

| Wk | Title | Coaches | Captains | Athletes | Family | Pillar | SEL |
|----|-----------------------|--|--|---|--|--------------------|---------------------|
| 19 | Run Hard | Prioritize character development to teach it explicitly. | Track their character stats in the same way they track their player stats. | Practice getting character reps to build character over time. | Put character first when praising teen athletes after a game. | Personal Code | Self-Management |
| 20 | Competitive Greatness | Encourage pride and growth whether the team wins or loses. | Compete for your teammates so everyone benefits from both wins and losses. | Learn to be proud of themselves because growth does not come from shame. | Prioritize pride rather than shame to help fuel growth. | Growth Mindset | Social Awareness |
| 21 | Praise or Pride | Be proud of athletes for the process and their progress, not just their game-time performance. | Get to know your teammates so that you can be proud of who they are, not just what they can do. | Be proud of themselves before, during, and after the game, regardless of the outcome. | Help teens discover who they are and where they belong without pushing them down a set path. | Grit | Self-Awareness |
| 22 | Elite Encourager | Broaden your definition of what it means to encourage others. | Learn how to confront teammates in an encouraging way. | Set the example for their teammates of what a good team member looks like. | Understand four types of encouragement that go beyond words. | Servant Leadership | Relationship Skills |
| 23 | Your Best | Encourage athletes to give their best not to be perfect, but to become who they can become. | Three steps to call out a teammate: Self-Reflection, Observation, and Celebration/Call-Out | Avoid the three traps of comparison, perfection, and ego by always giving their best. | Value giving your best regardless of the outcome. | Work Ethic | Self-Management |
| 24 | Control Freak | Spend the most energy on the most important things. | Lead through difficult times by asking three questions: What is my best right now? What can I learn from this situation? What can I be grateful for? | Ask: Where am I? When am I? and Why am I doing this? to help figure out what they can control in any situation. | Encourage teens to be control freaks about the things they can control, rather than the things they can't control. | Goals | Self-Awareness |
| 25 | Say Thanks | Encourage athletes to say Thanks to adversity, challenges, and bad days. | Encourage their teammates to say Thanks to adversity. | Focus on the goal and take action to make adversity work for them. | Transform three common phrases about adversity to make it a good thing. | Grit | Self-Management |



SEASON 6 OVERVIEW

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| 26 | One Thing | Reverse engineering the season for success. | Identify the next step they need to take. | Success comes from incremental steps, not one magic moment. | Explore the benefits of striving for a family goal together. | Goals | Responsible Decision-Making |
| 27 | Speak Up | Praise in public and correct in private. | Control their response when they are called out. | Accept correction with grace. | Encourage kids to be honest and not cover up mistakes or bad choices. | Growth Mindset | Relationship Skills |
| 28 | Right Size | Encourage athletes to hold each other accountable. | Let themselves be vulnerable. | Gain humility and confidence through being coachable (coachability). | Learn how to stay the right size. | Personal Code | Self-Awareness |
| 29 | 3 E's | Practice the 3 E's (Expectations, Encouragement, and Equipping) with athletes. | Encourage with more than just words. | Allow themselves to be encouraged and equipped. | Use the 3 E's to get off the hamster wheel. | Work Ethic | Social Awareness |
| 30 | Follow First | Hold all athletes (including team leaders) to the same standards. | Remember their time as followers and use that to become better leaders. | Be leaders even without the title that comes with a position as team leader. | Discuss why it is important to be a follower as well as a leader. | Servant Leadership | Relationship Skills |
| 31 | Self Talk | Pay attention to the influence that coaches have on how athletes talk to themselves. | Look for the best in your teammates instead of the worse. Shame doesn't lead to growth. | Ways to alter negative self talk because shame doesn't lead to growth. | Pay attention to the way they talk to themselves and each other. | Growth Mindset | Self-Awareness |
| 32 | Little Things | Communicate to athletes how the little things become the big things. | Earn the title of leader through small acts done consistently over time. | Work backward from a big goal to break it into smaller steps and then find success in the small steps. | Pay attention to and be present for the little moments. | Goals | Self-Management |

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| 33 | Build Trust | Give athletes opportunities to go through (controlled) trials together to build trust. | Build trust with their teammates. | Spend time with their teammates outside of athletics. Getting to know others helps to build trust. | Learn to trust one another through time, truth, and testing. | Servant Leadership | Relationship Skills |
| 34 | Commitment Counts | Five traits that commitment produces: hard work, service, execution, growth, perseverance. | The concept of cost commitment and what it means to have insufficient "funds" as a leader (i.e. lacking time, energy, or abilities). | Why it is important to set boundaries and how to do it. | Consider the ABCDs of Alignment, Boundaries, Cost, Desire before committing to something. | Grit | Social Awareness |
| 35 | Thermostat vs. Thermometer | The acronym DEGREE (Diligence, Energy, Grade, Reliability, Effort, Ethos) and how to use it to take a measure of the "temperature" of the locker room. | Plan ahead so that people and problems have less affect on them and their leadership. | The metaphor that a thermometer takes the temperature the room and changes based on that influence, while a thermostat can change the environment. | Understand the influence that parents have on their children. | Work Ethic | Responsible Decision-Making |
| 36 | Quick and Slow | Coach athletes on how to respond when they disagree with an adult or authority figure, as well as how to accept correction. | Be slow to speak because once you say something, it can't be taken back. | Be slow to judge their teammates and quick to love them. | Be quick to listen, learn, and love, while being slow to speak, anger, and judge. | Personal Code | Relationship Skills |