

MINDPOWER

COACH'S GUIDE



**A SERIES OF MOVEMENT-BASED MINDFULNESS ACTIVITIES
FOR ADOLESCENTS**

AUGUST 2020

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INTRODUCTION

The MindPower Collective formed in 2018 following collaborative workshops between leading NGOs and Development Agencies to develop a pragmatic curriculum, training framework, and evaluation tools for the promotion of mental health in at-risk communities.

MINDPOWER COACH'S GUIDE

The MindPower Coach's Guide is a series of 7 interpersonal activities that can be completed in 30 minutes or less. Experienced facilitators or "Coaches" use the evidence-based activities to promote mindfulness practices and resiliency skills with adolescents. The following principles guide the MindPower Coach's Guide:

- > **Open-source.** The coach's guide is available upon request to organizations, businesses, and governments seeking to improve mindfulness and resiliency among adolescents.
- > **Modular.** Activities can be integrated as an additional layer to supplement existing youth programming or as a stand-alone mindfulness resource.
- > **Adaptable.** Each activity includes variations that allow coaches to modify based on age/comfort/experience of participants.
- > **Progression/Experiential.** Similar to physical fitness, the mindfulness activities allow participants to progress and see their improvement over time.
- > **Seamlessly integrates into existing platforms.** In addition to the scripted mindfulness activities, the curriculum (and training) help coaches identify and capitalize on unscripted "teachable moments" during sports training, life skills sessions, and casual interactions with participants.
- > **Common rituals and structure.** Each session follows a similar format, including a consistent introduction, activity, discussion, and closing ritual where participants explore their feelings, discuss ways to integrate mindfulness activities into their lives, and collectively identify potential obstacles and develop strategies to address them.

The MindPower Coach's Guide is a dynamic tool that will continue to improve as we engage more organizations, learn from evaluations, and gather feedback from young people all over the world.

MINDPOWER MONITORING & EVALUATION (M&E)

The MindPower Coach's Guide is accompanied by simple quantitative and qualitative evaluation tools, which allow organizations to track their progress based on outcomes and continually improve. Additionally, the MindPower M&E tools and processes allow participating organizations to demonstrate collective impact as well as support and learn from each other.

MINDPOWER TRAINING WORKSHOPS

In addition to the Coach's Guide and M&E system, MindPower offers in-person, bespoke training workshops to train facilitators as well as help organizations integrate MindPower principles into their programming.

CONTACT

PLEASE CONTACT US WITH ANY QUESTIONS OR IDEAS

Let us know if you need any help. The MindPower Coach's Guide can always be improved, so please send your feedback on how we can make it better.

Also, please send any photos and stories of your MindPower program in action.

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**MindPower
Collective**



**HEALTH
WARRIORS.**

1. TAKE 5

In this practice, players are introduced to a breathing and mindfulness approach. Players learn the basic biological benefits of deep breathing and participate in a foundational breathing activity called “Take 5.”

THEME: COPING SKILLS

GOALS: BY THE END OF THE PRACTICE, PLAYERS SHOULD BE ABLE TO...

- > Describe physical and mental benefits of deep breathing
- > Demonstrate 4-count breathing for at least 5 breaths
- > Describe how they can use “Take 5 Breathing” their lives

MATERIALS:

- > None

PREPARATION:

- > Practice Take 5 Breathing in your life. Practice at a set time every day as well as when you experience stressful situations.
- > Identify teachable moments where Take 5 Breathing can benefit your players, such as transitions or situations that lead to conflict.

SCHEDULE:

- > Warm Up (5 min)
- > Take 5 Breathing (20 min)
- > Cool Down (5 min)

WARM UP | 10 MIN

1 | ENERGIZER

- > Lead an **active** energizer, such as a game, dance, song, stretch, or run.

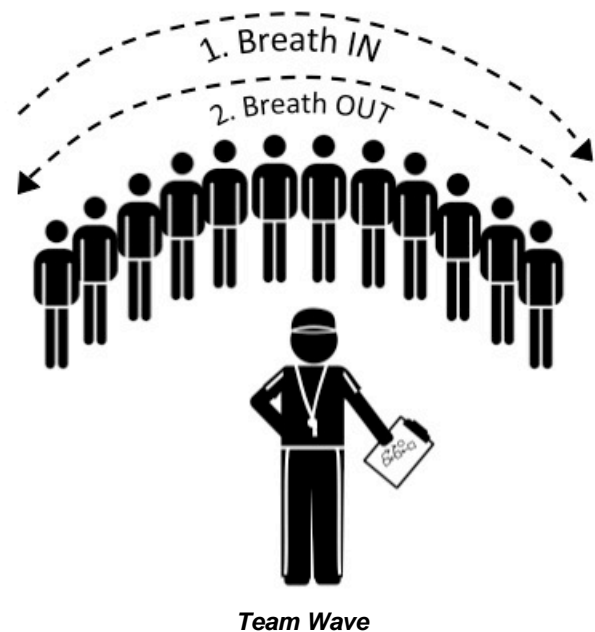
2 | INTRODUCTION

- > Introduce the aims of this programme
 - ➔ I will be leading you through a series of fun activities over the next few weeks that will help you calm down, focus, and achieve your goals.
 - ➔ Young people from all over the world participate in these activities that have been shown to improve their health, focus, and relationships.
 - ➔ These activities involve deep breathing, relaxation, and teamwork. They may feel strange or unfamiliar at first and that's ok! We'll work on these skills together and they will get easier and more enjoyable with practice.

TAKE 5 | 20 MIN

1 | TEAM WAVE

- > Arrange players into a half circle or “horseshoe” shape and stand shoulder-to-shoulder as close as possible. Explain:
 - ➔ We are going to work as a team to use our breaths to create a “wave” that goes in and like a “wave” in a sports stadium.
- > Instruct all players to take a deep breath in and out, relaxing their shoulders and arms.
 - ➔ One by one, each of you will take a quick breath as you bring your shoulders by your ears. Once you breath in, continue to hold your breath.
 - ➔ When we reach the last player, he or she will then exhale. One by one, you will exhale and drop your shoulders going the other way until we reach the first player.
- > Repeat 2-3 times, switching directions.
- > Bring the group back together in a circle and explain:
 - ➔ How did it feel to breath in quickly?
 - ➔ How did it feel to hold your breath? How did it feel to exhale?



2 | INTRODUCTION TO DEEP BREATHING

- ➔ What is “deep breathing”?
 - Slow, controlled breathing where you completely fill and empty your lungs.
 - Inhaling and exhaling for the same amount of time.
- ➔ What happens to your body when you take deep breaths ?
 - Increases oxygen to your brain and organs.
 - Releases “endorphins,” which are feel-good, natural pain killers.
 - Your body gets rid of toxins.
- ➔ What are benefits of deep breathing?
 - You will feel calmer and more relaxed
 - You can trade feelings of anger or fear for a focused, relaxed state of mind.
 - Deep breathing can help address anxiety, sleep problems, and even pain.

3 | TAKE 5

- > Instruct players to sit in a comfortable position.

COACH'S TIP: COUNT OUT LOUD, "1,2,3,4" FOR EACH INHALE AND EXHALE.

- ➔ We will frequently use a simple deep breathing activity called Take 5 where we simply take 5 deep breaths.
- ➔ Close your eyes, if you feel comfortable.
- ➔ **Breath 1:** inhale slowly through your **mouth** for 4 seconds. Feel your belly and chest expand as large as they can. Then exhale slowly from your **mouth** for 4 seconds, fully emptying your lungs.
- ➔ **Breath 2:** inhale slowly through your **nose** for 4 seconds. Then exhale slowly from your **nose** for 4 seconds.
- ➔ **Breath 3:** as you breath deeply through your nose again, become aware of the sounds around you.
- ➔ **Breath 4:** as you breath deeply through your nose again, use your senses to notice what is going on around you. What do you feel on your skin?. What do you smell? Don't worry about your thoughts- let them come and go.
- ➔ **Breath 5:** After inhaling through your nose for 4 seconds, hold your breath for 4 seconds, feeling the air in your lungs. Exhale for a count of 4. When you are ready, slowly open your eyes.



