



greenhouse
sports

STEP Curriculum Session Plan Template:
Safe to Fail & Try Again

Building Confidence





- Who am I coaching
- What STEP skill are we working on
- What do I know about the STEP Skill
- How will I coach it in my session



- What technical or tactical skills are we working on
- What biological areas am I developing in my participants
- What competition phase are we in

- Coach the curriculum built on PYD
- Create Developmental Relationships
- Learn about each young person as an individual
- Show genuine interest in their lives beyond sport
- Provide consistent support and encouragement
- Be a positive role model

- Coaching behaviours - GS principles
- Turn mistakes into learning opportunities
- Ask questions that promote reflection
- Connect activities to life skills
- Encourage peer teaching and mentoring
- Use of praise
- Player-led sessions
- Problem-solving through play

- Design Inclusive Environments
- Ensure all participants feel valued
- Adapt activities for different skill levels
- Rotate leadership opportunities
- Celebrate diverse contributions
- Facilities, equipment
- Time
- Crowd

- Review as part of the session/ in real time
- Participant review

- What went well
- Even better if



Duration: 90 minutes



Session Objectives

- Create a psychologically safe space for experimentation and learning.
- Encourage autonomy, creativity, and peer support.
- Develop confidence and reflective thinking.



Coach Intentions

- Use affirming, growth-oriented language.
- Celebrate effort and curiosity over perfection.
- Model vulnerability and openness.

PACER Mosel: The PACER model... Plan, Approach, Coach, Environment, Review, is a simple but powerful framework that helps coaches design purposeful sessions, deliver them effectively, and reflect on their impact to support player development and consistency across our Charity.





Plan

- Clearly communicate that mistakes are expected, accepted, valued and learning opportunities.
- Use warm-up activities that are low-pressure and exploratory to ease players into the mindset.
- Use open-ended challenges with no single “right” answer.
- Plan to share examples of your own mistakes or learning moments.
- Use language that reframes failure as feedback (e.g. “What did we learn from that?”).
- Celebrate attempts and risks, not just successful outcomes.
- Be calm and constructive when things go wrong, try to avoid criticism or correction that feels punitive.
- Use praise that highlights courage, curiosity, and persistence.
- Ask reflective questions that help players process setbacks positively.
- Know which players may be more risk-averse or perfectionistic.

Approach

- Approach the session with the belief that failure is a valuable part of learning.
- Prioritise growth, exploration, and persistence over perfection or performance.
- Be ready to celebrate mistakes as learning moments.
- Use language that normalises setbacks. For example, “That didn’t work, what can we try next?”
- Avoid judgmental or corrective tones; instead, guide reflection and curiosity.
- Reinforce that trying again is a strength, not a weakness.
- Set expectations early: “This is a space to try things, get things wrong, and learn.”
- Create a culture where players support each other through setbacks.
- Share your own experiences of failure and learning.



Welcome & Mindset Warm-Up (10 mins)

Group check-in: *“Share a time you tried something new, what happened?”*

Introduce the theme: *“Today is about trying, failing, and learning.”*

Set group agreements: Respect, support, no judgment, and encouragement.

Creative Challenge (25 mins)

Activity: *“Invent a Solution”*

Small groups are given a playful problem (i.e., *“Design a way to carry water without a container”*).

They brainstorm and prototype using basic materials (paper, tape, string, etc.).

Present ideas: no *“wrong”* answers.

PYD Focus: Autonomy, creativity, collaboration.

Resilience Game (30 mins)

Activity: *“Obstacle Relay”*

Teams complete a series of tasks (i.e., puzzles, physical challenges, riddles).

If they fail a task, they must reflect and retry with a new strategy.

Emphasis on teamwork and persistence.

Coach Role:

Encourage reflection: *“What did you learn from that attempt?”*

Praise effort and adaptability.

PYD Focus: Problem-solving, emotional regulation, peer support.

Failure & Recovery Reflection (15 mins)

Activity: *“My Learning Moment”*

Each participant writes or shares a moment from the session where they failed and what they learned.

Optional: Create a *“Wall of Growth”* with sticky notes.

Coach Role:

Share your own learning moment.

Reinforce: *“Mistakes are stepping stones to growth.”*

PYD Focus: Self-reflection, confidence, ownership.

Reflection Circle (10 mins)

Ask:

“What will you take with you from today?”

“How did it feel to be supported when you made a mistake?”

Invite participants to support each other’s next steps.

PYD Focus: Connection, empowerment, future orientation.

Tips

Use affirmations like:

“I love that you gave it a go.”

“What might you try next time?”

“That didn’t work – and that’s okay!”

Avoid rushing to correct, let youth explore and discover.



Environment

- Ensure players feel accepted regardless of performance.
- Make it clear that mistakes are part of the process, not something to be avoided.
- Use positive, non-evaluative language (i.e. “Great attempt,” “What did you learn?”).
- Avoid outcome-based praise, focus on effort, curiosity, and persistence.
- Design activities that allow for trial and error.
- Include time and space for repetition and adjustment.
- Foster a team environment where players support each other’s efforts.
- Set expectations around kindness, encouragement, and shared learning.
- Use group reflection to highlight how everyone learns through trying.
- Know which players may be more sensitive to failure or risk-averse.
- Celebrate small steps and personal progress, not just big wins.

Review

- Did the session feel emotionally safe for players to take risks?
- Were mistakes treated as part of the learning process?
- Did participants appear relaxed and willing to try new things?
- Did you respond to mistakes with encouragement and curiosity?
- Did you use language that normalised failure and promoted trying again?
- Were there moments where participants failed and chose to try again?
- Did any participants withdraw or hesitate after setbacks and how did I respond?
- Did participants support each other through mistakes?
- Was there evidence of a team culture that values learning over perfection?
- How did the session contribute to their long-term development?
- What will you carry forward into future sessions?
- How can you continue to build a culture of learning through failure?



Thank you

