

# Coaches' toolkit



Developed from the original programme created by Positive Coaching Alliance.



# Positive Coaching Scotland

Transforming Scottish youth sport  
so sport can transform Scottish youth

Putting sport first

**sportscotland**  
the national agency for sport

# Welcome to Positive Coaching Scotland

THROUGH SPORT, YOUNG PEOPLE CAN LEARN  
VALUABLE LIFE LESSONS.

That is why **sportscotland** – the national agency for sport – is leading the national roll out of the Positive Coaching Scotland (PCS) programme. This is a cultural change programme designed to create a positive environment for young people in sport. PCS focuses on using sport to help and support children's learning and the development of their life skills.

Positive Coaching Scotland is managed by **sportscotland** in partnership with Winning Scotland Foundation. The programme will:

- Empower all teachers, parents, coaches, club leaders and young people help create a more positive sporting environment
- Help educate young people to compete effectively; win through concerted effort; learn from losing and cooperate positively, while at the same time encourage them to develop new skills.
- Use workshops and tailored support materials to encourage this change in approach and so inspire young people to reach their maximum potential in sport and in life

As part of this programme, Education Scotland have supported the creation of the teachers' workshop materials.

Ultimately, PCS aims to improve performance and increase the opportunities to build character building life lessons resulting in young people staying in sport for longer. It can support the significant aspects of learning, in particular, cognitive skills and personal qualities.

This toolkit is designed for teachers who:

- Deliver physical education or physical activity and sport
- Organise extra-curricular sport activities, or;
- Organise sports clubs and teams

The toolkit makes direct links to Health and Wellbeing Experiences and Outcomes and is a valuable resource in delivering *Curriculum for Excellence*.



Louise Martin, CBE  
Chair of **sportscotland**

## PCS: A new coaching philosophy

There is no greater legacy as a coach than to help young people realise their potential – as people as well as athletes. The cornerstone of the Positive Coaching Scotland philosophy is the Double Goal Coach ethos. It is important that all of the key influencers in a young person's life adopt the values of a Double Goal Coach.



### Double Goal Coach

The Double Goal Coach ethos has two main aims.

#### 1. Winning

- Learning to compete effectively
- Wanting to win, not at all costs, but through concerted effort

#### 2. Teaching young people vital, character building life skills through sport that will equip them for the future

- Leadership
- Handling adversity
- Teamwork
- Persistence
- Compassion

These skills mirror the aims of Scottish education's *Curriculum for Excellence*.

### Three key principles

The following three key principles are critical factors in becoming a Double Goal Coach.

#### 1. Honour our sport (ROOTS):

Teaching respect for **rules, opponents, officials, team mates** and **self**

#### 2. Redefine 'winner' (ELM):

Focusing on **effort, learning** skills and recovering from **mistakes**

#### 3. Fill the emotional tank (E-TANK):

Ensuring we **encourage, teach, appreciate**, provide **non-verbal support** and **know how to praise** our children and young people



## **Key influencers in young people's lives**

By involving the whole community – teachers, parents, coaches, club leaders and young people – PCS is encouraging a cultural shift in sport in Scotland, inspiring young people to always do their best.

It provides simple and consistent messages to all key influencers to aid the learning and development of young people.

### **Teachers**

Teachers have the opportunity to prepare children for the future by fostering positive life-long attitudes towards physical education, physical activity and sport. PCS contributes to the drive for breadth, challenge and application in learners' experiences. By fostering a PCS culture throughout your school, you will promote the true value of sport whilst supporting the aims of *Curriculum for Excellence*.

### **Parents**

Parents can use the principles of PCS to influence the way their child thinks and feels about physical education, physical activity and sport which can help them to stay involved longer. PCS highlights the potential that sport has for building self-confidence through learning from mistakes and teaching children valuable life lessons.

### **Coaches**

PCS can change the way coaches think about winning. It encourages coaches to reject a 'win at all costs' mentality and focus instead on increased effort, learning technique and handling of mistakes.

PCS workshops enhance coaches' understanding of the role they play in the holistic development of young people.