Take 5

// DISCUSSION //

- ➔ How do you feel after doing Take 5?
- ➔ When can you use Take 5 Breathing in life?
 - When you need to calm down. Deep breathing will bring oxygen to your brain to help you make good decisions.
 - Before an exam, sports match, or whenever you need to focus your energy.
 - In the morning to start your day fresh; in the evening before bed to clear your head.

COOL DOWN | 5 MIN

1 | FEEL-THINK-DO DISCUSSION

- ➔ Feel: How did today's practice make you feel?
- ➔ Think: What did the activity make you think about or question?
- ➔ Do: How will you use what you learned today?



Team Cheer

2 | TEAM CHEER

- > Ask players to choose a powerful word of the day and cheer it together as a team.

ADAPTATIONS

- > Use the following suggestions to help you modify the practice to best meet the needs of your team.
 - **Basic:**
 - If players are uncomfortable participating in Take 5, simply facilitate Team Wave and describe the benefits of deep breathing. You can facilitate Take 5 at a later practice once players become more comfortable with deep breathing.
 - If players are uncomfortable closing their eyes, instruct them to keep their eyes open and try to close them for just one breath.
 - **Advanced:**
 - Print and distribute a Take 5 activity sheet for each player.
 - Try increasing to “Take 10” breathing.
 - Conduct research to provide more comprehensive information on the biological benefits of deep breathing.
 - **Repeat:**
 - Use Take 5 repeatedly as a warm-up for each practice.
 - Use Take 5 during teachable moment, such as when there is conflict between players or when there is lots of energy and distractions, such as during transitions between activities.
 - Ask a player to prepare and facilitate Take 5 for the group.
 - **Mindful Moves (homework)**
 - Do Take 5 Breathing every day- same time every day and at least once when you feel the need to calm down
 - Teach a friend how to do Take 5.

2. POWER HAND

In this practice, players learn about personal strengths and identify 5 of their own strengths through an activity called “Power Hand.” Players practice using their Power Hand and discuss how they can use it to build their confidence, calm down, and focus.

THEME: COPING SKILLS

GOALS: BY THE END OF THE PRACTICE, PLAYERS SHOULD BE ABLE TO...

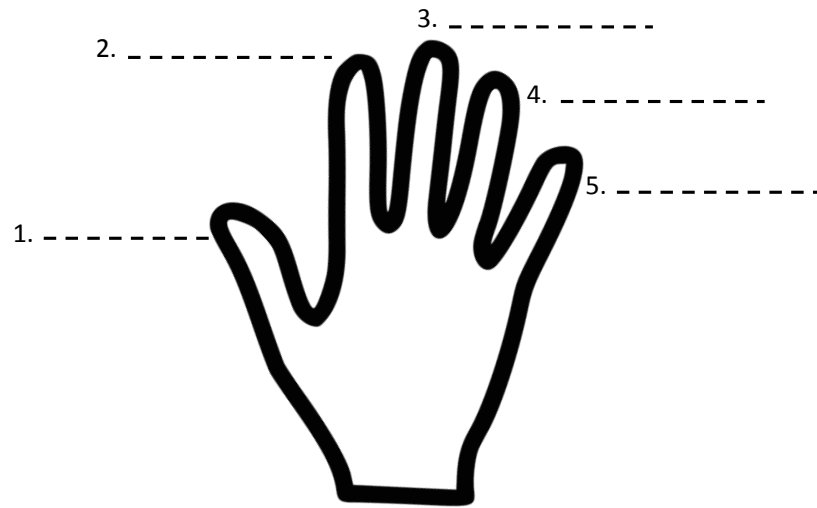
- > Define the term “strengths” in their own words
- > Name 5 of their own strengths
- > Describe how they can use the Power Hand skill in their lives

MATERIALS:

- > None

PREPARATION:

- > Identify 5 of your own strengths and design your own Power Hand to share as an example. Select at least one activity, one personality trait, and one skill.
- > Write your strengths on this template to help you remember your strengths. Practice explaining your Power Hand with a co-Coach.



Power Hand template

SCHEDULE:

- > Warm Up (5 min)
- > Power Hand (20 min)
- > Cool Down (5 min)

WARM UP | 10 MIN

1 | ENERGIZER

- > Lead an **active** energizer, such as a game, dance, song, stretch, or run.
- > Lead a **calming** energizer, such as Take 5 Breathing, Team Tsunami, or Painters Breath.

2 | RECAP LAST PRACTICE

- > Quickly review the key themes from the previous practice. Ask players some of the following questions:
 - ➔ What did we learn last practice?
 - ➔ Did you use the skills we learned? What happened? How did it feel?

POWER HAND | 20 MIN

1 | INTRODUCTION TO STRENGTHS

- ➔ What does it mean to be “strong”?
 - To be able to face difficult situations.
 - To be able to stand up for yourself.
- ➔ What is a strength?
 - Strengths are things you do well, enjoy doing, or learn quickly.
 - Everyone has strengths!
- ➔ Why is it important to recognize your own strengths?
 - You are your most powerful supporter! You can always count on yourself.
 - Recognizing your strengths encourages you to stay positive and avoid negative behaviour.
- > Provide some examples of strengths:
 - ➔ **Activities:** Sports, school, drama, music, religion, art, poetry, games, etc.
 - ➔ **Personality traits:** Being caring, supportive, a good listener, hard-working, enthusiastic, optimistic, motivated, compassionate, thoughtful, honest, etc.
 - ➔ **Skills:** Fixing things, solving problems, making friends, having fun, making the best of every situation, etc.

2 | STRENGTHS CIRCLE

- > Divide players into pairs. Explain:
 - ➔ With your partner, discuss some of your own strengths and give examples.
 - ➔ Listen closely to your partner because you will describe his or her strengths to the whole team.
- > Visit each pair to provide support as they discuss their strengths. Encourage players to ask each other questions and to share stories about their strengths.
- > Bring the group back together in a circle and explain:
 - ➔ You will now describe some of your partner's strengths.
 - ➔ You can tell stories and give examples to describe his or her strengths.
- > Describe the strengths of another coach, volunteer, or player as an example.
- > Ask 3 to 5 pairs to volunteer to share their strengths.
- > Give players 1 minute to independently identify 5 of their own strengths.

COACH'S TIP: IF POSSIBLE, INSTRUCT PLAYERS TO WRITE DOWN THEIR 5 STRENGTHS.

3 | DEMONSTRATE & PRACTICE

- > Instruct players to sit in a comfortable position.
 - ➔ We are now going to do a breathing exercise called Power Hand, where we name our strengths.
 - ➔ Hold out one hand. Take deep breaths. Count to 4 as you breath in; count to 4 as you breath out. Close your eyes, if you feel comfortable.
 - ➔ Breathe in as you trace up your finger; breathe out at the top and name a strength silently or out loud; breathe in again and then out as you trace down.



Player naming her strengths in Power Hand

COACH'S TIP: ENCOURAGE PLAYERS TO KEEP BREATHING AND NOT HOLD THEIR BREATH.

- ➔ When you name each strength, pinch the top of each finger, which helps you remember your strength.

COACH'S TIP: DEMONSTRATE YOUR OWN POWER HAND AS AN EXAMPLE.

- > Instruct players to practice by themselves or with their partners.
- > Ask for volunteers to demonstrate their Power Hand.

