responses to something going wrong*
- *Cheer up others when something goes wrong*

Teaching it

- As well as reading facial expressions and body language to understand how others are feeling, there are other factors to think about when something goes wrong:
- They might react not just based on the thing that has gone wrong but about what the consequences of that might be – that is, what will happen next as a result.
- They might also look to blame someone or something else for what went wrong.
- When thinking about what will cheer other people up, it's important to start by thinking about how they are feeling. If someone feels sad, you might listen to them; if angry, you may give them a chance to calm down; if scared, you can reassure them.
- The better you know the other individuals who are involved, the easier it usually is to think about what will be most effective in getting them back into a positive emotional state – and the time it takes.

Practising it



Cheer Leaders

Pairs discuss different setbacks and feelings which peers might face.

- How would they cheer them up?
- When is it appropriate to do it?
- Would it be different with other teammates?



Call and Response

Remind learners to look out for their teammates and encourage them to keep going during the session/game.

A rewards scheme could also be introduced to praise learners.



What Went Well

After a session/activity, pairs reflect on a positive aspect of the session together. Learners should help each other see what went well for them, and if they can't see this themselves, encourage partners to tell them what they did well.



Staying Positive

Step 5 I keep going when something goes wrong and help cheer others up.



Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- This step lends itself well to reinforcement in activities where there are opportunities for learners to work together. In these cases, there will inevitably be setbacks or things that go wrong, and these provide opportunities for learners to apply their skill of being able to cheer others up.
- Reflection after such events will help learners to capture those experiences for themselves, and make it more likely they can perform the skill step effectively in the future.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- This step can be assessed through a hypothetical exercise where learners are presented with different characters displaying different behaviours and either discuss or write about how they might cheer them up after something has gone wrong.
- It might also be assessed through a team exercise where a setback is deliberately introduced to identify where learners are able to quickly stabilise their team and cheer others up.

Reflection Questions

- When something goes wrong, how do you sometimes react?
- How do you think other people feel when something goes wrong?
- How might you be able to tell?
- Why is it helpful to cheer people up?
- How can you cheer other people up when something goes wrong?
- How does it depend on what emotional state they are in?



Staying Positive

Step 6 I keep trying and encourage others to keep trying too.

Coach Explanation

To achieve Step 6, learners will show that when faced with a setback, they are able to cheer others up and then encourage them to keep trying.

In the previous step, the focus was switched away from the learner managing their own emotions to thinking about the emotions of others too. This step builds on this by focusing not just on how to cheer others up, but to keep them focused on persisting with a task.

Learners need to be able to:

- Understand how motivation can change when something goes wrong
- Encourage others to remain motivated and keep trying

Teaching it

- Motivation is your desire to do something – in this case, to continue with a task. Motivation is affected by a number of different things, including how much we feel we need something and how high the likelihood of success is.
- If we lose motivation we are much less likely to stick at something.
- Managing an emotional response is the first step to motivation.

- To help motivate others you can get them to think about:
 - How much work they have already put in
 - How much progress has already been made
 - How much other members of the team, or in the wider world, are relying on them to get the task done
 - Examples of individuals who have been through similar adversity and come out of it positively
 - How it is possible to adapt to overcome the setback

- It is often important to appeal both to the *rational* side and to the *emotional* side of how people think.
- Finally, it is important to maintain *positivity* – focusing on what is going well, encouraging people to see progress and recognising their efforts. This is likely to be much more effective than being *negative* about them not putting in enough effort, needing to get a grip or similar.

Practising it



Positive Phrases

In a team huddle, share a real example which learners might encounter where something has gone wrong or use this scenario:

“You are in a school netball tournament and your teammate in Goal Attack has not managed to score a single net all match. They become upset and no longer want to play.”

Ask learners to get into small group huddles and come up with different phrases that could be used by teammates to motivate a friend who is finding it difficult to keep trying in this situation.

After a few minutes, regroup and share ideas.

Encourage learners to practise similar ideas in their own activities.



Staying Positive

Step 6 I keep trying and encourage others to keep trying too.



Practising it (continued)



Motivation Mentor

In a group huddle, use another example where someone is finding it difficult to keep trying.

“You are in a badminton session and are learning a new tactical move which will improve your attacking game; however, one person doesn’t quite understand and feels frustrated that they keep getting it wrong.”

Discuss what steps you could take to help that person succeed.

Ask learners, in pairs or small groups, to adapt the scenario. Emphasise that learners should not take over the task! Instead, they need to support this person to be motivated to keep trying on their own.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they’ve learnt.

- Create a display/memorable chants of positive language and praise which learners can use to motivate each other to keep trying. Refer to this on a regular basis, especially when learners find things difficult.
- When something goes wrong, encourage teammates to motivate and encourage each other (using the strategies they’ve learned) before using adult intervention. Ask them to reflect on this: “What did you say to encourage your friend? What helped motivate you?”

- Pair learners of different abilities or strengths in activities so they can motivate each other when things are difficult.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners’ understanding and confidence.

- Ask learners to define ‘motivation’ and list 3 ways they could motivate someone else.
- Present learners with scenarios where something goes wrong; “Someone hasn’t been selected in their chosen position for an important match.” Ask them how they might motivate people in that scenario.
- Observe learners in pairs or groups. Do they use motivation strategies to encourage their team mates to keep trying?

Reflection Questions

- What is motivation?
- How does motivation change when something goes wrong?
- How can you remain motivated in the face of setbacks?
- How can you encourage others to keep trying too?



Staying Positive

Step 7 I look for opportunities in difficult situations.



Coach Explanation

To achieve Step 7, learners will have to be able to identify where opportunities exist, even in difficult situations.

In earlier steps, the focus was on how individuals respond to something going wrong, which could be interpreted as a one-time event. The focus now moves on to how to find opportunities in difficult situations

Learners need to be able to:

- See why opportunities exist even in difficult situations
- Be able to identify some of those opportunities for themselves

Teaching it

- There are often upsides to a situation but we need to understand that situation a bit better first.
- In order to find the opportunity in a situation, we have to first try to really understand the situation and what has happened.
- We then want to understand what the positive and negative sides of a situation are and can make a list of these side by side.
- It can help to take yourself out of an existing situation, and imagine that you are an observer. This puts some separation between you and the emotional response. You could ask, if I was someone else, what would I say were the positives in this situation?
- Alternatively, we might be dealing with *a situation that is not yet fixed, but is still unfolding*. In this case, we can think in terms of threats and opportunities. Threats are things that might happen with negative effects, whereas opportunities are things that might happen with positive effects.

- Model an example: *“Imagine you’re playing in a team where you don’t know anyone. Positives: You get to meet new people and make new friends; you might learn something new and have lots of fun. Negatives: You feel nervous or uncomfortable.”*
- Having identified the positives or negatives in a situation, or the opportunities and threats, we can choose to focus on the positives or the opportunities. This means thinking about not just how to avoid the negatives or threats, but how we can take action to achieve a positive outcome for ourselves.
- The crucial part of staying positive is making the decision to do so.

Practising it



Positivity Pros

Share this scenario: *“You’ve got lots of work due at the same time.”*

Ask pairs to write down a positives and negatives list for this situation, making sure that there are more positives than negatives. For example: *“The work is due in at the same time, which means afterwards I will be able to relax”* or *“I will have the chance to get lots of feedback.”*

Afterwards, condition your chosen game or activity so that that one of the teams are at a disadvantage, e.g. fewer players, only allowed to use left foot to kick, only one team allowed to use verbal communication.

Ask the disadvantaged team to identify the negatives and challenge them to identify the positives that they will focus on to still perform successfully. Swap team roles halfway.



Staying Positive

Step 7 I look for opportunities in difficult situations.



Practising it (continued)



 5 mins

Opportune Moments

Pull players aside and discuss what they have found difficult or challenging within the current session. Encourage them to identify more positive opportunities which have led/will lead to success within the session. For example:

"I have found it particularly challenging returning the back hand shot at speed. The downside is that it has made me feel frustrated, and affected my confidence, but the pros are that it has allowed me to identify my 'work on'; I am able to practise this at slower speeds to gain confidence and achieve success. I am also developing a new skill and I am enjoying myself".



 5 mins

Bright Side Tactics

Set learners difficult situations within your chosen game or activity, e.g.

- Play people out of their chosen position
- Give one team easier conditions on the game
- Ignore infringements or advantages (bad refereeing)
- Give more points to one team or player than the other

In team huddles mid-game, ask learners to consider the challenges they face and to identify the positives and negatives of them.

Afterwards, learners discuss and focus on the positive opportunities which led to solving the 'problem' or to success/positive outcomes.

Reinforcing it

Embed these strategies across your teaching to help learners apply what they've learnt.

- Whenever learners are feeling really challenged in a situation, give them time to pause and evaluate the positive side and opportunities.
- When introducing a new challenge, be explicit about what the positives will be in this situation: *"I think you will find this session challenging but a positive of it will be that it is a good opportunity for you to practise different types of skills within this game."*

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Give learners a scenario of a difficult situation, see examples in 'Teaching it' and 'Practising it' and ask them to identify the pros and cons. They must be able to identify more pros than cons.
- When you observe learners who are faced with difficult situations, question them about the positive opportunities in the situation. Can they focus on the positives?

Reflection Questions

- What do people mean when they say to 'look on the bright side' of something?
- What does it mean to say 'every cloud has a silver lining'? Can you give some examples?
- How can you get a good view of a difficult situation?
- How can you identify opportunities in difficult situations?



Staying Positive

Step 8 I look for opportunities in difficult situations and share these with others.



Coach Explanation

To achieve Step 8, learners will show that they can identify real opportunities in challenging situations and then articulate them to others.

In the previous step, the focus was on how to look for opportunities in difficult situations. This step expands on that by also thinking about how to communicate those opportunities to others.

Learners need to be able to:

- Effectively share the positive side of a difficult situation
- Involve others in identifying a positive side for themselves

Teaching it:

- When working with others to face setbacks there are some key stages which we have looked at in Steps 5 and 6:
- Firstly, the need to ensure that others are in the right emotional state to be able to respond appropriately to events.
- Secondly, the need to focus on others' motivation and boosting this by focusing on what has already been achieved and other positive reinforcement.
- In order for others to take you seriously when you present the opportunities of a situation, they need to believe that you take the situation itself seriously and *acknowledge* the difficulties.
- You can then take them through the journey that you had and *present* your thinking about some of the positives or opportunities.
- It can be also be effective to get people to work out what the positive side of a difficult situation is for themselves as this give a *sense of ownership*. You can use the same approach from Step 7.
- When we own anything, we feel a greater sense of wanting to protect and look after it, and this is exactly the same with ideas.

Practising it



Downhill Start

In small groups, ask one team member to explain the activity they will be doing, but only using negative/daunting/fatalistic language.

"We are going to play this really difficult game that is impossible to play. We have to pass the ball one handed to one another, which we won't be able to do because there is another player always trying to intercept the ball and mess it up it, and then your team will lose."

After the game, in a team huddle, ask for feedback from learners on the instructions they received and how it made them feel. Discuss how they would change this to be positive and motivating.



Acknowledge, Why, Present (Groups)

Give learners a difficult condition in your chosen game or activity. For example: *"They are playing a game of hockey, the goalie has just sustained an injury, therefore another player with no goalie experience must take their place."*

Team huddles discuss their plan of action using the three-part structure for explaining the positives (Acknowledge, Why, Present), before they execute the plan.

Praise the use of positive language throughout the game.



Staying Positive

Step 8 I look for opportunities in difficult situations and share these with others.



Practising it (continued)



Acknowledge, Why, Present (Individual)

Repeat the previous activity but discuss with learners individually, reflecting on a personal challenge they have faced within the conditioned game or activity.

Prompt learners to follow the structure in 'Teaching it' to reach their own positive outcome from the situation.

Reinforcing it

Embed these strategies across your coaching to help learners apply what they've learnt.

- When you hear learners talking about challenges they are facing using fatalistic language, ask them to rephrase it.
- Model the use of both effective language and structure when talking about difficult situations and the challenges and positive outcomes involved.
- As part of an end-of-session reflection huddle, ask learners to articulate what the greatest challenge was using the appropriate language and structure to highlight the opportunities as well.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Give learners the structure to articulate a positive perspective on a difficult situation but with gaps for them to demonstrate they know how to make positive choices of language. For example: "This is a ____ situation because I've lost my phone and I feel frustrated, however _____."
- You can also use observation to assess this step within the game or activity. What language do learners use when talking about a difficult situation? Can they articulate a positive perspective to others?

Reflection Questions

- What can be the risk of sharing the positive side of a difficult situation?
- How can you avoid making the situation worse?
- What do you need to do so that your suggestions will be well received?
- How can involving others with identifying the positive side be helpful?
- How could you do this effectively?



Staying Positive

Step 9 I look for opportunities in difficult situations, and adapt plans to use these opportunities.



Coach Explanation

To achieve Step 9, learners will show that they are able to adapt their plans in response to challenging situations to keep going.

In the two previous steps, the focus was on how to identify opportunities in difficult situations – first as an individual, and then in the context of working with others. This step builds on these by introducing the need for action as a result of this analysis

Learners need to be able to:

- Review a situation to find the positives and negatives
- Adapt plans to make the most of those opportunities and avoid threats

Teaching it

- In *Step 7* and *Step 8*, we looked at how to try to identify opportunities in the middle of difficult situations. We saw how there are almost always positive sides to events, or at least things that can be done to make a difficult situation slightly better.
- If we are going to be adapting our plans, it is important that we get as full a view of a situation as possible. One tool is called a SWOT analysis, which stands for: Strengths, Weaknesses, Opportunities and Threats. See *Aiming High Step 13* for more details.
- The first two elements are about us, or our team, or our project so far. It is about taking an *internal perspective* on what we are already good at. We can identify strengths as those things that are going well, or that we are good at doing. Weaknesses are those areas which are not going so well, or which we do not feel we are as good at doing, or perhaps that we have less experience in doing.

- The final two elements are about the situation that we are in. These take the *external perspective* on the situation – both identifying the opportunities and also the threats. Always remember that you can ask others for their ideas and suggestions too – someone who is outside of the situation might have a clearer view on it.
- If we are adapting plans, it is important that we don't lose sight of what the *goal* of the activity is. We want to start by reminding ourselves of what we are trying to do and *what we are trying to achieve*.
- Then we can think about how we can change our plans. This is where we can bring out the threats and opportunities this gives us. We acknowledge the threat(s) but use the opportunity as a positive outcome.
- We can then go back to the strengths and weaknesses we identified for ourselves and use strengths to inform our plan and make sure any weaknesses are avoided.

Practising it



Plan to Adapt

Pause part-way through a game/activity. In groups of 3 or 4, learners share a scenario that they found particularly difficult. Learners discuss together all possible reasons for this difficult situation. Groups then come up with ideas to address each of the reasons that might have positive benefits and how they will adapt their actions accordingly. Take feedback and record their ideas. Resume the game and praise learners using their adapted plans.



Staying Positive

Step 9 I look for opportunities in difficult situations, and adapt plans to use these opportunities.



Practising it (continued)



If not..., then...

Give learners a few minutes before a session, activity or match, to make their own 'if I can't do X', I'll do Y' strategy. That way, if they cannot complete a task, they will not feel that time has been wasted. Learners can still feel positive they have achieved something within that time period.

Encourage learners to use this technique with other plans they have for the day/week.

Reinforcing it

Embed these strategies across your coaching to help learners apply what they've learnt.

- When learners are faced with difficult situations, ask them to consider the opportunities presented and remind them to use a SWOT analysis to weigh up their approach with moving forward.
- During practice, model to learners how you adapt plans, e.g. "If there isn't enough time for everyone to have a go now, because of the rain, we can stop 5 minutes before the end to play practise indoors."
- As part of an end-of-session reflection, ask learners to identify the most challenging part of the session, the reasons it was challenging and what ideas they did or could have used to address these reasons and adapt.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Give learners an open scenario for a situation. For example:
"You are working in a team and are trying to win the game. One of your teammates is not doing their part by participating."

Ask the group to (1) list at least 3 possible reasons why the participant isn't doing their part in a positive way, i.e. they are not enjoying themselves etc., and (2) identify at least 2 ideas for each of the reasons that would help address this.

- Use learners' personal reflections from 'Practising it'.

Reflection Questions

- How can we make sure we fully understand a difficult situation?
- What do we need to think about if we're going to change our plans as a result?
- How can we use our understanding of ourselves and the situation to adapt our plans?
- What should we change, and what should remain the same?



Staying Positive

Step 10 I look for opportunities in difficult situations, and create new plans to use these opportunities.

Coach Explanation

To achieve Step 10, learners will show that they can explore a situation and use their analysis to create new plans to use the opportunities they identify.

In the previous step, the focus was on how look for opportunities in difficult situations, and then adapt their plans accordingly. This step expands on this, but by looking at the creation of new plans as a result.

Learners need to be able to:

- Review a challenging situation and identify viable opportunities
- Develop plans to make the most of those opportunities

Teaching it

- Use relevant questioning to help learners reflect on previous sessions about how to come up with multiple ideas for changing difficult situations into positive ones, e.g. “What ideas have you come up with previously? What did you use to help you come up with these ideas?”
- In the previous step we introduced the idea of the SWOT analysis (taking two different perspectives on a particular situation):
- What *strengths* do we bring to a situation that might be valuable?
- What *weaknesses* do we want to avoid?
- What are the *threats*? That is, those things that might go wrong, risks that we face, events that might unfold, or others who might end up being rivals to solve the problem that we are working on.
- What are the *opportunities* – those chances that may be positive for us.
- How can we turn analysis into new plans? It is absolutely essential to start by identifying what the *goals* are of what you are trying to achieve.

- Normally, people think of two types: *Primary goal* – this is the main thing that is trying to be achieved. *Secondary goals* – these are additional goals that we also want to achieve and are similar to success criteria.
- We can then work backwards from here. Typical stages of a plan are:
 - *Scoping and research* – understanding the problem more fully.
 - *Idea creation* – developing different ideas for how the problem could be addressed, or the opportunities used.
 - *Testing ideas* – putting ideas into practice and seeing how they work.
 - *Reviewing and improvements* – seeing whether the ideas worked in practice, and how they might be improved. The cycle of testing ideas, reviewing and making improvements is likely to continue until you feel confident that you are getting towards your goals.
 - *Putting into practice or production* – putting the idea into production, completing the experiments and solving the problems.

Practising it



5 mins

New Game Plan

Share a scenario of a difficult situation:

“You’re in a match and have 120 seconds on the clock and have to score. Two of your team mates really don’t work well together.”

Ask pairs to identify 2- 3 ideas for how to respond to this. Use the reflection questions overleaf to support. Learners should prepare to share their best way forward plan and explain why they picked it.



Staying Positive

Step 10 I look for opportunities in difficult situations, and create new plans to use these opportunities.

Practising it (continued)



Floor of Lava

In groups of 4 or 6, teams must make it from one side of the field/hall to the other without one of the learners in the group touching the floor.

Add in different constraints along the way to make it more challenging. Ask the groups to share some of the positive plans they came up with.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- When you see a learner choose a positive way to move forward in a difficult situation, rather than giving up, ask them to reflect with you on the process they used to choose this approach. Ask them to share this process with the group and support others to create new plans to respond to challenges, e.g. personal targets.
- As part of the end-of-session reflections, ask learners to identify what was most challenging and explain how they moved forward instead of giving up.
- In group tasks, encourage learners to use questioning as a process of elimination as part of their strategy to have a positive outcome on the game. In this way, they can select and apply the best ideas.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Get the groups to give feedback to one another on their thoughts on the way they came through the difficult situations to check their understanding.
- This step is best assessed through a project. Learners could be given the opportunity to regularly reflect throughout the project, whether in discussion with a coach or through written self-reflections to help them to consolidate their understanding of how to create new plans in difficult situations.

Reflection Questions

- How can we find opportunities in difficult situations?
- How can we turn analysis into new plans?
- Where should we start?
- What do we need to keep thinking about?



Staying Positive

Step 11 I identify risks and gains in opportunities.

Coach Explanation

To achieve Step 11, learners will show that they can assess opportunities to identify the risks and gains that they might achieve from them.

In earlier steps, the focus was on how to look for opportunities in difficult situations, and then to adapt or develop plans in response. This step builds on this by thinking about the risks and potential gains in those situations, and how to identify them.

