

Physical Education
Skills and Technique
Student Workbook

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HIGHER STILL

Physical Education

Skills and Technique
Student Study Workbook
Intermediate 2 and Higher

Support Materials



Student Study Workbook

AREA 3: SKILLS and TECHNIQUE

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NOTES

Student Study Workbook

Welcome to the **Skills and Technique** student self study workbook. This booklet is designed to help you investigate relevant concepts involved in Physical Education at Intermediate 2 and Higher level. It should be used when reviewing information contained on the CD-ROM or when reflecting on your own performance.

To work through the task-sheets you may work on your own or with a partner.

You may choose to work through the task-sheets in one of two ways. You can complete the worksheets on screen, compare your answer with the *exemplar answer* and print off a copy for your private study when completed.

OR

You can complete them in your workbook and ask your teacher to review your answers with you.

PLEASE NOTE! The exemplar answers are designed as a *self-check guide* to help you to compare your answer to the type of answer that could be expected in response to the question.

You may find that you that your answer differs from the exemplar answer. Do not worry. Your answer may still be correct. Often you will be able to add to the depth of answer and should always check with your teacher for clarification.

Working through the task-sheets should help you to:

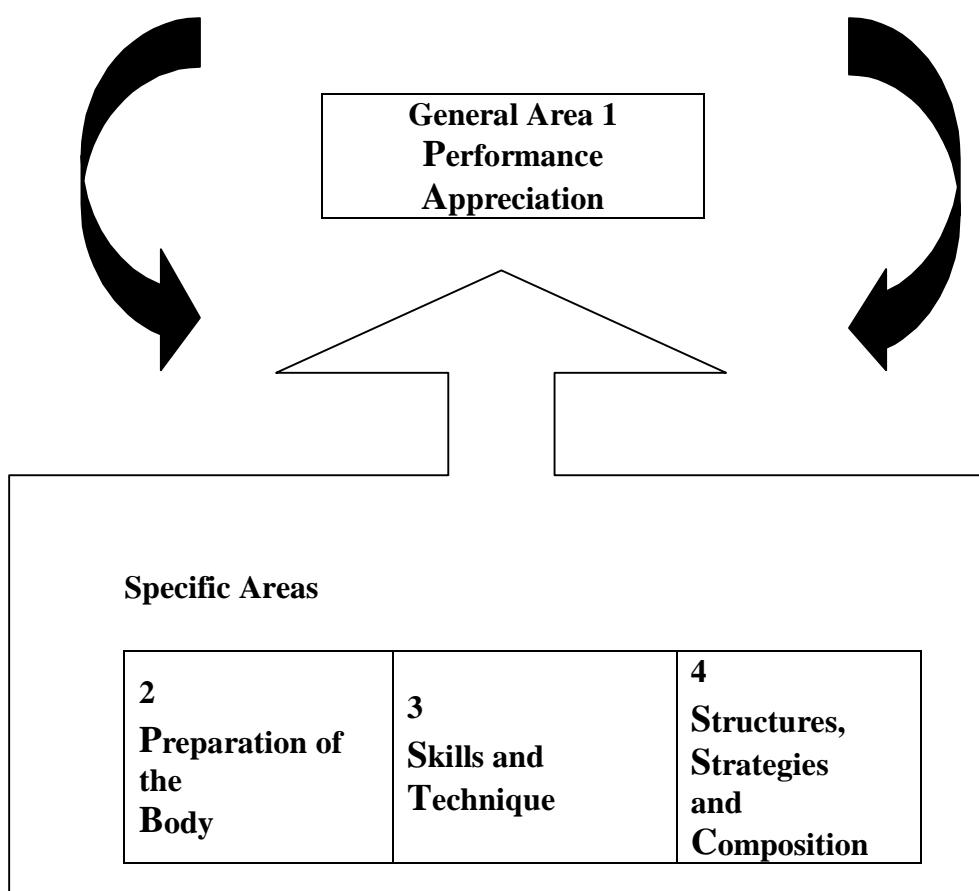
- **STUDY** performance in depth
- **ANALYSE** performance
- **EVALUATE** what you see
- **APPLY** your knowledge to suggest ways of improving what you see
- **IDENTIFY** strengths and weaknesses, qualities of action, strategy and composition,
- **MAKE INFORMED DECISIONS** about the relevance of skills, practices, training programmes, rehearsals, and routines.

REMEMBER! When you are using the CD-ROM it only forms part of your course. Much of what you learn from the tutorials and tasks devised by your teachers, and from your independent study can only be reinforced by:

COMPARISONS and **REFLECTIONS** on your own performance and that of others – in your group, school, in the local community and in national settings.

The **INDEX** indicates the related key concepts and task-sheets used.

What is Analysis of Performance?



Quite simply Analysis of Performance is all about improving your performance.

Throughout your course you will be trying to improve your whole performance. To help you do this you will study different **areas of analysis**, which will give you a deeper understanding and knowledge of how to go about this.

There are **4** areas of analysis, which relate to each other. Area 1 **Performance Appreciation** takes a **general** overview of features about performance whilst the other 3 areas of **Preparation of the Body, Skills & Technique, Structures, Strategies and Composition** take a more **specific** view of features about performance.