// DISCUSSION //

- ➔ What do you like or dislike about Power Hand?
- ➔ When can you use Power Hand in life?
 - When you need to build your confidence. Saying your strengths will remind you who you are and why you're special.
 - When you need to calm down. Deep breathing will bring oxygen to your brain to help you make good decisions.
 - Before an exam, sports match, or whenever you need to focus your energy.
 - In the morning to start your day fresh; in the evening before bed to clear your head.

COOL DOWN | 5 MIN

1 | FEEL-THINK-DO DISCUSSION

- ➔ Feel: How did today's practice make you feel?
- ➔ Think: What did the activity make you think about or question?
- ➔ Do: How will you use what you learned today?



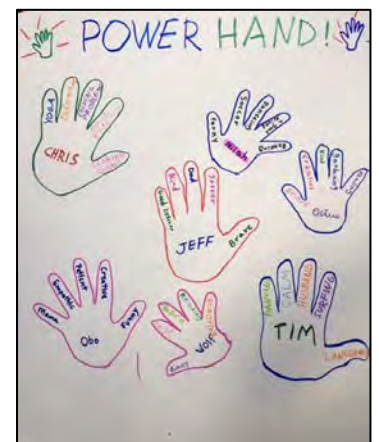
Team Cheer

2 | TEAM CHEER

- > Ask players to choose a powerful word of the day and cheer it together as a team.

ADAPTATIONS

- > Use the following suggestions to help you modify the practice to best meet the needs of your team.
 - **Basic:**
 - To simplify the activity, instruct players to identify just 1-2 strengths instead of 5.
 - Some players may have difficulty naming their strengths. Help them by identifying at least 1 strength for each player before practice and explain their strengths to them privately.
 - **Advanced:**
 - Print and distribute a Power Hand activity sheet for each player.
 - Create a Team Power Hand poster in which all players trace their hand and write their 5 strengths.
 - Ask players to write an example or short story for each of their strengths.



Power Hand poster

- **Repeat:**
 - Lead Power Hand as a warm-up activity before any sports activity.
 - Collect stories from players on how they've used Power Hand in their lives. Share these stories (without using names) with the whole team.
- **Mindful Moves (homework)**
 - Do Power Hand at least once a day. Try it in the morning to start the day strong or in the evening to relax.
 - Create a Power Hand for your favourite athlete, musician, or mentor.
 - Teach Power Hand to a friend. Help them identify their strengths and explain how the activity can help them.

3. THE 3 TS

In this practice, players discuss anger and violence, and practice using the “3Ts,” which are three simple skills to control their anger in healthy ways.

THEME: EMOTIONAL REGULATION

GOALS: BY THE END OF THE PRACTICE, PLAYERS SHOULD BE ABLE TO...

- > Describe one way that failing to control their anger can harm themselves or others
- > Identify 2 ‘boiling points’ that make them angry
- > Describe at least 1 way they can stay in control the next time they get angry
- > Practice using the “3 Ts”: Take a deep breath, Think of the consequences, Talk it out

MATERIALS:

- > None

PREPARATION:

- > If possible, prepare the 3 Ts Flipchart.
- > Find a locally relevant term for “boiling point”
- > Practice using the 3 Ts and prepare a Coach’s Story on controlling your anger.
- > Prepare a few common scenarios that may lead to violence in your community.
- > Be aware this practice may prompt players to share their experiences with violence- either as perpetrators or victims. If you are not qualified to provide counseling on these issues, identify local services so can make referrals for players.

THE 3 Ts

- ① TAKE A DEEP BREATH
- ② THINK OF THE CONSEQUENCES
- ③ TALK IT OUT

3 Ts Flipchart

SCHEDULE:

- > Warm Up (5 min)
- > 3 Ts (20 min)
- > Cool Down (5 min)

WARM UP | 10 MIN

1 | ENERGIZER

- > Lead an **active** energizer, such as a game, dance, song, stretch, or run.
- > Lead a **calming** energizer, such as Take 5 Breathing, Team Tsunami, or Painters Breath.

2 | RECAP LAST PRACTICE

- > Quickly review the key themes from the previous practice. Ask players some of the following questions:
 - ➔ What did we learn last practice?
 - ➔ Did you use the skills we learned? What happened? How did it feel?

3 Ts | 20 MIN

1 | INTRODUCTION TO “BOILING POINTS”

- > Explain:
 - ➔ Everyone gets angry sometimes, and that’s ok. However, it can become a problem when we don’t control it.
 - ➔ When does anger become unhealthy or harmful?
 - When we hurt ourselves or other people.
 - When we do things we regret.
 - ➔ Violence against other people or yourself is never ok.
 - ➔ Controlling your anger can help you be successful in school, sports, and in life.
 - ➔ ‘Boiling points’ are the things that make you frustrated or angry. Sometimes a you reach your boiling point after something frustrating continues to happen to you until you have difficulty controlling your anger.

COACH’S TIP: TELL PLAYERS TO THINK ABOUT HOW IT TAKES TIME FOR WATER TO BOIL.

- ➔ Sometimes there are things that make you frustrated or angry immediately.

COACH’S TIP: TELL PLAYERS TO THINK ABOUT A MOSQUITO BITE.

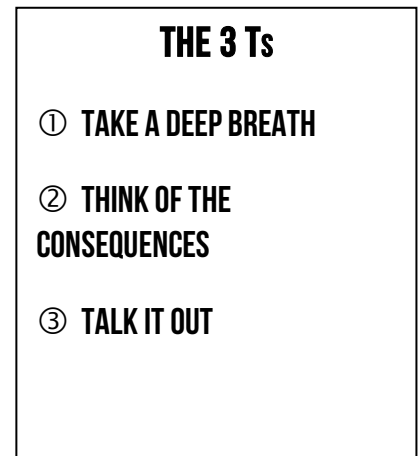
- ➔ Although it might feel like anger ‘explodes’ and comes out of nowhere, this usually isn’t true. We can learn our boiling points and prepare for them.
- ➔ How does your body feel when you reach your boiling point?
 - You might feel hot, start to sweat, or clench your fists.
 - The hair on your neck might stand up and you may stop breathing.

- ➔ Point to where you feel it in your body when you get upset.
 - Tightness in chest or stomach.
 - Tense shoulders.
 - Clenched jaw or fists.
- ➔ What happens *inside* your body when you reach your boiling point?
 - Blood drains from your brain to your arms and legs.
 - ‘Adrenaline,’ is released into your bloodstream, making your heart pump faster.
 - These factors make it difficult for your brain to control your emotions because it is preparing for ‘fight or flight’ and not making smart decisions.
- ➔ What are behaviors you notice when you reach your boiling point?
 - You may raise your voice, point your finger, or cross your arms.
 - You may become silent.
 - You may frown or make an upset face.

2 | THE 3 Ts

- > Show players the 3 Ts flipchart and explain:

- ➔ Now we know about boiling points and what is happening inside our bodies when we get angry.
- ➔ Next we’ll learn a few simple techniques to control our anger, even when our bodies are telling us to fight.
- ➔ The 3 Ts are tools for you to help stay cool when faced with boiling points. You can use each T separately or together, whatever helps you the most.



3 Ts Flipchart

- > **1. Take a deep breath.**
 - ➔ Take 3 deep breaths to get oxygen back into your brain.
 - ➔ If necessary, remove yourself from the situation and get some space. Go for a walk or sit by yourself to calm down.
 - ➔ Identify the parts of your body where you feel tension and focus your breathing on them.
- > **2. Think of the consequences.**
 - ➔ Think about why you feel angry and name the emotion you are feeling.
 - ➔ Think about what is happening and identify your options.
 - ➔ Ask yourself, ‘What will happen if I yell?’ ‘What will happen if I use violence?’
 - ➔ Once you have decided to act in a non-violent way, don’t let others change your mind.
- > **3. Talk it out.**
 - ➔ Talk to someone you trust. Talk about what made you angry and ask for advice.
 - ➔ If you don’t have anyone to talk to in the moment, talk to yourself.