Learners need to be able to:

- *Identify risks and potential gains in situations*
- *Compare the risks and the potential gains*

Teaching it

- Risk is a situation where there is the possibility of positive or negative outcomes, and it is unknown which will occur.
- Risks might come from the activity itself, or the broader environment. For instance, a project might be affected by events outside of its control, like a natural disaster or a pandemic. Both are worth capturing when thinking about a plan. When we think about risks, there is a level of uncertainty – they are something that might happen. This means that we often think about risks in two dimensions:
 - What the *impact* would be if the risk came to be realised
 - What the *likelihood* is of the risk happening
- Potential gains are those things that might happen, which would have a positive effect. These are the intended positive outcomes as a result of undertaking the project. These could be financial gains (once direct costs are removed) or other positive outcomes.



- Give some examples of risks, making sure the suggestions have the possibility of both positive and negative outcomes.
- Making a mistake could be a negative outcome of a risk, but it is worth taking because it provides opportunities for learning.
- The trick then, is to make sure that we have considered both expected gains and the risks when making a decision about pursuing a project.
- If financial values have not been attached, then this is likely to be about having a discussion and making a judgement. This is probably appropriate for small decisions, where individuals have a good understanding of what they are doing. For bigger decisions and major projects, there is normally an expectation that risks and returns will be considered in financial terms to make sure the project is worth doing before it is started.

Practising it



Risky Business

Share scenarios with different outcomes and challenges (e.g. practical sporting scenarios or proposed projects to assess for approval).

For each situation, groups should:

- Identify risks to achieve a positive outcome
- Identify possible mistakes they could make from taking these risks
- Identify learning opportunities from making those mistakes

Groups share feedback and compare their risks and potential gains. How did they select the best option for moving forward? Did they use numbers or percentages to assess the impact and likelihood of risks?



Staying Positive

Step 11 I identify risks and gains in opportunities.



Practising it (continued)



Blind Faith

In groups of 3 or 4, all learners should close their eyes except for one. The learner with their eyes open gives directions for the others to follow i.e. getting a ball from one end of the hall to the other.

Give learners 2 minutes to try this.

Then stop and discuss any mistakes made (e.g. not giving clear enough instructions, not listening to all instructions before moving).

Ask learners to individually think about and feed back what they have learned from making these mistakes (e.g. how to give clear instructions, how to listen more effectively).

Groups swap roles and try this again.

Reflect and compare how confident the learners felt in taking this risk each time.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- When learners take risks and make mistakes during questioning or activities, explicitly remind them that this is an opportunity for learning. Ask them to identify what the opportunity is.
- Show acknowledgment when you take risks or make mistakes and the positive impact they can have on your future performances in a training session or a game.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Check that learners understand the key concepts and definitions of risk and potential gain.
- Using observation to assess this step, do the learners confidently approach challenging situations where they might make mistakes? Are they able to identify and articulate the risks and potential gains? Do they attempt questions or tasks which they find difficult? Are they willing to explore new ways of working?
- Ask learners to recount verbally to you and the group of an instance where they have taken a risk and ask them to be explicit about what they learnt from this and how it supported their decision making.

Reflection Questions

- What do we mean by risks?
- What are the potential gains of an opportunity?
- What is the value in identifying both risks and potential gains?
- How can we compare the risks and potential gains?



Staying Positive

Step 12 I identify risks and gains in opportunities, and make plans to manage them.



Coach Explanation

To achieve Step 12, learners will show that they can identify risks and gains from opportunities, and then develop plans to mitigate those risks and deliver the gains.

In the previous step, the focus was on how to identify risks and potential gains from a project. This step expands on this by also considering how to create plans to manage those risks and gains.

Learners need to be able to:

- *Mitigate risks*
- *Use risk registers, and address risk aversion*
- *Realise gains*

Teaching it

- Recall prior learning by asking why it is useful to take risks where you might make mistakes (because this provides opportunities to learn).
- To assess a risk, we need to:
 - a) Identify all the positive and negative outcomes of taking that risk.
 - b) For each possible outcome, consider both the likelihood of it occurring, and the impact that it will have.
- The next stage is to decide if an assessment shows a 'calculated risk': "a risk that you consider worth taking because it is more likely that a positive outcome will occur or the negative impact will be small."
- This sort of calculation is important so that we can prioritise which are the most important risks to mitigate.
- Mitigation is what actions you can take to either:
 - Reduce the likelihood that the risk event will happen.
 - Reduce the impact if the risk event happens.

- For bigger projects or organisations, there is normally something called a risk register which is where the project manager keeps a record of:
 - The main risks that the project faces
 - The probability of each of those risks happening
 - The likely impact if they do happen
 - The mitigating actions that are being taken
- This document should be reviewed regularly as the project develops or circumstances around the project change.
- The other side of a project, and the main motivator to undertake it, is the gain that is expected. As we progress, we should not only be keeping an eye on the evolving risks but also ensure we are capturing the gains.
- It is helpful to have regular points where we check in to see that we are still on track to make the gains that we expected – and add in any new gains that appear as the project evolves.

Practising it



Risk Calculator

In teams of 5-7 learners, set a challenge to keep the ball from touching the ground for 90 seconds. Teams have an opportunity to decrease the time to 60 seconds by adding a difficult condition, e.g. you can't kick the ball, only use knees/heads.

Did learners fail or succeed in achieving their goal?
Did the risk pay off?
What would they do differently next time?



Staying Positive

Step 12 I identify risks and gains in opportunities, and make plans to manage them.



Practising it (continued)



Target Risk

Arrange cones to measure 2, 4 and 6 metres away from a target. Teams of 3-5 have a chance to get 3 balls into the container by aiming from one of the cones. The closest cone is worth 10 points, the second closest is 20 points and so on.

The teams should try to score the highest number of points, and also have to score a minimum of 100 points to avoid a 'punishment'. Learners are not allowed a practice shot.

Optional: Use negative scoring to increase the risk.

Allow learners to discuss their approach beforehand.
Are they taking a calculated approach?
Did they assess the skills within the team?

Afterwards ask if they made the right decisions around the risks and if their risks paid off? If not, would they change approach next time?

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Remind learners at the beginning of a session to seek out an opportunity to make a calculated risk.
- Encourage learners to take risks in warm-up games or main activities.

- At the end of a session ask learners to reflect on the value of taking risks and whether any of their risky plays paid off.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Present learners with sporting scenarios that might entice them to take risks, e.g. 2 points down in the last minute of play with one less player. What risks could they take? What factors would contribute to their calculated approach to that risk? How would you know if a risk had paid off?
- Ask learners if there is a difference between taking risks in training and in a game. Is the risk or reward higher or lower? How could they apply what they have learned and practised in training to on-field decisions around managing risk-taking?
- This step can also be assessed by asking learners to create a risk register in response to a particular scenario. This should demonstrate their ability to identify appropriate risks, come up with a reasonable judgement of the severity of the risk and its likelihood, and then suggest some mitigating actions too.

Reflection Questions

- What does it mean to mitigate risks? Can you give any examples?
- How can we ensure we realise the gains of a plan?
- What is risk aversion? How can careful planning help to overcome risk aversion?
- Have you got any examples of having done this?



Staying Positive

Step 13 I support others to stay positive, by managing my own responses.



Coach Explanation

To achieve Step 13, learners will show that they are aware of the effect of their own emotional responses on others and manage them effectively.

In earlier steps, the focus has mainly been on how an individual can manage their own emotional responses to setbacks, and to identify future opportunities and adapt accordingly. This step, and those that follow, focus on the individual now being a leader on staying positive, and supporting others to apply those same techniques.

Learners need to be able to:

- Understand why you might have to support others to stay positive
- Recognise how emotions spread
- Manage positive and negative emotions

Teaching it

- There are lots of situations in which you might need to support others to stay positive: if there has been a setback that affects your team, an individual has received bad news or had a bad experience, or a wider challenge is affecting people you know and care about.
- Humans are affected by the emotions that other people feel. This can influence our positive and negative emotions.
- Discuss what negative emotions they might experience during sport and how it might impact their own participation and the team's:
 - *Angry or frustrated: lack of focus on play.*
 - *Stressed or anxious: inability to relax and do your job in the game*
 - *Lack of confidence: not willing to take calculated risks*
- The good news is that whilst negative emotions can spread quickly, their spread can be stopped by individuals consciously deciding to model a different emotion. Critically, that is not about suppressing emotions or denying that they exist; this can be harmful over time.

- It is possible to acknowledge negative emotions and the situation that has caused them without those emotions taking over. The focus has to be to stop the negative emotional spiral, which is sometimes called *catastrophizing*.
- Some good questions to stop a cycle of catastrophizing are:
 - What is the effect of what has happened?
 - *Does it make it any more likely that other bad things will happen?*
 - *What are the practical things that we can do to improve the situation?*
 - *What is going well?*
 - Are we still on track overall?
 - If not, how do we change our plans?
 - What is the next best alternative to our current plan?
- The flip side of managing negative emotions in the face of a setback is that sometimes we run the opposite of risk: of getting carried away when something goes well.
- This can lead to something called *hubris* or *over-confidence*. We can ask many of the same questions as above and add:
 - *Does it make it any more likely that other good things will happen?*
 - *What are the practical things that we can do to make the most of the situation?*
 - *What do we still need to address?*
- This sort of self-coaching is an important part of recognising and then managing our own emotions. These emotions can then be shared with other individuals and this discussion extended to them too, to help balance their emotional response as well as acknowledging and celebrating achievements.



Staying Positive

Step 13 I support others to stay positive, by managing my own responses.



Practising it



Weight and See

Split the group into 3 teams. One player per group will hold weights out in front of them. Offer a prize to the one who holds theirs the longest. Without letting the person who is completing the task know, give the teams one of three instructions:

1. Encourage them / 2. Discourage them / 3. Give no feedback

Discuss how learners felt in each of the groups, what motivated them to keep going or give up and which scenario was best for performance.



Rock, Paper, Scissors, React

Choose a competitive game and offer a prize to the winners.

Begin the game with a round of rock, paper, scissors. The winner will begin with a 3-score advantage and with kick off.

Discuss how the players reacted. Did they still compete to their best? What could they personally have done to manage their response?



Lucky Cards

Set any relevant challenge to the group, e.g. keepy-uppies, shots on target, press ups. Players choose a card at random which will indicate the how often they have to repeat that skill. Some targets will be easy, some achievable, some may seem impossible.

How did learners feel when they discovered their target? Did their approach change when they discovered an easy/difficult challenge?

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Remind players that their positive actions will make them better players and that their own emotions are in their own hands.
- Reward the use of staying positive strategies. e.g. I like your energy to pull back some scores; great body language to show you're thinking positively.
- Continue to present difficult and unfair situations for individuals throughout training and then reflect on how they dealt with it.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- This can be assessed through observation of training. What language is being used between team mates? What does their body language look like? Do they celebrate their own wins?
- Can learners give examples of how they can manage positive and negative emotions so as not to adversely affect others?

Reflection Questions

- When might you have to support others to stay positive?
- How might your emotional response affect others?
- How can you manage your emotional response to best support others?
- Why is it important to manage both positive and negative responses?
- Have you had any experience of doing this?



Staying Positive

Step 14 I support others to stay positive, by helping others to see opportunities.



Coach Explanation

To achieve Step 14, learners will show that they are able to support others to stay positive by helping them to recognise opportunities.

The previous step focused on helping others to stay positive through us managing our own emotional responses to events or news. This step builds on this further by thinking about how to help others too.

Learners need to be able to:

- Understand why coaching helps others identify opportunities
- Support someone into the right mindset to be coached
- Coach to support someone to spot new opportunities

Teaching it

- *Coaching* in this context is about facilitating and supporting others to reach conclusions for themselves.
- Critically, coaching is not about being directive but rather around helping to structure someone to reach the answer by themselves, and this is where questioning is invaluable.
- This high step requires you to first have a high level of skill in managing your own ability to stay positive and deal with the emotional impact of events before you can coach someone else.
- To get to a productive mindset, a combination of approaches is likely to be important:
 - *Acknowledging the setback and the individual's emotional response to that setback*: Helping them feel that their response was legitimate and understandable.
 - *Helping them address ongoing sources of upset or distress*: These need to be fixed before you can move on.
 - *Boosting motivation*: focusing on what has already been achieved, and the positive side of what might come later.

- Once you have helped individuals to get back to a place of calm, you can ask if they are ready to explore some of the opportunities.
- Good questioning takes the individual being coached on a journey, and the flow is important. One structure that you might use is:
 - *What has changed about the situation?*
 - *What has been disappointing / upsetting / angering about that happening?*
 - *What is still going well, though?*
 - *Are you ready to talk about some of the opportunities that might exist?*
 - *What do you see as some of the opportunities that there are?*
 - *Are there any that excite you?*
 - *What are the potential gains and the risks of some of those opportunities?*
 - *Which would you like to pursue further?*

Practising it



Rogue Referee

In your main activity you, the coach, act as the referee. Frequently penalize players for a foul they may not even have committed. Reward players' ability to coach their team mates to stay positive. Penalise bad body language or argumentative behaviour.

How do players react? Did their reaction lead to a direct impact on their team mates? What did this mean for the team?
Do players communicate in a positive manner?
Were they able to coach others to see opportunities and stay positive?



Staying Positive

Step 14 I support others to stay positive, by helping others to see opportunities.



Practising it (continued)



Confidence Coaching

Choose one player to be the referee and divide the rest of the group into 2 teams with a captain and a coach in each.

Give separate instructions to the referee, coaches and captains to take different approaches, e.g. unfair, confrontational, passive, uninterested. Players must support each other to stay positive in the face of negativity and setbacks.

Use time-outs to pause and prompt coaching.

How are both teams responding to the various leaders?

Do they demonstrate different approaches to the leaders?

Are players engaging in confrontation and costing their team penalties?

Are they supporting each other to react in a positive manner?

Follow up with a discussion on the appropriate way to respond in various contexts. How would an activity like this transfer from training to a match?

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Present learners with unfair scenarios or ask them to provide their own examples. How do they react as both winners and losers in those scenarios? Learners could draw on what they've learnt about staying positive for themselves to think about how they can support someone else. Get teammates to feed back to each other on how it made them feel and which coaching strategies were successful.

- Reward learners for helping team mates to apply positive approaches and attitudes in challenging situations. Comment on the positive influence those actions will have on the team as a whole.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- This step is best assessed through observation of the learner applying some of the coaching techniques to another individual to help them think beyond a particular challenge to identify new opportunities. This can be supplemented by a reflection and debrief afterwards to illustrate some of the techniques that the learner is aware of.
- Get learners to provide positive opportunities to various contexts:
 - a. What should you do if the penalty is awarded against you by the referee? What could that mean for your teammates?
 - b. What should you do if the coach gives you an unfair punishment?
 - c. What should you do if your captain says you must do extra fitness drills?

Reflection Questions

- How can coaching support others to stay positive?
- What mindset does another individual have to be in so that they can be effectively coached?
- How can you support them to get into that mindset?
- How can you coach someone to identify new opportunities?
- Have you had any experience of doing this, or having someone coach you in this way?



Staying Positive

Step 15 I support others to stay positive, by helping others to see opportunities and creating plans to achieve them.

Coach Explanation

To achieve Step 15, learners will show that they can help others to see opportunities and coach them to create plans to achieve them.

In the previous step, the focus was on how to coach individuals through setbacks to be able to identify positive opportunities. This step expands on that, by focusing on how learners can also coach and support others to build plans around those opportunities.

Learners need to be able to:

- Coach someone to identify strengths and weaknesses
- Coach someone to spot opportunities and threats
- Coach someone to set goals and through developing a plan

Teaching it

- *What is the role of a coach?*
- In this context, coaching is about supporting and guiding someone towards reaching a solution for themselves. It is about facilitating, not directing. It is about questioning, not telling.
- *Have you had any experience of doing this?*
- This step looks at how to support someone to turn the opportunities they've identified into realistic plans.
- Use questioning to help someone to identify the strengths and weaknesses that they or their team might bring to an opportunity.
 - What *strengths* do we bring to a situation that might be valuable?
 - What experiences, skills, attitudes or knowledge do you have?
 - What resources or assets do we have access to?
 - What *weaknesses* do we want to avoid?
 - Are there any gaps in your experiences, skills, attitudes or knowledge?
- Is it possible to fill these gaps yourself, or find others who can help?
- Are there resources or assets that we don't currently have?
- Are there ways of accessing these, or doing without them?
- Secondly, we want to help them to think about the situation itself:
 - What is the *opportunity*?
 - What other positive effects might this opportunity cause?
 - What additional opportunities might it lead to?
 - What excites you about this opportunity?
 - What are the *threats* or things that might go wrong?
 - What are the risks that we face?
 - Are there others who would try to stop this idea from succeeding?
 - How can we combat or control some of these threats?
- Coaching someone else, the most vital thing is to help them to reach real clarity on their goal from the opportunity.
 - What is your *primary goal*? How do you know this?
 - How would you feel if you achieved it?
 - What are your *secondary goals*?
 - Why do they feel different to your primary goal?
 - Are any of these higher priority than others?
- Developing a plan. The normal stages of a plan include:
 1. *Scoping and research* – understanding the problem more fully.
 2. *Idea creation* – developing ideas for how to realise the opportunity.
 3. *Testing ideas* – putting ideas into practice and seeing how they work.
 4. *Reviewing and improvements* – seeing whether the ideas worked in practice and how they might be improved.
 5. *Putting into practice or production* – putting the idea into production, completing the experiments and solving the problems.



Staying Positive

Step 15 I support others to stay positive, by helping others to see opportunities and creating plans to achieve them.

- At this level, learners have mastered staying positive. They have demonstrated that they can respond to setbacks, manage emotional responses and create positive plans in response to setbacks. Beyond that, you've been able to take that skill and use it to coach and support others too.

Practising it (continued)



Personal Development

In pairs or threes, set learners the challenge to coach each other and create a personal development plan for an element of their sport, studies or other hobbies. Plans can be created verbally or in writing. If appropriate, learners can be given fictional scenarios, for example using a professional sports team or player – or a previous example you faced when coaching their team.

Remind learners to follow the structure outlined above:

- Identify strengths and weaknesses
- Identify opportunities and threats
- Set goals
- Develop a plan

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- This step can be reinforced whenever there is the opportunity for learners to create plans – whether in response to a setback, or just to address a challenge. This might be related to their educational or life plans, or to their skills more generally.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- This step is best assessed through observation of learners coaching each other to create plans. Look to identify that learners can support one another through the stages of developing those plans. This can be explored further through reflection to identify the techniques and approaches the learner took.

Reflection Questions

- What is the role of a coach?
- How can you help someone to identify their strengths and weaknesses?
- What can you ask to explore opportunities and threats?
- How can you support someone to set goals?
- How can you coach someone to create a plan?
- Have you had any experience of doing this?



Aiming High

Coaching Handbook

A practical guide to building this skill in sports





The ability to set clear, tangible goals and devise a robust route to achieving them

Getting started

Know when I'm finding something difficult and what doing well looks like

Intermediate

Work with care, pride and a positive approach to challenges

Advanced

Set goals for myself and work towards achieving them

Master

Create plans that include clear targets and develop long-term strategies

This handbook will cover Steps 0-10 of the Skills Builder Universal Framework. Click page number to view this step.

Step 0	I know when I am finding something too difficult	p.118
Step 1	I know what doing well looks like for me	p.120
Step 2	I work with care and attention to detail	p.122
Step 3	I work with pride when I am being successful	p.124
Step 4	I work with a positive approach to new challenges	p.126
Step 5	I set goals for myself	p.128
Step 6	I set goals informed by an understanding of what is needed	p.130
Step 7	I set goals, ordering and prioritise tasks to achieve them	p.132
Step 8	I set goals and secure the right resources to achieve them	p.134
Step 9	I set goals and plan to involve others in the best way	p.136
Step 10	I create plans that are informed by my skill set and that of others	p.138
Step 11	I create plans that include clear targets to make progress tangible	
Step 12	I create plans that are informed by external views, including constructive criticism	
Step 13	I develop long-term strategies taking into account strengths, weaknesses, opportunities and threats	
Step 14	I develop long-term strategies that use regular milestones to keep everything on track	
Step 15	I develop long-term strategies that include feedback loops to support flexibility and adaptability	



Aiming High

Step 0 I know when I find something too difficult.

