

# SPORTAUS What's ahead?

# Freeze frame

PHYSICAL LITERACY ELEMENTS

CONTENT KNOWLEDGE

MOTIVATION

## Format > Information sharing

Provide a brief explanation about the lessons to come and the Playing for Life approach where:

- > players learn skills by playing fun games.
- > players develop the game through setting the rules and changing it to get everyone involved and make it challenging.
- > the learning intentions are clear.



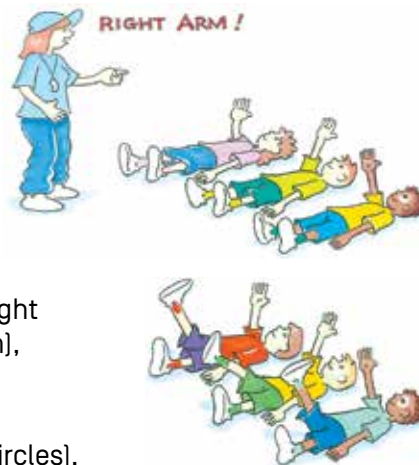
# Puppeteer

## Format > Relaxation · gentle stretching · winding down

Players act as puppets, moving their body to your calls (you are the puppeteer).

### What to do

- > Players lie down.
- > You pretend to be the puppeteer.
- > Players are the puppets and they respond to your calls.
- > You say, 'I am pulling the string to your right arm now' (so players raise their right arm), 'Now I am lowering your arm and pulling the string to your right leg' etc.
- > Gradually slow down the activity (e.g. 10 circles).



PHYSICAL LITERACY ELEMENTS

STABILITY/BALANCE FLEXIBILITY

MOTIVATION SELF-PERCEPTION

CONTENT KNOWLEDGE

## Format > Coach feedback · skill review

Players freeze (become statues) in certain positions.

### What to do

- > You ask players to mime a particular sporting action (e.g. passing, kicking or throwing).
- > Players perform the action until you call 'FREEZE!'.
- > You then look at the statues and provide feedback on their technique.



### Ask the players

- > When was it hard to hold positions?
- > Can you show a movement where body parts were stretched the most?
- > How could being more flexible help you perform skills?