COACH’S TIP: ENCOURAGE PLAYERS TO USE ANY OTHER SKILLS THEY HAVE LEARNED, SUCH AS POWER HAND, TAKE 5 BREATHING, OR POWER OBJECT.

2 | SCENARIOS

- > Describe one or two common scenarios to encourage players to think about ways to avoid using violence. Use these examples or come up with your own.

David is using his girlfriend's phone and notices she's been texting with an ex-boyfriend. She told David she doesn't speak to her ex-boyfriend any longer. David feels jealous, angry, and is reaching his boiling point.

- ➔ How would you feel if you were David?
- ➔ How would you use the 3 T's in this situation?

Maria is playing soccer and a player on the other team keeps fouling her and insulting her family. Maria is getting upset and is reaching her boiling point.

- ➔ How would you feel if you were Maria?
- ➔ How would you use the 3 T's in this situation?

3 | SMALL GROUP DISCUSSION

- > Divide players into groups of 3 to discuss the following statement:
 - ➔ Describe at least one of your boiling points. Talk about how you feel when you are in this situation and describe one way you can use the 3 T's to calm down.
- > Bring players back together after each player has had a few minutes to share.
- > Ask for volunteers to share the ways their group came up with to use the 3 T's to stay cool.

4 | COACH'S STORY

- > Share your own story about your boiling points and how you are working on controlling your anger.
- > Ask participants if they have any questions about your story.

COOL DOWN | 5 MIN

1 | FEEL-THINK-DO DISCUSSION

- ➔ Feel: How did today's practice make you feel?
- ➔ Think: What did the activity make you think about or question?
- ➔ Do: How will you use what you learned today?

2 | TEAM CHEER

- > Ask players to choose a powerful word of the day and cheer it together as a team.



Team Cheer

ADAPTATIONS

- > Use the following suggestions to help you modify the practice to best meet the needs of your team.
 - **Basic:**
 - If players feel uncomfortable discussing anger and violence, skip the section where they identify their own boiling points; revisit the activity when you think they're ready.
 - **Advanced:**
 - Print and distribute a 3 Ts activity sheet for each player.
 - Help players prepare and perform dramas where they act out successfully using the 3 Ts.
 - **Repeat:**
 - Continually encourage players to use the 3 Ts whenever there is conflict in your team.
 - Collect stories from players on how they've used the 3 Ts in their lives. Share these stories (without using names) with the whole team.
 - **Mindful Moves (homework)**
 - Use the 3 Ts at least once this week. Identify a time where you are likely to get angry and prepare to use the 3 Ts.
 - Teach the 3 Ts to a friend. Help them identify their strengths and explain how the activity can help them.

4. POWER OBJECT

In this practice, players select a “Power Object” to help remind them of the positive feelings and experiences they’ve have during this program. Players discuss ways they can use their Power Object to stay strong and use the skills they have learned in their lives.

THEME: ANCHORING

GOALS: BY THE END OF THE PRACTICE, PLAYERS SHOULD BE ABLE TO...

- > Describe the term “anchoring” in their own words
- > Identify a power object and describe why it is special to them
- > Describe how they will use their power object to remind them of a positive experience

MATERIALS:

- > If possible, bring objects to share as example “Power Objects,” especially if there are no natural spaces close by. Bring objects such as small rocks, shells, seeds, fabric, etc.

PREPARATION:

- > Identify your own Power Object and practice using it to remember a positive experience. Prepare and practice a short story about your Power Object, using some of the following questions:
 - Why did you choose this object? What emotions or positive experiences do you remember when you hold this object? How and when do you use it? How does it help you?
- > Identify a safe space close by where you can bring your players to find “Power Objects.” Consider natural spaces, such as the beach, forest, bush, sports field, or parks.

SCHEDULE:

- > Warm Up (5 min)
- > Power Hand (20 min)
- > Cool Down (5 min)

WARM UP | 10 MIN

1 | ENERGIZER

- > Lead an **active** energizer, such as a game, dance, song, stretch, or run.
- > Lead a **calming** energizer, such as Take 5 Breathing, Team Tsunami, or Painters Breath.

2 | RECAP LAST PRACTICE

- > Quickly review the key themes from the previous practice. Ask players some of the following questions:
 - ➔ What did we learn last practice?
 - ➔ Did you use the skills we learned? What happened? How did it feel?

POWER HAND | 20 MIN

1 | INTRO TO POWER OBJECT

- > Explain:
 - ➔ You've learned a lot about building your power in our practices, such as how to keep calm, focus, and use breathing techniques.
 - ➔ We've also had a lot of fun and shared several positive experiences.
 - ➔ Today, we are going to learn how to remember these positive experiences to help keep us strong at home, school, and in our lives.
- > Explain Power Object
 - ➔ "Anchoring" is a term that means forming a connection between a thing and an emotion. For example, a certain smell or song can remind you of a specific time in your life.
 - ➔ Today we are going to find Power Objects, which you can use to remember the positive experiences we've had together. Using your Power Object can help you feel happy and more in control.
 - ➔ Your Power Object can be any small object such as a shell, seed, or piece of fabric. You can keep it at home, in your pocket, or even around your neck!



Figure 1: Players showing their Power Objects

2 | COACH'S STORY

- > Show players your Power Object and share your own story on how you've used it to stay strong.
- > Ask participants if they have any questions about your Power Object.

3 | TAKE A WALK

COACH'S TIP: ONLY WALK SOMEWHERE THAT IS A SAFE SPACE FOR YOUR TEAM.

- > Explain
 - ➔ We are going to go on a walk as a team. During the walk, pick up objects you may want to use as your Power Object.
 - ➔ Power Objects should be smaller than the palm of your hand. Make sure they are not sharp or dirty.
- > As you walk with players, assist them in finding Power Objects.

2 | DISCUSS

- > Bring the team back together and discuss
 - ➔ What does the shape look like to you? Why did you select it as your Power Object?
 - ➔ What are your favourite experiences or memories from our programme? How did those memories make you feel?

COACH'S TIP: SHARE 1-2 OF YOUR OWN FAVOURITE MEMORIES FROM THE PROGRAMME.

3 | PRACTICE

- > Instruct players to close their eyes and lead them through Take 5 Breathing. Explain
 - ➔ As you breath in, hold your Power Object tightly. What does it feel like? What are the different textures? What is the temperature? What sounds does it make if you tap or scratch it?
 - ➔ As you hold your Power Object, think of some of your favourite moments from this programme and how it made you feel. Feel the positive energy moving from your hand into your Power Object.
- > After a few minutes, instruct players to slowly open their eyes.
 - ➔ When times are difficult, how can you use your necklace and breathing exercises to help you feel happier?
 - ➔ Where can you keep your Power Object so that it can meet your needs?

COOL DOWN | 5 MIN

1 | FEEL-THINK-DO DISCUSSION

- ➔ Feel: How did today's practice make you feel?
- ➔ Think: What did the activity make you think about or question?
- ➔ Do: How will you use what you learned today?

2 | TEAM CHEER

- > Ask players to choose a powerful word of the day and cheer it together as a team.