Coach Explanation

To achieve Step 0, learners will be able to identify when they are finding something too difficult.

This is the first step in Aiming High and the focus is first on helping learners to recognise the limits of what they are able to do.

Learners need to be able to:

- *Recognise when they are finding something too difficult*
- *Stop or seek help if they need to*

Teaching it

- When we first do things, we might find them difficult.
- We might know that something is too difficult if we cannot work out what to do next, or how to do it, or we cannot answer something. When something is too difficult, we might also feel some negative emotions. For example, we might feel sad, disappointed, angry or scared.
- It is important that if something is too difficult then we don't just keep going because that might place us in danger.
- If a situation is dangerous, it helps us to know we should keep trying or not. If it isn't dangerous then we can try again or ask someone to help us.
- If something is dangerous or feels dangerous then we should never attempt to do it ourselves.

Practising it



Against the Clock

Set learners a physical challenge to complete within a set time period, for example to see how many keepy-uppies can be done in 2 minutes or a bleep test. This could be a new technique or something you have been practising.

Encourage learners to stop or seek help when they are finding it too difficult.

Learners could also take on the role of 'cheerleaders' to encourage those who are still going and cheer them on.

At the end, reflect on how they knew when it became too difficult.



Obstacle Course

Set up an obstacle course with different pieces of equipment (cones, hoops, etc). Halfway through the obstacle course, set up a challenge which would need to be completed in pairs or groups, such as reaching something high up or lifting something. Give a verbal demonstration of the obstacle course.

Starting off individually, learners should begin the course. Where possible, try to avoid giving a direct instruction about where they may need to seek help. Award points for learners recognising their limits and helping each other to complete the course.



Aiming High

Step 0 I know when I find something too difficult.



Practising it (continued)



5 mins

Challenge Accepted

As a group, discuss when you have faced challenges. This could be directly related to the sport or include a wider discussion with examples from other areas of their lives, for example taking time out due to an injury, learning something new or joining a new team without knowing anyone.

Model with a personal example of a challenge you faced and the actions you took. Did you keep trying, ask for help or stop because it was too dangerous?

Are there any challenges they are working towards at the moment in training? What approach will they take?

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Learners can be asked to identify whether they are struggling with something that they will be able to get better at with practice, or whether it is too difficult and they need to help. Any dangerous situations should be highlighted so that learners understand the limits of what they can sensibly do.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- This step can be assessed through discussion, observation in practice (see 'practising it' activities) or through a reflective exercise where learners are given different scenarios and asked to consider whether the scenario is one where they should continue to persist or whether they should stop because there is danger.

Reflection Questions

- How do you know if something is too difficult for you?
- Why might something be too difficult?
- Why is it important to think about the safety of what you are trying to do?
- What do we mean by danger?
- Why is it important to think about danger?



Aiming High

Step 1 I know what doing well looks like for me.

Coach Explanation

To achieve Step 1, learners will be able to explain what doing well looks like for them.

In the previous step, learners focused on how to identify when they were finding something too difficult. This step takes the different angle, which is encouraging learners to identify what doing well looks like for them.

Learners need to be able to:

- Identify work where they have done well
- Know when their behaviour or actions are in line with doing well

Teaching it

- In the previous step, we looked at what it felt like to find something too difficult. Now we focus on knowing when you do something well.
- There are two sides to this: how you *feel* about the work you are doing and the other signs that you are *doing* good work, such as feedback and personal satisfaction that you are improving.
- A part of doing well is also about how we contribute to wider tasks and support others to do good work too.
- We normally feel a positive emotional response from helping others and the satisfaction of seeing them do well. However, sometimes we might not get the credit for that work because we have just supported someone else. In this case, we might not get positive feedback from others, or see that leading directly to achieving a goal.
- If you are not careful, this might lead to negative emotions. Instead, you can look for feedback from those who you have helped. You can also take satisfaction from knowing that you helped someone else to do well, and that you have learnt something worthwhile in the process.

Practising it



Skills Demo

In groups of 4 – 6, ask learners to demonstrate something they can do well or have improved on. As a prompt, you could provide examples of moves you have learnt together recently or other sporting examples. Alternatively, encourage peers to praise each other after a game on what their team mates had done well and use these examples.

Learners take turns demonstrating what doing well looks like for them in their groups. Gathering all the groups together, discuss how they felt. Did they feel personal satisfaction about their work and improvement or did they find it easier to have support from the feedback of others?



Assisted Goal

In pairs, set up learners with a move to practise, for example an assisted goal. The move should involve one player helping another to succeed. Player A will start off as the lead and Player B will assist. Only Player A can score/complete the lead action during the given time. Pause to ask all Player Bs to reflect on how they felt helping others. Players then swap roles. This time the new Player A can provide feedback to their partner on what they find helpful. How did the assistant players feel receiving feedback? Are the responses different from those who did not receive feedback?



Aiming High

Step 1 I know what doing well looks like for me.



Practising it (continued)



Moment of the Match

Before a match or game, set learners the task of identifying 1 thing that they did well, either independently or in helping their team, their 'moment of the match'. Remind learners that this can be something they have improved and does not always need to be something done perfectly or a finished result.

At the end of the game, reflect as a group to share examples of their favourite 'moments of the match'. This could also be shared in writing on a sticky note to anonymise.

Praise learners for doing well and remind learners to reflect on this achievement at the start of the next practice session or match.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- This step is best assessed through observation of learner behaviour and whether they are able to take satisfaction in their achievements. This can be explored further through reflective conversation with learners.

Reflection Questions

- How do you know when you have done good work?
- How does it feel when you have done something well?
- Aside from your own work, what else might doing well mean?
- Why is it important to build good relationships with others?
- Can you give examples of where you have done this?

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- This step lends itself to easy reinforcement in sessions, by putting the focus on when learners have been pushing themselves to try something that stretches them and which achieves a good result. Learners can be encouraged to take satisfaction in their own immediate achievements, and when they have supported others to achieve something too.



Aiming High

Step 2 I work with care and attention to detail.

Coach Explanation

To achieve Step 2, learners will be able to work with care and attention to detail.

In earlier steps, learners considered how they knew when they were finding something too difficult, and when they were doing something well. In this step, the focus shifts to how to work well, starting with how to take care and pay attention to detail.

Learners need to be able to:

- Work carefully, not rushing when working
- Pay attention to detail in their work

Teaching it

- Working carefully is an important part of doing a good job. It is the only way of ensuring that we do a task as well as we can and that we make as few mistakes as possible.
- Before we start, we decide that we will do the best job we can, we understand what we are trying to achieve, how we will do that and make sure we have the right equipment available to us.
- During the task, we avoid distractions, follow our plan, look for possible mistakes, ask for help when needed and keep to time.
- Afterwards we may consider if we can make our work better, ask someone to check it or to give us feedback.
- Alongside working carefully is paying attention to detail; it means thinking about not just the main things you need to do in the task but all of the smaller bits too. In spoken or written work, this could include spelling or grammar mistakes or checking facts and numbers. You may also listen to or read instructions carefully. If we are not paying attention, we might easily miss something – whether we're learning, or doing our work.



Practising it



Careful Planning

In pairs or small groups, learners must work together to carefully plan a strategic move, tactic or play. It can be something simple or more complex, depending on the group. The plan can be done on paper, whiteboards or using equipment/props to demonstrate.

For additional support, provide learners with questions to prompt them, for example: *Where will each player be positioned? What will they do next? When is the right timing? What will you do if it doesn't go to plan?*

Once their plan is in place, give learners time to put their plan into action. How did the preparation help them pay attention to detail? Were they able to work carefully?



Sideline VAR

During a game or training activity, select players to take turns being a 'Video Assistant Referee'. Their role is to identify when the team is taking care and paying attention to detail. This can be recorded in writing or with equipment, such as a coloured cone for each success. If appropriate, you could also appoint a player to highlight opportunities where more care could have been taken - or assume this role yourself.

Optional extra: Ask some players to deliberately make mistakes and not pay attention. How does this impact the team?



Aiming High

Step 2 I work with care and attention to detail.



Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Appropriate reminders (visual or verbal) could be used to support learners to prepare for tasks or to bring the appropriate equipment.
- Share video examples of professional teams demonstrating attention to detail and working with care. Can learners identify their success?
- At the end of a practice or match, ask learners to share an example of when they or a team mate took care and paid attention to detail. Model an example which you observed.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- This step is best assessed through observation, to see whether learners are able to work carefully and with attention to detail over a sustained period of time. Eventually, they should be able to do this without being reminded to by an adult.

Reflection Questions

- What does it mean to work carefully?
- How should we prepare and what should we do during the task?
- Can you give examples of when you have done this?
- When do you pay attention to detail?
- Do you find it easy or difficult?
- Can you give examples of when you have done this well, and when you have not?



Aiming High

Step 3 I work with pride when I am being successful.

Coach Explanation

To achieve Step 3, learners will show that they recognise and take pride when they are successful.

In the previous step, the focus was on how learners can work with care and attention. The shift here is to think about success criteria as an important part of being able to recognise when they have been successful, and then to take pride in their successes

Learners need to be able to:

- *Recognise when they have been successful*
- *Share what they feel they have done well*

Teaching it

- Being successful is about achieving something that you set out to achieve. This means that there are two parts of knowing if you've been successful:
- *Being clear what it looks like to do something successfully*
- *Being able to see at the end whether you have done that or not*
- We can think of this as setting success criteria for ourselves – what do we need to do for us to have completed the task successfully.
- For example, we might be in a competition. Our success criteria might be to reach the final and to improve on our score since the last time we entered.
- As well as recognising success, it is also important to celebrate it and to feel a sense of satisfaction. An example of taking pride in achievements could be when a team scores a goal, they all celebrate together and share congratulations as a reward for their hard work.
- If we know that we will feel good about achieving success, then we will be more willing to put in hard work to get that feeling later on.

Practising it



Steps for Success

Model an example of success criteria for practice or for a match. You may want to split this into 1 individual and 2 team success criteria. Then ask learners to choose their own individual success criterion (5 minutes). If required, prepare options for learners to choose from.

Pause halfway through the activity to remind learners of the success criteria they are working towards.

Give learners time at the end to reflect on their individual target and recognize their success before leading a group reflection and celebration (5 minutes).



Celebration Calendar

At the start of a new league, course or tournament, involve learners in planning for success and how they will take pride in different milestones along the way. This can be led as a group discussion or ideas could be shared on sticky notes. If required, share the different milestones or a range of celebration types to choose from for additional support. Make a visual record of the success criteria to refer to. Remind learners to check in and lead the reflection on their progress towards these success criteria throughout.



Aiming High

Step 3 I work with pride when I am being successful.



Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- The key concept to introduce if you do not use it already is that of success criteria, which can either be set by the coach or developed with the group of learners.
- Once success criteria are achieved, learners should be encouraged to take satisfaction in that success. Initially, this might include praise from the coach, but the primary focus should be on building their intrinsic motivation.
- Success criteria may include personal targets and team targets.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Check whether learners are able to create sensible success criteria for themselves.
- Use reflective conversations with learners to explore their ability to recognise and take pride in when they have been successful.

Reflection Questions

- How do you know when you are successful?
- How can you measure success? Can you give some examples?
- What does it mean to take satisfaction in success?
- Why is that important?
- Can you give examples of when you have done this?



Aiming High

Step 4 I work with a positive approach to new challenges.

Coach Explanation

To achieve Step 4, learners should show that they are able to take a positive attitude to new challenges.

In earlier steps, learners have built some of the foundations of this step. They have shown they can recognise and take pride in success, as well as knowing when something is too difficult or dangerous for them to attempt.

Learners need to be able to:

- Approach new challenges positively
- Look for opportunities to stretch themselves

Teaching it

- Over time, it is important that we don't just stick to safe challenges where we know we are very likely to achieve the success criteria. Over time we will take less satisfaction from doing the same things over and over again and we will stop learning.
- Anything that we have learnt to do in our lives started off being difficult – whether learning to read and write, ride a bicycle, cook... By working hard at them, and adding those skills to our toolkit, we are more able to be successful in lots of different situations in the future.
- In finding or setting ourselves challenges we need to get the balance right: not too easy and not too difficult. We need to find our *stretch zone*: where the level of challenge is just right – where we have enough support to help us be successful, but not too much to make it easy. In our stretch zone, we should feel like what we are doing is difficult and needs us to think and work hard – but it should not feel impossible.
- The reward of working in our *stretch zone* is lots of learning – and therefore being able to get better.

Practising it



Goldilocks Challenge

As a warm up activity, set learners a challenge – this could be a recently learned technique or something new. Set out at least 3 zones with their own level of difficulty for completing the challenge, either the quantity, time to complete or an increasing complexity. Encourage learners to work their way through the zones to identify their stretch zone so that the task is not too easy but not impossible. This task can also be done in pairs or groups, depending on the sport or activity.



Challenge Cards

Prepare a set of challenge cards. Give learners a time frame to approach these, for example 1 per session or 3 over the total course. Record and praise learners for each new challenge they undertake.

Example activities could include:

- Leading a warm up activity or cool down for the group
- Taking on the role of referee
- Trying a new position
- Buddying up with a new player in the group
- Improving their personal best

Optional extra: challenges could be differentiated and colour-coded or numbered with a scale of difficulty to encourage learners to progress through the different levels over time.



Aiming High

Step 4 I work with a positive approach to new challenges.



Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Introduce opportunities for learners to take on more stretching challenges if they feel that they can easily achieve the success criteria for tasks that they have been given.
- Recognition can also be given to learners who are trying out something new and stretching so that they build new knowledge or skill. This is an important complement to recognising success.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- This step is best assessed through sustained observation and reflection with learners about whether they seek out new challenges or whether they stay in their comfort zone of only doing things that they know they will be successful at.

Reflection Questions

- Why is it important to be willing to take on new challenges?
- What would happen if we avoided new challenges?
- Can you give any examples of when you have learnt from a new challenge?
- How can you find challenges that work for you?
- What does it mean to work in your stretch zone?



Aiming High

Step 5 I set goals for myself.

Coach Explanation

To achieve Step 5, learners will show that they can set goals for themselves.

Earlier steps focused on building up to this by introducing the notion of what success looks like through success criteria, then the importance of both taking pride in that success but also the importance of seeking out new challenges to support learning. This step combines those elements by introducing the setting of goals.

Learners need to be able to:

- Set themselves goals that are based on their stretch zones
- Be clear about how they will know if a goal has been achieved

Teaching it

- A goal is something that we want to happen, and that we will work towards achieving.
- There are different types of goals that we might set ourselves:
 - *Short term goals*: things that we can achieve quite quickly – for example, in a day or a few hours.
 - *Mid-term goals*: perhaps they take a few days, a week or even a month. For example, we might want to improve our fitness or our accuracy at scoring in basketball. Mid-term goals take sustained effort to achieve.
 - *Long-term goals*: These are goals that might take a lot longer to achieve – for example, achieving a particular qualification or something. These are goals that we need to work at for a longer time period and which it might be hard to see progress on day-to-day.
 - For mid-term and long-term goals, we also have to think about breaking these into smaller goals to keep us *motivated* to keep trying.

- When we set ourselves goals, it is important to think about whether they are goals in our *stretch zone* to give us the best chance of success.
- A goal sets out *what* we are trying to achieve, while the success criteria will be our measures of *whether* we have achieved it or not.
- It is helpful to start setting clear *targets as we work towards our longer-term goals*. The best targets are those that are SMART:
 - *Specific* – it is clear exactly what you are trying to do
 - *Measurable* – you can measure whether it has been met or not
 - *Achievable* – it is in your stretch zone – not too hard or too easy
 - *Realistic* – it is something that makes sense to do
 - *Timed* – you know when it needs to be done by
- Putting numbers and deadlines on goals is particularly helpful because it means we can see exactly what success looks like and also see very clearly whether we have been successful.

Practising it



Set the Goalposts

Model setting a personal short, mid- and long-term goal to the group, based on your own stretch zone.

Give learners a few minutes to reflect on their stretch zone and what they would like to achieve (individually or in pairs). Additional support can be given with timeframes or options to choose from.

On a piece of paper or sticky notes, ask learners to make a note of their own goals. Then, in pairs, learners can support each other to sort these into the three categories: short, mid- and long-term goals.



Aiming High

Step 5 I set goals for myself.



Practising it (continued)



SMART Thinking

Using the goals from the previous 'Set the Goalposts' activity, or other existing goals, learners should work together in groups of 3 - 6 to break down one or more of their goals into SMART targets.

This task can be divided in two parts where learners start off making SMART targets independently. Next, they take turns presenting their target(s) to their group. Each member can take 1 or more of the 'SMART' letters and be responsible for checking that the target meets those criteria.

This task can be followed up at an appropriate later date so that learners can review whether they have been successful or share their progress to date.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- This step can be assessed through an exercise where learners have to create a series of short-, mid- and long-term targets for themselves and turn these into SMART targets. They could alternatively do this by being given a broad goal and having to think about how this can be turned in to SMART targets.

Reflection Questions

- What is a goal?
- How can we set goals in our stretch zone?
- Can you give examples of when you've done this?
- How can you tell if a goal has been achieved?
- How do goals and success criteria fit together?
- Why can numbers help you measure a goal?

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- This step lends itself well to being reinforced in learning. For example, learners could be encouraged to take responsibility for coming up with their own learning goals and the measures of whether they have been successful – or perhaps in collaboration with a coach. Learners should be asked to review whether they have been successful and to reflect on their progress using these targets over time.



Aiming High

Step 6 I set goals informed by an understanding of what is needed.

Coach Explanation

To achieve Step 6, learners will be able to think about goals based on wider needs, not just their own personal development.

In the previous step, the focus was on learners setting goals for themselves. By nature, these were primarily focused on learners' own personal development. The shift here is to think about the needs of their organisations or their teams too.

Learners need to be able to:

- Identify the needs of others, including their team or community
- Build these needs into the development of goals

Teaching it

- When we set goals, we also need to think about what else is going on – not just what is important to us but to others as well.
- As we think of our part in ever bigger groups of people, we have to be realistic about what part we can play. There are several ways we can build others' needs into our goals:
 - *Create a goal that is directly about helping someone else.*
 - *Share a goal with someone else.* Some goals might need to be shared – for example, in a sports team you might have a shared goal with another defender not to let in more than one goal in each match. You both need each other to achieve this goal.
 - *Take on part of a bigger goal:* For bigger goals, perhaps of a team, you might need to take part of that goal and focus on that. If each person does this, then the different parts of your efforts might all add up to overall success.
 - *Align your goals with a bigger goal.* In an organisation, sometimes goals are massive so we want to make sure ours lines up to the goal and aren't in conflict with the wider mission.



Practising it



Sports in the Community

Sports teams and foundations play an important role in the wider community. What support do they offer and how is this informed by an understanding of what is needed?

Examples of a local team could be given as starter prompts or learners can share their own experiences from groups they are a part of.



Team Goals

Together, or in smaller groups, discuss the wider goals of the team. What are you all working to achieve? Then, individually, decide what role you can play in supporting this goal? Will your goal be to help someone else or share a goal? Will you take on part of a bigger goal or align your goal? What actions will you take to achieve this goal?



Session Goals

In pairs, agree on a shared short-term goal you can work towards during the session together to improve your technique or results. How does this goal align to your wider team's goals? Support each other to make progress and achieve your goal.



Aiming High

Step 6 I set goals informed by an understanding of what is needed.



Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- This step can be reinforced through group work exercises or a shared project. Learners could also be asked to reflect on the learning goals of the team, and how they can align their individual goals with those bigger learning goals.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- This step can be assessed through a worked exercise, where they can be given different scenarios of groups they belong to and asked to consider how they can contribute to the goals of those groups.

Reflection Questions

- How can you identify the needs of other people?
- How can you identify the needs of an organisation or community?
- How can you create goals based on the needs of others?
- How can you make a contribution to bigger goals?
- Can you give any examples of when you have done this?



Aiming High

Step 7 I set goals, ordering and prioritising tasks to achieve them.

Coach Explanation

To achieve Step 7, learners will show that they are able to start turning goals into action, by ordering and prioritising the tasks that are needed.

In the previous steps, the focus was on how to develop goals, first by thinking about what learners want to achieve, and then thinking about the wider needs of others, whether in groups or organisations they are part of. This step looks at how to start to work towards achieving those goals.