You will be expected to study at least **three** of these areas. To **simplify** this and help you to develop your knowledge and understanding, each area has been **sub-divided** into a number of **Key Concepts**. When working practically, these will give you a clearer picture of how to improve and monitor your performance. You will soon find out how helpful analysing your performance can be to the development of your **whole** performance.

Understanding Skills and Technique

In this area - **Skills and Technique** - you will learn how to develop your technical ability to produce a skilled performance through a process known as **practice** and **refinement**. A **skilled performance** is one which, looks effortless, is controlled and fluent, and applies correct technique and options to meet the performance demands.

You will soon learn to identify the many different **types of skill** and go on to design, implement and evaluate the effects of relevant **practice methods** necessary to produce a consistent skilled performance.

When studying *Skills and Technique* your Analysis of Performance is likely to cover all the key concepts in this area of Analysis.

Area 3 : Skills and Technique (ST)

- concept of skills, technique and skilled performance as appropriate to the nature of activities
- technique improvement through mechanical analysis or movement analysis or consideration of quality
- ways of learning skills and developing technique:
 - stages of learning
 - methods of practice
 - principles of effective practice
 - importance of motivation, concentration and feedback.

HOW TO USE THE CD-ROM

The CD-ROM is designed to help you to investigate relevant concepts involved in Physical Education at Intermediate 2 and Higher level. It is hoped that you will enhance your knowledge and understanding through an interactive and exciting approach.

The disc uses a vast compilation of multimedia techniques with full colour images, diagrams, text and video action that you have full control over.

A tutorial section is provided which will provide you with more information and clear descriptions of each key concept in the four areas of analysis. You may find this will give you useful references to help you answer the task sheets provided.

HOW TO USE THE TASK SHEETS

These task sheets are designed to help you to investigate relevant concepts involved in Physical Education at Intermediate 2 and Higher level. It is hoped that you will enhance your knowledge and understanding by systematically working through the task sheets.

You may work on your own, or with a partner, to work through the task-sheets.

To get started

- load the CD-ROM disc into your computer's CD drive
- select the key concept that you wish to learn more about
- if you select the task sheet, follow the on screen instructions.

NOTE! It is advisable to watch the video action **more** than once or at a slower speed before attempting your answer. You may also find it useful to study the tutorial section and take notes about your observations **before** attempting your answer.

Once you have completed the task sheet you can use the self-check guide to compare the quality of your answer. Alternatively, you could ask your teacher to review your answers.

If you select to complete the Personal Review Sheet you may find that you will need to complete some of the following before you can attempt your review:

- complete the tables with performance criteria relevant to your activity
- watch video action of your own performance OR have someone observe your performance.

Once you have completed the task sheet you should ask your teacher to review your answers.

AREA 3: SKILLS AND TECHNIQUE

Task 1

Your task is to identify the types of information that the player has to process to ensure a skilled performance.

Watch the video action then answer the following questions to help you evaluate the qualities demonstrated by the performer.

You can pause or replay the video, as you find it necessary to complete the task.

1. Using the table provided give a brief description of the types of information this player is required to process in order to produce a skilled performance.

INPUT OF INFORMATION e.g. direction of play, marking opponent	DECISION MAKING e.g. to change from offence to defence, pass or dribble	SELECT OPTION e.g. block opponent, use chest or bounce pass.	FEEDBACK e.g. possession held or lost

2. Give a brief account about how effectively this performer demonstrated the qualities of a skilled performance?

A wide range of skills evident	Skills showed timing, control and fluency	Selected correct options

3. From the observations that you have made about this player's performance what type of feedback would you give her to help improve his performance?

--

AREA 3: SKILLS AND TECHNIQUE

Task 2: PERSONAL PROFILE

Name of activity _____

1. Using the table provided give a brief description of the types of information that you would need to process to in order to produce a skilled performance.

INPUT OF INFORMATION e.g. direction of play, marking opponent	DECISION MAKING e.g. to change from offence to defence, pass or dribble	SELECT OPTION e.g. block opponent, use chest or bounce pass.	FEEDBACK e.g. possession held or lost

2. From your observations, give a brief account about how effectively you demonstrated the qualities of a skilled performance?

A wide range of skills evident	Skills showed timing, control and fluency	Selected correct options

3. When trying to improve aspects of your performance you will have used or gained feedback. Give a brief account of the types of feedback used explaining which type of feedback have you found to be the most useful?

--

AREA 3: SKILLS AND TECHNIQUE

Task 3

Your task is to evaluate the mechanical principles used in Swimming.

Record a ✓ when you observe that one of the mechanical principles is being achieved. You can place a ✓ in more than one box.

You can pause or replay the video, as you find it necessary to complete the task.

1. Observe the action, then complete the table below:

✓ = Effective								
X – Not effective								
Body position								
Resistance								
Force								
Propulsion								

2. Use the results from the table to produce a summary of the swimmer's performance.

Summary

3. Make 3 suggestions for technique improvement.

--

AREA 3 SKILLS AND TECHNIQUE

Task 4: PERSONAL PROFILE

You could use this task to evaluate the mechanical principles used in your chosen activity.