### **Club leaders**

PCS enables club leaders to establish a shared vision and positive sporting culture within their club or organisation. By using PCS to enhance the skill and learning of all members you will create a club committed to championing the PCS culture which in turn helps to retain members and volunteers.

### **Young people**

Young people have a crucial role to play in motivating and inspiring their peers to participate in physical education, physical activity and sport. PCS sets the principles of how young people should behave and the attitudes they should adopt. This will have a positive influence on their peers' involvement in activity resulting in young people staying in sport longer, fostering better performances and learning valuable skills for life.

## PCS: Key learning outcomes

The cornerstone of the Positive Coaching Scotland strategy is the Double Goal Coach ethos, which is supported and driven by three key principles. It is critical that the key influencers in a young person's life – coaches, sport leaders, teachers and parents – adopt the values of a Double Goal Coach to ensure that young people gain life skills which they can use in and out of sport.

On completion of this workshop, and with the support of this toolkit, you should be able to:

### **Understand the background and context of PCS so that you can:**

- Discuss the benefits of Positive Coaching Scotland
- Understand the ethos of a Double Goal Coach
- Identify the elements of stage of development

### **Understand key principle 1: Honour our sport (ROOTS) so that you can:**

- Explain the meaning of ROOTS
- Identify positive and negative practical examples of ROOTS
- Discuss tools which can be used in your coaching sessions to implement ROOTS

### **Understand key principle 2: Redefine 'winner' (ELM) so that you can:**

- Describe 'winning' in a PCS context
- Identify the difference between scoreboard and mastery coaching
- Discuss methods in which you can implement mastery coaching in your sessions

### **Understand key principle 3: Fill the emotional tank (E-TANK) so that you can:**

- Explain the concept of the emotional tank
- Identify ways in which you can fill a young person's emotional tank plus have an awareness of how you could be draining it
- Describe tools which can be used in your coaching sessions to fill each participant's emotional tank



Where this icon appears - further information is available on the page number indicated

# 1. Honour our sport

In today's society, we face a number of increasingly challenging social and moral issues which often overflow into youth sport such as:

- Coaches focused on winning at all costs
- Pushy parents/guardians
- Disrespect for officials
- Violence on the touchline

Youth sport should not be confused with professional or elite sport. The focus of youth sport should be on development, enjoyment, passion and a positive mental attitude – values shared with professional and elite sport but without the 'win at all costs' mentality sometimes displayed. It is important to recognise that youth sport should also be about striving to win and the holistic development of young people. Youth coaches need to behave in a different manner from those involved in professional sport.

Within your sessions you should create a culture where honouring the sport is at the heart of what you do. In creating this culture, honouring the sport will establish the positive ethos, trust and respect required for successful development.

As a Double Goal Coach you are one of the most influential people in a young person's life. Through sporting activity you have a tremendous opportunity to instil and reinforce positive values and to be a positive guide in a young person's journey through life.

It is crucial that you teach young people respect, and how to **honour our sport** – that is why **ROOTS** is such a critical factor in becoming a Double Goal Coach as it enables young people to develop life skills in and out of sport.

You should complete Worksheet 1 using positive and negative examples which you have experienced in your coaching. You can carry out a similar exercise with the young people you coach in order to raise their awareness of ROOTS.