Learners need to be able to:

- Identify tasks that are needed to achieve a goal
- Put these tasks into a logical order

Teaching it

- Tasks are pieces of work that need to be done. Achieving any goal required lots of individual tasks to be done.
- If we are serious about achieving goals for ourselves, we need to be able to break those goals down into the tasks that we need to complete.
- It is important to think about the order that we do tasks in. There are several ways to think about how to order tasks:
 - **Dependency:** It might be that some tasks can only be completed in a particular order. For example, you can't ice a cake before it has been baked, and you can't bake a cake before all of the ingredients have been mixed together.
 - **Priority:** In some cases, when there are lots of tasks to do and no dependency then we will want to think about which tasks are most important. For example, we might have twenty ideas about how to get people to come to an event – if we're not sure whether we might have time to do all twenty, then it makes sense to start with the ones we think will have the biggest effect.



- *External dependencies:* It might be that some tasks rely on something or someone else out of your control to complete them. For example, you might need your oven to be fixed before you can bake a cake.
- *Parallel tasks:* In some cases it might be possible to work on more than task at a time. For example, while the coach is setting up equipment, we might be able to get changed or warm up. In organisations, individuals are often working on different tasks alongside each other.
- We can use these principles to help us to arrange different tasks into the order that makes it easiest to complete them and achieve our goals.
- We can also think about how long different tasks are likely to take, so that we can put them on a timeline, and work out how long achieving a goal is likely to take as a result.

Practising it



Task Master

Use an example of a goal and ask learners to break it down into tasks. For example, in order to achieve the goal of competing in a 10km triathlon, what tasks would be required? What order would we have to complete the tasks in? Some learners may find it easier to arrange the tasks in order using sticky notes or scrap paper and making a timeline.



Aiming High

Step 7 I set goals, ordering and prioritising tasks to achieve them.



Practising it (continued)



Going for Goals

In small groups, learners can identify or be given a goal that the team is working towards. This goal can be represented by a physical goal, i.e. a hoop, goalpost, etc.

Each learner in the group must assign themselves a task towards achieving their goal and arrange themselves in the order of priority/timeline. Some learners may need to stand next to each other if their tasks are parallel. Other equipment like cones can be used to represent external dependencies.

The aim is to create a physical representation of their route to achieving the goal. To complete the activity, learners can play a simple relay game against the clock starting from the first task to the final goal.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Where learners are set projects, extended tasks or pieces of work, encourage them to create a plan. This means taking the goal and identifying all the tasks that need to be completed, then ordering these tasks and putting them on a timeline. Professional sports team leagues can be used as example, using weekly fixtures to highlight milestones along the way.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- This step is best assessed through an assessed activity: Learners can be set a goal, be asked to break it down into tasks and then to create a timeline of those tasks. Discussion can be used to explore why learners have made the choices they have, and whether these are based on a good understanding of the step.

Reflection Questions

- What do we mean by tasks?
- How do tasks link to goals?
- Can you give examples of how this might work?
- How can we organise the tasks that need to be done?
- What is a logical order?



Aiming High

Step 8 I set goals and secure the right resources to achieve them.

Coach Explanation

To achieve Step 8, learners will show that they can set goals, and then be able to secure the right resources to achieve them.

In the previous step, learners focused on how to set goals, ordering and prioritising tasks in order to achieve them. This step expands on that, by introducing the idea of having the right resources to complete tasks.

Learners need to be able to:

- Identify what resources they need in order to complete a task
- Secure those resources

Teaching it

- To turn a plan into reality, we need to know not just the resources we need, but also how to secure them.

<i>Resources</i>	<i>How we might secure them</i>
Human resources	<ul style="list-style-type: none"> • It might be that you can provide the time and energy required if you have the right expertise and the time available. • If not, you might need to persuade other people to help you out – on paid or volunteered time.
Physical resources	<ul style="list-style-type: none"> • If you need special equipment for a short period of time then you might be able to hire this. However, if you use up the resource through using it then you will have to purchase it. • Space can be hired or borrowed.



<i>Resources</i>	<i>How we might secure them</i>
Natural resources	<ul style="list-style-type: none"> • Natural resources are the raw materials that you need to produce something. We usually will need to purchase these, although we might be able to recycle something already existing, or to have them donated if we need.
Financial resources	<ul style="list-style-type: none"> • Financial resources are the money you need. How much finance you need will depend on the other resources that you need to secure. • You might be able to fund this work yourself, you might need to borrow from someone else, or if you might be able to secure the budget from your organisation if you can convince them it is a good idea.

- It is also worth remembering that if you can't secure the particular resources you feel you need, there might be other ways of achieving your goals without using those particular resources, or by changing some of the tasks you decide to carry out.



Aiming High

Step 8 I set goals and secure the right resources to achieve them.



Practising it



Choose a goal for learners to achieve, such as setting up a short team game or obstacle course. This can be done in pairs or small groups.

Prepare a set of available resources for learners to access or, where appropriate, ask learners to prepare something for the next session. Before learners have access to securing the resources, give them 5 minutes to make a plan of what they will need.

Optional challenge: Assign prices to the resources and give each group/pair a budget. You may also choose to limit key items so that learners are required to adapt their plan.

If there is time, learners can complete each other's games/obstacle courses at the end.



Team Celebration

Learners plan a team celebration event in small groups. Learners discuss and plan which resources they will need to make their event a success. How would they secure them?

Additional restrictions can be added mid-task such as budget, time or a resource shortage. Learners will need to use Problem Solving, Staying Positive and Teamwork skills to decide the best way forward to complete their task. Learners may prefer to record their ideas on paper.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Encourage learners to set their own goals and to make plans to achieve them. This might be linked to learning goals, completing projects or wider activities. For older learners, this might be linked to qualifications or college and university applications.
- Challenge learners to think about what they might do as an alternative if some of the resources they have identified are unavailable – can they adapt the tasks or resources?

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- This step can be assessed through an extended project or challenge where learners are given responsibility for creating a plan to achieve a goal. If an extended project is not possible, then a shorter planning activity can be used.

Reflection Questions

- What are resources? Can you give examples?
- Why do we need resources to complete tasks?
- How do resources help us to achieve goals?
- What does it mean to secure resources?
- Does this differ for different resources?



Aiming High

Step 9 I set goals and plan to involve others in the best way.

Coach Explanation

To achieve Step 9, learners will have to identify where they need to involve other people in their plans, and how to engage them with the effort.

In earlier steps, learners explored how to set goals and start to develop plans by thinking about the required tasks and resources. Although the previous step touched on the importance of human resources, involving others in plans is worth additional focus.

Learners need to be able to:

- Identify when they need others to support them in their plans
- Engage people they need with their efforts

Teaching it

- Other people can play an important role in bringing plans into action. They might play a range of different roles from minimal to being much more involved.
- Involving the right people to support you to achieve your goals is important. You will want to think about how they might be able to help you by thinking about:
 - Do they have particular **skills, expert knowledge or experience** of what you are trying to do so? If so, they might be good for *advice or to help*.
 - Do they have **strong networks** of people they know who might be able to help you or provide you with resources, even if they can't directly? If so, they might be good for *connections*.
 - Do they control particular **resources** that you might need – like a space you need, a physical asset like a machine or technology? In which case, they can help you to secure that *resource*.



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- Do they also have a strong **interest** in achieving the same goal – for example, if you are on a team together? In this case, you might be able to work together to *share the goal*.
- Do you need them to give **permission** for you to work towards your goal – perhaps because they are in a senior position? In this case, you will need to get them to *agree* to what you want to do.
- When you engage people to support your plans in any of the ways above, you will need to *convince* them. Convincing them is like persuading them.
- **Show them why the goal that you are working towards is worthwhile:** What will be different if you achieve the goal? Why does it matter to you? How have you shown that you are committed to achieving the goal?
- **Explain why helping you will be good for them:** What will their reward be for helping you? This might be financial if you are paying them for their help, or it might be that you achieving your goal helps them to achieve one of their goals, or it might just be that they can take satisfaction out of seeing the goal achieved.
- **Give them confidence that you can do it:** People want to know that you are likely to be successful. How can you show that you are likely to be successful? What have you done in the past that was similar?
- **Show how their support will make the difference:** Why do you need them to help you? What would be the problem if they did not help you?
- **Be open to their advice:** Show that you are open to changing or improving your plans if they have good advice.
- If you use these ideas, then you are much more likely to be able to get the support you need to achieve your goals.



Aiming High

Step 9 I set goals and plan to involve others in the best way.



Practising it



Call to Action (Part 1)

In pairs, learners are each given their own imaginary scenario.

- A) Their professional team has recently been losing fans to the other local team and needs to fill the stands in the upcoming league.
- B) Their professional team hasn't had a new kit/playing grounds for 5 years and is in need of redesign.

Working individually, they must plan how they can use the support of others to help them achieve their goals, using the question prompts on the previous page to support them.



Call to Action (Part 2)

In pairs, learners must take turns convincing their partner to support the plans they made in part 1, e.g. why they should support their team, and follow the question prompts in the 'Teaching it' section.

Partners should be listening to see which pieces of advice they try, for example: showing how their support will make the difference. Learners then switch roles and take on the next challenge: to convince their partner why they should redesign their kit/playing grounds.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Where learners take responsibility for their goals and creating plans to achieve them, learners can practise these steps to involve others. It might also be possible for them to think about how they persuade people of something they want support or help with, and to try out this persuasive talk in activities.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- This step is best assessed through an extended project, where learners have to really put their ideas into practice and persuade people to help them to achieve their goals, e.g. a sports fundraiser event. Where this is not possible, a shorter simulation could be used, including the use of scripting or role play to act out persuasive conversations.

Reflection Questions

- When do we need to involve other people to achieve our plans?
- Why are people different to other types of resources?
- How can you convince people to support you in achieving your plans?



Aiming High

Step 10 I create plans that are informed by my skill set and that of others.



Coach Explanation

To achieve Step 10, learners will be able to identify their own skill set and those of others, and reflect that in their plans.

In earlier steps, the focus was on setting goals, and gradually building those out into plans by identifying the tasks, resources and other people required to achieve them. The focus is now on creation of the more detailed creation of plans.

Learners need to be able to:

- Identify their own skill set, and those of others
- Ensure that these skill sets are reflected in the plans they create

Teaching it

- A skill is the ability to *do* something. We can think about three broad types of skills:
 - *Basic or foundational skills:* These are the skills that are the foundation for everything else, and include numeracy, literacy and basic digital skills.
 - *Essential skills:* These are the skills we focus on in the Skills Builder Framework – those skills which we need to do almost anything, and which support the application of technical knowledge and skills.
 - *Technical skills:* Those skills which are specific to a particular subject specialism, sector or role.
- We can identify skills in a number of ways: through interactions, observation, interviews and qualifications or certificates. Using a combination of approaches can be most helpful in getting a sense of what someone else can do.

- A goal is something that you want to achieve, and a plan is the means by which you will get there. Since putting a plan into action is all about *doing*, the ability to do is crucial.
- There are two ways of thinking about skills:
 - *The first is when you are setting your plans and making your goals.* Back in *Step 5*, we explored the idea of working in your stretch zone. This is only possible if you know the level at which you are working in your skills, and so an understanding of your skills will inform how you set your goals. In this case, your plans can be informed by your skills and those of the other people that you can involve.
 - *The second is when your goal has already been set and you need to find people to help.* In this case you need to identify where there are gaps in the skills that you need to successfully deliver a plan. It is important to be honest and thorough about these gaps. You can then try to find the right people to help fill those gaps.

Practising it



Fantasy League

In small groups, set learners the challenge of drafting their own 'dream team', including themselves as a player. Discussing a combination of essential and technical skills, learners must agree on their ideal setup. To extend the task, you could include a negotiation task where teams compete to draft players.



Aiming High

Step 10 I create plans that are informed by my skill set and that of others.



Practising it (continued)



Skill Set, Game, Match

With a peer or coach, ask learners to reflect on their skill set and what they would like to achieve, whether in a sporting context or other. You may find it helpful to use the Skills Builder Framework to support reflections on their progress in the essential skills and to identify areas for development. What do they feel most confident in? What would they like to improve? What would they like to achieve over the next few days/months/year? Are there any qualifications they would like to work towards? What support might they need to achieve their plans?

A structured example could be modelled before the task to support learners with their reflection.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- This step can be reinforced by raising learners' awareness of the skills that they are building or using day-to-day. Learners could also be encouraged to audit the skills that they feel they have built – particularly in the context of looking towards training, university or college applications for older learners.
- This step can also be used if learners are undertaking any sort of work experience or sustained project where they have to create and enact a plan towards a real goal.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- This step is best assessed through a sustained project, where learners have to put their ideas into practice. If that is not possible, learners could be encouraged to audit their skills, and then think about the skills that would be needed elsewhere if they were to achieve different hypothetical goals as part of a team.

Reflection Questions

- What do we mean by skills?
- What types of skills are there?
- How can you identify your skills?
- How can you identify those of others?
- Why is it important to think about skills when making plans?
- How can you use the knowledge you have of your skills and those of others?



Leadership

Coaching Handbook

A practical guide to building this skill in sports





Supporting, encouraging and developing others to achieve a shared goal

Getting started

Know how I and others are feeling and articulate this

Intermediate

Manage tasks, time and resources within a group

Advanced

Recognise strengths and weaknesses in myself and others, then allocate roles

Master

Support others using a variety of techniques and reflect on my leadership

This handbook will cover Steps 0-10 of the Skills Builder Universal Framework. Click page number to view this step.

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Step 1	I know how to explain my feelings about something to my team	p.144
Step 2	I know how to recognise others' feelings about something	p.146
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Step 4	I manage time and share resources to support completing tasks	p.150
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Step 9	I recognise the strengths and weaknesses of others in my team, and use this to allocate roles accordingly	p.161
Step 10	I support others through mentorship	p.163
Step 11	I support others through coaching	
Step 12	I support others through motivating them	
Step 13	I reflect on my own leadership style and its effect on others	
Step 14	I reflect on my own leadership style, and build on my strengths and mitigate my weaknesses	
Step 15	I reflect on my own leadership style, and adapt my approach according to the situation	



Leadership

Step 0 I know how I am feeling about something.



Coach Explanation

To achieve Step 0, learners will need to be able to identify their feelings about something – whether positive or negative.

This is the first step for Leadership and focuses on building empathy as an important foundation for being able to lead others.

Learners need to be able to:

- Know what different emotions might look and feel like
- Recognising positive emotions and what might cause them
- Recognising negative emotions and what might cause them

Teaching it

- An emotion is a strong feeling that is caused by something that is happening. There are broadly two different types.
- Positive emotions make us feel good, and that we want to continue to feel like this, such as being happy, excited or calm.
- Negative emotions make us feel bad, and we want to stop feeling like this, like feeling sad, angry or scared.
- Explore these emotion types using equipment. Ask learners to assign a red and green cone to the emotions 'Happy' and 'Sad'. *"Why did you decide this? What emotion could be represented by a blue and yellow cone? Why?"* Where appropriate, extend and elicit further examples.
- An emotional response is how we feel about something that has happened. We often have an emotional response before you we have time to think about what has happened fully – people sometimes call this our 'gut reaction' to what has happened.
- Model and discuss different positive and negative feelings, how you would know this and possible causes, e.g. *"Yesterday I felt nervous about trying a new sport but, after I started, I felt energetic and really enjoyed it"*.

Practising it



Follow my Leader (Truck and Trailers)

The leader carries a beanbag and decides how they travel around the room. On a command, the pairs freeze and Person A passes a ball or beanbag to Person B (3 metres away) who catches it then acts out an emotion using non-verbal cues (facial expressions or gestures). Person A has to guess the emotion. Repeat this process, swapping leaders each time.



Rob the Nest (Part 1)

Place a pile of cones in the centre of the room/space. Split the learners into four equal teams in each corner of the space.

Learners take it in turns to run into the middle of the room and rob a piece of equipment then run it back to their corner. They must run one at a time and only take one piece of equipment. When all the equipment has been robbed the team with the most cones wins.

Optional: Play again and let them steal from other people – how does this make them feel?



Leadership

Step 0 I know how I am feeling about something.



Practising it (continued)



Part 2: Create a Face

Using ALL the equipment they have stolen in Rob the Nest, each team has to create a face that **demonstrates** an emotion. Let the teams try and guess each one. Then ask learners to reflect on/stand next to the face that shows how they feel themselves.



Buddy Run

Place a pile of cones on the floor. Involve the group in assigning a coloured cone to the following emotions:

Sad (red cone)

Happy (green cone)

Not sure (blue cone).

Working in pairs, encourage learners to choose a cone that represents how they are feeling after the lesson. Support them in being honest in their choice.

Holding their cone in their hand, learners complete a 3- to 5-minute cool down (buddy run) in pairs (around the coaching area or set course).

Explain that, if they want to, they can describe to their partner why they chose their cone and how they identified that feeling (although this is the next area of focus in Leadership Step 1).

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Begin each session with an opportunity for learners to reflect on how they are feeling, using coloured cones/visual prompts if appropriate.
- The key is to help learners to recognise and be able to name the emotions that they are feeling in response to different things.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Start the session with a pile of beanbags in a hoop with an empty hoop next to it. If you see any of the positive behaviours below, tap the learner on the shoulder to congratulate them and let them move a beanbag into the empty hoop. How many can the group collect?
- Discuss and ask learners to share how they feel at different points or in reaction to ideas, e.g. 'I am sad because I didn't win Rob the Nest'.
- Praise good non-verbal communication to show how they are feeling, e.g. smiling to show they are happy.

Reflection Questions

- What are different emotions?
- When do you feel different emotions?
- Can you give examples of what has caused different emotions for you?



Leadership

Step 1 I know how to explain my feelings about something to my team.

Coach Explanation

To achieve Step 1, learners will be able to communicate how they are feeling about something to their teams.

In the previous step, the focus was on learners being able to recognise their own feelings about something. This step builds on this by thinking about how to share those feelings with others.

Learners need to be able to:

- *Why it is helpful to explain how you are feeling*
- *Some bad ways of expressing how you are feeling*
- *Some good ways of expressing how you are feeling*

Teaching it

- When we are working with other people, it can be helpful to share how we feel about things.
- Ask them why it is important to be able to explain how you are feeling.
- If we talk to people about feeling negative emotions and they listen to us, they can make us feel better, understand our view and share their views.
For example: *“I feel confused because I didn’t understand what I was asked to do, so I also feel worried that I am doing the wrong thing. A coach or team mate can then explain the task to them.”*
- If we share positive emotions people might feel encouraged and we can help them to see the positive side of something.



- We have to be careful in how we share our feelings. For example, shouting if we feel angry or showing negative body language without explaining why we feel this way can upset people. If we feel sad and don’t talk about it then it is harder for others to understand and not talking might make your team think you’re not interested.
- It is possible to express positive or negative feelings in an effective way.
 - *Think before you speak* – get into the habit of stopping yourself, thinking first about why you feel the way you do before reacting.
 - *Try not to make it personal if it is negative* – don’t say “she made me feel...” or “he makes me angry...” Instead, try not to blame other people, e.g. “I felt angry because...”. This will stop an argument.
 - *Try to explain why you feel that way* – sometimes it can be challenging to tell why we feel the way we do about something, but if you can explain it, it will make it a lot easier for other people to understand how they can help.
 - *Ask other people how they are feeling too* – it can be helpful to know how other people are feeling in case it changes your mind or makes you think about something differently.

Practising it



Travel in the Manner of the Cone

Recap some emotions: happy, sad, angry, confused.

Encourage learners to act out examples.

Assign emotions to coloured cones, e.g. red = angry, yellow = confused.

Hold up a cone and learners have to travel around the room showing that emotion, e.g. stomping their feet for ‘angry’ and skipping for ‘happy’. Learners must travel in their own space.



Leadership

Step 1 I know how to explain my feelings about something to my team.



Practising it (continued)



Passing in Pairs

Model the structure 'Today, I feel [emotion] because [reason].'
"Today, I feel happy because you're all being really kind to me."

Learners work in pairs and choose a beanbag or ball to pass or roll to their partner. Encourage them to each choose a coloured cone that demonstrates how they are feeling. During their activity they must try to explain to their partner why they chose their cone (see previous activity example).



Swamp

Put learners in teams of 5-6.
Starting on one side of the swamp, learners need to get their whole team across the swamp without anyone touching the floor.

