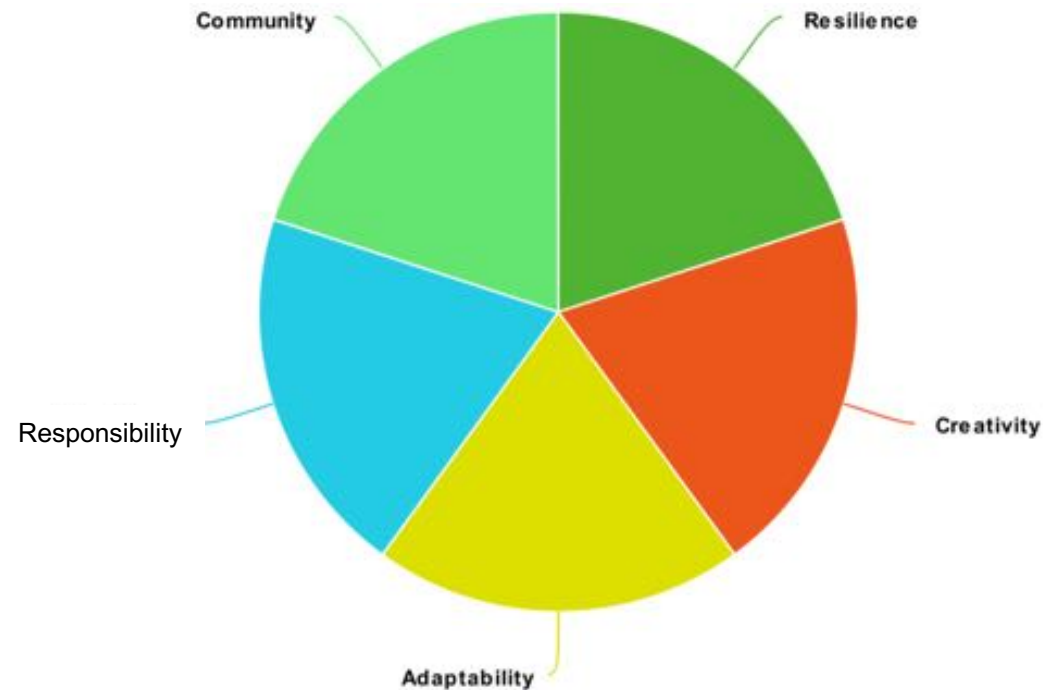


Emotional well-being in sport.

What does the environment look like that facilitates our aims?

How can we teach being adaptable, creative and resilient?





Why do we value these things?

SEEK
CHALLENGE



EMBRACE
FAILURE



ADAPT &
LEARN

Resilient
Creative
Adaptable



Future Decoded

Microsoft

nataalka de silo

I WAS A PRO TABLE TENNIS PLAYER, ALL OF US CAME FROM READING.

AVIATION GROWTH MINDSET

CONTINUOUS IMPROVEMENT CULTURE

DIVERSITY DRIVES BETTER PERFORMANCE

IT'S NOT EASY TO ADMIT FAILURES

FIXED MINDSET WON'T MAKE YOU GROW

BECOME A LEARN-IT-ALL

HUMILITY

BELIEF

CONFIDENCE

PRACTICE

PRACTICE

SUCCESS IS A JOURNEY

PRACTICE

LEARN FROM MISTAKES



WE ALL MAKE THEM

BE RESILIENT



“_____ refers to a person’s ability to bounce back after adversity, hardship or failure: ‘abandoning the imprint of the past’”

“The skills to achieve a specific outcome in a different way”

“The process of having original ideas which have value”

“the quality of being able to adjust to new conditions.”