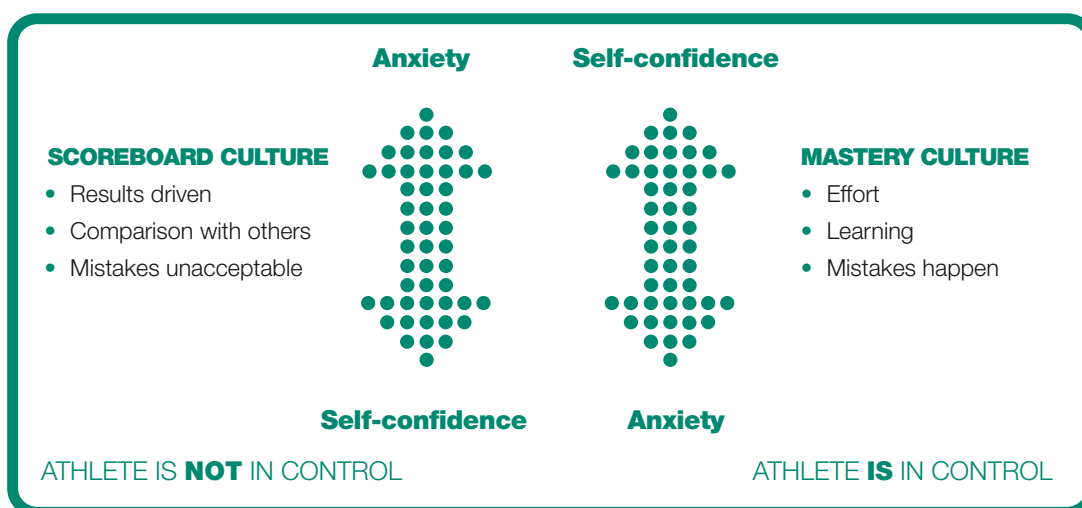


## 2. Redefine 'winner'

To help young people become successful in life, coaches should recognise that constantly focusing on winning the game or match is a short-term achievement and may hinder young people's long-term development.

PCS shifts the emphasis from a scoreboard culture (winning at all costs) to a mastery culture (winning through effort).

A focus on mastery culture will decrease anxiety and increase self-confidence. When children experience less anxiety, they tend to have more fun playing sport and stick at it longer.



Professor Joan Duda of Birmingham University conducted a study during the 2000 Olympics in Sydney, using athletes coached in a mastery environment versus those coached in a scoreboard environment. She discovered a statistically significant difference in performance:

**Athletes coached to focus on mastery won significantly more Olympic medals than their counterparts whose focus was on winning medals.**



## Oxford dictionary definition (Revised 2nd Edition)

**Win**  
verb, won, win•ning

**2:** Manage to succeed or achieve something by effort: – a determination to win through against all odds.

### A winner in life is someone who:

- Gives their best at all times
- Continues to learn and improve
- Does not let mistakes, or fear of making mistakes, stop them from trying new things



**EFFORT**

**Coaches who encourage effort, irrespective of outcome, will see their players try harder the next time.**



**LEARNING**

**Every experience should be a learning opportunity. Young people will fail to learn if your definition of success for them is only winning on the scoreboard.**



**MISTAKES  
HAPPEN**

**Coaches who embrace the Double Goal Coach ethos recognise the importance of mistakes. They use them to provide educational support and teach players or athletes to learn from mistakes and bounce back from them.**

## Mindset

Psychologist, Carol Dweck, of Stanford University who has undertaken decades of research on achievement and success has identified that people can possess two different mindsets, FIXED and GROWTH.

The key is to understand that both mindsets are normal but will have an impact on how people learn. People may possess a different mindset depending on the situation or task they are faced with but it is important to know that mindset can actually be changed.

Fixed and growth mindsets are directly linked to the concept of mastery coaching and the following table will demonstrate the different characteristics possessed by each mindset.

	<b>FIXED mindset</b>	<b>GROWTH mindset</b>
<b>Believe</b>	...talent is something you are born with and you have it or you don't	...talent is a process of learning and is not set in stone
<b>Motivation</b>	...showing off (or hiding) your ability	...learning how to develop your ability
<b>Effort focus</b>	Expect things to come easily because you have talent	Feel anything is possible IF you can understand where to focus your effort
<b>Challenges</b>	Avoid challenges you struggle with because you don't like to look less talented	Embrace challenges as a chance to learn even if you can't achieve them YET
<b>Setbacks</b>	See setbacks as a confirmation that there are some things you will never be good at	See setbacks as part of the learning process and NOT as a way of defining ability
<b>Negative feedback</b>	Ignore useful negative feedback and keep the focus on what you are good at	Learn from criticism and use it to understand how to improve
<b>Ownership</b>	If things don't work out...it's not your fault!	Understand you need to drive things
<b>As a result</b>	Can plateau early and under achieve	Maximise potential

### 3. Fill the emotional tank

A young person with good self-esteem will have the confidence to try new things and make new friends. When they have confidence in themselves they will understand that if things do go wrong, they can put them right and continue to progress.