Each team has 4 hoops. They can stand in the hoops and move them if empty. Up to 3 learners can share a hoop.
If anyone touches the floor, the whole team starts again.
(Optional: Collect golden nuggets/cones, for points as they go.)

Give learners 2 minutes before the swamp challenge to explain to their team how they are feeling and give a reason.
Repeat this reflection at the end of the challenge.
Did their feelings change?

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- At the start of a session, ask learners to 'check in' with how they are feeling by choosing a coloured cone and explaining to a friend why they chose the cone.
- Encourage learners to try this in other areas of their life, e.g. in the morning, at midday or before going to sleep.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Sit in a circle. Ask 4-5 learners to tap the shoulder of someone (to congratulate) who was brave and able to share how they were feeling with them in the session.
- This step is best assessed through observation of group tasks and reflection when incidents have occurred; are learners able to effectively share their feelings without causing further harm or upset, and where possible to resolve differences?

Reflection Questions

- Why is it helpful to be able to explain your feelings to others in your teams?
- What should you be careful about doing when you talk about your feelings?
- Can you give any examples of when you have done this? What was the result?



Leadership

Step 2 I know how to recognise others' feelings about something.

Coach Explanation

To achieve Step 2, learners will show that they are able to recognise the feelings of others.

In earlier steps, the focus was on learners recognising their own feelings and being able to explain those feelings to others. This step is to recognise the feelings of others and how to react well to those.

Learners need to be able to:

- *Recognise how other people might be feeling*
- *Explore how others are feeling*
- *Understand how to react to others' feelings*

Teaching it

- *How can you tell how other people are feeling without them speaking?*
- There are lots of ways someone might communicate how they are feeling: "If someone felt angry, they might shout or raise their voice but they might also fold their arms or stamp their feet. Words, voice, faces and bodies all help show how someone is feeling."
- Although we might be able to get a sense of how other people are feeling through their facial expressions and body language, we should not just presume that we understand:
- We might have *misread* how they are feeling – like confusing sadness and nervousness – and not know *why* they feel that way.
- To learn more about *why* they feel that way we can use a safe space, open questions like "What do you think/How do you feel about that?" and ask follow up questions to check understanding.
- *Why is it important to know how other people are feeling?*
- This understanding can help us react and change our behaviour towards them, e.g. using kind words if they are sad.

- When reacting to others' feelings, the focus should be about *acknowledging* how someone is feeling ("I understand that you feel..." or "I hear that you feel...") and then trying to understand why and seeing if anything can be done to make them feel better if they are feeling negatively about something.

Practising it



Bean Game

Whilst learners move around the room, call out a type of bean (below) for learners to act out. Let the learners choose how they act out the emotion ones, or support with picture cards.

Runner bean (run around)
Frozen bean (freeze)
Baked bean (tuck shape)
Microwave bean (spin)

Angry bean
Happy bean
Sad bean
Scared bean



Guess the Emotion (relay challenge)

Teams of 4-6 are in lines at one end of the area. One at a time, a learner runs to the end of the area and picks up an emotion card (can be written on the inside of a cone, e.g. Angry, Sad, Happy, Scared Confused, Surprised). They can't show anyone. Learners run back to their group acting out their card (words, facial expressions and actions). If the team guesses the emotion they keep the card, then the next person goes. First team to guess ALL their cards wins. For younger



Leadership

Step 2 I know how to recognise others' feelings about something.



Practising it (continued)



3 vs. 1 (Part 1)

In groups of 4, give each group one ball. Each group places four cones 5m apart in a square. Appoint one person as a leader for part 2.

Three attackers play against one defender. The attackers try to score as many points as possible before the defender intercepts the ball. The attackers score points by touching the cones with the ball. The three attackers must use throwing and catching skills to move closer to the cones and cannot move with the ball. They cannot score on the same cone twice in a row. Play for 3 minutes.

Change the Game (Part 2)

Stop and ask the team leader to share how one of their team members felt whilst playing. *“How did you know they were feeling like that?”* Get them to change one rule or adapt the game in response to this, e.g. ‘Ben looked like he wasn’t enjoying being the defender, so I swapped his role. Alize looked like she was finding it too easy so I told her she had to dribble and pass the ball.’ Repeat so other learners have the opportunity to be the team leader.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- During team-based activities, stop the group from time to time and ask them to think about how other members of the team may be feeling. Ask them how they know this.

- This step can be reinforced when learners are working collaboratively and new ideas are introduced or disagreements worked through. In some settings this can also be a helpful way to encourage learners to resolve misunderstandings or to work together more effectively.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Observe the learners in the group, calling them aside to ask for their reflections on how other team members are feeling. If they are able to use effective vocabulary, ask for their permission to share this with the whole group at the end. Can learners think about the emotions someone else might be feeling; explore this further through questioning.
- In pairs, individually or as a group, learners sort the word cards from the ‘Guess the Emotion’ game (see **Practising it**) into two categories: ‘*I need help from a team member*’ and ‘*I don't need help from a team member*’. See if they can explain why.

Reflection Questions

- How can you tell how other people are feeling without them speaking?
- How can you explore how other people are feeling through questioning?
- How should you react to others' feelings?



Leadership

Step 3 I manage dividing up tasks between others in a fair way.

Coach Explanation

To achieve Step 3, learners will be able to divide up tasks between others in a fair way.

In the earlier steps of Leadership, the focus was on learners being able to identify and express their own emotions and then those of others. The focus now shifts to thinking about task management.

Learners need to be able to:

- Know how to divide up tasks
- Share tasks out in a fair way
- Spot if there are problems

Teaching it

- What do we mean by tasks? How can you share tasks between people in a fair way? Why might we need to divide up a big task between different people in a team?
- In a basketball match would it be fair to have someone who is always in possession of the ball and fills all the main roles (the tip off, the free throw, the ball carrier) or is it fairer to share these out? How?
- We can divide up the job into smaller tasks that different people can do and that add up to the job being completed.
- To help, we can ask ourselves:
 - Is the task something that one person can do, or does it depend on something else happening?
 - Does the task need some specialist skills so that not everyone will be able to do it?
 - How long will it take to complete?
 - How difficult is it – in terms of thinking or physical effort?
 - How enjoyable is the task?

- Then we can try and spread these tasks out evenly based on the amount of effort, time and how enjoyable they are.
- If you can tell that people are unhappy, then you should use some of the ideas in *Step 2* to have a conversation about what is wrong and then think again about how to share the tasks.
- You might also spot a problem if some tasks are taking too long, or someone is struggling to complete a task. In this case, you might be able to help them out, or ask someone else to take on that task or some other tasks to share things out evenly again.

Practising it



 30 mins

Warm-Up Challenge

In pairs or fours, learners choose how to divide up a warm-up so that everyone has a leadership role to play when leading the session for others. Once they have decided on each role, group 3 teams and let them have 5-6 minutes per team to lead the warm-up session.

If learners need help, guide them on what a warm-up should include:

- Pulse Raiser (stuck in the mud/tag, etc.)
- Stretches (perhaps split the roles into upper and lower body)

End of activity discussion:

- Leaders, did you find that team mates stuck to their roles?
- Were there times when they needed to change or adapt?
- Did you notice any emotional changes in players as they completed their task?
- Did you pick a role that allowed you to support team mates?



Leadership

Step 3 I manage dividing up tasks between others in a fair way.



Practising it (continued)



4-Way Capture the Flag

Rules: 4 equal teams aim to gather all their coloured cones from the other teams to win the game. If they get tagged whilst leaving their area they must sit down until 'freed' by a team mate (or you can create jails in the corners). Learners cannot be tagged in their 'safe zone'. If after 5 minutes there is no clear winner, the team with the most of their colour in their possession wins.

Leaders must allocate 4 roles within team mates:

- Runners
- Defenders
- *Freedom fighters* (freeing caught runners on their team)
- Defending caught runners (within their zone)

For younger learners, play with just 2 roles.

Pause the learners twice through the challenge and ask the leaders:

- Were team mates happy with their role?
- Which role did you play and why?
- Was everyone involved at all times?
- Did you allocate roles fairly?

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- When tidying up after practical activities encourage the learners to identify and assign the required tasks. Share and celebrate opportunities when learners help each other.

- Before beginning a group task, encourage the learners to identify a series of words, phrases, facial expressions or actions which might indicate someone else needs help in their task. For example 'If Kiri throws down some equipment rather than placing it might suggest they are frustrated and need help with some new ideas'.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Set learners a simple organising task with multiple parts (for example, setting up multiple pitches for a football tournament and organising the equipment for it) and ask them to create a simple plan of how they would allocate roles and jobs between team members.
- Observe the learners in group tasks, seeing whether they are able to support their peers if they are struggling and divide up tasks in a fair way.

Reflection Questions

- What do we mean by tasks?
- How can you share tasks between people in a fair way?
- How can you tell if there are problems with how you have divided up tasks?
- Do you have any examples of having done this?



Leadership

Step 4 I manage time and share resources to support completing tasks.

Coach Explanation

To achieve Step 4, learners will show that they are able to manage the completion of tasks within time constraints, and make sure team members have the resources they need to complete the tasks.

In the previous step, the focus was on how to divide up tasks between others in a fair way. This step builds on this by thinking about the other elements that frequently need to be managed to complete a job.

Learners need to be able to:

- *Understand how to manage the time of a team*
- *Know how to ensure the team has the right resources*
- *Know how to support their team*

Teaching it

- Part of a leader's role is to keep their team on track to make sure they get their task done. So, if someone isn't doing their part, the leader needs to encourage or help them.
- **Time:** Be clear with your team from the beginning about how much time you have. Explain why this deadline (when a task has to be done by) has been set, so that your team take it seriously.
- Then we can work out how long different tasks will take.
- **Resources:** Make sure that people have what they need to complete their tasks, or have the means to acquire those resources. At times, it might be that team members need to share resources in order to complete their different tasks. This could include sports equipment.



- **Support:** Check how everyone is getting on – if someone is struggling, then help them out or think about whether you have shared out tasks in the right way (see *Step 3*).
- If tasks are not being completed on time, you should decide whether it is okay to run a bit late, to share tasks out differently or give them extra help.
- Be positive about progress but don't ignore problems – just try to fix them quickly.
- Model encouraging language: "So, if someone wasn't working hard enough in my team, I might say 'Come on, you are doing really well but we all need to work hard to make this the best we can.' It is important to keep your language really positive to keep your team happy and working on the project."

Practising it



Hoop Circle Game

Children stand in groups of 4-6 in a circle holding hands. A leader stands outside each circle and supports their team moving the hoop around the circle without anyone breaking hands. Use clear instructions. Set a time limit and allow leaders to see/check the time. Repeat but all learners must close their eyes (except the leader).



Leadership

Step 4 I manage time and share resources to support completing tasks.



Practising it (continued)



Find the Cones – Outdoor space needed

In groups of 4-5 (red, blue, yellow, orange, green team), give each group a bird's-eye view map of their playing area (can be from an online map or a simple diagram).

Each team gets 4 coloured cones (e.g. red for red team).

Explain that each team is going to hide their four cones (and mark a cross on the map where they are hidden) and then return to base camp.

Using another team's map, they need to find another set of cones (e.g. blue). Each team has to stay together at all times.

Assign a new team leader who needs to make sure everyone has a job and everyone stays together.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Before initiating a group task, ask learners to list different ways in which the team leader and team members might encourage and motivate each other to help complete the task on time.
- When planning a group task, apply a specific time frame and encourage the learners to think about and plan the time they will allocate to each element of the task, as well as any resources needed. Use questioning as appropriate to challenge and review their thinking.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Observe the learners in group tasks, identifying whether team leaders and/or other team members use strategies to encourage and motivate the whole team and individual members.
- Set tasks with clearly defined deadlines. Observe whether team leaders are able to think about their planning towards achieving this fixed deadline and managing the allocation of resources.

Reflection Questions

- Why is it important for a leader to be able to manage time and resources?
- What sort of resources might you have to manage?
- How can you support your team?
- What could you do if things don't go to plan?
- Do you have any examples of having managed a task like this?



Leadership

Step 5 I manage group discussions to reach shared decisions.

Coach Explanation

To achieve Step 5, learners will have to show that they can manage group discussions so that shared decisions can be made.

In earlier steps, the focus was on how leaders manage tasks by sharing them thoughtfully and fairly, and then managing time and resources so that team members can complete those tasks.

Learners need to be able to:

- Know how to organise a meeting/discussion
- Understand which different roles exist in a meeting
- Know how to chair a meeting

Teaching it

- A meeting is when two or more people come together for a discussion, e.g. to share information, create new ideas, debate different views, to get to know someone and to make decisions.
- To make sure a meeting runs effectively, we need to decide:
 - *Who is organising the meeting?* They will ensure that the right *people* are invited, the *agenda* is decided, a *time* is set, *information* is shared in advance and *where* it will be.
 - *Who is chairing the meeting?* There is normally a leader for a meeting, who makes sure that the meeting runs smoothly, keeps to time, covers the agenda and makes decisions.
 - *What is being covered?* The Agenda of the meeting is the document which says what is going to be covered.



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- There will be different **roles** during a meeting. If it is small, then one person might take on more than one of the roles:
 - *Chair* – this is the person who leads or facilitates the meeting. Their role is to make sure that the *Agenda* is covered. The Chair is often the leader, or the more senior person there.
 - *Note taker* – for formal meetings, someone is responsible for writing down a summary of what happened (minutes), the decisions that were made and any actions to do next.
 - *Time keeper* – to help ensure that the Agenda is covered at the right pace.
 - *Presenters* – in some meetings, information will be shared and this will be given by people called presenters.
- **Chairing** a meeting is an important role, ensuring everyone has a chance to contribute their ideas or reflections.
 - *Be clear on the question you want to answer* – this should be the focus of the discussion. This will help to keep people on point.
 - Make sure people have the information they need.
 - Tell everyone how long you have and keep to time.
 - *Make sure people stick to the question you want them to think about* – you can politely say that you will come back to other points later on, or outside that meeting.
 - *Keep an eye on who has spoken* – some people will want to talk more than others and so it is important to encourage quieter people to contribute if they want to.
 - Don't let people talk over each other.
 - *Summarise the discussion* – remind everyone of what has been discussed; share what you feel the decision that has been made was.
 - Clarify decisions.
- Throughout, the most important thing is to be polite, calm and clearly in control of what is going on.



Leadership

Step 5 I manage group discussions to reach shared decisions.



Practising it



 15 mins

'Block Catch' Circle Game

Demonstrate the game: One person stands in the middle of the circle (the thrower). They can pass to anyone in the circle.

Before they pass, they shout 'Block' or 'Catch'.

The person receiving the ball has to react and do the opposite. e.g. If the thrower shouts 'catch' they must block it to remain in the game.

The 'Block' action involves putting hands in front of their body and NOT catching the ball.

Nominate a leader to be the 'Thrower' in each group of 4 - 6.

Play game (5 minutes).

Ask groups to run a meeting to devise a new circle game (everyone tries to think of one). Encourage learners to appoint the 4 different roles to run the meeting effectively. After 5 mins the Chair must listen to ALL the ideas and reach a shared decision to create a group game.

Groups need to come to a consensus using voting to decide which member of the team is going to be the new leader and teach their circle game to another group. Rotate all groups round to their new leader who will teach the circle game to a new group.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Remind learners of the role of a chair and what makes an effective meeting; carrying out a reflection afterwards will help them to build their confidence in running meetings in this way.

- Use "strategy spotters" and select learners to look out for and share feedback on learners using particular strategies for reaching shared decisions through formal and informal discussions/meetings.
- Make clear use of timers within group work tasks to help reinforce the importance of shared decision making in achieving their goals on time.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- This step is best assessed through observing a meeting and how the leader organises and then chairs a meeting. The coach should look for evidence of effective chairing using the guidelines above.
- After group discussions, ask the learners to throw/roll the ball to someone else in the circle who was good at:
 - Listening
 - Being flexible (changing their mind for the benefit of the group)
 - Encouraging other people to adapt in a supportive way. Learners should also give an example/explain why.

Reflection Questions

- What do you need to do to plan a good meeting?
- How do you make sure everyone has a chance to contribute their ideas?
- How to you get to decisions?
- Have you had experience of bad meetings? What went wrong?



Leadership

Step 6 I manage disagreements to reach shared solutions.

Coach Explanation

To achieve Step 6, learners will show that they can manage disagreements towards achieving shared solutions.

In the previous step, the focus was on how to set up and manage a group discussion in the format of a meeting. This step focuses on when there are disagreements, how these can be positive opportunities, and how to work towards a shared solution.

Learners need to be able to:

- Know when disagreements are helpful
- Recognise when disagreements can become helpful
- Know how to turn disagreements into shared solutions

Teaching it

- Share and discuss reasons for why disagreements might occur when working in a group.
- Explain that not all disagreements are unhelpful. If we always agree with one another we risk *'groupthink'*: when it is easier to just agree than decide on something difficult.
- A good leader will encourage their team to contribute to discussions and actively encourage different views and perspectives. It can be helpful to have new ideas for solving problems or to consider new problems.
- Disagreements can also be negative if the timing or way they are delivered is wrong. Ask learners to consider a recent argument: *"How did this make you feel? What happened next? Were you able to resolve it?"* Emphasise that unresolved disagreements can lead to bad feelings in a team and hinder the progress of a team towards their goal.



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- There are different strategies we can use to reach a consensus:
 - Voting and agreeing to go with the outcome of the vote
 - Combining everyone's ideas together to create new ideas
 - Agreeing that one person will make the decision this time but someone else will have the final say next time.
- How to reach shared solutions:
 - Give everyone to the opportunity to share their views
 - Actively encourage a range of views
 - Build a shared understanding – check what people think and why.
 - Frame the choices – choose between two or more options.
 - Reach consensus – If you do not all agree, then you can use voting to help make the decision or appoint a leader to decide.

Practising it



 20 mins

MEGA TAG Warm-up Game

Learners play a traditional tag game but *everyone* is 'it'. Anyone can tag anyone. If you get tagged you kneel down and wait for the person who tagged you to get tagged; when they kneel down, you can join back in.

This game is not be officiated by the teacher/coach. The game *should* create a few disagreements around who tagged who first.

After 5 minutes, pause and follow up with a discussion:

"How can we quickly resolve who got tagged first?"

If they are stuck for ideas, here are a few suggested rules:

- Youngest/Oldest person wins the debate
- Shortest/Oldest person wins the debate
- 3 disagreements and then that person is out of the game.

Then play the game with 'Rock Paper Scissors' – was this fairest? Why?



Leadership

Step 6 I manage disagreements to reach shared solutions.



Practising it (continued)



Design a Dodgeball Game

Learners take part in a game of dodgeball (8 vs. 8) for 5 minutes using traditional rules or play an adapted version of the game, e.g. 'President', where one player is the President and if they get hit that team loses the game automatically.

Learners then split into groups of 5 or 6 and must devise a different alternative to the original game.

If they are struggling for ideas, see suggestions on the next page (Leadership appendix 1).

Learners play each version for approximately 3-4 minutes.

Next, ask the teams to discuss & rank the games from best to worst on a visual 'temperature gauge'.

Remind them that if they cannot agree, they can use their own ideas to help resolve the disagreement.

Encourage learners to reflect on their decisions, in particular how they feel if they do not agree with the decision of the team.

Highlight some of the different ways to help resolve disagreements:

- Voting and agreeing to go with the outcome of the vote
- Agreeing that one person will make the decision this time but someone else will have the final say next time
- Rock/paper/scissors if it comes down to one vote

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Take time before starting a task to get them to recall the resolving arguments strategies they have learnt.
- When groups of learners are observed using effective strategies to resolve disagreements, explicitly praise this and share this with the rest of the wider group, e.g. '*Ryan showed great leadership by allowing another team mate to have the overriding vote for the best game of dodgeball.*'

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Ask learners to volunteer a person who they felt resolved any disagreements the best within their team.
- Describe a sporting moment when players/team mates have disagreed with each other or make your own examples when team mates on the pitch are having a disagreement during the game. Ask learners to vote on the best way to resolve each example you give.

Reflection Questions

- When have you experienced disagreements that end up being helpful?
- When have you seen disagreements that are unhelpful?
- What do you think works to turn disagreements into shared solutions?
- Do you have any examples of having done this, or seen others do it?



