

ON TRACK 4...

3. Keep athletes on task set

**2. Keep checking safety:
area, equipment, athletes**

**4. Follow correct
coaching practice
and progressions**

**1. Assess risk: area,
equipment, athlete**



**BRITISH
ATHLETICS**

- 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?**



**BRITISH
ATHLETICS**

ON TRACK 4...

- 3. Group athletes according to number, ability and activity**
- 2. Check and re-check that plan is safe during activity**



- 4. Use group size to control intensity and involvement**

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



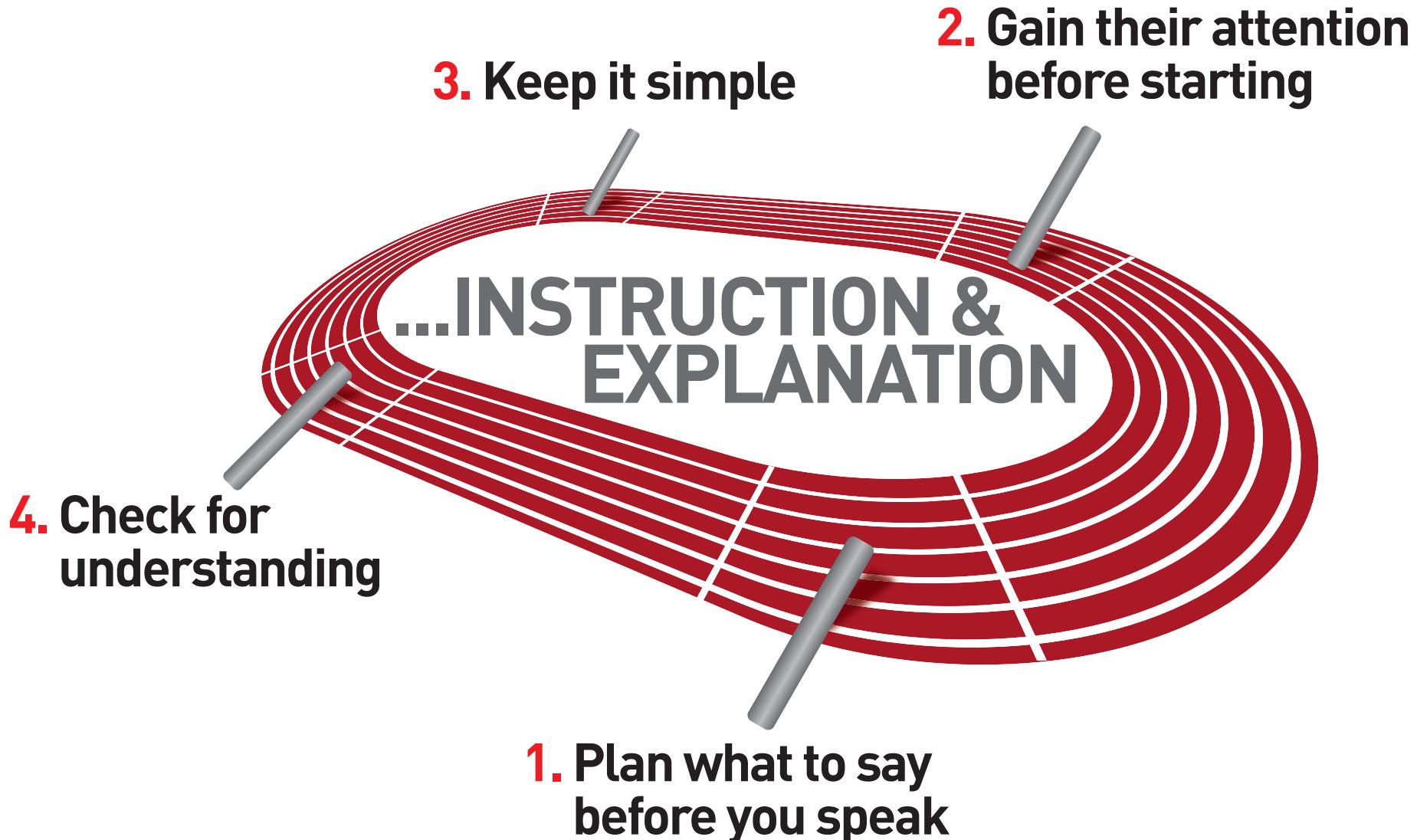
BRITISH
ATHLETICS

- 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?**



**BRITISH
ATHLETICS**

ON TRACK 4...