Team Cheer

ADAPTATIONS

- > Use the following suggestions to help you modify the practice to best meet the needs of your team.
 - **Basic:**
 - Younger players may have difficulty connecting their feelings to the Power Object. Focus on helping them identify the positive feelings and experiences they remember from the programme.
 - **Advanced:**
 - Print and distribute a Power Hand activity sheet for each player.
 - Distribute a piece of string or fishing wire so players can wear their Power Objects around their necks.
 - Bring art supplies such as clay and paint so players can make and/or decorate their Power Objects.
 - **Repeat:**
 - Instruct players to keep a journal of ways they've use their Power Objects.
 - Instruct players to prepare their own Coach's Stories about their Power Objects.
 - **Mindful Moves (homework)**
 - Teach a friend about Power Object
 - Use your Power Object at least once during the week.

5. MY SUPPORTERS

In this practice, players identify peer and adult supporters in their lives. Players participate in an activity where they physically support each other, then explore ways they can support each other in life.

THEME: SUPPORT SYSTEMS

GOALS: BY THE END OF THE PRACTICE, PLAYERS SHOULD BE ABLE TO...

- > Describe how supporters help them in life
- > Identify at least three positive supporters in their lives, including at least one adult and one peer
- > Describe ways they can support each other
- > Explain one healthy way to seek support

MATERIALS:

- > None

PREPARATION:

- > If possible, invite local role models to attend the practice to discuss ways they can support your players. Supporters can include business people, teachers, health care professionals, coaches, etc.
- > Identify a supporter in your life and prepare a story about how she or he supports you and how you ask for their support.

SCHEDULE:

- > Warm Up (5 min)
- > My Supporters (20 min)
- > Cool Down (5 min)

WARM UP | 10 MIN

1 | ENERGIZER

- > Lead an **active** energizer, such as a game, dance, song, stretch, or run.
- > Lead a **calming** energizer, such as Take 5 Breathing, Team Tsunami, or Painters Breath.

2 | RECAP LAST PRACTICE

- > Quickly review the key themes from the previous practice. Ask players some of the following questions:
 - ➔ What did we learn last practice?
 - ➔ Did you use the skills we learned? What happened? How did it feel?

MY SUPPORTERS | 20 MIN

1 | PLAY AS JUST SUPPORTERS AND LEANERS

- > Ask:
 - ➔ What is a “supporter?”
 - Peers and adults that help us stay strong and bounce back from challenges.
- > Select 8 to 10 players to form a small circle to demonstrate the activity.
- > Explain and demonstrate how to support:



Figure 2: My Supporters

- ➔ Put your hands at chest-height, palms out, and close to the person in the middle.
- ➔ Stand close to one another with 1 foot towards the middle of the circle, 1 foot back, knees slightly bent.
- > Explain and demonstrate how to lean:
 - ➔ Stand with your arms across your chest and your feet together.
 - ➔ Stand, ‘stiff like a tree, not soft like a snake.’
 - ➔ Before leaning, ask the Supporters these questions:
 - ➔ Leaner: ‘My Supporters, are you ready?’ Supporters: ‘Yes!’
 - ➔ Leaner: ‘Can I lean?’ Supporters: ‘Yes!’

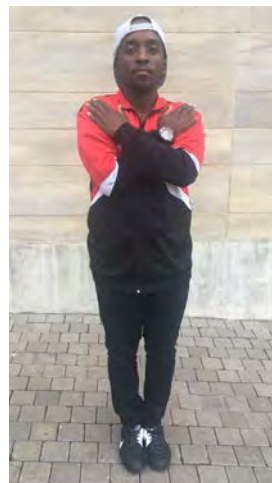


Figure 3: Leaner



Figure 4: Supporter

- ➔ Everyone will get a chance to be both a Supporter and a Leaner.
- > Gently pass the leaner around the circle. Do not push. There should be at least 6 hands on the leaner at all times.

COACH'S TIP: DEMONSTRATE THIS ACTIVITY WITH YOURSELF AS A LEANER FIRST TO PROVIDE A STRONG EXAMPLE

- > Divide players into teams of 8 to 10.
- > Play the game, visiting each group to ensure safety.
- > After a few people have had a chance to be the Leaner, bring the group back together.

2 | DISCUSS

- ➔ How did it feel to be a Leaner?
- ➔ How did it feel to be a Supporter?
- ➔ When do we need support in life?
 - In the bad times: when you are sick, sad, angry, need help, need someone to talk to, etc.
 - In the good times: when you are happy, proud, want to share a success, want to laugh, etc.
- ➔ What makes a strong supporter?
- ➔ Who are strong supporters in your life? How do they support you?
- ➔ Are you a supporter for anyone? Who? How do you support her or him?

3 | PLAY WITH SUPPORTERS IN LIFE

- > Select 8-10 players to demonstrate.
- > Assign each Supporter in the circle the name of a supporter in life, such as coach, counselor, teacher, friend, family member, health care worker, etc.
- > Ask for specific examples of support that each Supporter can provide.
- > Play the game.

4 | DISCUSS

- ➔ Sometimes it can be difficult to ask for help. What are some tips you can use to ask for help?
 - Identify **who** you think can support you.
 - **Practice** what you will say to your supporter
 - Tell your supporter **how** you are feeling.
 - Tell your Supporter **what** you think they can provide you.
 - Don't get discouraged if he or she can't help you! Just like this game, you have more than one supporter you can ask for help.

COOL DOWN | 5 MIN

1 | FEEL-THINK-DO DISCUSSION

- ➔ Feel: How did today's practice make you feel?
- ➔ Think: What did the activity make you think about or question?
- ➔ Do: How will you use what you learned today?



Team Cheer

2 | TEAM CHEER

- > Ask players to choose a powerful word of the day and cheer it together as a team.

ADAPTATIONS

- > Use the following suggestions to help you modify the practice to best meet the needs of your team.
 - **Basic:**
 - Some players may have difficulty leaning in the center of the circle. If so, run a simple “trust fall” activity, where each player leans straight back into your hands once or twice.
 - **Advanced:**
 - Print and distribute a My Supporters activity sheet for each player.
 - Bring in supporters from the community to share how they can support your players.
 - Instruct leaners to close their eyes when they lean.
 - **Repeat:**
 - Conduct a role-play in which players act out identifying a supporter and asking him or her for help.
 - Ask players to share their stories of seeking and providing support.
 - **Mindful Moves (homework)**
 - Tell of your supporters what she or he does to help you stay strong.
 - Draw a community map and identify where you can find supporters.

6. TEAM HANDBALL

In this practice, players learn how to practice empathy through a fun and simple ball game called “Team Handball.” Players also practice skills related to empathy, such as active listening and effective communication.

THEME: EMPATHY

GOALS: BY THE END OF THE PRACTICE, PLAYERS SHOULD BE ABLE TO...

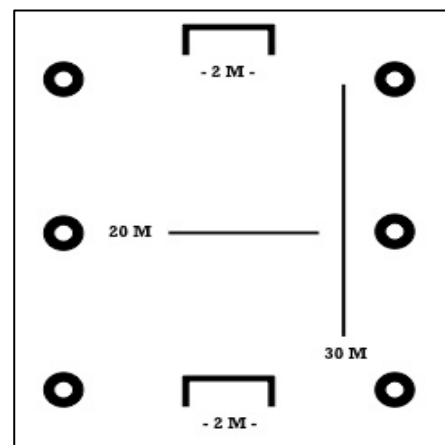
- > Describe empathy in their own words
- > Describe how to show empathy through verbal and non-verbal communication
- > Describe how they can practice empathy with at least one person they know and one person they don't know.

MATERIALS:

- > Soccer ball and 8 cones
- > If possible, find jerseys, scarves, or other materials for half of your players to designate between 2 teams.

PREPARATION:

- > If you don't have a soccer ball, make one from available materials such as plastic bags and newspaper.
- > Define the term “empathy” using local terms
- > Set up the Team Handball field



Team Handball field

SCHEDULE:

- > Warm Up (5 min)
- > Team Handball (20 min)
- > Cool Down (5 min)

WARM UP | 10 MIN

1 | ENERGIZER

- > Lead an **active** energizer, such as a game, dance, song, stretch, or run.
- > Lead a **calming** energizer, such as Take 5 Breathing, Team Tsunami, or Painters Breath.