Leadership Appendix 1: Alternative Versions of Dodgeball

1. **Barrier Dodgeball**

In this variation barriers are set out for players to be able to hide behind. Use gym mats propped up on their sides, large cones, tables laid on their sides, chairs and refrigerator boxes. If you find that players are just hanging out behind a barrier then let them know they have to change barriers on the sound of the whistle. This gets them up and moving.

2. **Island Dodgeball**

Teams must stand on a large mat or tarp as they play. Only one player at a time may step off to collect balls but they cannot throw them unless they are on the “island”.

3. **Powerball**

The referee holds the Powerball, a larger or different coloured ball. Occasionally during the game, the referee will roll the ball along the centre line. Players have 10-15 seconds to retrieve the ball and get it to the referee without getting hit. If they are successful one of their teammates who has been in jail the longest gets to return to the game. You may impose rules like, once the Powerball is picked up that player cannot be hit, or once the Powerball is returned to the referee the player gets a free walk to the backline.

4. **Hoop Shoot Dodgeball**

If you are playing on a basketball court, players can opt to shoot their dodgeball at the opposing team’s basket. They must shoot it from their own side of the court. If they make the basket (a rarity), all of their team’s players in jail get to return to the game. It’s like a “jail-break” for that one team.

5. **Opposite Hand Dodgeball**

All players must throw with their non-dominant hand. This may cause laughter for all involved(!)

6. **Four Quadrants**

This is where the large square playing area is divided into four smaller squares. Each area is home to a team (four teams are playing). Play is just like normal Dodgeball except that players must be watching three other teams instead of just one. This variation makes it hard to “hide”.



Leadership

Step 7 I recognise my own strengths and weaknesses as a leader.

Coach Explanation

To achieve Step 7, learners will show that they are aware of their own strengths and weaknesses as a leader.

In earlier steps, the focus has been on how to manage groups to achieve tasks. The focus of the next steps is about leadership more broadly.

Learners need to be able to:

- Know what good leaders need to be able to do
- Identify our strengths and weaknesses
- Know how to use these insights

Teaching it

- There is no perfect leader; Good leaders adapt their style to suit different situations.
- Leadership is defined as *supporting, encouraging and developing others to achieve a shared goal*.
- Four key elements to being an effective leader are:
- *Knowledge and understanding, relationships built on trust, character strengths (the choices we make) and skills*. Here we focus on skills.

- Define 'strengths' and 'weaknesses':
'A strength is something we are good at or feel confident in.'
'A weakness is something we find harder or are not as good at.'

- Everyone will have different strengths and weaknesses.
 - To identify our own, we can ask some important questions:
 - When do you feel *most* confident as a leader?
 - When do you feel *least* confident as a leader?
 - In what situations do you feel you have shown your best leadership?

- When have you found being the leader more difficult?
- How do you think you could improve further as a leader?
- What are the things that you do well that you want to do more of?
- You can ask other people to share their opinion as well.
- Use these insights to improve and strengthen the appropriate elements that will support you as a leader: expanding knowledge and experience, building relationships, addressing characteristics and developing skills.

Practising it



Role Evaluation (Part 1)

Lead a warm-up game of your choice, e.g. *Superhero tag* – evil villain 'taggers' hold a red cone on one hand and tag players with their free hand. When players are caught they must freeze with hands in a catching position. Only selected superhero players can free them, by passing and returning a blue ball.
Play the game and officiate and if needs be.

In threes, learners must then come up with a *brand new* game. It must be a pulse raiser and one they have not played before or a variation of a well-known game. Learners must decide on the 3 roles below before they start and *must* choose these depending on their own perceived strengths and weaknesses.

- the Creator
- the Demonstrator
- the Official

Learners must stick to their roles and have 5 minutes to create their game and practise their role. Put 3-4 teams together and let them take it in turns to run their game.



Leadership

Step 7 I recognise my own strengths and weaknesses as a leader.



Practising it (continued)



 10 mins

Assessment of Roles (Part 2)

Get learners to assess each other on how they performed their role. Give each learner 3 red cones and get them to give a cone to the person they thought carried out their role the best. They must only choose *one* person in each role. You could ask pupils to justify why they felt it was a real strength of that person.

Self-reflection (Part 3)

Ask learners to reflect on their own role and perhaps share with their team why they felt that that role did not suit them.



 20 mins

Communicator or Organiser?

Learners must choose between running one of the following games based on their own perceived weakness (i.e. choose the activity they think they will be less confident in). After the game has been performed they will feed back with a partner on how they felt their perceived weakness looked.

- **Communicator** (Traffic lights game)
This is a warm-up game where you give instructions to participants and they must show an action to your command.
Red = Stop; Amber = Jog; Green = Sprint; Speed bumps = Jump; Roundabout = Run around in a circle; Zebra crossing = lie on the floor.
- **Organiser** (Team relay obstacle race)
Get learners into teams and put out equipment for a relay obstacle race.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Be explicit in feedback across a range of tasks about learners' strengths and where they could improve.
- Before beginning an individual or group task, ask learners to reflect on their strengths and what they anticipate they might need to work on.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Observe group talk as learners are beginning a new project or activity: are they referencing their own skill set as they plan?
- During evaluations of their roles, are they able to accurately and honestly accept their own weaknesses? Some may struggle to have the maturity to accept they have areas of weakness and others may be better suited to the role they took.

Reflection Questions

- What do we mean by strengths and weaknesses?
- What are good leaders able to do?
- How can we identify what strengths and weaknesses are?
- What can we do about our strengths and weaknesses?



Leadership

Step 8 I recognise the strengths and weaknesses of others in my team.

Coach Explanation

To achieve Step 8, learners will show that they are able to identify the strengths and weaknesses of others in their team.

In the previous step, learners showed they could reflect on their own strengths and weaknesses as a leader. In this step, a similar approach is taken, but extended to thinking about others in the broader team.

Learners need to be able to:

- Identify areas of strengths or weakness for your team
- Understand different types of skills and how to identify them

Teaching it

- Discuss how you might find out about others' strengths, interests and skills in a broad and balanced way. For example, through questioning, observations, interactions, prior knowledge and qualifications.
- Model this with an example of a person familiar to the group.
"We might infer that one of David Beckham's strengths is being willing to take risks as he has launched many business ventures."
- To identify strengths and weaknesses, we can consider four areas:
 1. *Knowledge and understanding:* The expertise and experiences that individuals have which might include formal qualifications, or years of doing something similar.
 2. *Relationships:* The people that they know, and how positive and trusting those relationships are.
 3. *Character strengths:* The traits that people have and the choices they make – perhaps including being honest, reliable, careful, enthusiastic, for example.
 4. *Skills:* These are the things that individuals are able to do.



- We can think about three types of skills:
 1. *Basic or Foundational Skills:* literacy, numeracy and digital skills.
 2. *Essential Skills:* The skills that almost everyone needs to some degree to do almost anything – the Skills Builder Framework focus.
 3. *Technical Skills:* Skills that are job or role specific – like plumbing, nursing, sports or accounting qualifications and a lot more.
- Some ways to recognise others' skills are: through *interactions*, *observation* of how tasks are carried out, *asking* other people working with them; *discussion* with that person; *qualifications or certificates*.

Practising it



Bench-ball

1 or 2 soft large ball(s), 2 benches, half-way line of small cones.
Place 2 benches a suitable distance apart to establish a court and create a halfway line. *Note for safety: Leave ample room behind each bench for players to step off.*
In two teams of 4-8 players, players start in their own half, except for one player who stands on the bench in the opponent's half.
The aim is to throw the ball from your own half to teammates on the bench. If they make a clean catch you join them on the bench.
Each time a person joins the bench their team has to feed back two strengths of that person using appropriate language.
They then throw it back to a teammate in the other half.
You can pass the ball to others but you can't move with the ball.
Defenders can stand in front of the bench and deflect throws by stretching and jumping but must make no contact with the receiver.



Leadership

Step 8 I recognise the strengths and weaknesses of others in my team.



Practising it (continued)



 40 mins

Leader Feedback

Learners are put into groups of 3. Model a basic game of a 4 corners target game where players defend and attack to try and knock over targets in the corner of their space. Play a short warm up game.

In the roles set out below, learners must now come up with their own variation on the 4 corners game. In threes, the learner who first comes up with an alternative game fills the role of 'Designer'. The other two people in each team must decide who is best suited to complete the other two roles and then spend time practising their role:

- **Designer** (imagination, creativity)
- **Officiator** (enforcing rules, being assertive, being fair)
- **Coach** (encouraging/supporting/motivating)

Three groups can then team up to play their short game together, whilst each participant must specifically observe others in their role. After each group has finished, learners must sit with others in the same role and feedback and discuss their peers' strengths and weaknesses.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- When asking learners to work in groups or teams, take time before starting a task to get them to recall and reflect on the strengths and interests of their team mates.

- When groups of learners are observed using effective strategies to identify strengths and interests of their peers, explicitly praise this and share this with the rest of the group.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Put learners into pairs. One learner writes down two to three of their own strengths. The other writes down two to three of their partner's strengths. Learners share what they have both written. How close are the statements? Have they written the same thing?
- In pairs, give learners three qualities to think about and then ask them to rank their partner's strengths from 1 to 3 (where 1 is strongest) using coloured cones, e.g. Green = 1, Yellow = 2, Red = 3.
- Ask learners to 'RAG'-rate themselves (red, amber, green) on how well they can describe other people's strengths. If they are a 'red' or 'amber', ask them to reflect on how they think they could improve in this skill or get a 'green' learner to suggest improvement strategies.

Reflection Questions

- What are some of the areas that you might think about when it comes to strengths and weaknesses?
- What sort of skills might you need to look for?
- How can you identify strengths and weaknesses in others?
- Do you have examples of where you have done this?



Leadership

Step 9 I recognise the strengths and weaknesses of others in my team, and use this to allocate roles accordingly.



Coach Explanation

To achieve Step 9, learners will be able to use their knowledge of the strengths and weaknesses of others to allocate roles effectively.

In the previous step, individuals showed that they were able to appraise the strengths and weaknesses of members of their team. This step builds on this by looking at how to use these insights to allocate roles effectively.

Learners need to be able to:

- Understand roles
- Identify the needs in a role
- Know how to allocate roles by thinking about strengths

Teaching it

- A role describes what someone will do in a particular situation. Recap examples of different roles required when completing a group activity. Emphasise that these will depend on the task, e.g. if the task was for a team to design a new type of fitness class, there might be a timekeeper, a coach and a session planner.
- Discuss what strengths and skills would be required for a timekeeper vs a session planner: *“For example, a timekeeper would need digital skills and they need to be organised. A session planner would need to be creative and think up new ideas.”*
- A leader has to make the important decision about how to allocate different roles to the right people so that the tasks get done. *“In this group, I know that Ellie is organised as I have seen that previously she has been able to meet tight deadlines. As such, I would assign her a timekeeper role.”*

- Once you have a clear view of the strengths and weaknesses of your team, and the needs you have for a role, you can match up who is best.
- If you can't fill every need, you should think about whether a need is:
 - *essential* - the role *cannot* be completed without it – or if it is
 - *desirable* – it would *help* if the individual had this
- You can then prioritise fulfilling the *essential* elements.
- You might find that there are things you need from your team that you haven't been able to match perfectly. This is where mentorship and coaching are important (see Steps 10 – 11).

Practising it



Stretching Activities

Demonstrate different warm-up activities:

- Football dribble in pairs around a track
- Football dribble solo around a track
- Basketball dribble in pairs around a track
- Basketball dribble solo around a track
- Jogging in pairs around a track
- Jogging solo around a track.

Discuss: *“What key strengths would be useful here to complete each activity?”* Try to include both physical skills (passing of the ball) and essential skills (listening to others, supporting others).

Encourage learners to reflect on whether they should choose an activity that plays to their strength.

Let learners choose which activity they complete. After one lap, if there is time, they can reflect and choose to repeat or change their activity.



Leadership

Step 9 I recognise the strengths and weaknesses of others in my team, and use this to allocate roles accordingly.



Practising it (continued)



 25 mins

Kabadi

Mark out a court with a half-way line. Divide the group into 2 teams with a team in each half of the court. Each player attaches 2 tags to themselves. Place a hoop at either end for teams to store stolen tags in.

Each team must try to steal tags from the opposing team and get them back into their own half without having one of their own tags stolen.

- Players start in their own half with each team taking it in turns to send one of their players into the opposition's territory.
- Every player on both teams must have a go at invading in each round.
- Each player has a maximum of 30 seconds in the opposition's half to try to steal a tag – they can opt to retreat into their own half sooner, if desired.
- If an invading player has their tag stolen first, they have to immediately retreat into their own half.
- If an invading player manages to steal an opponent's tag first, the opposing team allow the player to return to their own half unchallenged.
- Players must not hold on to their tags at any stage during the game. Any player holding on to their tag automatically loses it to the opposing team. A player cannot invade without a tag – if they have lost both their tags, they can take one from their teammates.
- The game is either played for a set period or for a set number of rounds, after which the team who has stolen the most belts wins.

Teams assign Attacker and Defender roles, taking their strengths into consideration. Attackers run into the opposition's half and steal tags, whilst Defenders stay in their half and prevent stealing. Repeat game.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- When setting a task for learners to do, ask the question: “*Ideally, what key strengths would be useful/desirable here to complete this task?*” Ensure learners understand that if they don't possess that particular strength it doesn't mean they can't do the activity.
- Every time learners are required to delegate tasks, ask each group to explain and justify their decision of who they have given each task to before they begin the activity.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Place a red, orange and green cone on the floor. Ask learners: ‘*Did the role (attacker/defender) that you were given today match your strengths?*’ Encourage learners to stand by the cone matching their answer: green = yes, orange = partly, red = no. Encourage learners to justify their choice.

Reflection Questions

- What do we mean by roles?
- How can we understand what we need from people carrying out particular roles?
- How do we match strengths and role requirements?
- What can we do if there are still gaps?
- Have you had the experience of having to allocate roles in this way?



Leadership

Step 10 | support others through mentorship.

Coach Explanation

To achieve Step 10, learners will show that they can use mentorship to help support and develop others.

In previous steps, the focus was on learners understanding the strengths and weaknesses of themselves as leaders and of other team members. They then use this insight to allocate roles accordingly. This step and those that follow look at how to support team members to build those strengths further and to address areas of weakness.

Learners need to be able to:

- Understand what mentorship means
- Know how mentoring varies
- Know what makes mentoring work

Teaching it

- Mentorship is where one person provides advice or guidance to another, normally based on their higher level of skill, knowledge, experience or networks.
- It is a way of an individual providing support to another, and using their resources to support them. An individual might have more than one mentor, spanning different areas of their lives, as well as being a mentor to someone else at the same time.
- Mentoring comes in lots of different forms:
 - It might be an *informal arrangement* between two people who have got to know one another outside of any organisation.
 - It might be *brokered* – that is, that another organisation has helped to set up and support the mentoring relationship. This is often the case when young people are being mentored, for example.



- It might be a *formal programme*, organised by an organisation for its employees, or by a school, college or university for its students.
- It might be *structural* – for example, when a line manager in a business becomes a de facto mentor for those they manage.
- Mentoring can also differ by:
 - *How it is delivered*: It could be in-person, or over the telephone or virtual. There are good examples of each of these different types of mentorship.
 - *How regular it is*: How frequently mentoring happens varies a great deal – it might be a daily event or it might be monthly, or even less often than that.
 - *How long the relationship lasts for*: Some mentoring relationships are only ever planned to last for a fixed period – perhaps a couple of months or a year. Others run indefinitely for as long as they are useful.
- The type of mentoring that works best depends on the relationship between the mentor and mentee and their goals.
- When mentoring works well, it can be a powerful tool which has benefits both to the mentee and to the mentor too. Some important things for mentoring to work effectively are:
 - That the mentor and mentee get on with each other, and can have a *positive relationship*.
 - That the *expectations* of both are clear and understood by each other – what they think the purpose and focus should be, how long the relationship will last, and agreed norms of how they will communicate.
 - That both *respect* each other's time and the expertise and efforts of the other.



Leadership

Step 10 | support others through mentorship.



Practising it



Mentorship Guidance

Ask learners to reflect on people who have been mentors in their lives. These might be through formal mentoring schemes, informal support from older students or family members, or through clubs.

It might be helpful to clarify the difference between mentoring and coaching here (Step 11): Mentoring is normally where a more experienced, skilful or knowledgeable individual will give guidance to a more junior person. A [personal development] coach is not expected to provide the answer; their role is to act as a 'sounding board' to support the individual to explore ideas for themselves and work through a problem to get to a solution.

Learners reflect on those mentoring experiences and think about when they have worked well or not, and turn this into a set of guidance that they can share, and perhaps turn into a poster or other visual reminder.



Mentor Memo

Ask learners to think very specifically about what skills or experience they could use to support another person.

Share opportunities for learners to offer their services as a mentor to another learner or colleague (e.g. leading warm ups, running a short skills workshop for another learner or small group).

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- This step can be reinforced most easily when learners have the opportunity to mentor others (either formally or informally). For example, allowing older learners to mentor and support younger learners, which can be an invaluable experience for both.
- Remind learners to proactively offer support to their team mates, based on their strengths and skills, creating a culture of mentorship.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- This step is best assessed through observing learners taking on a mentoring role, and reflecting on what they felt that they did well in it, and what they could do better.

Reflection Questions

- What does mentorship mean?
- Have you ever had a mentor or been a mentor?
- What do you think makes mentoring work well?
- When does mentoring not work well?



Teamwork

Coaching Handbook

A practical guide to building this skill in sports





Working cooperatively with others towards achieving a shared goal

Getting started

Demonstrate how to work well with others

Intermediate

Contribute to decision making, recognising and encouraging contributions

Advanced

Improve the team by avoiding and helping to resolve unhelpful conflicts

Master

Influence and support the team

This handbook will cover Steps 0-10 of the Skills Builder Universal Framework. Click page number to view this step.

Step 0	I work with others in a positive way	p.167
Step 1	I work well with others by dressing and behaving appropriately	p.169
Step 2	I work well with others by being on time and reliable	p.171
Step 3	I work well with others by taking responsibility for completing my tasks	p.173
Step 4	I work well with others by supporting them if I can do so	p.175
Step 5	I work well with others by understanding and respecting diversity of others' cultures, beliefs and backgrounds	p.177
Step 6	I contribute to group decision making	p.179
Step 7	I contribute to group decision making, whilst recognising the value of others' ideas	p.181
Step 8	I contribute to group decision making, encouraging others to contribute	p.183
Step 9	I improve the team by not creating unhelpful conflicts	p.185
Step 10	I improve the team by resolving unhelpful conflicts	p.187
Step 11	I improve the team by building relationships beyond my immediate team	
Step 12	I influence the team by reflecting on progress and suggesting improvements	
Step 13	I influence the team by evaluating successes and failures and sharing lessons	
Step 14	I support the team by evaluating others' strengths and weaknesses, and supporting them accordingly	
Step 15	I support the team by bringing in external expertise and relationships	



Teamwork

Step 0 I work with others in a positive way.



Coach Explanation

To achieve Step 0, learners will show that they can work positively with others.

This is the first step in the skill of Teamwork, and provides the foundation of being able to work cooperatively with others towards achieving a shared goal.

Learners need to be able to:

- *Understand what working positively looks like*
- *Recognise when it is challenging to work positively*
- *Understand why we need to keep trying*

Teaching it

- What does behaving positively look like to you?
- Working positively is all about working with other people in a way that helps everyone to achieve what they want to. This includes:
 - *Sharing things*, like tools or materials
 - *Encouraging other people* by saying positive things about what they are doing
 - *Being pleasant*, by being polite, kind and thoughtful about others
 - *Showing you want to the work to go well*, by being enthusiastic
- Sometimes it is easier to work positively than at other times. If we are in a positive emotional state to start with, then we find it easier to work positively. This includes the feelings of calm, excitement or happiness.

- If we are feeling negative emotions, we might end up showing the reverse behaviours to what we should, like refusing to share being unpleasant or criticising others.
- None of us will be able to work positively all the time – sometimes we get our negative emotions get the better of us. The most important thing with working positively is to keep trying at it, and know that is what we are aiming for, even though sometimes we find it easier than at other times.
- We explore more about how to recognise and manage negative emotions in *Staying Positive Step 0*.

Practising it



 15 mins

Keep it up

In pairs, one learner throws the ball in the air and their partner needs to prevent it from touching the floor.

Pairs need to keep this up for as long as they can, counting all of the touches. When the ball touches the floor they need to start over again.

