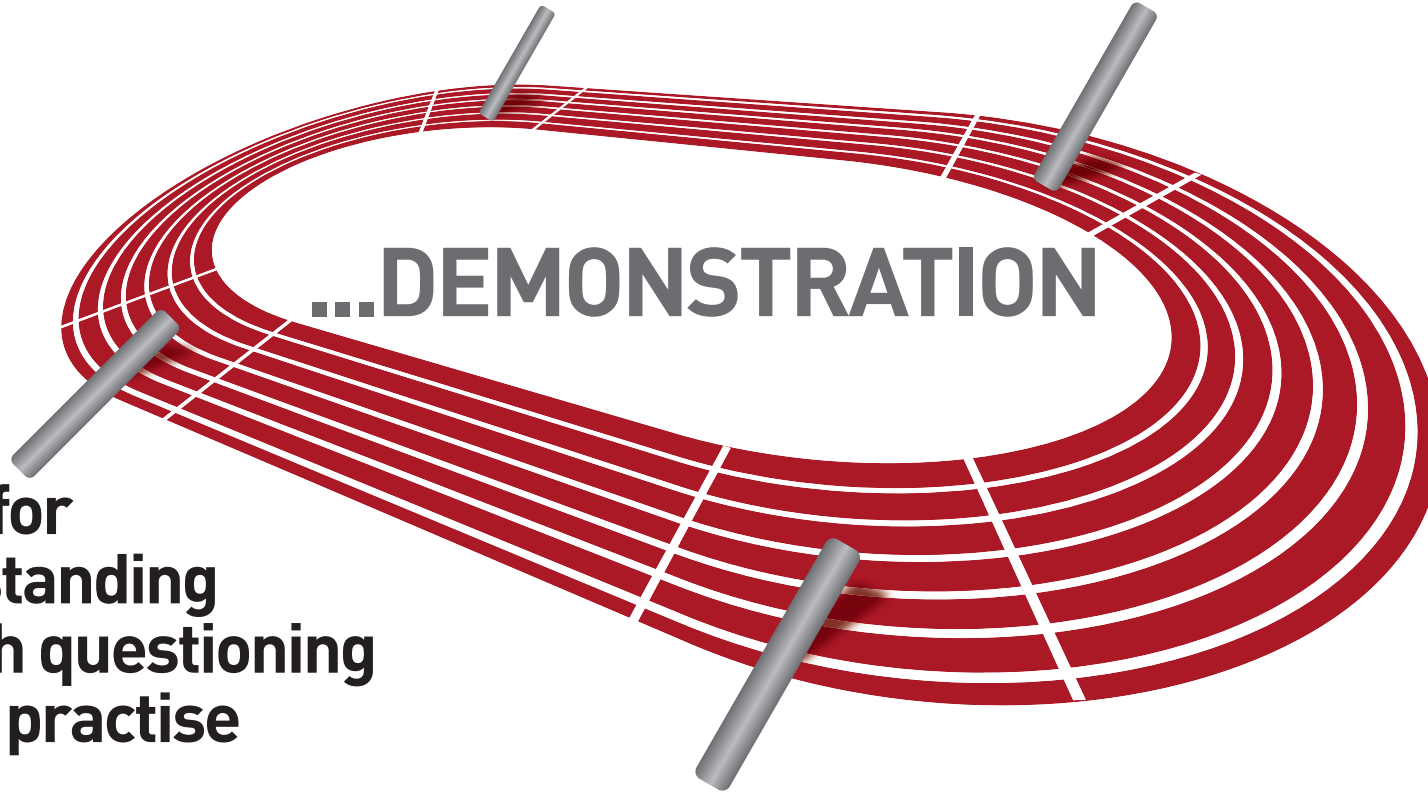


ON TRACK 4...