“Reacting with increasing effectiveness following repeated exposure or stimulus ”

“The skill to adapt to pressure”

“That wasn’t in the playbook”

“They need to learn about winning and losing”

“We need to crush them”

“Don’t give it to [Name of Child]”

“He didn’t want to come [as a substitute] because he knows he might let the side down”

“He will get more game time next year – he is still learning”

<https://www.youtube.com/watch?v=32n1JHaDTg4>

Richie McCaw
All Blacks Captain



▶ ⏩ 🔊 0:03 / 2:29





Wellington College RFC
@RugbyWelly

This year we will no longer be posting results on Twitter. We will still, of course, be celebrating the boys and all they do within the Rugby Club. Specifically we will focus on actions in line with the College and Rugby Club values [#respect](#) [#passion](#) [#humility](#)



Millfield Rugby
@MillfieldRugby

DofRugby 3 Christmas wishes for 2018 #1 help our players to become more independent #2 stop meaningless 1 sided fixtures #3 rugby safe



Cardale Jones
@Cordale10



Why should we have to go to class if we came here to play FOOTBALL, we ain't come to play SCHOOL, classes are POINTLESS

[Reply](#) [Retweeted](#) [Favorite](#)

You Retweeted



Professor Hancock
@ProfHancockIUK

88% of 2017 NFL draftees played more than one sport in high school: coachingsearch.com/article?a=Near...
Keep sampling!!!

08:37 · 01/05/2017 · [Twitter Web Client](#)



George Browning
@GeorgeBrowning

Well done to [@KESSport](#) 1st XV for a great performance and inspiring second half comeback that ended in a one score loss and a held up over the line last play! Congrats to [@StAmbroseRugby](#) and good luck in the [@SchoolsCup](#) Semis.



George Browning
@GeorgeBrowning

I messed up today and sent the U12 C&D to play a Schools A&B teams and vice versa at my school. The result - coaches adapted, mixed teams, changed scoring systems and engineered 4 great games. Why don't we ALWAYS mess up? [@RFU_schools](#) [@russellearnshaw](#) [@GD_ADAMS](#)

A study by George Washington University found that what children wanted most from sport was the chance to play and to try their best, guided by a coach who respects them.

Of the 81 reasons they gave for why sports were fun, "winning" came 48th, "playing in tournaments" 63rd and "travelling to new places to play" 73rd.



47 things more important than winning!

CARDS





<https://www.coventrytelegraph.net/sport/rugby/england-stars-james-haskell-dylan-12662856>



https://www.youtube.com/watch?v=JAJJCTn_y9s



GAME VARIATIONS

TEAMWORK RESPECT ENJOYMENT DISCIPLINE SPORTSMANSHIP



✓ PUT THE PLAYERS NEEDS FIRST

✓ ADAPT GAME TO MAKE IT MORE EVEN

✓ SWAP/CHANGE PLAYERS TO EVEN IT UP

✓ SUPPORT THE HALF GAME RULE

✗ AVOID ONE-SIDED GAMES

✗ DON'T OVER PLAY PLAYERS

✗ AVOID CREATING HOSTILE ENVIRONMEN

✗ DON'T POST/BOAST ABOUT SCORES

TIPS & TRICKS

WORK WITH OPPOSITION TO MAKE THE GAME MORE FUN & EQUAL

MIX THE TEAMS AFTER 5 SCORES

SWAP A PLAYER AFTER 2 SCORES

TRY SCORER CAN'T SCORE NEXT ONE

DOMINANT TEAM NOT ALLOWED TO COMPETE FOR BALL IN RUCK

THINK CREATIVELY TO ENSURE PLAYER SAFETY AND DEVELOPMENT ARE THE PRIMARY FOCUS

CREATE DIFFERENT SCORING ZONE FOR DOMINANT TEAM

SHORTEN GAME LENGTH IF TOO ONE SIDED

VARY RULES (E.G EVERYONE ON TEAM HAS TO TOUCH BALL BEFORE A SCORE)

RESTARTS AFTER A SCORE ARE MOVED CLOSER TO THE WINNING SIDES TRY LINE

LIMIT HOW FAR A PLAYER CAN RUN BEFORE THEY PASS

USE DIFFERENT SCORING SYSTEMS (NOT JUST TRIES SCORED)

