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Australian Sports Commission

Finish up

Finish up activities bring a session to an end

They provide opportunities for reviewing key points, performing a cooperative activity, giving feedback, communicating with parents and carers, putting away equipment and signalling coming events.

Keep the *Finish up* short. It is a part of the session plan, so plan for it just as you would for any other part of the session.

Finish up guidelines

- > Briefly reinforce key messages from the session.
- > Cover just 2 or 3 things – there is no need to fit everything into a single *Finish up* segment.
- > Vary your *Finish up* according to needs at the time.
- > *Finish up* may or may not include physical activities.
- > Keep within time.
- > Use the *Finish up* activity cards below as a checklist of possible activities.
- > End on a positive note.
- > Try and make as much eye contact as you can with each participant.
- > Encourage home practice.

Here are two sample *Finish ups* from a coach's diary. Notice the 'Friday' *Finish up* doesn't include any physical activity. Each *Finish up* is written for the specific needs of the day.

See the remaining *Finish up* cards for lots more ideas.



Example 1 Finish up – Wednesday

- > Play *Blind run*
- > 60 sec parent/carer update

Teams to gather equipment

- > markers and bibs
- > benches
- > mats

Example 2 Finish up – Friday

- > Feedback re progress on attacking and defending
- > Hand out notes and remind class about star athlete visit next week

Teams to gather equipment

- > markers and bibs
- > balls



What did you learn?

FORMAT > Q & A

Reinforce key skill or tactical points.

Use:

- > **cue words**, e.g. 'When you... keep it smooth.'
- > **tactical tips** – these can relate to *Ask the players* questions, e.g. 'Remember when I asked Mary, Kate and John to show us.... What did you learn?'

Link back to previous sessions.



Great work!

FORMAT > 'PAT ON THE BACK FEEDBACK AND ENCOURAGEMENT'

Examples

- > 'When you played... I saw some great examples of... '(Feedback could relate to kids fielding well, moving into space, anticipating the opposition etc. Use *Ask the players* as a guide.)
- > '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.



Let's see it!

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. Say e.g., 'This group will demonstrate...'
- > Emphasise one key point and keep it short.



Put it away!

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.

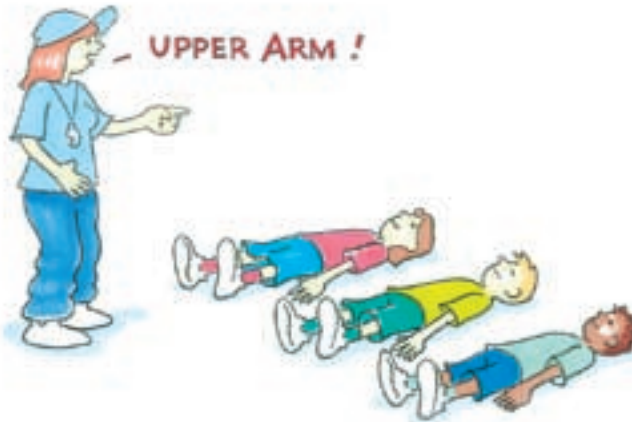




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Relaxation

Body parts – players shift their awareness with relaxed breathing to body parts: Starting on the right side – hand, lower arm, upper arm, shoulder, chest, back, hip, buttock, upper leg, knee, lower leg, foot. Then repeat on the left side.