Either watch a video of your own performance **or** have someone complete this schedule as you perform.

Remember to insert the appropriate criteria for your activity into the table before starting.

Either watch a video of your own performance or have someone complete this schedule as you swim.

A \checkmark should be recorded one of the mechanical principles is being achieved. A \checkmark may be placed in more than one box.

1. Observe your performance, then complete the table below:

\checkmark = Effective	
X – Not effective	
Body position	
Resistance	
Force	
Propulsion	

2. Use the results from the table to produce a summary of your performance.

Summary

3. Make 3 suggestions for technique improvement.

--

AREA 3: SKILLS AND TECHNIQUE

Task 5a

Your task is to evaluate the movement patterns used by this Badminton player. Pay specific attention to effectiveness the player's preparation, action and recovery phases of movement.

Record a ✓ when you observe that one of the quality criteria is being achieved. You can place a ✓ in more than one box.

You can pause or replay the video, as you find it necessary to complete the task.

1. Observe the action, and then complete the table below:

✓ = Effective fluent and controlled
X – Not effective – needs improvement

Preparation

Starts from base	Tracks shuttle and begins movement towards the shuttle	While moving body turns side on to the net	Racket is up ready for shot	Weight shifts behind shuttle

Action

Weight transfers from back foot to front foot	Contact point is centred in racket head	Performer strikes 'through' shuttle and body weight continues to move forward

Recovery

Racket head comes down across the body	Forward movement at end of stroke leads to 'base' and 'ready' position

2. Use the results from the table to produce a summary of this player's performance.

Summary

3. Make suggestions for technique improvement.

--

AREA 3 SKILLS AND TECHNIQUE

Task 5b

Your task is to evaluate the efficiency of the movement patterns used by this Badminton player. Pay specific attention to the player's efficiency of movement.

Record a ✓ when you observe that one of the quality criteria is being achieved. You can place a ✓ in more than one box.

You can pause or replay the video, as you find it necessary to complete the task.

1. Observe the action, and then complete the table below:

✓ = Effective – fluent and controlled		
X – Not effective needs improvement		
MOVEMENT PATTERNS	✓ = Effective fluent and controlled	X – Not effective needs improvement
Starts / returns to base		
Forwards to cover / play shots		
Backwards to cover / play shots		
Sideways to cover / play shots		
Transfers weight to play shots		

2. Use the results from the table to produce a summary of player's performance.

Summary

3. Make suggestions for footwork improvement.

--

AREA 3: SKILLS AND TECHNIQUE

Task 6a: PERSONAL PROFILE

You could use this observation schedule to evaluate the movement patterns specific to your activity. In particular, pay specific attention to effectiveness of your preparation, action and recovery phases of movement.

Either watch a video of your own performance or have someone complete this schedule as you perform.

Remember to insert the appropriate criteria for your activity into the table before starting.

A \checkmark should be recorded when one of the quality criteria is being achieved. A \checkmark may be placed in more than one box

1. Observe the action, then complete the table below:

\checkmark = Effective										
X – Not effective										
Preparation										
Action										
Recovery										

2. Use the results from the table to produce a summary of your performance.

Summary

3. Make suggestions for technique improvement.

--

AREA 3: SKILLS AND TECHNIQUE

Task 6b: PERSONAL PROFILE

You could use this Movement Analysis sheet to evaluate the efficiency of specific movement patterns required in your activity.

Either watch a video of your own performance or have someone complete this schedule as you perform.

Remember to insert the appropriate criteria for your activity into the table before starting.

1. Observe your performance then complete the table below:

√ = Effective – fluent and controlled		
X – Not effective needs improvement		
MOVEMENT PATTERNS	√ = Effective fluent and controlled	X – Not effective needs improvement

2. Use the results from the table to produce a summary of this player's performance.

Summary

3. Make suggestions for footwork improvement.

--

AREA 3: SKILLS AND TECHNIQUE

Task 7

Your task is to evaluate the **technical** qualities demonstrated by the player (girl in red vest) during this 2v2 cross-court game.

Record a ✓ when you observe that one of the quality criteria is being achieved. You can place a ✓ in more than one box.

You can pause or replay the video, as you find it necessary to complete the task.

1. Observe the action, and then complete the table below

Passing

Secures/protects ball prior to passing	Accurate well timed passes	Uses deception when passing	Passing creates opening for team-mates	Can use different types of passes	Transfers weight forward in pass

Dribbling

Relaxed hand position on ball	Looks ahead and retains control of the ball	Low dribble to protect ball	High dribble to transport ball	Can change direction when dribbling	Retains control when dribbling

Shooting

Shoots when this is the best option	Shot selection is appropriate	Shots are consistent and accurate	Shots are soft and often able to be rebounded	Shoots when in balance	Smooth follow through

2. Use the results from the table to produce a summary of player's performance.

Summary

3. Make suggestions for technique improvement.

--

AREA 3: SKILLS AND TECHNIQUE

Task 8: PERSONAL PROFILE

You could use this observation schedule to evaluate the **technical** qualities that you demonstrate when participating in your chosen activity.

