

**Faculty of Physical Education and Health**

**Topic 2 ‘Perception drives action’**

**Possible practical activity ideas**

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| **Concept** | **Practical Activity** | **Additional Notes** |
| Perception action coupling | Split class into 2 groups(partners) - 1 group go outside. Group inside to act as observers - move some chairs around, then inside group watch what their partner does as they enter the room.Explain to the group outside that they need to walk back into the classroom and find their seat as fast as they can.As the outside groups enters the room inside group observes partner.Discuss what they notice - how did their partners movement change due to changes in furniture.Reinforce that action/movement is clearly linked/coupled to movement - use perception action coupling  |  |
| Perception action coupling | Shoulder tag.Aim of game is to tag as many people of the shoulder as you can whilst remaining untagged.Can either do this with just 1 partner or as a large group activity. | Example of pair shoulder tag.<https://www.youtube.com/watch?v=fIEyOotboh8> [Observation sheet](https://docs.google.com/document/d/1CBTJMM17igXvV7WeWbgjqMl9bJkmEYiJ3PyQ-S-kl3A/edit) – focus how do you see the movement changing? |
| How does perception help us move? | Chaos coaching: Show chaos coaching compared to passing in lines. Let students practice the skills with freedom rather than in straight lines - how does this affect their movement and performance? |  |
| How does perception help us move | Crazy ball – catching in the gym (or large classroom), observe differences between tennis type ball and crazy ball.Observing students catching different balls as they are thrown and caught to see how the hands form different shapes when they catch different balls. Consider using a hard boiled or rubber egg at the end that the students don’t know is coming! Can't prepare and teach a ‘technique’ for how these balls bounce etc, the learner will respond according to the info they see |  |