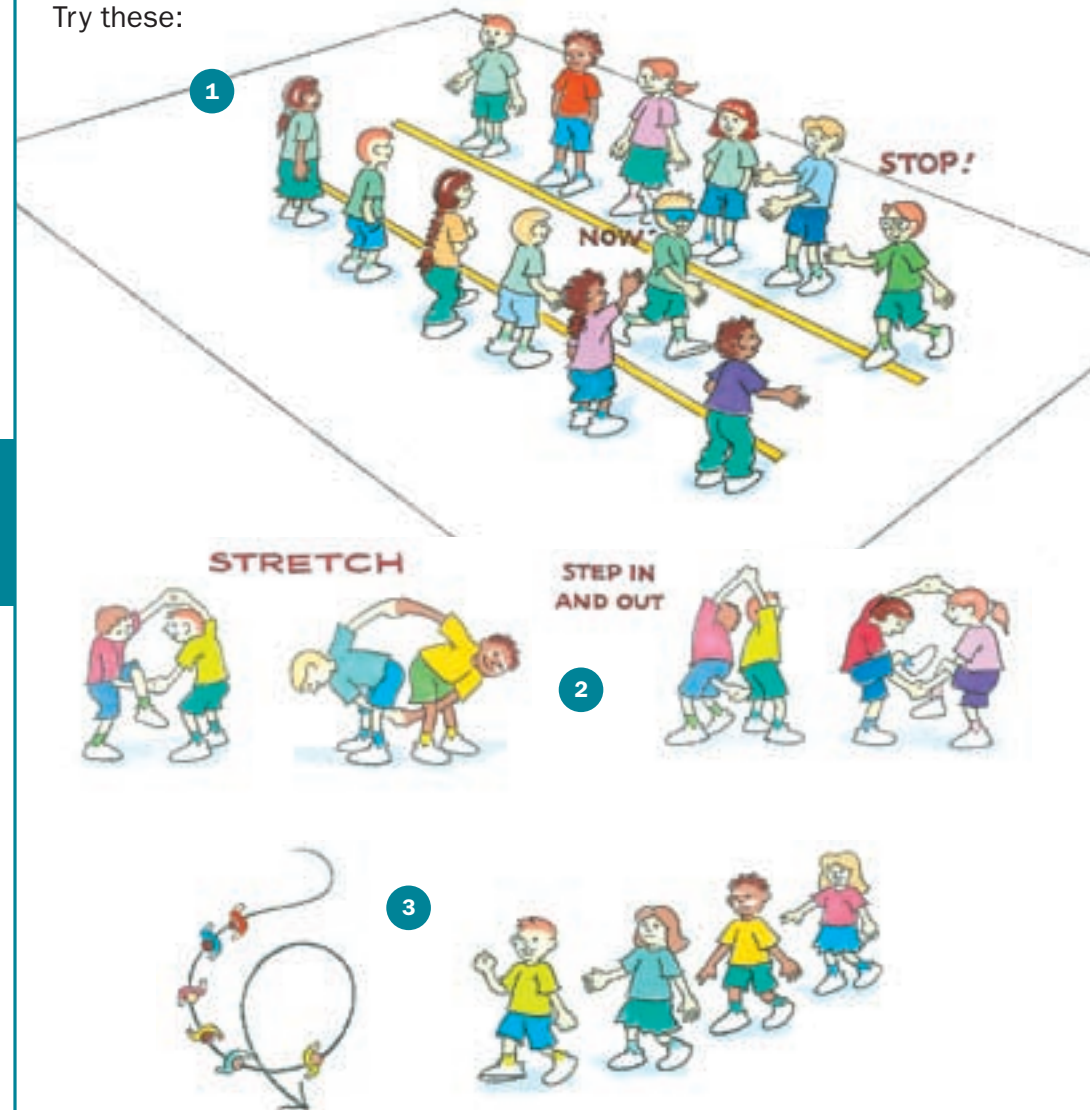


Trust me!

FORMAT > LOW-INTENSITY TRUST OR COOPERATIVE ACTIVITY

Choose one activity and keep it short.

Try these:



Circle and push or retreat

An activity of anticipation – players can do any of the following in attempt to get their partner off balance:

- > gently circle, hands touching
- > push rapidly without warning
- > pull arms away rapidly without moving.

