Okay, so Angus and I sat down and we did a whole conversation on the structure of these game designs. So the idea is, and by the way, I need to go and capture the language from ChatGPT. We had a specific chat on this. I need to go capture that language and add it to this conversation to make sure we've got everything. But essentially what it comes down to is the game design should be, or the session should be structured very similarly. Right now, the way we envision those includes some sort of setup, which initiates the whole thing. That involves, you know, the player or the coach querying the RAG model, the app, about helping with game design. The experienced coach, which is in this case the RAG model, should then guide this player or coach through the session, which includes a setup. So it should ask the player about sort of the field and the space that they have available to them. It should have a conversation with them about the safety considerations for that space, whether it's indoors, outdoors, and the various considerations that come with it. It should then lead the player and or coach through sort of the first game, which is kind of like just something to get everyone moving, get the heart pumping a bit, followed by sort of a dynamic stretching session. This is absolutely critical, that the order of these things should not jump straight into stretching. Instead, there should be some sort of first game, which is followed by some light stretching, and then a progression after that into the following games. We talked about the games not exceeding 15 minutes in length, typically, especially with the athletes that we're going to be marketing to mostly. We talked about keeping breaks and stuff to a minimum, not talking too much, not spending too much time talking by the coach, getting the players back to moving and playing. In those little breaks, there should be time for water, and there should be a reminder to drink some water and to keep hydrated. And then at the closeout towards the end of the session, the player leading this effort should ensure that they focus on the positives, what things were done, you know, like what they learned, things that they saw and sort of experienced and so on. So this is just to outline the structure. We can go into the details of what Angus would actually do during those sessions, the questions he would ask and the things that get pointed out. So we'll detail those in a separate session, but just wanted to capture the outline here. Okay, so one of the things I'd like to pick at a bit is, or I'll just ask a couple of questions. So in the, let's say like in between the micro sessions, how much time are you spending asking questions while people are just like catching a breath, preparing for the next session? Like, is that a five minute break? Is that a two minute break? Are you mostly talking about the game that has just been played or are you prepping them for the next game with a new set of rules? So when you transition from activity A to B, it's really what did we just do? Okay, what did you achieve? Okay, right now the follow on is we're going to move to here and I'm going to add a rule or a condition and to allow for progression. So coming back to the thing about adding pressure, this is the appropriate time to add pressure. They're doing okay, they've reached the level of competency that you're happy with. Now it's going to be, okay, so if we're playing a game and we're looking at attacking principles and people are doing okay with, we've played seven minutes, they've made two scores in seven minutes, I'd be feedback go, so two scores in seven minutes, that's pretty high return and well done. What we're going to do is make it a bit more of a challenge for you. So you have to sequence three passes before you can attack space. What that will force the players to do is look at how does the space evolve and where it's evolving, but also be accountable for three passes. The reason I say three passes is three passes in a rugby environment is surprisingly difficult to achieve. And part of this comes back to the perception of rugby being a contact sport. So many coaches in almost every environment I've been to around the world will forget the importance of the catch pass under pressure. So you would look at, if I go and watch a game now or watch a team, I can almost guarantee that they're lucky to sequence two passes. And of those two passes, they'll only be able to sequence them predominantly on the favoured side of the coach. So there's 80% or more, probably 90% or more of coaches are right-handed, therefore they play the right side of the field with right-handed passing. Now, if you look at a soccer game, let's say Premiership or just below Premiership level, you couldn't get into a soccer team if you cannot play off your left and right foot and if you cannot play both sides of the field. You just wouldn't get in. So in rugby, using that as a comparative, in an attacking game, I'd say, right, next game is, and I know we're going down kind of a rabbit hole of catch pass, but catch pass is essential for engagement, education and enjoyment. So we have to prioritise that. So I would be saying, yep, you've done well and you've had a seven-minute game, you've scored two tries in seven minutes, we're going to change this because I really want you to work a little bit harder on space recognition and how to get the ball to the space. So before you can attack space, you have to sequence three passes. So they're solving two problems now. Problem one is the sequencing of three or more passes. Problem two is repositioning to make sure off the back of that third pass, they can get through the space that's being created. So you're sharing with the players, so micro game one or micro game two is done, you've got a little break in between the two. And what I'm hearing is you're mostly talking to them about what the next, like the sort of the reasoning behind the journey. Yeah. So like next game is going to be a progression. These rules are going to stay the same, maybe this one tweaks. We don't have to get into those specifics, but essentially what you're conveying to them while they're standing there, having a drink of water, deciding who the next set of teams are going to be. You're talking about, okay, this is the rule we're adding, or these are the rules we're adding. Yeah. And these are the reasons why we're adding those. And you're yeah. And keep it simple.   
