Emotional well-being in sport.

What does the environment look like that facilitates our aims?

How can we teach being adaptable, creative and resilient?
Responsibility
Why do we value these things?
Resilient
Creative
Adaptable
I was a pro table tennis player. All of us came from reading.

Aviation growth mindset

Continuous improvement culture

It's not easy to admit failures

Practice makes you grow

Fixed mindset won't make you grow

Diversity drives better performance

Learn from mistakes

We all make them

Success is a journey

Learn it all, be resilient

Humility

Practice

Belief
"_________ 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"

"Reacting with increasing effectiveness following repeated exposure or stimulus"

"The quality of being able to adjust to new conditions."

"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”
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.

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

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

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.

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_schoo...
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!
GAME VARIATIONS

OUR VALUES

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 overplay players
- Avoid creating hostile environment
- 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.

Squad members felt more included.

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% 91% 92% of adults reported neither happy/unhappy to extremely happy with half game.

Of players reported always/often doing half game.

Of adults reported the half game had positive effects.

ESPN match data

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<tr>
<th>Team</th>
<th>Tests since 2016</th>
<th>Unused Subs</th>
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<tbody>
<tr>
<td>Wales</td>
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<tr>
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</tr>
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<td>5</td>
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<tr>
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See how they got on...

https://twitter.com/englandrugby/status/1118241929895059456?lang=en
today and we sort of looked to see what they thought going into the game,
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

HOW TO MEASURE

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

(REIVICH, 2008)
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
<table>
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<th>Acceptance of Change Criteria</th>
<th>PRE INTERVENTION</th>
<th>POST INTERVENTION (CONTROL)</th>
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<tr>
<td></td>
<td>MEAN</td>
<td>MEAN</td>
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<td>I am able to adapt to change</td>
<td>3.2</td>
<td>3.4</td>
<td>6</td>
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<tr>
<td>Things happen for a reason</td>
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<tr>
<td>I like challenges</td>
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<td>3.2</td>
<td>0</td>
</tr>
</tbody>
</table>
WORKING DOCUMENT