

# Freeze/Play



## Decision Making

**TIMING:** 30 mins  
**WHAT:** Ball & Movement Activity  
**WHEN:** Training Activity  
**WHO:** Group

### SET-UP AND GEAR

- Create a playing area large enough for your players to move around in comfortably, but not so big that they are too spread out.
- Cones and bibs.
- Any type of ball (depending on the sport/availability)

### ACTIVITY SUMMARY

This is an easy-to-play game that encourages players to think about their positioning and movement on the pitch/court. Players are organised into teams to play a practice game. The players start playing, once the coach blows the whistle they must freeze immediately. The coach can prompt the players to reflect on decisions such as their positioning and where they think they should move to next.

### INTENDED OUTCOMES

- Players will have the time and space to reflect on their decision-making on the pitch/court.
- Players will examine how they react and respond to the ebb and flow of a game.
- Players will develop their decision-making skills, which will help them going forward both on and off the pitch/court.

## Activity Outline

2 mins (set-up)      The coach explains the activity, divides the players into two teams and reminds them that the goal for this activity is to develop their reaction and decision-making skills.

4 mins      The players start the game and the coach keeps an eye on how the game is developing. When the coach spots a learning opportunity, they blow the whistle, and the players must freeze exactly where they are positioned.

15 mins      The coach can then:

- Ask players to move to a potentially better position or stay in the same position if they're happy with their positioning.
- Ask players to explain why they think their position is useful.
- Ask players to discuss what their next move might be.

## Activity Outline (CONTD.)

1-5 mins      The coach blows the whistle again and play resumes. When the coach spots another learning opportunity, they blow the whistle, and the players must freeze. Again, ask players to reflect on/discuss where they are positioned and give them the opportunity to reposition themselves.

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3 mins      When a team scores, the coach can take the opportunity to bring the teams in and ask them to discuss how they would like to react to the score (discuss with the team that scored and the team that conceded the score separately).

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5-20 mins      The game recommences again. Repeat the process as many times as necessary or as time allows.

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3 mins      Gather the players together at the end of the activity and ask them what they learned from this activity. The goal is for the players to understand that they are in control of how they react and respond to the ebb and flow of a game.

## Tips & Tricks

- Build on this message in your training sessions outside of this activity through positive reinforcement. Anytime you see a player making positive decisions i.e. resetting after a setback or offering support and encouragement to their teammates, praise them and highlight what they are doing well (e.g. 'Well done Sarah, great reading of the game', ' Super pass John, keep it up'.) This activity could be adapted so rather than running, players could dribble/solo/skip/run backwards etc.

### PILLAR INSIGHTS

Through this activity, the players will come to realise that although they cannot control every aspect of the game, they do have the power to choose how they respond to different scenarios on and off the pitch/court.



#### PSYCHOLOGICAL

This activity gives players the opportunity to understand that they have the power to choose how they react to something. Young people undergo lots of emotional development, especially as they near adolescence, so it is important to give players the opportunity to build positive decision-making skills.