2 | RECAP LAST PRACTICE

- > Quickly review the key themes from the previous practice. Ask players some of the following questions:
 - ➔ What did we learn last practice?
 - ➔ Did you use the skills we learned? What happened? How did it feel?

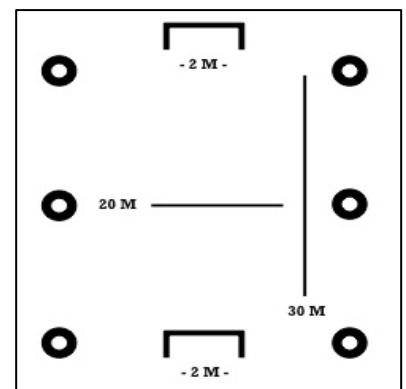
TEAM HANDBALL | 20 MIN

1 | INTRODUCE THE TERM “EMPATHY”

- ➔ What does the word “empathy” mean?
 - o The ability to understand and care about someone else’s feelings.
 - o To be sensitive, kind, and understanding to others.
- ➔ Have you ever felt sad with a friend just because she was sad? That’s empathy! For example, if you feel sad with your friend because she didn’t make the soccer team (even though you aren’t affected by him not making the team)... that’s empathy. Sharing her sadness is a kind of empathy.
- ➔ Have you ever been with a friend who just got a new toy and she’s so excited about it and you get excited too? If you are feeling excited because you know how great it can feel to get a new toy (even though you didn’t get a toy and you aren’t playing with the toy)... that’s empathy. Being excited with and for your friend is a kind of empathy.
- ➔ Practicing empathy can improve your relationships, make you happier, and help you be more successful.
- ➔ Today we are going to practice showing empathy with each other.

2 | MAKE TWO TEAMS AND EXPLAIN THE RULES OF TEAM HANDBALL

- > Divide players into 2 teams. Each team will have 4-8 “starters” and 4-8 “substitutes.”
- > Explain the rules
 - ➔ Players pass the ball to each other with their hands. To score, a player passes the ball to a teammate who heads the ball through the goal.



- ➔ Defensive players cannot make body contact or touch the ball when it is in the hands of the attacking player. No goalkeepers are allowed.
- ➔ If the ball touches the ground, goes out of bounds, or the attacking player runs with the ball, the opposing team gets the ball.

2 | ASSIGN POWER PAIRS

- > Within each team, pair each “player” with a “substitute.” Explain:
 - ➔ The starters will play first and the substitutes will play second.
 - ➔ Substitutes: it is your job to closely watch your partner while he or she is playing. Identify the things they do well, times they are frustrated, and try to feel how they feel.
 - ➔ You will have time to show empathy and communicate with your partner at halftime.

3 | STARTERS PLAY THE 1ST HALF WITH NO COMMUNICATION

- > Explain:
 - ➔ In the first half, you are not allowed to talk to each other, call for the ball, make noises, whistle, etc. Your team will lose possession if you communicate with each other.
- > Play the game for 2-3 minutes, ensuring there is no verbal communication.

4 | HALFTIME

- > Instruct players on each team get into their Power Pairs and find a quiet place to talk.
 - ➔ Substitutes: Remember all of the things you saw your partner experience during the first half. Put aside your own opinions and views and try to understand how your partner felt in the first half.
 - ➔ Be positive! Focus on what your partner did well. Show your partner respect by making eye contact, nodding your head, and smiling.
 - ➔ Be curious! Ask questions to find out what your partner was proud of, what frustrated them, and how they felt in the first half.
 - ➔ Be specific! Provide at least one example of something they did well and something they can improve on for the second half.

5 | PLAY THE 2ND HALF WITH LOTS OF COMMUNICATION

- ➔ We are going to play the second half, but this time you can use lots of communication!
- > Instruct players to make a strategy as a team.
- > Play the second half. Encourage players to communicate and support each other.

6 | SWITCH PLAYERS AND SUBSTITUTES

- > Play the game again.

DISCUSS

- ➔ Which half of the game was more fun- the first half (no communication) or the second half (lots of communication)? Why?
- ➔ How did you show empathy? What are some things you *said*? What are some things you *did*?
- ➔ How did it feel to *show* empathy? How did it feel to *receive* empathy?
- ➔ In life, who are the people in your life you can show empathy towards? How can you show these people empathy?
- ➔ Why is it also important to show empathy towards people you don't know or people different than you? Name someone you don't know that you can show empathy?

COOL DOWN | 5 MIN

1 | FEEL-THINK-DO DISCUSSION

- ➔ Feel: How did today's practice make you feel?
- ➔ Think: What did the activity make you think about or question?
- ➔ Do: How will you use what you learned today?



Team Cheer

2 | TEAM CHEER

- > Ask players to choose a powerful word of the day and cheer it together as a team.

ADAPTATIONS

- > Use the following suggestions to help you modify the practice to best meet the needs of your team.
 - **Basic:**
 - If younger players have difficulty understanding the concept of empathy, focus on behaviours associated with empathy, such as kindness, listening, support, and identifying emotions.
 - **Advanced:**
 - Print and distribute an Empathy activity sheet for each player.
 - Prepare a story on how you are integrating empathy into your own life. If possible, invite a friend or colleague to attend the practice as a guest speaker and talk about ways you show empathy towards each other.

- **Repeat:**
 - Continue to use the Power Pairs as a way for players to keep practicing empathy with each other.
 - Write down examples of times players show empathy towards each other. Read these examples at the end of the programme or print them out and hang them on the wall.
- **Mindful Moves (homework)**
 - Practice showing empathy at least once this week. Select someone and try to feel what they feel. Show empathy by asking questions, using active listening, and avoiding judgment.
 - Practice active listening with someone different from you. This can be someone of the opposite gender, a different religion, a different age, etc.

7. ...AND LIFE IS GOOD

In this practice, players are introduced to the concept of “gratitude.” During a group exercise, players identify times they feel uncomfortable. Through a fun ball game, they practice reframing their frustrations.

THEME: GRATITUDE

GOALS: BY THE END OF THE PRACTICE, PLAYERS SHOULD BE ABLE TO...

- > Describe the term “gratitude” in their own words.
- > Identify 2 small things in their lives that disappoint or annoy them.
- > Explain how showing gratitude can help them.

MATERIALS:

- > Any type of ball

PREPARATION:

- > Prepare a quick story about something that will likely cause you slight discomfort during the physical exercise. Focus on something small and specific, not a major problem.

SCHEDULE:

- > Warm Up (5 min)
- > And Life is Good (20 min)
- > Cool Down (5 min)

WARM UP | 10 MIN

1 | ENERGIZER

- > Lead an **active** energizer, such as a game, dance, song, stretch, or run.
- > Lead a **calming** energizer, such as Take 5 Breathing, Team Tsunami, or Painters Breath.

2 | RECAP LAST PRACTICE

- > Quickly review the key themes from the previous practice. Ask players some of the following questions:
 - ➔ What did we learn last practice?
 - ➔ Did you use the skills we learned? What happened? How did it feel?

...AND LIFE IS GOOD | 20 MIN

1 | PHYSICAL EXERCISE

- > Lead players in a moderately strenuous physical exercise where everyone is active, such as a short run, football game, or yoga session.

2 | INTRODUCTION TO GRATITUDE

- > Gather players in a circle
 - ➔ What does the word “gratitude” mean to you?
 - o Being grateful and showing appreciation.