In order to build self-confidence and self-esteem in young people, it is vital that coaches give consistent encouragement and praise. For many athletes, confidence is fragile and can waiver depending on performance. Additionally, negative comments from coaches or parents can discourage young athletes and create anxiety.

Positive Coaching Scotland introduces the concept of the emotional tank. If a young person's tank is filled then they will have more confidence and will perform better. On the other hand, if their tank is empty then they will become negative, dispirited and give up easily. Perhaps the most important benefit of the emotional tank is ensuring your athletes are in a 'coachable' state of mind.

Here are ways of filling and draining a young person's emotional tank:



#### FILLING THE TANK

- Praising truthfully and specifically
- Listening
- Showing appreciation
- Using positive body language



#### DRAINING THE TANK

- Criticising
- Using sarcasm
- Ignoring effort
- Using negative body language

**ENCOURAGEMENT**

**Encourage your participants using verbal and non-verbal communication**

**TEACH & DISCUSS**

**Sport is a fantastic way of teaching life lessons. Coaches should utilise teachable moments.**

**APPRECIATE  
EFFORT**

**Praise effort regardless of outcome. Pay special attention to effort goals.**

**NON-VERBAL  
SUPPORT**

**Encourage and build confidence with positive body language.**

**KNOW HOW TO  
PRAISE**

**Use praise to develop mutual trust by giving truthful and specific feedback.**

## Conclusion

Positive Coaching Scotland helps educate young people to compete effectively, win through concerted effort and learn from mistakes, while at the same time encourage them to develop new skills. You, as a coach, can help us to achieve this by applying the techniques and principles found within this toolkit to your involvement with young people in sport.

As a teacher/coach, you can help to achieve this by applying the techniques and principles found within this toolkit to your involvement with children and young people in Physical Education, Physical Activity and Sport.

## Next steps

- Commit to using one tool or activity in the next week
- Spread the positive coaching message
- Visit the website: [www.sportscotland.org.uk/pcs](http://www.sportscotland.org.uk/pcs)



See Appendix 5 –  
Further reading

## Honour our sport: coaching tools

- Teaching and discussing ROOTS
- Culture keeper
- Practise through practice
- Parents' meetings
- Developing self control routines
- Teachable moments
- Nipping problems in the bud

These useful coaching tools are described in more detail below.

### Teaching and discussing ROOTS

Ensure the young people you work with are aware of **ROOTS** and what it stands for.



By explaining the **ROOTS** messages and ensuring young people understand them, you will be able to reinforce them regularly. This will encourage young athletes to give their best, stick to the rules and also have fun. More importantly, you can be proud of them and they can be proud of themselves.

Always remember you are one of the key influencers in a young person's sporting life and you have a fantastic opportunity to teach them important lessons which will set the standard for the rest of their lives – in and beyond sport.

### Culture keeper

A **culture keeper** can help to shape the culture of a club/organisation. Having this person reinforce the **honour our sport** messages is an excellent way of preventing many of the negative issues which can occur in youth sport.

Sport leaders, coaches, parents, teachers and even other young people can be culture keepers. The nominated person(s) should be able to relate well to others and be outgoing and engaging. Their main role is to:

- Be familiar with the three key principles of PCS (particularly ROOTS)
- Get to know the parents and other people involved with the club/organisation
- Be a role model and take the lead – demonstrate to others how to **honour our sport**
- Enlist the help of others to ensure everyone continues to abide by PCS

## Practise through practice

Coaches normally use drills to improve a participant's skills. You need to do the same to practise and implement the **honour our sport** principle.

During sessions, real opportunities will regularly present themselves where you can reinforce the ROOTS message. These can be both positive and negative situations of sportsmanlike or unsportsmanlike behaviour. If your athlete or team react well to the situation, praise them for their behaviour. If not, use the opportunity to discuss ROOTS.

To help your athletes or team understand other peoples' roles, why not let one of the young people officiate, take times or record observations?