INVOLVE PARENTS IN UPHOLDING CORE VALUES

REPLACE TRY SCORER AND BRING THEM BACK ON WHEN ANOTHER HAS BEEN SCORED

ENCOURAGE PRAISE FOR ALL PLAYERS ON BOTH TEAMS FROM SIDE LINE

USE SCORING CLICKERS TO GET PARENTS INVOLVED WITH FUN SCORING SYSTEMS (COUNT HOW MANY SMILES)

NOTICEABLE NUMBER OF PLAYERS STAYING WITH THE TEAM AS A RESULT OF ADEQUATE GAME TIME

PLAYERS ARE **6 TIMES** MORE LIKELY TO ENJOY RUGBY WHEN 'OFTEN' PLAYING HALF A GAME

HALF GAME DID NOT IMPACT THE RESULT OF THE MATCH

GAMES WERE **5** POINTS CLOSER ACROSS THE SEASON

IT WAS A GREAT WAY TO ENSURE THAT DEVELOPING PLAYERS ARE EXPOSED TO RUGBY AT A LEVEL WHICH WILL STRETCH THEM

IT HAS REALLY HELPED BRING SOME OF THE LESS CONFIDENT PLAYERS FORWARD

84% OF ADULTS REPORTED NEITHER HAPPY/UNHAPPY TO EXTREMELY HAPPY WITH HALF GAME
91% OF PLAYERS REPORTED ALWAYS/OFTEN DOING HALF GAME
92% OF ADULTS REPORTED THE HALF GAME HAD POSITIVE EFFECTS



SQUAD MEMBERS FELT MORE INCLUDED

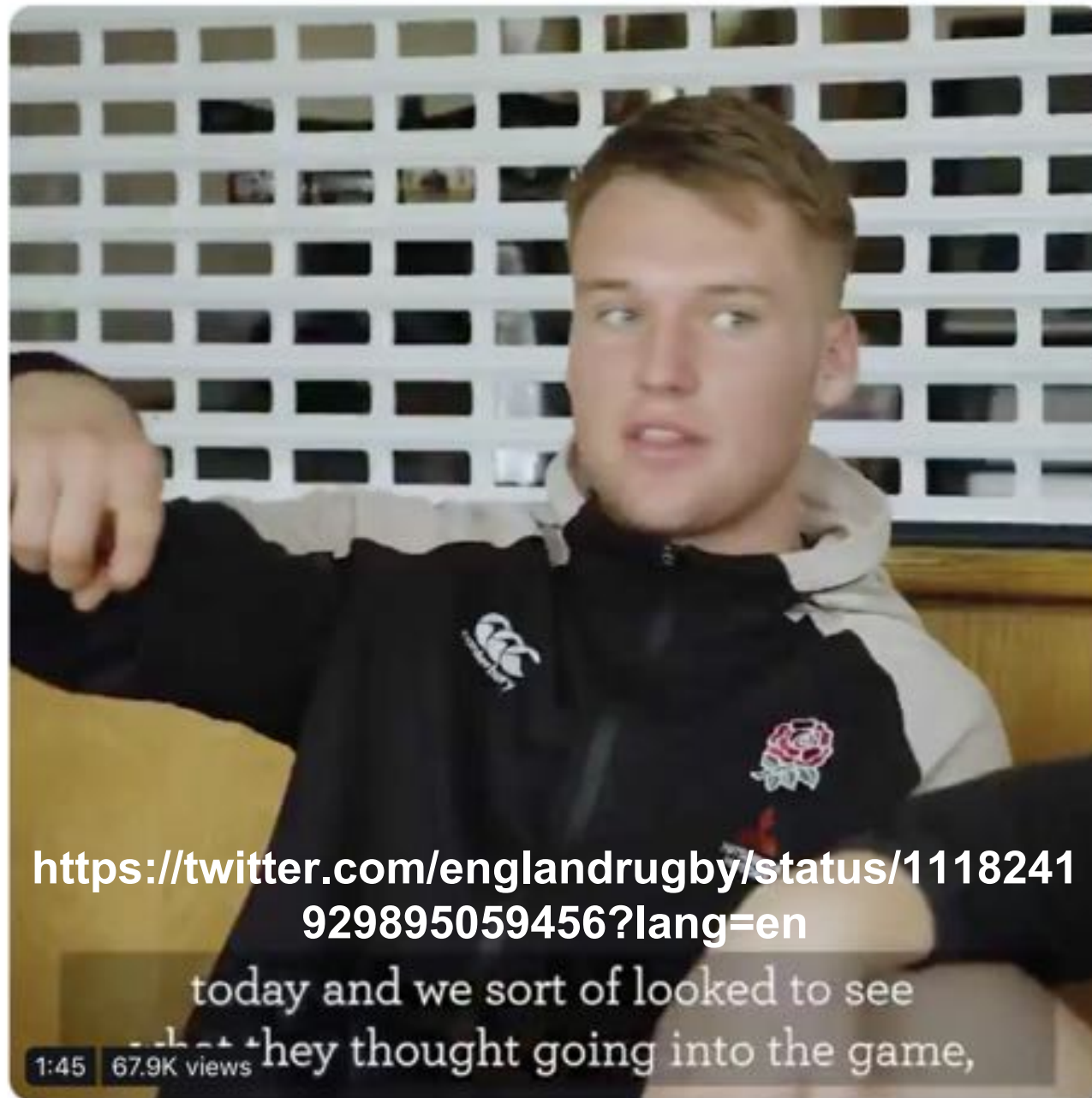
PLAYERS WHO PLAYED HALF A GAME REPORTED HIGHER ENJOYMENT, HIGHER SELF-ESTEEM AND HIGHER RUGBY PLAYING COMPETENCE.