Either watch a video of your own performance **or** have someone complete this schedule as you perform.

Remember to insert the appropriate criteria for your activity into the table before starting.

1. Observe the action, and then complete the table below:

Skill =

Skill =

Skill =

2. Use the results from the table to produce a summary of your performance.

Summary

--

3. Make suggestions for technique improvement.

--

AREA 3: SKILLS AND TECHNIQUE

Task 9

Your task is to evaluate the stages of learning that you feel this performer has reached. Pay specific attention to the overall quality of the player's (boy in blue vest) performance.

You can pause or replay the video, as you find it necessary to complete the task.

1. In your opinion what stage of learning do you think the player has reached?

2. What is about the player's performance that enabled you to come to this decision?

3. Describe two progressive practices that would be suitable for this player's stage of learning.

4. Explain why the progression between the practices was appropriate for this player's stage of learning.

AREA 3: SKILLS AND TECHNIQUE

Task 10: PERSONAL PROFILE

Your task is to evaluate the stages of learning that you have reached in **two different** activities. Consider the overall quality of your performance.

1. In your opinion what stage of learning do you think you have reached? Choose an aspect of performance e.g. shooting

1 st Activity =	2 nd Activity =
Aspect of performance =	Aspect of performance =

2. What is it about your performance that enabled you to come to this decision?

1st Activity	2 nd Activity

3. Select **one** of your activities identifying a skill that you feel requires improvement. Suggest **two** progressive practices that would be suitable for your stage of development.

Activity _____
Name of skill in need of improvement _____
Stage of learning _____
<u>Practice 1</u>
<u>Practice 2</u>

4. What improvements in your performance do you expect to see as a result of your practice?

--

AREA 3: SKILLS AND TECHNIQUE

Task 11

In this example, the performer has decided to use a whole part whole method of practice to develop her compositional skills.

You can pause or replay the video, as you find it necessary to complete the task.

1. What principles of effective practice must this performer take into account when planning her practice session?

2. In the space provided design a suitable method of gathering data that would assist this performer to make judgements about her performance.

3. Using the information gathered, how could this performer use this to ensure that further improvements are made.

AREA 3: SKILLS AND TECHNIQUE

Task 12: PERSONAL PROFILE

Your task is to consider the principles of effective practice that you have considered as part of your practice sessions.

1. The principles of effective practice that I have considered when planning my practice session.

2. In the space provided design a suitable method of gathering data that would assist you to make judgements about your performance.

3. Using the information gathered, how could you use this during rest periods to ensure further improvements are made.

AREA 3: SKILLS AND TECHNIQUE

Task 13

In this example, different methods of practice have been used to improve performance in different activities.

Watch the video action then evaluate the suitability of the various methods used.

You can pause or replay the video, as you find it necessary to complete the task.

1. Complete the table below giving a brief explanation about the suitability of the methods of practice used for each activity.

ACTIVITY	SKILL	METHOD OF PRACTICE	EXPLANATION
Football			
Hockey			

2. Select **one** of the activities featured above. Suggest a progressive practice that could be used to benefit performance development.

ACTIVITY	SKILL	METHOD OF PRACTICE	EXPLANATION

3. To ensure that practice sessions are effective it is important to include setting performance targets. Discuss the importance of setting performance targets as part of practice sessions.

--

AREA 3: SKILLS AND TECHNIQUE

Task 14: PERSONAL PROFILE

When attempting to improve your performance, you will have considered the suitability of different methods of practice.

1. Complete the table below giving a brief explanation about the suitability of the methods of practice that you have used for two **different** activities.

ACTIVITY	SKILL	METHOD OF PRACTICE	EXPLANATION

2. Select **one** of the activities featured above. Suggest a **different method** of practice that you could use to improve the skill you have identified.

ACTIVITY	SKILL	METHOD OF PRACTICE	EXPLANATION

3. To ensure that practice sessions are effective it is important to have short and longer-term performance targets. Discuss the importance of setting performance targets as part of your practice sessions.

--

AREA 3: SKILLS AND TECHNIQUE

Task 15

Watch the video action to help you to evaluate the effectiveness of this player's performance. Pay specific attention to the personal qualities demonstrated when making your judgements.

You can pause or replay the video, as you find it necessary to complete the task.

1. Record a ✓ each time you observe the quality criteria being achieved.

PERSONAL QUALITIES	CLEARLY EVIDENT	SOMETIMES EVIDENT	RARELY EVIDENT	EVALUATION
Concentration				
Motivation				
Determination				

2. Consider three different types of feedback that could be used to help this performer improve her performance.

3. Explain in detail, the importance of feedback in developing performance.

AREA 3: SKILLS AND TECHNIQUE

Task 16: PERSONAL PROFILE

Use this task to help you to evaluate the personal qualities that you display during your performance. **Either** watch a video of your own performance or have someone complete this schedule as you perform.