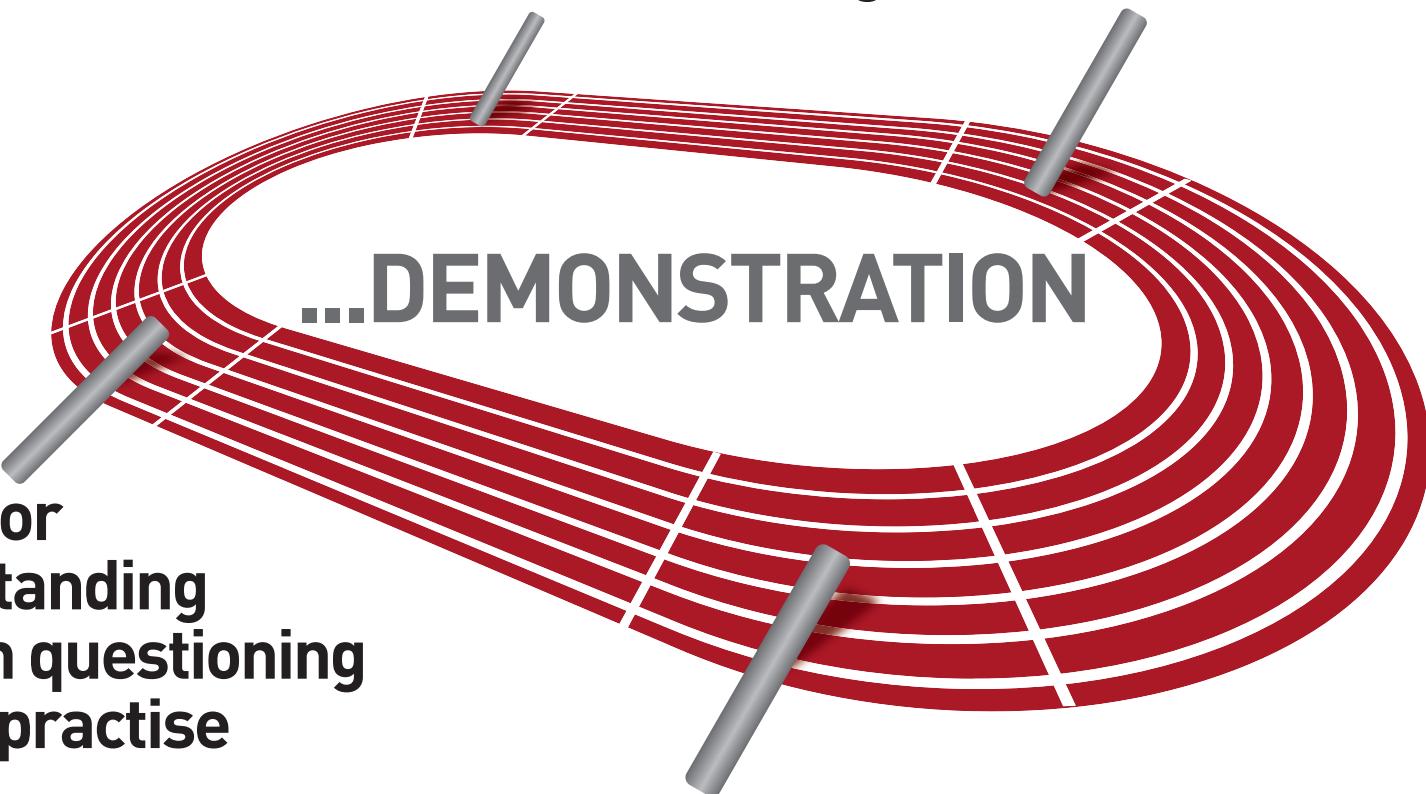
BRITISH
ATHLETICS

- 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?**



**BRITISH
ATHLETICS**

ON TRACK 4...

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- 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



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- 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?**



**BRITISH
ATHLETICS**

ON TRACK 4...

3. Compare with the technical model

2. Observe several times from several angles

4. Determine what action to take

1. Break action down into phases



**BRITISH
ATHLETICS**

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?**



BRITISH
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ON TRACK 4...

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



BRITISH
ATHLETICS

- 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?**



BRITISH
ATHLETICS