ON TRACK 4...

1. Assess risk: area, equipment, athlete

2. Keep checking safety: area, equipment, athletes

3. Keep athletes on task set

4. Follow correct coaching practice and progressions

...SAFETY
1. What hazards did you identify: in the area, with the athletes and the equipment? How were these minimised?

2. What did you do during the session to ensure safety was maintained?

3. What did the coach/leader do to ensure all the athletes stayed on task?

4. What did you do to ensure that the content and progressions were appropriate to the ability of the individuals and the group?
ON TRACK 4...

1. Plan in advance how you will manage people, equipment and space

2. Check and re-check that plan is safe during activity

3. Group athletes according to number, ability and activity

4. Use group size to control intensity and involvement

...ORGANISATION
1. How did you plan the management of people, equipment and space to ensure the session objectives were achieved?

2. What did the coach/leader do to check the activity remained safe?

3. How were the athletes grouped?

4. How did the group size contribute to intensity and involvement in the activity?
ON TRACK 4...

1. Plan what to say before you speak
2. Gain their attention before starting
3. Keep it simple
4. Check for understanding

INSTRUCTION & EXPLANATION
1. How did you plan what to say before you spoke?

2. What did you do to gain the athletes attention?

3. What made the instructions simple?

4. What questions did the coach/leader ask to check the athletes understanding?
ON TRACK 4...

1. Position so all can see and hear

2. Focus attention on 1-2 key points

3. Repeat silent demo more than once and from different angles

4. Check for understanding through questioning and/or practise

DEMONSTRATION
1. Where did you position the athletes so they could see and hear?

2. How many points of attention did the coach/leader give and what were they?

3. How many times did the demonstration take place and from which angles? What helped the athletes focus on the demonstration?

4. What did the coach/leader do or ask to check for understanding?
1. Break action down into phases
2. Observe several times from several angles
3. Compare with the technical model
4. Determine what action to take
OBSERVE

1. What parts did you break the action into?

2. How many times did you observe and from where?

3. What exactly did you see and where from?

ANALYSE

1. What matches were there with the technical model?

2. What mismatches were there with the technical model?

3. How did you decide which action to take?
ON TRACK 4...

1. Ask questions to encourage self-analysis
2. Provide specific, simple information
3. Limit to 1-2 points
4. Keep it positive

...FEEDBACK
1. What questions did you ask to encourage self-analysis?

2. What specific, simple information was given to the athlete?

3. How many points of feedback did the coach/leader provide?

4. How did you ensure the feedback was positive?