## Parents' meetings

Every club or organisation should hold a pre-season parents' meeting – or even better, a parents' workshop – to address the three key principles which underpin the Double Goal Coach ethos.

A parents' meeting can be extremely useful – principally because parents are more likely to be 'on side' when they understand what the club or organisation is about. The draft agenda and notes provided in this toolkit will help you to organise and run parents' meetings – but remember, these are suggestions and ideas only, and are not meant to be memorised or read word for word. Use your own enthusiasm and a positive and friendly delivery to bring parents on board.

## Developing self control routines

When you feel that a decision has gone against your athlete or team, and you feel angry or frustrated, it is vital that you remain positive in front of your athletes or team and continue to **honour our sport**. You must remember the important position you hold as a role model for your athletes.

Everyone should have a mechanism which they use to control their temper – and you should share these ideas with your athletes or team to help them develop self control too.

Some examples of self control routines include:

- Squeezing a stress ball
- Chewing gum
- Walking away
- Taking deep breaths
- Counting to ten

## Teachable moments

There are many situations that arise during practice sessions, actual games or even in professional and elite sport which can be used to teach young people valuable life lessons. These teachable moments can be both negative and positive – for example a high profile athlete behaving in a controversial way or a young athlete assisting an injured opponent. Use these situations and examples to engage the young people you coach in discussions about which situations **honour our sport**. You can let them know how you feel the situation should have been dealt with after they have voiced their thoughts.

As a coach you will be able to generate your own examples which will be specific to your sport and your participants' learning.

## Nipping problems in the bud

Even with all the tools provided in this toolkit, you may still face situations where players, parents or other coaches do not **honour our sport**. These situations should be addressed immediately and not allowed to escalate. Some coaches may find it uncomfortable to intervene and challenge inappropriate behaviour. However, without intervention this behaviour will only get worse.



See 'Behaviour management' section on page 28 about methods of dealing with challenging behaviours





## Redefine 'winner': coaching tools

- Effort goals
- Stretch goals
- Effort logs
- Session plans
- Rewarding effort
- Dealing with mistakes

These useful coaching tools are described in more detail below.

### Effort goals

**Effort goals** are one of the most important tools a Double Goal Coach can use. They are motivating to all players because the players can control them and can easily see when and where progress is made.

**Outcome goals**, on the other hand, tend to focus on the end result and do not take into account any of the effort which was made to achieve them. They can provide motivation, however solely focusing on the result can lead to increased anxiety and lowered self-confidence. Many coaches only use outcome goals but this can discourage effort as they are largely uncontrollable due to a number of external factors such as the ability and form of the opposition.

**Effort goals**, set at the correct level, will be achievable through time and this, in turn, will allow players to progress towards their outcome goals. Effort goals can be set over different time periods to develop particular skills or address areas of weakness. For example:

- A practice session
- A tournament or event
- The season



See Worksheet 2 –  
Effort goals

You can use this worksheet to involve your athletes in setting effort goals for themselves.

The table below illustrates how Worksheet 2 could be completed using various examples of Effort and Outcome Goals:

	Effort Goals	Outcome Goals
1	<b>Football</b> Run to the ball as fast as you can and attempt to make contact with the ball	When the ball is crossed into the box beat the defender to the ball
2	<b>Athletics</b> Clear all the hurdles and run as fast as you can in between	Win the hurdle race
3	<b>Gymnastics</b> Practice routine 6 times daily during the week before the event	Achieve a high score on the floor exercise routine
4	<b>Swimming</b> Maintain a relaxed state of mind prior to swim	Achieve a personal best time
5	<b>Golf</b> Focus on your correct set up prior to swinging the club	Drive the ball onto the fairway
6	<b>Rugby</b> Make sure hands are out to catch the ball and keep the ball off your jersey while receiving	Improve catching skills

## Stretch goals

Once an individual is confidently achieving their **outcome goals**, through effort, **stretch goals** can then be introduced to continue learning and development. **Stretch goals** go a little beyond what the individuals think they can achieve but again are achievable – with effort – through time.