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

2. Focus attention on 1-2 key points



4. Check for understanding through questioning and/or practise

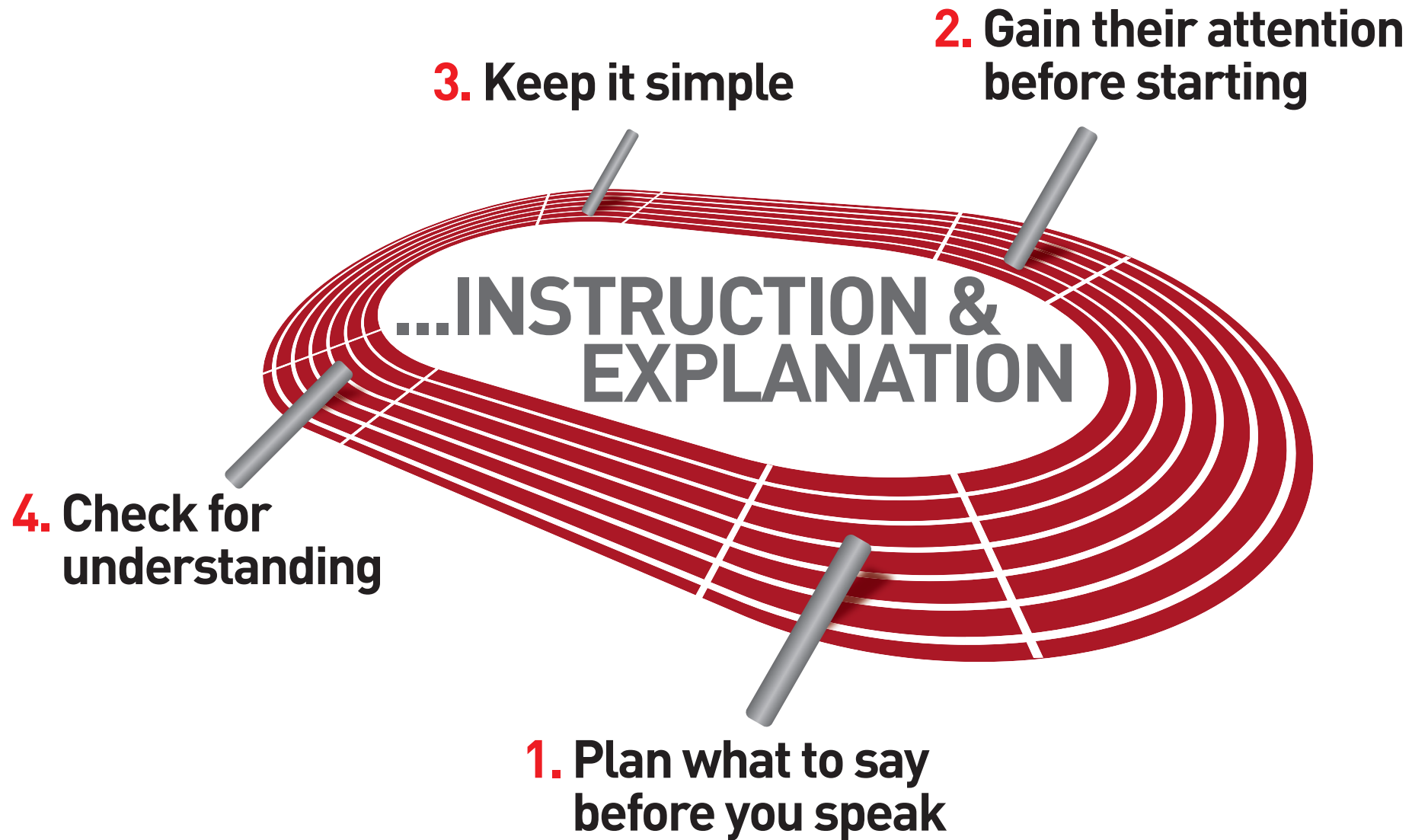
1. Position so all can see and hear



- 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?**



ON TRACK 4...



- 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...

