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| --- | --- | --- | --- |
| Date: | Time: | Location: | |
| Number of participants: | | Support staff: | |
| Session objectives: | | | |
| **Activity 1**  Opportunity for action:  Constraints:  Environment:  Rules/instructions:  Equipment: | | | **Considerations**   * Focus on what your participants need to improve/develop * Identify the most effective practice type/environment for achieving the session objective/s * Identify and accommodate for the differing ability levels of participants * How representative the practice environment is of the match/event * Consider the impact of the constraints being used * Consider how an activity has been successful at achieving the session objective/ |
| **Activity 2**  Opportunity for action:  Constraints:  Environment:  Rules/instructions:  Equipment: | | |
| **Activity 3**  Opportunity for action:  Constraints:  Environment:  Rules/instructions:  Equipment: | | |
| **Review**   * Were the session objectives achieved and how? * How did the participants identify and respond to the opportunities for action that were created? * How did I modify the session to accommodate for the individual constraints of the participants? * Could the activities have changed to be more/less representative and why? * Was I prepared enough before the session? * Could any parts of the session be improved? | | | |

## Key terms

* Opportunity for action: The key information and outcomes that the coach wants participants to identify and respond too (e.g., recognising when pick up speed and move towards the front of the pack, identify the appropriate club to use when trying to achieve a birdie)
* Constraint: Information that a coach can use to guide the development of participants. There are three types of constraints that coaches can use to inform their practice design and/or manipulate during a session to achieve an objective.
  + Performer constraint: An individual’s unique characteristics that influence how they perform during an activity (e.g., physical, physiological, mental traits, maturation level)
  + Environmental constraint: The physical or social environment which a participant is performing within (e.g., weather conditions, location of practice facility, interactions with peer groups)
  + Task constraint: Characteristics that are specific to the practice or performance context (e.g., playing rules, playing area, participant involvement, equipment)
* Environment: The specific location and situation where the session will take place (e.g., full-sized outdoor grassed pitch with line markings, artificial indoor pitch with bowling machine)
* Representative: The extent to which an activity represents match/event environment, including how they feel, what they see and hear, and how they make decisions.

\*Adapted from Renshaw, Davids, Newcombe, & Roberts (2019) The Constraints-Led Approach: Principles for Sports Coaching and Practice Design