**Stretch goals** should be carefully set and monitored to ensure they are not too ambitious or they will discourage the participant. When set at the correct level they become ‘just right challenges’ which the individual will be excited to achieve.

## Effort logs

The **effort log** template supplied in Appendix 3 of this toolkit will allow you to monitor the effort put in by each athlete at your coaching session. It can also be used as a register to monitor attendance. You can complete this log on your own or enlist the help of an assistant coach or injured athlete to help. You may then choose to have a weekly reward such as a sticker, special bib or piece of equipment which the player who puts in the most effort gets to use. This will encourage the type of behaviour you want to encourage at your sessions. However, remember not to give the reward to the same players every week or others will become dispirited and feel that their effort is not being recognised.



See Appendix 1 –  
Effort log

## Session plans

As a coach, you will plan for the coming block/season using a session planner. These may look very different depending on who/where you coach. There is an example **session plan** in Appendix 4 of this toolkit which will enable you to actually build **effort goals** into your sessions so that you can put ELM into practice and promote the mastery environment.



See Appendix 2 –  
Session plan

## Rewarding effort

All coaches are able to recognise when an athlete or team has performed well. However, it is important to recognise the effort made regardless of the outcome. By doing so, participants will feel valued and their confidence levels will be maintained, leading to an increased desire to try harder next time.

## Dealing with mistakes

Fear of making mistakes can impact negatively on the performance of an athlete or team. It is important for you to understand why mistakes are made. There are generally four reasons:

1. The athlete or team doesn't understand what you have asked them to do
2. They understand what you have asked them to do, but chose not to do it
3. They understand what you have asked but are in the early stages of learning and are unable to achieve the task
4. They understand what you have asked but are physically unable to achieve the task

How coaches and young people deal with mistakes can be one of the most important things they do. Mistake 'rituals' help young people bounce back and continue to concentrate on the rest of the game. Here are some examples of mistake rituals:

- Flushing – pretending to pull a chain to flush the loo as if to let go of the mistake
- No sweat – wiping their brow as if to wipe the mistake away
- Parking – putting the mistake to one side and reflecting at a later time (during training)

Rituals like these remind athletes that mistakes are inevitable and the most important thing is how they recover from them. As a coach you should encourage your athletes to take time to reflect on the mistakes they make during practice or the game itself and then work with them to understand why the mistake was made and to learn to let go of it. Issues can then be addressed so that the athlete can learn and improve.

## Fill the emotional tank: coaching tools

- Buddy system
- Fun activities
- Magic ratio
- Giving constructive criticism
- Positive charting
- Behaviour management

These useful coaching tools are described in more detail below.

### Buddy system

A coach need not be the only person responsible for filling the emotional tank. Individuals can be paired for particular exercises or practices and asked to be positive and encouraging with their partner.

### Fun activities

When a session seems to be a bit flat, or players are losing concentration or motivation, a great way to fill their emotional tank is to include some **fun activities**. **Fun activities** should get the participants laughing and enjoying the break in routine – this will give them a lift for the remainder of the session.

Some examples of **fun activities** include:

- Dodge ball
- Rounders
- Tig

### Magic ratio

There will be times when you have to give constructive criticism to an athlete or player as this is an integral part of the coaching process. It is recommended that when giving criticism you should give five positive comments to every negative comment. Research has shown that a **magic ratio** of 5:1 is ideal. Although five comments may sound a lot, they can take the form of positive body language such as smiling, winking or giving a thumbs up or high five.



See Appendix 3 – 50 ways  
to say 'well done!'

## Giving constructive criticism

It is important to give criticism in a manner which allows the individual to use the information and be empowered to improve. There are some methods which can be used, which will not drain their emotional tank in the process:

- Avoid non-teachable moments – find the right time to give feedback (after the match may not be the best moment)
- In private – people accept criticism better in private rather than in front of a crowd
- Ask permission – if it is something that does not require immediate comment, or that the player is not ready to hear or deal with, then seek their permission before giving feedback
- If/then statements – these can help put suggestions into context

## Positive charting

Coaches will often spot things which are being done incorrectly and then try to correct or improve them. However, it is equally important – and valuable – for coaches to spot things that are being done well and to reinforce these points with the individual as this will encourage them to continue.