1. Record a ✓ each time you observe the quality criteria being achieved.

PERSONAL QUALITIES	CLEARLY EVIDENT	SOMETIMES EVIDENT	RARELY EVIDENT	EVALUATION
Concentration				
Motivation				
Determination				

2. Consider three different types of feedback that you have used to help you to improve your performance.

3. Explain in detail, the action you took to improve your performance as a result of the feedback gained.

Action plan for improvements in my performance:

HOW TO USE THE SELF-CHECK GUIDE EXEMPLAR ANSWERS

These exemplar answers are designed to help you to compare the quality of your answer. The content of the exemplar answers reflects the type of answer that could be expected in response to the question.

Due to the nature of this exercise and depending on your own experience you may find that your answer varies from the exemplar answer. On many occasions you may be able to add to the depth of the answer.

To gain the most benefit from this exercise the following suggestions are made:

- check your answer with the exemplar answer, note any differences and take notes
- check your answer with a partner (s). Discuss any differences in observations made. Add to your own answer any observations offered by your partner (s) that improve the quality of your answer
- check with your teacher for further clarification
- keep a copy of your corrected task-sheet for reference.

AREA 3: SKILLS AND TECHNIQUE

Task 1

Exemplar Answers

The purpose of this review is to provide you with a self-check guide about the type of observations that could be offered in response to the task. When comparing your observations you may find that you will be able to add to the comments contained below.

If you are unsure about any aspects of this task you should ask your teacher for further explanation.

- Using the table provided give a brief description of the types of information this player is required to process in order to produce a skilled performance.

INPUT OF INFORMATION e.g. direction of play, marking opponent	DECISION MAKING e.g. to change from offence to defence, pass or dribble	SELECT OPTION e.g. block opponent, use chest or bounce pass.	FEEDBACK e.g. possession held or lost
<p><i>Receives cues from various sources, including movement of play, position on court of team-mates and opponents.</i></p> <p><i>Can occasionally hear team-mates call, indicating play.</i></p> <p><i>Has to constantly be alert to movements on and off the ball, to allow him to effectively block off space and options to opponents.</i></p>	<p><i>Respond to changes of offence and defence.</i></p> <p><i>Make appropriate decisions based on positioning of players, available space etc whether to pass, shoot or dribble?</i></p> <p><i>Decide when to support and assist play</i></p>	<p><i>In recognition of continuous changes in play, the player has to select, apply or adapt appropriate type of pass dribble and shot etc.</i></p> <p><i>Options selected should result in strategic advantage.</i></p>	<p><i>Various occasions during play e.g. Intrinsic feedback 'Did it work?' (KOR knowledge of results and KOP knowledge of performance)</i></p> <p><i>Recognition of pass/shot/rebound successful /unsuccessful.</i></p> <p><i>Retain possession after pass delivered.</i></p> <p><i>Reduced options, space available for opponents</i></p>

- Give a brief account about how effectively this performer demonstrated the qualities of a skilled performance?

A wide range of skills evident	Skills showed timing, control and fluency	Selected correct options
<p><i>This performer used a wide variety of dribbling and passing techniques.</i></p> <p><i>He worked to get free of his marker.</i></p> <p><i>He attempted to rebound and block space denying his opponent options.</i></p> <p><i>He used lay up shooting techniques when appropriate</i></p>	<p><i>The passing and dribbling techniques were controlled and fluent. In particular, he looked relaxed, confident and made good use of right and left hand dribble. Good low body positioning, shielded the ball quite well when driving up court.</i></p> <p><i>Passing was well timed, accurate and varied</i></p> <p><i>In the key, he showed good timing and control when holding off his opponent to create shooting options.</i></p> <p><i>His shooting skills were less effective.</i></p>	<p><i>On the whole the performer selected the correct options. In particular his passing created attacking opportunities for his team He moved well on and off the ball to get into good positions.</i></p> <p><i>When under the basket he selected the correct option to shoot.</i></p>

Cont'd

Cont'd

3. From the observations that you have made about this player's performance what type of feedback would you give him to help improve his performance?

*I would provide him with **immediate positive** feedback. Highlighting the strengths in his game e.g. his passing and fast dribbling skills.*

*I would where possible give him **diagnostic** feedback to help him improve his performance. For example, try to take his jump shot earlier or make better use of the backboard when shooting from close range. Try to make more use of fake and pass options.*

When changing from offence to defence try to get up the court faster and adopt a more aggressive defence stance and hustle his opponent.

AREA 3 SKILLS AND TECHNIQUE

Task 3

Exemplar Answers

The purpose of this review is to provide you with a self-check guide about the type of observations that could be offered in response to the task. When comparing your observations you may find that you will be able to add to the comments contained below.

If you are unsure about any aspects of this task you should ask your teacher for further explanation.

1. Observe the action, then complete the table below:

√ = Effective		
X – Not effective		
		Comments
Body position	√√	
Resistance	XX√	
Force	√X√√	Powerful kick down & back into water
Propulsion	X√√√	Powerful movement forwards

2. Use the results from the table to produce a summary of the swimmer's performance.

Summary

The swimmer has a good streamlined position.

He produces good force from a powerful leg action. His leg action is symmetrical and shows quite good technique. This is the main source of propulsion in his stroke.

His stroke timing is not well co-ordinated and is not rhythmical. This produces quite a bit of upper body resistance as he rises out of the water to take a breath and start his next arm cycle. This slows him down a little.

A more fluent stroke action would improve his overall efficiency.

