

1) Creating learning moments (noticing and commenting, connecting with player, eliciting strategy, accurate advice, process learning questions)**When:** Peak Moments and Identification of mistake/fault Patterns**Coach speaking less - shorter interactions****Process questions – how did that go? What was your plan? Did it work? What could you do instead? Are you going to do that?**

- 5 Commenting, celebrating/affirming, gaining understanding, embedding learning process learning questions, next steps. At least 3 questions. Checks to see player has complete strategy
- 4 Commenting, celebrating/affirming, gaining understanding, embedding learning process. 2 or more questions. Asks about application.
- 3 Commenting, celebrating/affirming, gaining understanding of process. Asks at least one question to elicit learning.
- 2 Advising then asking player why. Or Why and then advising. Asking questions and then giving answer or ignoring answer
- 1 Instructing/telling/advising Comments that are judgement's - "Did you see that! "Nice, good, bad etc.
- 0 No comments on any events.

2) Feedback style (data, labelling, learning/instructing)

- 5 Sensory based language (what I saw and heard was X and Y) with check (does the player need instruction or learning). Asks questions. Specific in detail. Precise and succinct. Relevant to context.
- 4. Sensory based language with instruction and learning but no check. Details given.
- 3 Sensory based with judgment or vague, no detail or low detail.
- 2 Judgemental (good/bad) specific . Long winded.
- 1 None
- 0 Judgemental (bad) , generalisation, negative label

3) Energised + Engaged (state, group rapport) **Your VOICE is a tool – stretch it**

- 5 Coach's voice variable, face animated, constantly focusing on the group. Coach moves to engage.
- 4 Coaching moves between players. Voice excited.
- 3 Coach is watching players. Regular comments. Makes eye contact with many players. Voice is variable.
- 2 Coach is silent or talks with low energy. Low eye contact. Body language of arms crossed or standing off to one side.
- 1 Bored/Grumpy, distracted on phone, not watching kids, no energy or animation in voice or face
- 0 Coach is negative actively walks away from group, muttering under breathe.

4) Framing (creating and matching/holding frames) **A frame is giving something or a context a meaning, and then reinforcing it. "He who sets the frame controls the game."**

- 5 Empowering meanings given to practice which are matched and role modelled by coach(Effort, stretching, mistakes, focus, learning.)
- 4 Simple and powerful meanings given. Relevant to session. Voice is powerful and motivating.
- 3 Coach speaks well of upcoming session. States at least two things he would like to see in session. Voice matches what is said.
- 2 Frames that are mismatched. Coach states hope for one thing and then contradicts himself, even if subtly. Long winded or inappropriate frames for the session.
- 1 No Frames. Or too long winded, four sentences where one will do
- 0 Negative Frames – (time, commitment, quality/ability of group)

5) Utilisation/optimisation of time: Dead minutes register.

Dead minutes: Optimisation of time Explanation: Aim: 100% of players are engaged for 95% or more of time. Coach speaks for short chunks of time, gives clear instructions; he/she is succinct. Water breaks can be purposeful as can rest. Time (measured in minutes) spent wandering or gazing around or any other non-purposeful behaviour for anyone in training is called dead minutes

6) FLOW of Training – Intensity-O-meter!

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