After practising in pairs, each pair joins another and repeats the exercise in groups of 4.

Escalate and merge each group of 4 with another one, and so on.



Teamwork

Step 0 I work with others in a positive way.



Practising it (continued)



Hot Potato

Mark out a start and finish line, e.g. opposite sides of a pitch/court.

In groups of 4 or 5, learners lie on the floor behind each other (head to toe), with their legs bent and their arms stretched.

The first player will take the ball in front of them on the floor. On 'go', they sit up and grab the ball, then return their back to the floor and hand it to the teammate behind.

The second team mate bends forward and takes the ball to pass it to the next team mate behind.

After successfully handing over the ball, learners get up to rejoin the end of the line.

Award points for positive behaviour and team spirit.

The chain continues until one team reaches the other side of the area.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- This step can be reinforced by reminding learners regularly about what working positively looks like. Visual reminders/coloured cards could help reinforce this or a time out to reflect on what working positively looks like.
- An additional scoring system could be added to games/training to reward positive teamwork and supporting team spirit.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- This step is best assessed through observation of learners working with others. Look for evidence that they are able to work in the positive ways outlined above, and then to make a judgement about the consistency with which they work positively.

Reflection Questions

- What does behaving positively look like to you?
- When do you find it easier or more challenging to work with others in a positive way?
- Can you give examples?



Teamwork

Step 1 I work well with others by behaving appropriately.

Coach Explanation

To achieve Step 1, learners will show they understand what appropriate behaviour looks like in different settings and act in that way.

In the previous step, learners showed that they could work positively with other people. This step builds on this by focusing on what appropriate behaviour looks like in different places.

Learners need to be able to:

- *Understand what behaviour means*
- *Understand behaviour which will never be appropriate*
- *Understand how appropriate behaviour might vary*

Teaching it

- What do you think appropriate behaviour means?
- Is appropriate behaviour the same in every setting? Can you give examples?
- Behaviour is how we act or what we do in different situations, particularly towards other people. When we talk about appropriate behaviour, it means that we are acting correctly for the situation:
 - *How we talk to other people* – like being polite, friendly and helpful
 - *What we talk about* – the topics that we cover
 - *How we dress* – whether there is a uniform, kit or dress code
 - *The attitude we have towards what we are doing* – including being on time and working hard
 - *The values we demonstrate* – like honesty, kindness, courageousness and many others



- There is some behaviour which is never appropriate: bullying, harassing or annoying someone, causing other upset or distress, offending someone, breaking the law or persuading someone else to, putting ourselves or others in danger.
- Beyond those behaviours which are never appropriate, there are some behaviours which might be fine in some settings which are not acceptable in others.
- *We might dress differently* in work or attending school or college to how we might dress with our friends or when taking part in sports activities.
- *What we talk about* might vary in different settings. With friends or family, you might be able to talk about anything and express your opinions freely and heartily. In school or a workplace, you have to be more careful to avoid upsetting or offending people. There might also be humour that you could share with friends you know well that you wouldn't share with other people.
- *How we talk to people* is likely to be different too. With friends, we are probably relaxed in our language but might use slang or other words that we use. In work or school, we might think more carefully about being polite.
- Working out what is appropriate in new settings can take a little bit of time, and it is always worth starting carefully and relaxing a little bit more if you see that is acceptable later on.
- In the end, the acceptable behaviours are all down to the values of where you are.



Teamwork

Step 1 I work well with others by behaving appropriately.



Practising it



Target Ball

Teams of 5 – 8 players line up facing each other.
A heavy ball (such as a basketball) is placed between the two teams.

Each team gets given an equal amount of smaller balls. The aim is to throw these at the heavy ball so it moves towards the other team's side of the court.

After the first few minutes, pause the game and ask learners to discuss and identify appropriate and inappropriate behaviours.
Agree on a 'set of rules' to follow when the game continues.

The game ends when one team manages to get the ball over their opponents' playing line.

After the game, reflect as a group on how behaving appropriately has impacted the overall game experience of fun and enjoyment, and on team performance.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- This step lends itself well to being reinforced as a set of norms of behaviour. You can also make the contrast between appropriate behaviour at during and outside of training or matches to help learners recognise the differences.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- This step is best assessed through sustained observation of behaviour, particularly if learners are able to identify and follow norms of behaviour in different settings.

Reflection Questions

- What do you think appropriate behaviour means?
- Is appropriate behaviour the same in every setting?
- How can we know what appropriate behaviour looks like in different places?
- Can you give some examples of what behaviour is appropriate in different settings?



Teamwork

Step 2 I work with others well by being on time and reliable.

Coach Explanation

To achieve Step 2, learners will show that they can be on time and reliable.

In earlier steps, the focus was on how to work positively with other people, and recognising appropriate behaviour in different settings. These are crucial foundations for effective teamwork – as is this next step of being on time and reliable.

Learners need to be able to:

- *Understand why being on time matters*
- *Understand why reliability matters*
- *Demonstrate how to get better at being reliable*

Teaching it

- In the context of work or education, timings tend to be important. This is because getting tasks done relies on things happening in the right order and at the right points.
- The other side to being on time is being on time with getting work done. Pieces of work often need to be finished by a particular time, called a *deadline* because this work is required in order to allow something else to happen.
- Reliability is about being consistently good at something, so other people can trust in you. That might mean completing work to a good standard and trying hard every day. It also means that if you promise to do something that you get it done.



- If you are reliable, you will find that you get greater freedom to manage your work because people trust that you can get it done; You might get more opportunities or new challenges because you have proven that you are likely to be able to get them done; In the workplace, this can lead to opportunities for promotion, which come with chances for different work and potentially more pay.
- There are a few things that you can do to become more reliable:
 - Make the *commitment* that you think it is important to be reliable and that you are going to focus on improving.
 - *Get advice* from your coach, teacher or manager about what they believe you should do to become more reliable in your work. Take their help, and ask them to support you.
 - Think about *what stops you being reliable at the moment*. Perhaps it is that you are easily distracted, that you need to improve your skills, or that you find it hard to follow instructions. This then gives you something to work on.
 - Make sure you are clear on the *expectations* that people have of you and your work, and write them down. This includes what the tasks are, when they need to be done by, and any other instructions. If you are unclear, ask more questions (See *Listening Step 2*).
 - *Work hard to try to meet those expectations*. Sometimes that might mean putting in more work than you might expect, or finding ways of working that stop you being distracted. You might also need to do some additional learning to improve your skills.
 - Finally, *keep getting feedback* – this helps to show that you are dedicated to getting better, and people should want to support you.
- In the end, we can all become reliable, and we all benefit from that too.



Teamwork

Step 2 I work with others well by being on time and reliable.



Practising it



Space Battle

Groups of 5 - 6 form a circle holding hands, their spaceship. One person is chosen to stand in the middle and be the commander.

The commander has 2 sponge balls and will try to hit the other teams' commanders with them. Each team starts with set number of lives.

The team members holding hands will have to protect and defend their commander from being hit, by moving and rotating.

Before the game begins, discretely identify one participant from each team to be purposely late and unreliable, such as:

- Getting distracted and talking to someone whilst the 'spaceship' is being attacked
- Moving in the opposite direction from their team, failing to protect the commander

Every time the commander gets hit, the team loses a life. Once a team has lost all their lives, they are out.

At the end, discuss what went well and what didn't and encourage learners to identify the causes.

Support the discussion on how team performance can improve if all members are on time and are reliable.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Use the language of being on time and reliability as a way to support learners to develop positive attitudes towards these. Learners should also see that there are steps that they can take to get better too.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- This step is best assessed through sustained observation of learners, and whether they are on time and reliable over a sustained period.

Reflection Questions

- What does it mean to be reliable?
- Why does it matter to be on time?
- What is the effect if someone is not reliable, or not on time?
- Have you had an experience of that?



Teamwork

Step 3 I work with others well by taking responsibility for completing my tasks.



Coach Explanation

To achieve Step 3, learners will show that they can take responsibility for completing their tasks.

The earlier steps have been about building the foundations of being able to work effectively with others by working positively, behaving appropriately, and being on time and reliable. This step builds on this by focusing on taking responsibility.

Learners need to be able to:

- Understand what it means to take responsibility
- Understand when taking responsibility works well

Teaching it

- What does it mean to take responsibility? Do you have any experience of taking responsibility?
- Taking responsibility is taking charge of something and working to ensure that it is a success. It means that you get the praise if it goes well, but it also means that you have to take the blame if it goes badly.
- In this context, it means that when given a task, you work hard to make sure that it happens and don't make excuses or blame other people if things go wrong. Instead, you try to fix any problems yourself or find someone else to help, rather than giving up.
- What are the positive effects of taking responsibility? What are some of the risks of taking responsibility?
- Positives may include a greater sense of ownership over what you are doing, being given more control and freedom, building trust with others and learning as you overcome setbacks.

- Potential negatives may include not having enough control to make sure tasks are a success, a lack of training or skills to complete a task, being blamed for factors beyond your control.
- To get the balance right, there are certain things you should try to push for when taking responsibility:
 - A clear view of what you are responsible for, and how you have enough control to be able to achieve what needs to be done.
 - That you think there is a good chance of success.
 - That you have the skills and training you need to complete the tasks.
 - That you are clear about what you are not responsible for.
- In these cases, it is a good thing to take responsibility. Showing that you can take responsibility is a key part of being able to work with others and make a contribution to a shared goal.

Practising it



Stop and Think

Ask learners:

- Think about the last time you were praised for doing something. Did you finish it on time? Did you do everything you said you would? How did others react?
- Think about the last time you didn't do something you said you would or you did not complete it on time.
- What was the reaction of those relying on you? Did you apologise? Take responsibility? Correct the situation?

If appropriate, discuss examples together, e.g. being late for practice.



Teamwork

Step 3 I work with others well by taking responsibility for completing my tasks.



Practising it (continued)



Elastic Bridge

In groups of 3, two players stand 3 metres apart; the third forms a 'human bridge' arch in the middle.

The two outer players roll the ball to each other under the bridge, while the third player maintains their balance.

They have up to 5 attempts before they can try a new bridge approach.

After 5 attempts, learners should discuss each player's roles and responsibilities to ensure they all perform to a high standard, and potentially beat the other teams.

At this point, players can also change roles.

Introduce additional challenges for learners to discuss in their teams:

- Different balances for the middle player
- A sequence of balances to be performed
- Changing the roles of the young people within the team
- Using balls with different sizes and weights

The team with the most successful rolls, without losing balance, wins.

At the end, reflect as a group on the impact of discussing and sharing responsibilities. Were the results positive, e.g. clearer strategies? Were there any risks, e.g. losing time?

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- The concept of taking responsibility for completing tasks is a good one to build and reinforce in sessions. When learners receive tasks for themselves, they should be told how they are being given responsibility for completing them (whether they are individual or group tasks) and you can reinforce clear expectations.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- This step is best assessed through observation over a sustained period to see whether learners are able to demonstrate taking responsibility for completing tasks over the long-term.

Reflection Questions

- What does it mean to take responsibility?
- What are the positive effects of taking responsibility?
- What are some of the risks of taking responsibility?
- How can you get the balance right?
- Do you have any experience of taking responsibility?



Teamwork

Step 4 I work with others well by supporting them if I can do so.

Coach Explanation

To achieve Step 4, learners will show that they are willing to support others, but with an awareness of when they can.

Earlier steps have focused on the building blocks of working with others, looking at working positively, behaving appropriately, being on-time and reliable, and then taking responsibility for completing tasks. This step builds on this further by thinking about supporting others too.

Learners need to be able to:

- *Understand what it means to support others*
- *Understand why supporting others is important and helpful*
- *Recognise when you can support with something*

Teaching it

- What does it mean to support other people?
- Do you have experiences of having supported others, or been supported yourself?
- Supporting others is about helping them to complete a task. This might happen in one of a few ways:
 - *Sharing tasks* that benefit from there being two or more people involved – for example, when lifting things or painting a room.
 - *Providing advice* or showing how to do something if you have higher expertise and they ask for it.
 - *Taking on tasks* if you have time available while someone else still has lots to do.
 - *Providing encouragement* if someone seems unsure or is lacking in confidence.



Skills Builder
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- Why is it important to try to support other people?
- Your team are more likely to be able to get tasks finished on time and to a good standard.
- By showing that you will support others when they need it, you are more likely to be offered support when you need it.
- All of us benefit from encouragement at times, to help us feel that we are doing a good job and to keep us feeling motivated.
- Supporting others is an excellent way to use our skills, and to help others to build their skills too.
- When should you not try to support someone else?
- Although it usually is helpful and welcome to support someone else, there are a few things you should think about:
 - Do you have the expertise to help out the other person?
 - Would it be dangerous for you to try to get involved?
 - Do they want support? It is always good to check before you get involved.
 - What is the best way to support with a task? Some tasks can be easily divided between people, but others need one person to complete them.
- If someone does not want your support, then it is critical not to get upset about it because it is probably for a good reason. Instead, you can ask others in your team if there is anything else that you can be doing to help any of them.



Teamwork

Step 4 I work with others well by supporting them if I can do so.



Practising it



Tail Tag Battle

Split the group into 2 teams. Each player is given two 'tails' (e.g. bibs) which they tuck in their waistband.

The two teams must try to get as many tails as they can from their opponents and put them in their waistband.

When a player has had all their 'tails' stolen, they become motivators and cheer on their team from the sideline.

Award points for helping team mates at the appropriate time, such as:

- Giving a team mate one of their tails
- Protecting a team mate from the other team by defending them, helping them run faster, distracting the other team player etc.

When the time is up, the team with the most Teamwork points wins.

Extra challenges:

- Include more than two teams to battle against each other, with fewer players in each team
- Increase or reduce the number of tails per team
- Let teams decide from the beginning how many tails each of their players should start with, e.g. fewer tails for a player who is more difficult to catch
- Have different colour tails so players can only take from the same colour as theirs, or only from a different colour
- Alter the time length of the game and the playing area

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- This step can be reinforced whenever there is group work, reminding learners that they should think not just about completing their own tasks, but also about how they can support others in their teams too. Good examples can be shared and rewarded.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- This step can be assessed through long-term observation of how learners interact with one another and whether they show that they can support one another in an appropriately. It can also be assessed through a structured group activity which relies on learners supporting one another to complete the task.

Reflection Questions

- What does it mean to support other people?
- Why is it important to try to support other people?
- When should you not try to support someone else?
- Do you have experiences of having supported others, or been supported yourself?



Teamwork

Step 5 I work with others well by understanding and respecting diversity of others' cultures, beliefs and backgrounds.



Coach Explanation

To achieve Step 5, learners will show that they can work with others with diverse backgrounds, and with different cultures and beliefs.

In previous steps, the focus has been on how to work well with others, thinking about positive working, appropriate behaviour, reliability, taking responsibility and supporting others. This step focuses on understanding and respecting diversity and inclusivity.

Learners need to be able to:

- Understand what is meant by diversity, equality and inclusivity

Teaching it

- What does diversity mean?
- To be effective in a team, it is essential to recognise that everyone is different and so your team members will all be different to one another and to you. This difference is called diversity.
- Diversity is a strength for a team, because:
 - People will bring different perspectives and experiences
 - The world is diverse, so it is good to have that reflected in your team
 - You can make better decisions if you do not all think about the world in the same way
- Diversity might come from lots of different things, including: gender; race; religion; socio-economic background; age; experience; disability; and other things too. Appreciating diversity means appreciating the value of these differences.
- Equality is the vital idea that everyone is of equal value in the world, and deserves the same opportunities to make the most of their skills and talents.
- In many ways, equality has still not been achieved for many groups, or individuals with particular characteristics, as shown above. This is an area where we all have an essential part to play in working towards equality for all.
- What does it mean to be inclusive?
- For your diverse team to achieve its potential, it needs to be *inclusive* team. That means that everyone needs to be included and to feel included.
- This starts by ensuring that no one is *discriminated* against. Discrimination is the unfair treatment of different people based on something about them. This is both wrong, and illegal in UK law: you must not treat anyone differently based on their age, disability, race, religion, gender or sexual orientation, among other things.
- There is a lot more though to make sure that everyone is included:
 - What can you learn from the range of experiences that other team members might have, or the perspectives they might take?
 - How can you make sure that activities or tasks are considered so that everyone can take part fully?
 - Do you ensure that everyone has equal opportunities to take part?
- Being inclusive does not mean that everyone is necessarily treated precisely the same, because some people will have different needs to others. Instead, being inclusive is about making sure that everyone has equal opportunities to contribute and participate – and this is an essential part of working well in a team.



Teamwork

Step 5 I work with others well by understanding and respecting diversity of others' cultures, beliefs and backgrounds.



Practising it



Flying Goalposts

Mark out a large rectangular area.

Ask learners to put themselves into diverse and inclusive teams of 6.

Encourage learners to work with others who they may not know as well.

Two players from one team hold the moving target (e.g. a hoop or light mat) outside the playing area and are free to move around the perimeter of the space.

The team in possession of the ball score by throwing through/on/at the flying goalposts.

The defending team must try to intercept to regain possession.

If the ball leaves the area, a throw-in is given to the opposite team.

Players holding the flying goalpost cannot interfere with the ball.

Pause halfway for team huddles. Are all players being included?

Extra challenges to practise working well with others:

- Alter the size and/or shape of the playing area
- Alter the size, shape and/or weight of the ball
- Alter size/shape of the goalpost targets
- Add more flying goalposts
- Have two flying goalposts, one for each team

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- These are important values that should be reinforced through sports and everyday life. This step helps to bring an additional angle that diversity makes the team more robust, while inclusivity is critical for working effectively as a team and to making the most of everyone's strengths.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Firstly, ensure that learners understand and are comfortable with the key vocabulary and concepts.
- Secondly, ask learners to reflect on why the different concepts are important and what they look like practically.
- Thirdly, observe that learners can put those principles into practice, and don't behave in ways that are counter to that.

Reflection Questions

- What does diversity mean?
- What does it mean to be inclusive?
- What does it mean to discriminate?
- How do you create an environment where everyone is respected and able to make a full contribution?



Teamwork

Step 6 I contribute to group decision making.



Coach Explanation

To achieve Step 6, learners will show that they are able to contribute to group decision making.

The previous steps were focused on the essential parts of being able to work well others. The focus now shifts to how to make a contribution as part of a group, starting with how to contribute to group decision making.

Learners need to be able to:

- *Understand what is meant by group decision making*
- *Make good contributions in group decision making*

Teaching it

- Group decision making is when a decision is discussed and decided upon by a group. It might be that ultimately the leader has to make a final decision, but there is a process that gives everyone the chance to feed in their expertise, ideas and opinions.
- Ask learners to share examples of making a team decision.
- To make the best decision for a team, we need to have multiple ideas to choose from so everyone should contribute ideas. However, it can take much longer to make decisions this way and open up debates which cannot be resolved.
- As a result, group decision making is not always the best thing to do – it depends on the complexity of the problem, the time available and how positively the team are able to discuss difficult issues.
- Recap prior learning by asking them to share some strategies that can be used to make decisions and stop disagreements, such as: Voting, leader chooses or combining ideas.

- When making contributions, to make sure that they are helpful:
 - Always think before you share something – so you really think about what you are saying.
 - Make contributions in a positive way – avoid becoming aggressive or too forceful when making your points.
 - If you disagree with someone else then you should say so politely and keep the focus on what they were saying, not about them personally.
 - Be ready to change your mind if other people share other perspectives or ideas.

Practising it



The Knot

- Get the group to form a circle.
- Tell them to put their right hand up in the air, and then grab the hand of someone across the circle from them.
- Repeat this with the left hand, grabbing a different person's hand.
- Check to make sure that everyone is holding the hands of two different people and not with someone either side of them.
- They must now try to untangle themselves to form a circle without breaking the chain of hands in ten or fifteen minutes.
- Get learners to take their time in order to limit injuries. Ask the group not to tug or pull on each other and spot learners as they pass over others. Monitor throughout the challenge.
- If the chain of hands is broken, they must then start over again.

How will they decide on their approach to the task?
How will they make decisions?



Teamwork

Step 6 I contribute to group decision making.



Practising it (continued)



 15 mins

Crossing the raging river

- Split into groups of 3-5.
- Provide each group with two hoops, a plank (or similar) and some rope.
- The aim is to move all their team members and equipment from one side of the river (floor) to the other (a total of 15-20 metres) without touching the floor.
- If somebody touches the floor they must start again.