COACH'S TIP: USE WORDS SUCH AS "THANKFUL" OR "APPRECIATE" IF THEY ARE EASIER TO UNDERSTAND THAN "GRATITUDE."

- ➔ Life doesn't always feel good, and that's ok! Everyone has high points and low points.
- ➔ Practicing gratitude is something we can do to help us appreciate the good things in our lives and bounce back even when things aren't good.
- > Quickly share a story about a way you felt uncomfortable during the exercise you just completed. At the end of the story, say “and life is good.”

EXAMPLE: DURING THE RUN, I STEPPED ON A ROCK AND HURT MY FOOT... AND LIFE IS GOOD.

- > Instruct players to think of a way the exercise made them feel uncomfortable, disappointed, or annoyed. Allow players to think on their own or to discuss in pairs. Bring the group together.

3 | PASS THE BALL

- ➔ We will pass the ball around the circle. Everyone put your hands up. Once you have received the ball, pass to another player with their hands up. Then put your hands down.
 - ➔ Remember who you passed the ball to. You will pass to the same person for the whole game.
 - ➔ When you receive the ball, name one thing that made you feel uncomfortable or bothered during the exercise we just completed.
 - ➔ When you pass the ball, say “and life is good.”
- > Play multiple rounds.

4 | OPTIONAL: DISCUSS WHY LIFE IS GOOD

- > Share your own story again and explain why life is good.

EXAMPLE: DURING THE RUN, I STEPPED ON A ROCK AND HURT MY FOOT... AND LIFE IS GOOD BECAUSE MY FRIEND MY FRIEND CHECKED ON ME TO MAKE SURE I WAS OK..

- > Ask for volunteers to share why life is good. Encourage players to focus on things within their team that are happening right now, right in front of them.

COOL DOWN | 5 MIN

1 | FEEL-THINK-DO DISCUSSION

- ➔ Feel: How did today’s practice make you feel?
- ➔ Think: What did the activity make you think about or question?
- ➔ Do: How will you use what you learned today?

2 | TEAM CHEER

- > Ask players to choose a powerful word of the day and cheer it together as a team.



Team Cheer

ADAPTATIONS

> Use the following suggestions to help you modify the practice to best meet the needs of your team.

○ **Basic:**

- Play the game just for fun for several rounds to establish the passing order.
- Roll the ball instead of throwing it.

○ **Advanced:**

- Ask players to provide examples from sports matches, movies, TV, or religion.

EXAMPLE: MESSI MISSED A PENALTY IN HIS LAST MATCH...AND LIFE IS GOOD BECAUSHE BARCELONA STILL WON.

○ **Repeat:**

- Introduce different types of balls, or even balloons!
- As players become comfortable with the game, slowly introduce more serious challenges in their lives.
- Consider starting each practice by asking players to share one thing that's bothering them and one thing they're grateful for.

○ **Mindful Moves (homework)**

- When you feel disappointed or annoyed during the week, identify specifically what is bothering you and say "and life is good."

8. THREE GOOD THINGS

In this practice, players further explore the skill of reframing. Players practice showing gratitude by recognizing small, tangible good things in their lives.

THEME: GRATITUDE

GOALS: BY THE END OF THE PRACTICE, PLAYERS SHOULD BE ABLE TO...

- > Identify 2 things they are grateful for.
- > Explain how showing gratitude makes them feel

MATERIALS:

- > None

PREPARATION:

- > Prepare a list of 3 small things you are grateful for within your team. Again, focus on something small and specific, not a big achievement or event. Examples can include social interactions (such as a good conversation with a player, someone showing kindness, or a smile), personal experiences (such as winning a match, a good meal, or good health), or even environmental factors (like nice weather at practice!).

SCHEDULE:

- > Warm Up (5 min)
- > 3 Good Things (20 min)
- > Cool Down (5 min)

WARM UP | 10 MIN

1 | ENERGIZER

- > Lead an **active** energizer, such as a game, dance, song, stretch, or run.
- > Lead a **calming** energizer, such as Take 5 Breathing, Team Tsunami, or Painters Breath.

2 | RECAP LAST PRACTICE

- > Quickly review the key themes from the previous practice. Ask players some of the following questions:
 - ➔ What did we learn last practice?
 - ➔ Did you use the skills we learned? What happened? How did it feel?

3 GOOD THINGS | 10 MIN

1 | PHYSICAL EXERCISE

- > Lead players in a moderately strenuous physical exercise where everyone is active, such as a short run, football game, or yoga session.
- > Make the exercise slightly more challenging than the previous practice.

2 | REVIEW GRATITUDE

- ➔ Last practice, we identified small things that made you feel uncomfortable or disappointed during the exercise.
- ➔ We also practiced saying, “and life is good” to help us practice showing “gratitude.”
- ➔ Today, we are going to identify 3 good things we experienced during the exercise.

3 | IDENTIFY THE GOOD THINGS

- > Quickly share a story about one good thing you recognized during the exercise you just completed.

EXAMPLE: I AM GRATEFUL BECAUSE WHEN I WAS RUNNING, I FELT STRONGER RUNNING THAN I DID YESTERDAY.

EXAMPLE: I AM GRATEFUL BECAUSE IT FELT GOOD TO BE OUTSIDE IN THE FRESH AIR WITH MY FRIENDS.

- > Instruct players to think of 3 things during the exercise that made them feel good or happy. Allow players to think on their own or to discuss in pairs. Encourage them to think small- this doesn't have to be big news.
- > Bring the group together.
- > Ask for volunteers to share some of the things they are grateful for. Remind players that it's ok if they can't think of something they feel grateful for at the moment!

COACH'S TIP: CONSIDER USING THE "PASS THE BALL" ACTIVITY FROM THE PREVIOUS PRACTICE TO FACILITATE THE CONVERSATION.

4 | IDENTIFY GOOD THINGS IN THEIR TEAM

- ➔ Now that we've practiced showing gratitude for things that happened in our exercise, we can practice showing gratitude for things in our team.
- > Share your own story of something positive that recently happened in your team for which you are grateful. Again- think small and focus on something specific.

EXAMPLE: I AM GRATEFUL BECAUSE TODAY A TEAMMATE GAVE ME A BIG HIGH FIVE AND SMILED AT ME WHEN I ARRIVED AT PRACTICE TODAY. SHE MADE ME FEEL HAPPY TO BE HERE

- > Instruct players to think of 3 times they were recently felt good or happy in their team. Allow players to think on their own or to discuss in pairs. Encourage them to think small- this doesn't have to be big news.
- > Bring the group together.

5 | DISCUSS

- > Ask for volunteers to further explain their stories and share why they are grateful.
- > Ask players if they any questions for their teammates about their stories.
- > Ask players how they can use this skill of showing gratitude to help them in life.

COOL DOWN | 5 MIN

1 | FEEL-THINK-DO DISCUSSION

- ➔ Feel: How did today's practice make you feel?
- ➔ Think: What did the activity make you think about or question?
- ➔ Do: How will you use what you learned today?

2 | TEAM CHEER

- > Ask players to choose a powerful word of the day and cheer it together as a team.



Team Cheer

ADAPTATIONS

- > Use the following suggestions to help you modify the practice to best meet the needs of your team.
 - **Basic:**
 - If “gratitude” is a challenging concept for players, you can focus on “things that made you feel good” or “things you liked.”
 - Use prompts to help players identify things they are grateful for:
 - ➔ How does your body feel now that you exercised?
 - ➔ How did the air feel in your lungs?
 - ➔ What made you laugh or smile during the exercise?
 - **Advanced:**
 - Combine the two previous games: instruct players to say something that annoys them when they **receive** the ball, and say something good that happened when they **throw** it.
 - Introduce discussion on how you can experience 2 emotions at the same time.
 - Ask players to show gratitude for each other. Lead a discussion on how it feels to give and receive gratitude.
 - **Repeat:**
 - As players become comfortable with the concept of gratitude, you can start to discuss things they are grateful for in life. Start with things they are grateful for in the exercise, then their team, then their lives.
 - Consider starting each practice by asking players to share one thing they’re grateful for.
 - **Mindful Moves (homework)**
 - Keep a list of one good thing happens to you each day for a week.
 - Show gratitude to someone important to you. Tell them how they make you feel.