Positive charting is a technique used for recording positive effort. This toolkit provides you with a template of a chart which you can use within your sessions. This chart is also something you can ask others to help you complete, for example players who are sitting out, parents and other coaches. Sharing these positive points with the wider group at the end of a session will encourage greater energy and commitment next time.



See Appendix 4 –  
Positive charting

# Worksheet 1 - ROOTS

	Positive	Negative
<b>R</b> RULES		
<b>O</b> OPPONENTS		
<b>O</b> OFFICIALS		
<b>T</b> TEAM MATES		
<b>S</b> SELF		

# Worksheet 2 - Effort goals

	Effort goals	Outcome goals
1		
2		
3		
4		
5		
6		





## Appendix 2 – Session plan

<b>DG Coach:</b>	<b>Date:</b>	<b>Aim of session:</b>	<b>Duration:</b>
<b>Equipment required:</b>			<b>No. of participants:</b>
<b>Participant information (abilities/medical issues):</b>			<b>Venue/Facility:</b>
<b>Facility Health and Safety Information</b>			
<b>Telephone available?</b> No <input type="checkbox"/> Yes <input type="checkbox"/> <b>Location:</b>		<b>First Aid kit available?</b> No <input type="checkbox"/> Yes <input type="checkbox"/> <b>Location:</b>	
<b>Participant's clothing, footwear, jewellery appropriate?</b> No <input type="checkbox"/> Yes <input type="checkbox"/>		<b>Potential hazards:</b>	
<b>Session Plan</b>			
<b>Positive outcomes (coaches' goals)</b>	<b>Effort goals (pupils' goals)</b>	<b>Activities/games/drills &amp; equipment (session content &amp; equipment)</b>	

## Appendix 3 – Ways to say ‘well done!’

When giving feedback, always remember to be truthful and specific in order to reinforce positive actions and behaviours

Here are some examples to get you started:



# Appendix 4 – Positive charting

Player: \_\_\_\_\_

Look for: \_\_\_\_\_

Notes:

- \_\_\_\_\_
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Player: \_\_\_\_\_

Look for: \_\_\_\_\_

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## Appendix 5 – Further reading

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## Our Partners

PCS is delivered by **sportscotland** –  
the national agency for sport.  
[www.sportscotland.org.uk/pcs](http://www.sportscotland.org.uk/pcs)

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[www.winningscotlandfoundation.org](http://www.winningscotlandfoundation.org)

POSITIVE COACHING ALLIANCE (PCA)  
[www.positivecoach.org](http://www.positivecoach.org)

Our Founding Funder:



Wood Family Trust



## About PCS

### **PCS: Key learning outcomes**

### **PCS: Sport and young people in Scotland**

- Sporting provision for young people
- Key influencers in young peoples' lives
- Stage of development

### **PCS: A new coaching philosophy**

- Your role as a coach
- Double Goal Coach
- Three key principles
- Double Goal Coach ethos



## Three key principles

### 1. Honour our sport

#### Honour our sport: coaching tools

- Teaching and discussing ROOTS
- Culture keeper
- Practise through practice
- Parents' meetings
- Developing self control routines
- Teachable moments
- Nipping problems in the bud

### 2. Redefine 'winner'

#### Redefine 'winner': coaching tools

- Effort goals
- Stretch goals
- Effort logs
- Session plans
- Rewarding effort
- Dealing with mistakes

### 3. Fill the emotional tank

#### Fill the emotional tank: coaching tools

- Buddy system
- Fun activities
- Magic ratio
- Giving constructive criticism
- Positive charting
- Behaviour management

### Conclusion

### Next steps





# Worksheets

**Worksheet 1 – ROOTS**

**Worksheet 2 – Effort goals**



## **Appendices**

**Appendix 1 – Effort log**

**Appendix 2 – Session plan**

**Appendix 3 – 50 ways to say ‘well done!’**

**Appendix 4 – Positive charting**

**Appendix 5 – Further reading**