3. Group athletes according to number, ability and activity

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

...ORGANISATION



4. Use group size to control intensity and involvement

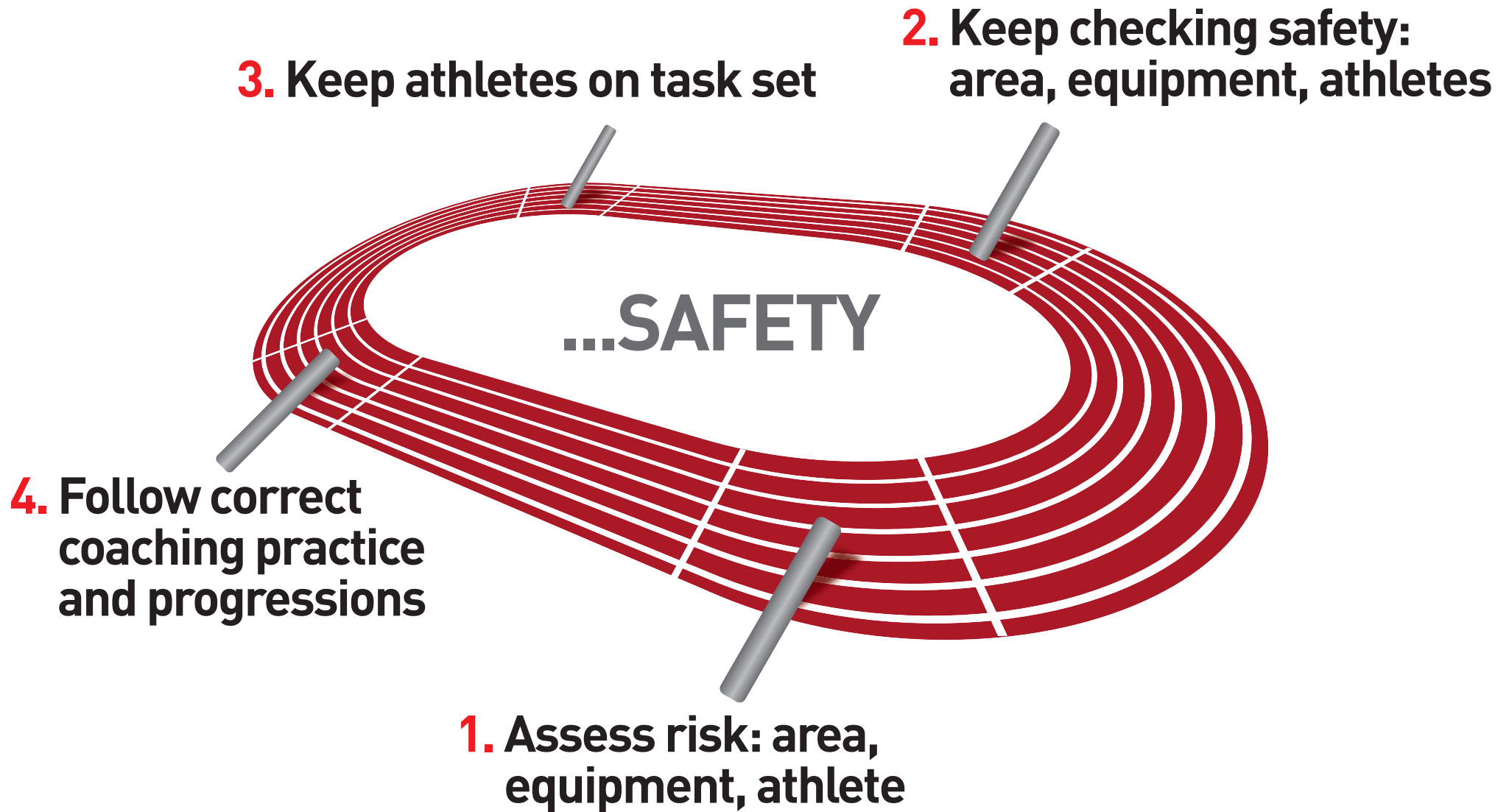
1. Plan in advance how you will manage people, equipment and space



- 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. 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?**