In his hand position, his fingers are a bit open which, reduces the amount of force and propulsion in his stroke.

His dive start and turn are not very effective ---going too deep.

3. Make 3 suggestions for technique improvement.

1. *To use repetition practice and gain feedback on performance to develop better dive start and turns.*
2. *Whole part whole method of practice. Isolate arm action use a series of pull only drills to refine arm action- put back into stroke.*
3. *Pressurised drills e.g. race against clock or partner to try and improve overall time and stroke efficiency. Use stroke counting to try and reduce the number of arm pulls taken etc. This helps set realistic targets.*

AREA 3: SKILLS AND TECHNIQUE

Task 5a

Exemplar Answers

The purpose of this review is to provide you with a self-check guide about the type of observations that could be offered in response to the task. When comparing your observations you may find that you will be able to add to the comments contained below.

If you are unsure about any aspects of this task you should ask your teacher for further explanation.

1. Observe the action, and then complete the table below:

√ = Effective
X – Not effective

Preparation

Starts from base	Tracks shuttle and begins movement towards the shuttle	While moving body turns side on to the net	Racket is up ready for shot	Weight shifts
√√	√√√	xx√	√xx	√

Action

Weight transfers from back foot to front foot	Impact is with open racket	Performer strikes 'through' shuttle and body weight continues to move forward
√√	√x	√√

Recovery

Racket head comes down across the body	Forward movement at end of stroke leads to 'base' and 'ready' position
√x	√x

2. Use the results from the table to produce a summary of player's performance.

Summary

A consistent performer, she anticipates her shots well and prepares early with her racket up as she tracks her shots
She moves fluently in between her shots. She shows good control and balance when transferring her weight forwards and backwards, her sideways movement is less efficient at times – over-stretching a little.
She transfers her weight well on impact, especially in overhead shots and moves forward ready to play the next shot. On occasions her backhand shots lack power because she fails to turn side on to the net. This prevents her from transferring her weight into the shot.
Most of her actions produce the desired result but sometimes she fails to reach and take the shuttle with her racket sufficiently high when at the net.

3. Make suggestions for technique improvement.

Sharpen her footwork and be ready to move base. Lead with lunging foot, keep racket up to cover net shots.
Practice chase steps leading with right and left foot. REPEAT alternate steps.
Practice lunge and retreat steps from T to right hand side of the net REPEAT to left.
Practice above drills to verbal stimuli for example, to the command of 'go right', 'go left', etc.
Use series of repetition / pressure drills to refine backhand techniques.

AREA 3 SKILLS AND TECHNIQUE

Task 5b

Exemplar Answers

The purpose of this review is to provide you with a self-check guide about the type of observations that could be offered in response to the task. When comparing your observations you may find that you will be able to add to the comments contained below.

If you are unsure about any aspects of this task you should ask your teacher for further explanation.

1. Observe the action, and then complete the table below:

√ = Effective – fluent and controlled		
X – Not effective needs improvement		
MOVEMENT PATTERNS		Comments
Starts / returns to base	√√√√	
Forwards to cover / play shots	√√	
Backwards to cover / play shots	√x	
Sideways to cover / play shots	√ xx	
Transfers weight to play shots	√√x	<i>Fails to turn at backhand</i>
Recovers in between shots	√√x	<i>Slow to move in to cover net shots</i>

2. Use the results from the table to produce a summary of the player's performance.

Summary

This player shows a high level of control and fluency in most of her movement patterns. Her footwork skills are quick and light especially moving backwards where she demonstrates economical effort. This could be improved when moving sideways.

She works hard and returns consistently to base. Her anticipation and agility allows comfortable court coverage. She tracks the shuttle efficiently to be well positioned to recover in between and play return shots.

Generally she moves with good balance to and between shots this gives her time to play the shuttle.

At times she fails to move quickly sideways and fails to turn her body to play backhand shots. This prevents her transferring her body weight forward and as a result lacks power in some of her shots.

3. Make suggestions for footwork improvement.

Sharpen her footwork and be ready to move base /recover between shots. Lead with lunging foot, keep racket up to cover net shots.

Practice chase steps leading with right and left foot. REPEAT alternate steps.

Practice lunge and retreat steps from T to right hand side of the net REPEAT to left.

Practice above drills to verbal stimuli for example, to the command of 'go right', 'go left', etc.

Speed drills e.g. 4 corner drill to improve efficiency, economy of footwork.

AREA 3 SKILLS AND TECHNIQUE

Task 7

Exemplar Answers

The purpose of this review is to provide you with a self-check guide about the type of observations that could be offered in response to the task. When comparing your observations you may find that you will be able to add to the comments contained below.

If you are unsure about any aspects of this task you should ask your teacher for further explanation.