9. GO FOR GOAL

In this practice, players work together to complete fun challenges, which facilitates a discussion about goals and dreams. Players then set realistic, attainable individual goals and identify steps to achieve their goals.

THEME: GOAL SETTING

GOALS: BY THE END OF THE PRACTICE, PLAYERS SHOULD BE ABLE TO...

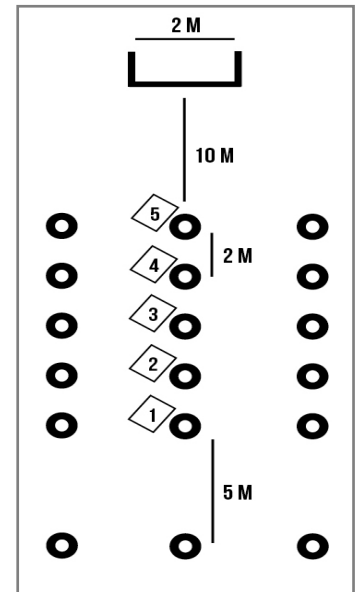
- > Describe the difference between goals and dreams.
- > Identify 1 realistic goal and 2 steps to achieve their goals.
- > Name 1 obstacle they expect to face and 1 strategy they will use to overcome it.

MATERIALS:

- > 18 cones
- > Challenge cards

PREPARATION:

- > Prepare a few common scenarios on goal setting.
- > Set up the field. Put one challenge card in each line in this order:
 - **Challenge 1:** Juggle the ball with your hands for 5 touches without touching the ground (like volleyball).
 - **Challenge 2:** Juggle the ball 5 times without touching the ground (no hands!).
 - **Challenge 3:** Make 10 consecutive passes with your weaker leg.
 - **Challenge 4:** Move the ball 10 meters without using your hands or letting the ball touch the ground. Everyone must touch the ball!
 - **Challenge 5:** Sing a song as a team.
- > Modify any of the challenges if they are too easy or too difficult for your players. Challenges should get more difficult the closer teams get to the goal.



Go for Goal set up

SCHEDULE:

- > Warm Up (5 min)
- > Go For Goal (20 min)
- > Cool Down (5 min)

WARM UP | 10 MIN

1 | ENERGIZER

- > Lead an **active** energizer, such as a game, dance, song, stretch, or run.
- > Lead a **calming** energizer, such as Take 5 Breathing, Team Tsunami, or Painters Breath.

2 | RECAP LAST PRACTICE

- > Quickly review the key themes from the previous practice. Ask players some of the following questions:
 - ➔ What did we learn last practice?
 - ➔ Did you use the skills we learned? What happened? How did it feel?

GO FOR GOAL | 20 MIN

1 | SET UP THE GAME

- > Divide players into 3 equal teams.
- > Instruct teams to decide on a team name and team celebration.
 - ➔ What is a goal in soccer? What does it take to score a goal?
 - ➔ What is a goal in life?
 - The purpose of your hard work, dedication, or desire.
 - What you are willing to make sacrifice for.
 - What you want to achieve in regards to your career, education, relationships, health, etc.
 - ➔ What is a dream?
 - Big ideas, hopes, and visions for what you want to achieve.
 - Some dreams are realistic and some are not.
 - ➔ What is the difference between goals and dreams?
 - Goals are achievable, even if they take hard work and sacrifice.
 - Dreams are important too! They are more like fantasies and unlikely to really happen.
 - A goal is a dream with a strategy.

2 | GOAL DECLARATION

- > Within teams, instruct players to discuss some of their goals.
- > Visit each group. Ask questions such as “why is that important to you?” Encourage players to think about the careers, education, and relationships they want to have.
- > Instruct participants to remember each others’ goals and to check-in with each other on their progress every few weeks.
- > Instruct players to each state or “declare” one goal they want to accomplish in the next year.

COACH'S TIP: CHECK-IN WITH YOUR PLAYERS ABOUT THEIR GOALS THROUGHOUT YOUR PROGRAM. THIS WILL HOLD THEM ACCOUNTABLE TO ACHIEVING THEIR GOALS.

3 | INTRODUCE THE GAME

- > Explain and demonstrate the rules:
 - ➔ We will practice taking steps to achieve a goal.
 - ➔ Each team will move through this game as a team. At each cone, you will read a challenge card. Read each card with your teammates and make a strategy to complete the challenge.
 - ➔ Move to the next cone only when you have fully completed the challenge.
 - ➔ Everyone on your team needs to participate in the challenges.
 - ➔ This is not a race! Complete the challenges fully before moving on.
 - ➔ When you have completed all the challenges, select one player to score a goal.



Player flipping the first challenge card

4 | PLAY THE GAME

- > Encourage teams to support each other. Make sure teams fully complete the challenges before moving on.

5 | DISCUSS

- ➔ What were the steps you went through before scoring a goal in this game? What was easy? What was difficult?
 - ➔ What was your goal in this game? What was your strategy to complete some of the challenges in this game?
 - ➔ Would anyone like to share their goal with the team?
- > Read the following scenario or one you have created:



Players completing the first challenge.

*** PETER IS A 19 YEAR-OLD BOY THAT LOVES SOCCER AND ENJOYS WRITING. HIS DREAM IS TO BECOME A PROFESSIONAL SOCCER PLAYER. HIS GOAL IS TO BECOME A TEACHER AND COACH SOCCER WITH YOUNG PEOPLE IN HIS COMMUNITY.**

- ➔ How is Peter's dream different than his goal?
- ➔ What should Peter's strategy be to achieve his goal?
 - Work hard and achieve high marks in school.
 - Talk to a teacher to find out how someone like him can become a teacher.
 - Research coaching and talk to soccer coaches in his community.

COACH'S TIP: ENCOURAGE 2-3 PLAYERS TO SHARE THEIR GOALS. USE THESE AS EXAMPLES FOR THE FOLLOWING QUESTIONS.

- In life, what is your immediate strategy to achieve your goal? What steps will you take now to achieve your goal in the next year?
- What were the obstacles you faced in this game (things that were difficult)? How did you overcome them?
- What obstacles do you expect to face as you pursue your goals? How can you overcome them?

COOL DOWN | 5 MIN

1 | FEEL-THINK-DO DISCUSSION

- Feel: How did today's practice make you feel?
- Think: What did the activity make you think about or question?
- Do: How will you use what you learned today?



Team Cheer

2 | TEAM CHEER

- > Ask players to choose a powerful word of the day and cheer it together as a team.

ADAPTATIONS

- > Use the following suggestions to help you modify the practice to best meet the needs of your team.
 - **Basic:**
 - Simplify the activity by selecting just two simple challenges.
 - Complete Go For Goal as one team instead of 3.
 - **Advanced:**
 - Print and distribute Go For Goal activity sheet for each player.
 - Invite a guest speaker, such as a business leader, coach, or community leader to discuss goal setting and to share his or her story.
 - **Repeat:**
 - Continue to check in with players on their goals during practices and unstructured time. Encourage them to continue to make progress.
 - Invite players to select the challenges.
 - **Mindful Moves (homework)**
 - Identify one small step you can take right now towards achieving your goal. Now, take the first step!
 - Tell a supporter about your goal. Explain why it is important to you and how he or she can help you.