Team	Tests since 2016	Unused Subs
Wales	32	32
South Africa	35	31
Scotland	29	26
England	31	23
Ireland	31	19
Australia	39	17
Argentina	34	11
Italy	29	11
France	29	5
New Zealand	38	0

ESPN match data

See how they got on...



<https://twitter.com/englandrugby/status/1118241929895059456?lang=en>

today and we sort of looked to see

they thought going into the game,

1:45 67.9K views

How do we measure and develop resilience?

LEARNABLE SKILLS

1. Emotional awareness
2. Impulse control
3. Realistic optimism
4. **Flexible thinking**
5. Empathy
6. **Self-efficacy**
7. **Risk taking**

(REIVICH, 2008)

HOW TO MEASURE

1. **Personal Competence**
2. **Acceptance of Change**
3. Trust & Tolerance
4. Control
5. Spiritual Considerations

(Connor-Davidson Resilience Scale)

KES COACHING INTERVENTION

4 year project to date

Intervention:

Year 7 and Year 12 pupils

Pre and Post Intervention CD-RISC

4 week block of Neo-Trad coaching

Statement	1	2	3	4
I am able to adapt to change				
I have close and secure relationships				
I can deal with whatever comes				
Past success gives me confidence for new challenges				
I see the humorous side of things				
I tend to bounce back after illness or hardship				
Things happen for a reason				
I can achieve my goals				
When things look hopeless I don't give up				
I prefer to take the lead in problem-solving				
I am not discouraged by failure				
I think of myself as a strong person				
I can make difficult and unpopular decisions				
I can handle unpleasant feelings				
I have a strong sense of purpose				
I have few regrets in life				
I like challenges				
I have pride in my achievements				
My friends and family are willing to help me make decisions and listen to me				

Year 7 'Acceptance of Change' Summary

Acceptance of Change Criteria	PRE INTERVENTION	POST INTERVENTION (CONTROL)		POST INTERVENTION	
	MEAN	MEAN	% CHANGE	MEAN	% CHANGE
I am able to adapt to change	3.2	3.4	6	3.4	6
I tend to bounce back after illness or hardship	3.2	3.2	0	3.4	6
Things happen for a reason	2.8	2.8	0	2.9	4
I like challenges	3.2	3.2	0	3.3	3



**WORKING
DOCUMENT**