1. Observe the action, and then complete the table below

Passing

Secures/protects ball prior to passing	Accurate well timed passes	Uses deception when passing	Passing creates opening for team-mates	Can use different types of passes	Transfers weight forward in pass
√√√	√√	√	√√	√	√√

Dribbling

Relaxed hand position on ball	Looks ahead and retains control of the ball	Low dribble to protect ball	High dribble to transport ball	Can change direction when dribbling	Retains control when dribbling
√√√	√√	√	X	√√	√√

Shooting

Shoots when this is the best option	Shot selection is appropriate	Shots are consistent and accurate	Shots are soft and often able to be rebounded	Shoots when in balance	Smooth follow through
√	√X	√X	√		

2. Use the results from the table to produce a summary of this player' s performance.

Summary

Shona is reasonably successful in the range of skills that she demonstrates. In particular she shows good timing and control in her passing and dribbling skills. She looks up and tries to use the most appropriate pass or shot available.

Shona shows a high level of control and fluency in her court movement.

She shows high levels of concentration, responding well to the position of the ball, team-mates/ opponents and available space.

She tries to vary her dribbling by changing direction. She creates good attacking opportunities for her team-mates by delivering accurate passes.

On a few occasions when in the position to shoot she remains relaxed well balanced and scores, however her percentage of shooting is not particularly high.

3. Make suggestions for technique improvement.

Using a series of pressurised drills practice fake and pass, fake and shoot options. Take more time on the ball to disguise intent.

In 1 v 1 drills practice dribbling and driving to basket. At same time try to reinforce shooting skills.

Use series of progressive practices e.g. 1v1, 2v1 passive and active defender, and then move onto small sided & half court games to reinforce these skills.

AREA 3: SKILLS AND TECHNIQUE

Task 9

Exemplar Answers

The purpose of this review is to provide you with a self-check guide about the type of observations that could be offered in response to the task. When comparing your observations you may find that you will be able to add to the comments contained below.

If you are unsure about any aspects of this task you should ask your teacher for further explanation.

1. In your opinion what stage of learning do you think this player has reached?

The Automatic stage

2. What is about this player's performance that enabled you to come to this decision?

The whole performance is consistent. He makes his performance look effortless. He demonstrates excellent, technical, physical, personal and special qualities, which make his performance stand out.

He easily assesses the game situation and selects, applies and adapts his skills to cope with the game demands. In particular, he shows good vision to a team-mate up front and delivers a long accurate pass to open up play.

He displays control, fluency and timing when dribbling, passing and shooting. In particular, he shows excellent stick work control and easily slips passed opponents.

He supports his team-mates and offers width in attack.

He looks confident and relaxed and dominates play.

He demonstrates 'special' qualities by improvising his dribbling technique to get passed a defender.

3. Describe two progressive practices that would be suitable for this player's stage of learning.

Practice 1

A repetition practice. Receive a wide range of passes. Stop the ball with reverse side. Dribble ball around cones using reverse stick dribbling. Take on one opponent and then shoot for goal, varying the distance each time.

Within this practice set performance targets – not to touch cones and to score at least 8/10 attempts.

Practice 2

As above. This time altering the angle and space between the cones to make the practice harder, taking on two defenders before making an attempt at goal.

Within this practice set performance targets – not to touch cones and to score at least 6/10 attempts.

Finish with small-sided games reinforcing stickwork control and reverse stick passing and shooting.

4. Explain why the progression between the practices was appropriate for this performer's stage of learning.

The progressions were appropriate because the player did not have to refine isolated skills to make the practice work. The progressions were sufficiently difficult to challenge the player with realistic targets being set.

The practices were varied to ensure that the player remained motivated to do well.

AREA 3: SKILLS AND TECHNIQUE

Task 11

Exemplar Answers

The purpose of this review is to provide you with a self-check guide about the type of observations that could be offered in response to the task. When comparing your observations you may find that you will be able to add to the comments contained below.

If you are unsure about any aspects of this task you should ask your teacher for further explanation.

1. What other principles of effective practice must this performer take into account when planning her practice session?

Due to the strenuous demands of this performance the performer would need to consider her rest periods carefully.

She would need to have clear objectives and consider her present strengths and weaknesses.

She would need to consider her performance targets, perhaps to complete the routine without making any mistakes, or to try and make the complex part of her sequence stand out.

She would need to consider how she will receive and use feedback and how long her sessions should be before varying or progressing the practice.

2. In the space provided design a suitable method of gathering data that would assist this performer to make judgements about her performance.

Observation sheet identifying structural design and style of performance.

QUALITY CRITERIA	Very Effective	Effective	Needs improvement
Selection of skills			
Linking movements			
Use of levels			
Use of direction			
Use of dynamics			
Relationship to music			
Overall presentation			

Main strengths identified

Main weaknesses identified

3. How could this performer use the information that had been gathered to help plan her practice session and ensure that further improvements are made?

During her rest period she could analyse the data and identify strengths, and weaknesses to be worked on.

She could discuss the information with her teacher and get more feedback.

She could perhaps compare her performance to a model performance, etc.

She could then re-establish personal performance targets for the remainder of this session or in preparation for her next practice session.

AREA 3: SKILLS AND TECHNIQUE

Task 13a

Exemplar Answers

The purpose of this review is to provide you with a self-check guide about the type of observations that could be offered in response to the task. When comparing your observations you may find that you will be able to add to the comments contained below.

If you are unsure about any aspects of this task you should ask your teacher for further explanation.

- Complete the table below giving a brief explanation about the suitability of the methods of practice used for each activity.