  
This is what we're doing, this is why it's important, or this is why we're doing it, and this is the kind of outcome we're trying to achieve. Right. One, two, three. And if you can do everything within threes, three's kind of the magic number. Right. One, two, three, that's enough. They'll hold on to three things, they won't hold on to any more than that. Yeah. And then, in the, this is what we're trying to achieve, it's, you don't have to be too specific, because if, as I just said, if it's an attacking game, right, we've had two scores in seven minutes, we're gonna play another seven minutes, let's see what this yields. Right. It's always important to remember, rugby like life, is when you implement change, your performance will dip down before it comes up. Particularly if you're giving players problem-solving requirements. You have to allow for them to dip down before you come up. So this is a red flag for coaches. If you don't get an immediate improvement, it doesn't matter. Don't stop and go back to where you were at, because you don't make progress. Change creates pressure if the progression is a challenge. So if the progression is a challenge, performance will dip before it comes back up again. So over the period of three micro sessions, or a 60 minute session, or two weeks, or whatever it is you're using, your progress will be graduated. But it will be a graduated line, you know, going from bottom left to top right, if you like. But in real terms, it will be a wavy line with peaks and troughs. Got it. Okay. All right, and maximum time for those in between session rests? Three minutes. So realistically, because we want to, well, you can change this, but because we want to fatigue people in, which is another stressor that we forget to consider, if you make your rest less than 50% of the playing time. So if you've done seven minutes of action, right, you've got three minutes of rest, which is water, a bit of recovery, and absorb any change up, and back into the game. You know, if you've done 10 minutes of action, I would caution against allowing five minutes of rest, because five minutes is a long time, because you're starting to get cold. So I generally, as a rule of thumb, will go from action, inaction, action is two to three minutes, then let's get back into it. Okay, so you don't have a tonne of time to relay, like whatever, okay. So- Because the other thing is, it's not just the impact on the environment, on the athlete, but once they start cooling down and building up lactic acid, they can't get back into it. And also, that aside, it's the emotional and the mental engagement piece. Once you start talking too long, they check out. Right. And then you can't get them back in. Right. So the points in this whole structure, which is relevant for every single session that this model should be producing, is during the setup, you should keep talking to a minimum, you should get people out and moving. Yeah. And then after their first game, which kicks off very quickly, there might be a little bit of time of dynamic stretching. Yeah. Maximum time on that, five, 10 minutes? Yeah, and you can sequence it. So you do, let's say you do three minutes of play, then you do one minute, stretch a muscle group or two, another three minutes of play, one minute. And yeah, I mean, most dynamic stretching is 30 seconds on a muscle group. You don't want to be doing much more than that. Right. You don't need to. Yeah. You know, it's not yoga. Right. Okay, so we've got that beginning part. We've got the setup dealt with. We know what the model should be recommending to them. We've got that early part of the game design stuff out of the way. We know the breaks or the times in between sessions should be very short. Even if the coach running the session doesn't know what to say, what to do at that point, other than introduce the next set of rules, that's totally fine. Drink some water, introduce the next set, get out there and get moving again. Then when you get towards the end of this whole thing, you've wrapped up the last game. This is the time where you can like spend a bit more, a bit more of it, like sort of conversing with the group. But I get the sense that you also don't want to be speaking at them. You want to make sure that this session where everyone's now sitting down, they're tired, end of the day, they're drinking some water. You're not just speaking at them the whole time. You're giving them an opportunity to give feedback and think and actually absorb what's happened. Yeah, I never speak at players. What have we just done? So that's it, this is what we've just done. But what did you learn? I always end with, always end with, what did you learn and what did you achieve? Okay, because for an individual, I've learned something about myself maybe, what did we achieve as a team? Okay, and then maybe dig into why is that important? And then it's okay, let's go into the next activity or at the end of the day, just well done, close it down. The only other thing is what do you need to ask me or what questions do you have of me or what help do you need from me to be the best person you can be? And so you encourage them to think. And I think that's another thing that's exceptionally important for coaches. And different coaches will have different viewpoints, but so many coaches are not willing to be challenged. They're fearful almost of questions from athletes. And I've discovered that the more extrinsic or didactic a coach is likely to be, the less willing they are to have their thoughts or their philosophies challenged, which is a sliding scale to disengagement. Because if you can't be challenged, as a coach, I'm challenging players and athletes all the time. So it's only fair that there's some quid pro quo here that they can challenge me on why, on my thinking, on my philosophy, or the playing philosophy. Different coaches have different philosophies. And so as a coach, you need to be able to say, well, within this framework, yeah, this is why we're doing this, but within this framework, if what someone is asking is valid within another framework, it doesn't hurt you to say, yeah, that's valid, but it just doesn't function in this framework. You see that in any business environment, any culture, any company. Yeah, absolutely, see where you're at, understand what you're thinking within the framework of how we operate. That may have success or it may have limited success or it may have no success, but yeah, it's an okay question to ask. But the minute you stop or shut down questioning, you end up on a pathway to disengagement or negative outcomes, frustrations, and things like that, it's pointless. Right. Okay. Cool, okay, I think we'll stop it there. Screen of consciousness. Which is okay, yeah. Okay, I'm just coming back to this recording and adding a little bit of additional stuff to consider. During the setup, there's probably an important question to ask also whether the person facilitating the session is actively participating or if they're on the sidelines, sort of governing the affairs. It's not totally clear how that impacts the games that would be recommended, but we believe it is important to consider what games should be recommended for the group. So just another thing to throw in there is maybe a question to ask during the setup just to make sure we have an understanding of what these people are asking us and what their setup is gonna look like.