What approach will they take to 'making decisions'?

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Display a list of decision-making strategies and tips for making useful contributions to refer to before beginning group tasks.
- Reflect on their experience and encourage the team members to share best practice across different teams.
- Create a competition with different teams to help reinforce the importance of participation and achieving goals in a timely manner.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Set learners a challenge to complete and ask them to record each team mate's contribution, ensuring that everyone participates and listens to each other to reach a group decision.
- Ask learners to provide an example and explain why someone in their group who was good at 'making decisions' during the task.

Reflection Questions

- What is meant by group decision making?
- How can you make good contributions to group decision making?
- What are things to avoid?



Teamwork

Step 7 I contribute to group decision making, whilst recognising the value of others' ideas.



Coach Explanation

To achieve Step 7, individuals will show that they can contribute to group decision making, whilst recognising the value of others' ideas.

The previous step changed the focus of Teamwork to how to make a contribution to group decision making. This step builds on this, thinking not just about how to contribute one's own ideas, but how to think about others' contributions too.

Learners need to be able to:

- Understand why sharing our own ideas is not enough
- Understand when group decision making goes wrong
- Recognise the value of other people's ideas
- Open their minds to other people's ideas

Teaching it

- In the previous step, the focus was on how to contribute to a group decision-making process. However, that is only part of being an effective part of group decision making.
- **Listening** is important to make sure that we are making helpful additional contributions, rather than repeating points that have already been made.
- One of the causes of group decision making not working, is people being unable or unwilling to **contribute** their ideas.
- A team can only make effective decisions when they move away from being competitors with each other, to being real **collaborators**. In this case, the success of the group is more important than who in the team came up with the ideas, or who gets to take the most credit.
- This means being able to recognise the value of other people's ideas.

- One of the great opportunities of group decision making is the chance to learn from a range of **different views** and make the best possible decision for our team.
- These different perspectives might come from: seeing the world differently and holding different values; having different *expertise, knowledge* and *skills*; *being affected by the decision in different ways*; having had *different ideas*.
- There are several things that we can do to be more open to valuing other people's ideas:
 1. Make the decision that you are going to *listen and try to learn*.
 2. *Present your ideas as a perspective* rather than presenting it in too forceful a way. You could use language like "My thinking on this was..." or "My perspective coming into this was..." or "It seems to me that..." – all of this language makes clear that you are open to changing your mind.
 3. *Always explain your perspective* – this will encourage others to explain theirs and will help you to see the thinking behind their ideas.
 4. *Actively try to understand* why someone has a different view to you. What is it that is giving them a different view? This is called *cognitive empathy* – trying to understand where someone else is coming from.
 5. *Check that you are not biased against someone else's perspective* because of your biases or other forms of discrimination. (See *Step 5* for more on diversity and inclusion)
 6. *Ask questions* to expand your understanding and to make sure you have had a chance to really think about what someone else's idea is, and why they have come to that idea.
 7. *See changing your mind as a strength*. People will respect you for it if you have showed that you can take on different perspectives and make an intelligent appraisal of different views.



Teamwork

Step 7 I contribute to group decision making, whilst recognising the value of others' ideas.



Practising it



Active Alphabet

Call out a letter in the alphabet. Individually, learners must form this letter using their bodies.

Then split into teams of 4 to 5. Each team now needs to spell a word between them. Then each team is to form a letter shape together.

Finally, the whole group can show a clock face with a time.

Ask for another time 90 minutes from the first time asked.

Discuss how teams made decisions and praise them for contributing.



Human Machines

Divide the group into teams. On separate pieces of paper, discreetly assign each team to build a machine with their own bodies such as a toaster, vacuum cleaner, lawn mower, television, etc.

Success criterion: the machines should have a moving part.

Give them time to work it out, discuss and decide how they are going to 'build' it and make it work.

Coaches can encourage peers to praise their team mates when they incorporate each other's ideas.

Teams then have to build their machine in front of everyone else whilst the other teams guess what it is.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Model recognising the value of other people's ideas by explicitly referencing when you are doing the activity.
- Encourage learners to acknowledge and understand how other people have influenced their own thinking.
- Praise when learners compromise and contribute, to make decisions quickly, instead of trying to impose their own idea.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Ask each learner to come up with one reason why it's important to have lots of ideas when working on a team.
- Ask each learner to write down one good contribution they feel they made during the activity.

Reflection Questions

- Why is it not enough just to focus on sharing your own ideas?
- If everyone did this, what would be the effect on group decision making?
- Why do different people have different ideas?
- How can you ensure that you think about others' ideas and recognise the value in them?
- Do you have any experiences of this going badly or well?



Teamwork

Step 8 I include others in discussions and encourage them to contribute.



Coach Explanation

To achieve Step 8, learners will show that they can contribute to group decision making, while actively encouraging other people to participate too.

This step builds on how to contribute to group decision making by actively encouraging others to contribute too.

Learners need to be able to:

- *Understand why everyone should contribute*
- *Understand why sometime people don't want to contribute*
- *Use strategies to encourage others to contribute effectively*

Teaching it

- Recap that for a team to make the best possible decisions it needs to benefit from the fullest possible set of views, experiences and information.
- Develop this discussion and explain that teams perform best when they make the best use of every team member and that everyone needs to feel motivated. For example, if your team made an important decision without you, you may feel less motivated to help complete the team task because your opinion hasn't been valued.
- Discuss the disadvantages of not encouraging others and the negative effects of this over time: losing the benefit of collective experience, individuals feel excluded, an increased risk of bias, power goes to certain individuals, an increased risk of groupthink (see Leadership Step 6).

- Ask why someone may not feel they can contribute to a team discussion and record ideas: e.g. a lack of *expertise*, lack of *confidence*, they feel *unwelcome*, they *disagree* with the majority, they have additional needs that have not been considered.
- Making group discussions a safe space is key; people should feel **encouraged, appreciated, included** and **supported**.
- Share and model strategies to include people in discussions:
 1. **Asking directly:** "Sam, what do you think about this?"
 2. **Giving options:** "Tom, do you prefer Option A or B?"
 3. Helping them to **develop their ideas through questioning:** "I really like what you said there Leila, can you tell me more about it?"
 4. Using a **'talking object'** such as a ball. Only the person holding the talking object can speak, which helps structure discussion without people being talked over.
 5. **Turn-taking** to check everyone has been included.
- At the end of all the contributions, it is the role of the leader to secure a final decision. At this point, you can be helpful by suggesting:
 - Combining ideas
 - Compromises
 - Ways of reaching a decision like voting, seeking additional information or data (if time allows).
- In the end, working hard to make sure that everyone contributes to collective decision making will make the team stronger, and to make better decisions.



Teamwork

Step 8 I include others in discussions and encourage them to contribute.



Practising it



Know the Drill

Put learners into small groups. Ask each learner to write an idea for a drill and present it to the other members of their team. Each team will then have to discuss all the ideas and come up with one drill, which will then be presented to the wider group and included in a session.



Strategic Discussion

Put learners into teams of 3 to 5.

Give each team a different strategy for including others in discussion (directly asking, using a talking object, giving people specific options...).

Using the strategy they have been given, each team then spends 5 - 10 minutes discussing and making a decision on the following: *'Should there be mixed teams in professional sports?'*

At the end, feed back and reflect:

Was everyone included in your discussion?

Was the strategy you used helpful? Why? Why not?

How would they make improvements next time?

If there is time, give learners the opportunity to hold a new group discussion and try out a different strategy. Are more members of the team able to contribute?

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Display the strategies for inclusive discussion and refer to them before discussion-based tasks.
- Model including everyone in whole-group discussion without putting their hands up, to ensure all learners contribute.
- Support learners to make the connection between discussions and playing sports by including others and encourage every team member to contribute in sports activities.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Observe discussions to assess whether all learners are contributing and including each other, and everyone's ideas are being listened to and acknowledged.
- Ask learners to write down a list of the different strategies and rate them from most to least helpful and why.

Reflection Questions

- Why might you need to encourage others to contribute their ideas?
- What might you miss out on if you don't?
- How can you do this effectively?



Teamwork

Step 9 I improve the team by not creating unhelpful conflicts.

Coach Explanation

To achieve Step 9, learners will show that they can avoid unhelpful conflicts.

This step marks a shift away from contributing to the team, to thinking more actively about how to make the team as effective as possible. This starts by not creating unhelpful conflicts.

Learners need to be able to:

- Understand what is meant by an unhelpful conflict
- Use strategies to avoid unhelpful conflicts

Teaching it

- Disagreement is often a helpful part of a team coming to a better decision about what they should do, and the actions that they should take. (See *Teamwork Step 8*).
- This is very different though to *conflict*. A conflict is an extended agreement which grows into a bigger clash and can be destructive as over time individuals descend into a negative cycle of conflict: losing trust in one another; no longer seeing themselves as having compatible goals – if one wins, the other must be losing; stopping cooperating with one another; actively seeking to undermine one another. In this way, effective teamwork can't flourish.
- Conflicts can start from a number of different places, and can often be quite minor before they escalate and become very destructive. This may include different views, feelings that people have been rude or disrespectful, shortages of resources, a sense of unfairness, differences in how team members are recognised or rewards, limited opportunities.
- Ask learners to share examples of times they have experienced conflict in a team: “*Why did the conflict happen? What were the consequences for the task you were working on? What were the signs that you might be getting into a conflict? How did you feel? What might we have heard or seen in your body language?*”
- Share some strategies that can help us stop getting into arguments:
 1. We can apply the principles of *encouraging and valuing* a diverse range of perspectives in a group (see *Steps 6, 7 and 8*).
 2. We can *stay focused* on the task, rather than the other individuals.
 3. We can *be polite* to everyone, even people we do not naturally get on with – perhaps because we have very different styles or views.
 4. We can *talk to the leader* if we feel that there are elements that are unfair or we are concerned about resources not being allocated.
 5. We can *share any concerns* with the other individual or individuals early, before they have grown and turned into conflicts that are much more difficult to resolve later on.
 6. We can *seek out additional opportunities* for ourselves, rather than waiting for them to be given to us.
 7. We can find someone else to help *arbitrate* disagreements if we cannot fix them ourselves – this means someone who is not involved in the disagreement help us work out a compromise or solution.
- The key thing is that conflicts are much easier to resolve early on.



Teamwork

Step 9 I improve the team by not creating unhelpful conflicts.



Practising it



 15 mins

Sports Debate

Create a discussion topic that causes divisive opinions (e.g. VAR as an addition to the game of football).

Split the group into 2 equal teams, one team debating the positives of the topic and one debating the negatives.

For an additional challenge, place a few learners on the side that is not necessarily their favourite.

Ask each team to make their case and encourage discussion. Remind learners of the strategies from Step 8 to encourage all members of the group to participate in the discussion.



 10 mins

Video/Story Reflection

Share a video/story that shows a situation that led to a conflict.

Pause to reflect on the signs that indicate a growing conflict.

Discuss the reasons why this conflict may have occurred. Promote discussion into what strategies could have been used to avoid this confrontation.

Discuss the positive and negative impact of the argument.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- Display strategies for avoiding conflict and reference them before starting groupwork/team tasks.
- Create opportunities for peer feedback to give learners the chance to practise using positive, constructive language when talking about others' ideas.
- Praise explicitly when you see learners using strategies to stop themselves getting into an argument.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Ask learners to write a reflection after taking part in teamwork activities: "Was there any point at which you felt like a conflict was arising? What steps did you take to avoid it? What was the effect?"
- Ask learners to come up with some positive phrases which would be useful in giving positive and constructive feedback.
- Observe behaviour over a series of group tasks, including in situations of greater pressure. Are learners able to avoid conflict over a sustained period?

Reflection Questions

- What is an unhelpful conflict?
- How is conflict different to disagreement?
- How can unhelpful conflicts be avoided?
- Do you have any examples of having managed this?



Teamwork

Step 10 I improve the team by resolving unhelpful conflicts.

Coach Explanation

To achieve Step 10, learners will show that they are able to resolve unhelpful conflicts.

In the previous step, the focus was on how to avoid creating conflicts with others. This step builds on this by exploring how to resolve conflicts that have started – whether of the individual's own making or not.

Learners need to be able to:

- *Understand the importance of conflict resolution*
- *Use different strategies to resolve conflicts and those of others*

Teaching it

There are some basic things that you can do to resolve your own conflicts:

- *Do not ignore the conflict*
- *Stop and try to think objectively about the situation, not emotionally*
- *Try to see things from the other person's perspective*
- *Do not think about blame, try and focus on finding a solution*
- Then you will need to talk to the other person – where has the conflict come from, what the impact is on you both on your wider team, and how you might be able to resolve it.

Before the conversation:

- Make sure you are feeling calm
- Be prepared with some strategies to reduce stress/negative emotions
- Pay attention to the emotions that the other person is sharing
- Try to agree on a way forward and to work together well in the future.
- Resolving a conflict together will help to rebuild trust.



- The good news is that if you can resolve a conflict, then it can improve your relationship with someone else and build confidence.
- As part of a team, it might be that at times you need to help resolve conflicts between other members of your team. In this situation, you need to set up a context where it is possible to have a good conversation. This means:
 - Encouraging team members to talk
 - Setting up a specific time and place to do so
 - Using active listening to summarise ideas
 - Looking for areas of agreement to help reach a solution
 - In the end, you want to reach a resolution where the challenges have been aired and learnt from.

Practising it



Counter-Conflict Resolution

Divide the learners in two groups.

Each group will have 5 minutes to come up with a sport scenario where conflict could occur.

Each group will role-play the scenario in front of the other group.

The group that is watching will be asked questions about it:

- *Why is it likely that conflict would occur here?*
- *What advice would you offer to each of the learners to resolve the conflict?*
- *How could the situation be addressed?*



Teamwork

Step 10 I improve the team by resolving unhelpful conflicts.

Practising it (continued)



 15 mins

'Eye-eye, Sergeant!'

In this activity, teams have to negotiate an assault course (including a series of obstacles such as cones, nets, hurdles) and get a blindfolded team member to score a goal/basket at the end as quickly as possible.

Divide the group into equal teams.

Go through each section of the assault course first and explain the correct techniques to complete it.

Each team must carry a ball throughout and keep it off the ground.

Each team member has a turn at being blindfolded and completing the course to score. The blindfolded member in each team can only rely on being guided by the others.

The aim is for all team members to successfully complete the course in the time given and apply strategies to reinforce positive team dynamics.

Coaches should look to praise teams reinforcing positive team dynamics by encouraging learners to communicate positively and resolve any conflicts.

At the end, discuss which strategies were most effective as a group.

Reinforcing it

Embed these strategies across your teaching and coaching to help learners apply what they've learnt.

- When working on team tasks (such as the assault course), use stops to encourage teams to anticipate stress points and encourage them to reflect on anything they could change.
- Praise learners who are using strategies to avoid confrontation and support others to avoid arguments. Similarly, praise learners who are able to resolve their own conflicts or those of their team mates.

Assessing it

Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.

- Observe and acknowledge responses and discussions about the role play activity, to understand their ability to identify potential confrontation and to apply strategies to resolve conflict.
- Observe and tally how often learners use strategies to defuse arguments when doing team tasks.
- Feed back and discuss with each group in relation to their team's performance and dynamics in warm ups or matches, giving emphasis to what they could have communicated better, or how they could have avoided a specific argument or resolved an any unhelpful conflicts.

Reflection Questions

- What do we mean by an unhelpful conflict?
- How can we avoid these conflicts developing in the first place?
- How can you resolve your own conflicts with others?
- How can you help others to resolve their conflicts?
- Do you have any examples of having done this?

Additional Tools and Resources

Measurement and Evaluation

The Skills Builder Universal Framework helps to identify progress and impact in building essential skills. You can use the steps to measure the coach/facilitator's perspective for individuals or groups, or you can ask young people to self-reflect via pre- and post-programme surveys.

Here are some resources to help:

- **Skills Benchmarking Tool:** This allows individuals to self-reflect against each skill step and to receive helpful feedback about how to boost their skills further. *(Available from November 2020)*
- **Skill Records:** These are short reflection sheets to capture when skills have been used in an activity or project.
- **Skill Workbooks:** These can be used to help young people record evidence of how they have used different skills, and can be a focus for mentoring sessions.

To access some resources, you'll need to sign in to the [Skills Builder Hub](#).

Interactive Framework

To support individuals to continue with their skills development, the Interactive Framework includes further 'Advice for Individuals' to build and practise the steps in everyday life.

Access it at skillsbuilder.org/universal-framework via 'Build it'.

Working with individuals with Special Educational Needs or Disabilities

The Expanded Framework breaks down each Step into three Stepping Stones, to support individuals to progress in a more carefully structured order.

Access it at skillsbuilder.org/expanded-framework.

Digital and Printable Resources

The Skills Builder Hub is a resources site for educators and includes printable [certificates](#), [posters](#), skills [passports](#) and more.

Access tools at skillsbuilder.org/hub.

Afterword: Marc Leckie



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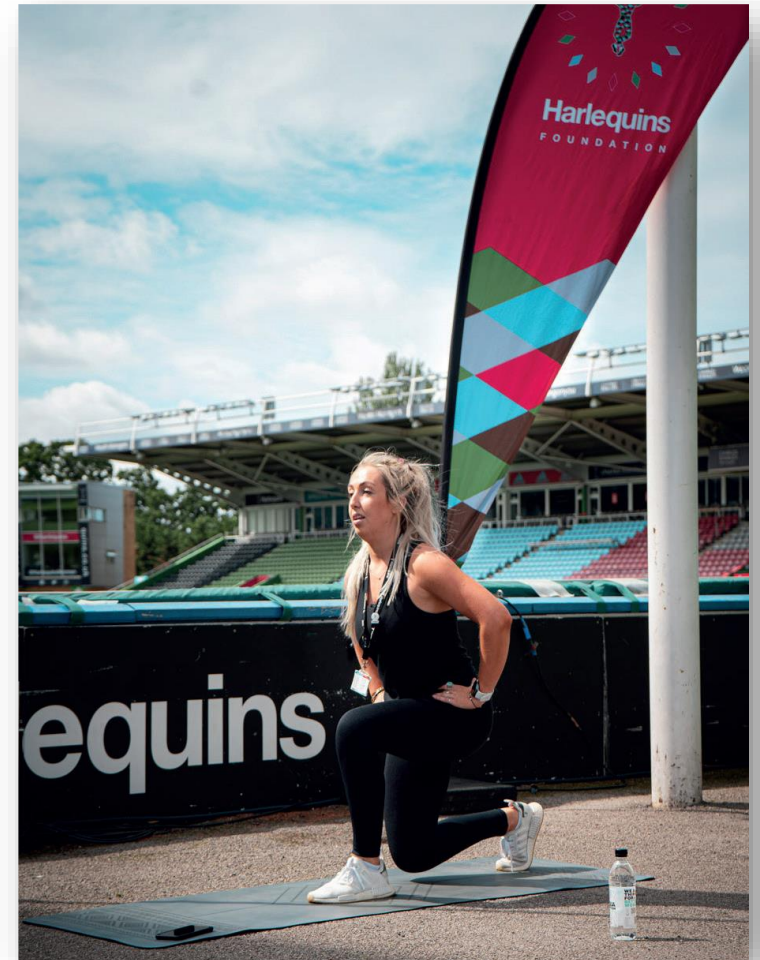
At The Harlequins Foundation it is our vision that we use sport to drive positive change and our ambition to positively impact the lives of one million individuals by 2030.

We believe that everyone should have the opportunity to build the essential skills, experience and aspiration to succeed in the 21st century. Moreover, we passionately believe that sport has the power and the ability to support this belief and in turn provide incredible social value to individuals and the wider society.

When we explored the Skills Builder Framework, we immediately recognised the potential it had to support us in achieving consistency across our programmes and maximizing our impact. By co-developing the [Sports Toolkit](#) and Coaching Handbook, we are supporting our beneficiaries and other like-minded organisations to develop the essential skills through sport.

Many people who use sport to support young people know only too well what an effect it can have on their development. These resources provide coaches with a consistent language, framework and suggested activities to build, learn and practise these skills.

The use of this toolkit will therefore guarantee that the beneficiaries of our programmes have the opportunity to acquire the essential skills for work and life, whilst enabling us to demonstrate a clear approach to the way we work and the difference we make in building brighter futures.





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