ACTIVITY	SKILL	METHOD OF PRACTICE	EXPLANATION
Football	Dribbling and passing	Whole part whole	<i>This type of practice is suitable because the performers' skill varies between the associative and automatic stages of development. It allows detection of specific technical weakness. Using a 3v2 situation enables the weakness to be isolated and refined before putting it back into the whole performance.</i>
Hockey	Dribbling and passing	Repetition	<i>This type of practice was appropriate as it reinforced the skills of passing and dribbling. It was also useful as the players involved were able to improve their timing and communication skills. The repetitive nature grooved the actions and allowed the practice to be done at speed.</i>

- Select one of the activities featured above. Suggest a **different method** of practice that could be used to benefit performance development.

ACTIVITY	SKILL	METHOD OF PRACTICE	EXPLANATION
Hockey	Dribbling and passing	Pressure	<i>This type of practice is suitable because of the game like demands. A variety of demands (pressures) can be introduced progressively to make practice more demanding, e.g. play in an overload situation 3v2, 4v2 or complete an agreed number of passes before an attempt at goal can be made etc. The competitive nature improves not only technical aspects of performance but develops decision making skills helping the players to remain focussed and select the correct options when under pressure.</i>

- To ensure that practice sessions are effective it is important to include setting performance targets. Discuss the importance of setting performance targets as part of practice sessions.

*It gives you a benchmark to strive towards for both the short and longer term.
It enables you to compare your performances and evaluate progress.
It allows you to progress at your own ability.
It keeps you motivated.
It helps you to plan for further improvements.*

AREA 3: SKILLS AND TECHNIQUE

Task 13b

Exemplar Answers

The purpose of this review is to provide you with a self-check guide about the type of observations that could be offered in response to the task. When comparing your observations you may find that you will be able to add to the comments contained below.

If you are unsure about any aspects of this task you should ask your teacher for further explanation.

1. Complete the table below giving a brief explanation about the suitability of the methods of practice used for each activity.

ACTIVITY	SKILL	METHOD OF PRACTICE	EXPLANATION
Football	Dribbling and passing	Whole part whole	<i>This type of practice is suitable because the performers' skill varies between the associative and automatic stages of development. It allows detection of specific technical weakness. Using a 3v2 situation enables the weakness to be isolated and refined before putting it back into the whole performance.</i>
Hockey	Dribbling and passing	Repetition	<i>This type of practice was appropriate as it reinforced the skills of passing and dribbling. It was also useful as the players involved were able to improve their timing and communication skills. The repetitive nature grooved the actions and allowed the practice to be done at speed.</i>

2. Select one of the activities featured above. Suggest a **different method** of practice that could be used to benefit performance development.

ACTIVITY	SKILL	METHOD OF PRACTICE	EXPLANATION
Football	Control and passing	Gradual Build up	<i>This type of practice is suitable because it is challenging but achievable-overload situation 3v2. The practice demands can gradually be increased once performers become more confident or consistent, e.g. 4v2 or a consecutive number of passes must be achieved etc. Here the practice could focus on control of first touch and accuracy of pass. It is also useful because you can easily go back a stage to refine technique or progress to a more complex stage once players are ready.</i>

3. To ensure that practice sessions are effective it is important to include setting performance targets. Discuss the importance of setting performance targets as part of practice sessions.

*It gives you a benchmark to strive towards for both the short and longer term.
It enables you to compare your performances and evaluate progress.
It allows you to progress at your own ability.
It keeps you motivated.
It helps you to plan for further improvements.*

AREA 3: SKILLS AND TECHNIQUE

Task 15

Exemplar Answers

The purpose of this review is to provide you with a self-check guide about the type of observations that could be offered in response to the task. When comparing your observations you may find that you will be able to add to the comments contained below.

If you are unsure about any aspects of this task you should ask your teacher for further explanation.

Watch the video action to help you to evaluate the effectiveness of this player's performance (setter girl in blue top).

- Record a ✓ each time you observe the quality criteria being achieved

PERSONAL QUALITIES	CLEARLY EVIDENT	SOMETIMES EVIDENT	RARELY EVIDENT	EVALUATION
Concentration	✓✓✓✓✓			<i>Totally focussed on the task. Always alert and ready to move. Always anticipates the move. Ready to cover the block or dump.</i>
Motivation	✓✓			<i>Motivated to provide the attacker with a good and accurate pass.</i>
Determination	✓✓			<i>Shows good determination in her ability to support play once she has given the set.</i>

- Consider three different types of feedback that could be used to help this performer improve her performance.

<i>Positive feedback:</i>	<i>Praise about the quality of her passing.</i>
<i>Corrective feedback:</i>	<i>To give information about any area of weakness.</i>
<i>Written feedback:</i>	<i>To provide quantifiable information about the number of successful passes made etc</i>

- Explain in detail, the importance of feedback in developing performance.

<i>It is essential for further improvements in performance.</i>
<i>It provides reinforcement about the successful parts of performance.</i>
<i>It identifies weaknesses in performance.</i>
<i>It encourages you to achieve better results.</i>
<i>It helps you to prioritise future practice sessions.</i>

NOTES