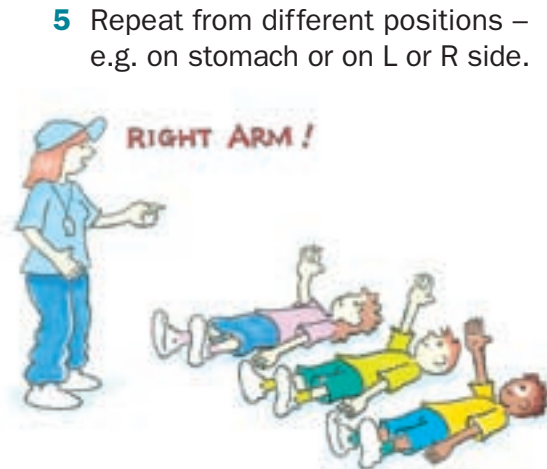


It's a good idea to have a minimum number of slow and relaxed circles before pushing or receding, e.g. 10 circles.

Left or right

For young kids learning their left and right sides

- 1 Children lie on their backs – move L or R arm or L or R leg.
- 2 Move R arm and L leg together.
- 3 Various movements: hand, arm, foot or leg circles (independently or together).
- 4 Touch opposites – e.g. R hand to L knee.



Left, right & more

Move body parts – players perform limb movements lying on their stomachs, backs or sides. The activity combines L-R awareness and the moving of limbs.

- 1 Lying on back – raise one leg and one arm off the ground or one leg and both arms.
- 2 Lying on side – one foot to one hand in front or behind.



Circle sit

Start with a circle – players stand in a circle facing the back of the person in front of them. Players are close to each other with toes of each player touching the heels of the player in front. After a count of 3, all players sit down **slowly** on the knees of the student behind. Players **slowly** stand up on a count of 3.



S-T-R-E-T-C-H

Disguise it! – stretching for range of movement is not a *Playing for Life* objective. Choose activities where the stretching is disguised in an engaging activity.





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Stay tuned...

FORMAT > SHORT ANNOUNCEMENTS AND HANDOUTS

- > Key dates, terms, holidays
- > Forthcoming events – e.g. ‘In the last week of term we will have a special open day for parents and carers...’
- > Distribute notes and newsletters. Handing out notes can be a good excuse for bringing parents and kids together and to reinforce key messages.



What did you like?

FORMAT > ASK PLAYERS

This is your chance to do some ‘customer surveying’. Ask for feedback during sessions or at the end.

- > ‘What didn’t you like?’
- > ‘What would you like to do again?’

Make a note of the feedback on your session planner.

- > ‘What were your favourite activities?’ (They will probably need reminding about what they did!)

WHO WANTS TO PLAY ENDBALL NEXT TIME?



Meet the parents & carers on the run!

FORMAT > CALL PARENTS & CARERS TOGETHER FOR A 60-SECOND CHAT

Choose one small announcement to ‘break the ice’.

- > ‘Hi, my name is...’
- > ‘All the kids are making good progress.’
- > ‘By the way, don’t forget your entries have to be in by...’
- > ‘See me at the end if you want a chat. Thanks.’



If you have more time!

FORMAT > Q & A: SITTING INSIDE IS IDEAL BUT NOT ESSENTIAL

Parents and carers often just need an opportunity to open up.

Go into the session thinking what might be of concern or interest to parents and carers. Be prepared for:

- > 'How is my child progressing?'
- > 'Can I help?'
- > 'Is my child ready to play a sport, what would you recommend?'
- > 'Can you include my child more?'
- > Health/medical concerns may be raised.

Prompt with an agenda if necessary. Try and set yourself a 15–20 minute limit. Talk one-to-one if necessary. This is a good opportunity to send a friendly challenge to parents – 'What will you do to support your child's development?'



Short, healthy life-style messages. Challenge the group. 'Who did something last week?'

Try these:

- > Challenge players to eat a piece of fruit they normally wouldn't.
- > From 'seat to feet'. Challenge kids to try any activity such as walking the dog.
- > 'Time out' – Challenge players to have a break from watching TV or playing electronic games – and report back next week! 'What did you do in your break?'

playing for life

> SHORT, HEALTHY LIFE-STYLE MESSAGES

- > Encourage players to do something active with their parents/carers, siblings or friends. Provide positive feedback to children who engage others for the first time.
- > Help to make links to community activities.
- > Direct children to www.ausport.gov.au/aasc/kids to create a game.

