

# SPORTAUS

## Great work!

## What did you learn?

PHYSICAL LITERACY ELEMENTS

SELF-PERCEPTION

CONFIDENCE

CONTENT KNOWLEDGE

MOTIVATION

CONFIDENCE

### Format > Pat on the back feedback and encouragement

- > When you played... I saw some great examples of... [feedback could relate to kids fielding well, moving into space, anticipating the opposition etc.]
- > Today I saw lots of examples of players keeping an eye on the ball AND their team-mates. Well done!
- > **Individual feedback** – use when appropriate. Emphasise improvement rather than best all-round performance..
- > Ask students to give themselves some positive feedback.



### Format > Q & A

- > **Reinforce key skills** or tactical points.
- > Say something like, 'Remember when I asked Lily, Kate and Liam to show us... **What did you learn?**'
- > Use **cue words** [e.g. 'When you... keep it smooth']
- > Link back to previous sessions.



PHYSICAL LITERACY ELEMENTS

CONFIDENCE

CONTENT KNOWLEDGE

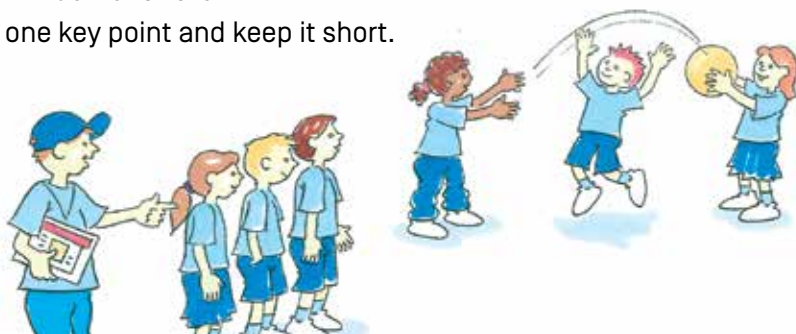
REASONING

## Let's see it!

## Put it away!

### Format > Short focused demonstration

- Highlight a skill or tactical play. Similar to 'What did you learn?' but practical.
- > Whisper to individuals or groups to be ready at the end of the session for a demonstration.
  - > Gather everyone together and say, 'This group will demonstrate...'
  - > Emphasise one key point and keep it short.



### Format > Use physical activity to put away equipment such as markers and mats

- Write this into your session plan. The usual safety rules apply such as safe 'traffic-flow', acting sensibly and being aware of others. Use it for:
- > gathering markers, balls and other small equipment
  - > putting away mats, benches etc.
- Use teams. For this to work well, you need to be organised.
- > How could you do this quickly as a class?
  - > What will be the most effective way to communicate as a group?



COLLABORATION