

# Participation vs Performance



## Warm-up & Check-in Activity

**TIMING:** 25 – 35 mins  
**WHAT:** Movement Activity  
**WHEN:** Warm Up or Cool down  
**WHO:** Group, Pair, Individual

This warm-up is also an opportunity for the team and their coach to gain a better understanding of what individuals want to get out of their training.

**SET-UP AND GEAR**

- 6 cones - set out three cones in a line on opposite ends of the pitch/court.

**ACTIVITY SUMMARY**

This warm-up activity encourages players to reflect on and remind themselves of their motivations for coming to training. Players respond to statements by moving (skipping, running, high knees etc.) between cones.

**INTENDED OUTCOMES**

- Players reflect on and identify their motivation for coming to training.
- Coaches and players gain an insight into the motivations of their teammates.

## Extension Activity

2 mins (set-up)      The coach outlines the activity to their players and reminds them that there are no right or wrong answers. They identify the three cones at each end of the pitch/court (agree - disagree - neutral). All players must move to the cone that corresponds with their opinion about the shared statement (suggested statements below).

2 mins      The coach tells the players to skip/high knees/heel flicks etc. when moving to their chosen cone and reads out the first statement 'I come to training to see my friends.'

(2 mins)      **Optional build**  
 Once players make their way to their chosen cone, the coach could ask players to share why they chose that cone/option.

2 mins      The coach changes the type of movement (sprint, bear-walk, arm circles, etc.) for the next statement 'I come to training to develop my skills' and players move to the cones of their choice at the opposite end of the court/pitch.

## Extension Activity (CONTD.)

10–20 mins The coach continues to read out the different statements and change the type of movement while moving between the cones.

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5 mins Now players have had a chance to explore the reasons why they come to training. The last question of this activity is slightly different. The coach asks players to sprint to:

Cone A - if they come to training to participate and have fun.

Cone B - if they come to training to perform and compete.

Cone C - if it's a bit of both.

The coach and players can then observe what cone the majority of the players chose.

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(2 mins)

### Optional

The coach could open a number of discussions with the players about:

- The type of activities they would like to do more of in training.
- Goal setting for the season.
- Can having fun/participating and competing/performing happen at the same time?

## Statements

I come to training to see my friends.

Skipping

I come to training to exercise.

High knees

I come to training to clear my head.

Heel flicks

I come to training to have fun.

Bear walking

I come to training to compete.

Strides

I don't know why I come to training.

Bounding

I come to training to develop my skills.

Arm circles

I come to training to get stronger and fitter.

Walking lunges

I come to training to get out of the house.

Crab walking

I come to training because I love the feeling I have afterward.

Open gate/close gate (hips)

I come to training to make sure we win.

Walking hamstring stretch

## Tips & Tricks

- The three cones must be within hearing distance of one another!
- Get your players involved - ask your players to suggest what type of movement they should do next to get to the cones on the opposite side of the pitch/court.
- Remind your players that there are no right or wrong answers.

### PILLAR INSIGHTS

The coach can use the insights gained from this activity to adjust and adapt training sessions to match the needs and motivations of their players.



#### PSYCHOLOGICAL

In this activity, players will be exploring their reason for coming to training. Understanding a player's motivation to train is a useful, proactive step that allows you to see why they are coming to training. Most groups will have a mix of reasons, so it's important that everyone is taken into consideration.



#### SOCIAL

Through this activity, players will see that everyone has their own unique relationship with sport and exercise. It's helpful for the players to learn about others' enjoyment of sports and to acknowledge that it's okay for them to have a different perspective and relationship to it.