



Key words

Word	Definition
Skill	A learned action/learned behaviour with the intention of bringing about pre- determined results, with maximum certainty and minimum outlay of time and energy.
Ability	Inherited, stable traits that determine an individual's potential to learn or acquire a skill.
Open skill	A skill which is performed in a certain way to deal with a changing or unstable environment, e.g. to outwit an opponent in rugby
Closed skill	A skill which is not affected by the environment or performers within it. The skill tends to be done the same way each time. e.g. platform diving.
Externally-paced skill	The skill that is started because of an external factor. The speed, rate or pace of the skill is controlled by external factors, e.g. an opponent.
Self-paced skill	The skill is started when the performer decides to start it. The speed, rate or pace of the skill is controlled by the performer. e.g. shot choice in table tennis.
Basic skills	Require less concentration and coordination such as throwing and striking e.g. reacting to your opponent's serve in badminton
Gross movement	Using large muscle groups to perform big, strong, powerful movements. e.g. phases of a triple jump.

Fine movement	Small and precise movement, showing high levels of accuracy and coordination. It involves the use of a small group of muscles. e.g. spin bowling.
Complex skills	Take longer to learn and requires greater concentration and coordination to perform e.g. pole vault.
Performance goals	Personal standards to be achieved. Performers compare themselves against what they have already done or suggest what they are going to do. There is no comparison with other performers. e.g. beating your PB.
Outcome goals	Focus on end result/winning. These should be avoided as they rely on factors that cannot be controlled such as other performers. Beginners prefer to avoid outcome goals because failure can demotivate/winning may be an unrealistic goal.





Positive feedback: What's good or correct about performance

Advantage: Motivating, highlights success

Disadvantage: Could suggest performance was better than it was

Negative feedback: What's bad or incorrect about performance

Advantage: Enables coach to provide guidance on how a skill can be performed better, helps performer to prioritise improvement

Disadvantage: demotivating, beginners may struggle to know how to respond

Extrinsic feedback: Received from outside of the performer, eg from a coach.

Advantage: Beginners need feedback from coaches to be made aware of technique

Disadvantage: Not always available

Kinaesthetic feedback: type of intrinsic feedback, received via receptors in the muscles. Sensations that are felt by the performer, providing information from movement.

Advantage: experienced performers can make immediate adjustments

Disadvantage: Requires high level of knowledge to know what to do next

Knowledge of results: Information for performer about time, placing, result

Advantage: quick measure

Disadvantage: demotivating

Knowledge of performance: Feedback on performance generally and technique.

Advantage: Many aspects to one performance so feedback can be detailed for or focused.

Disadvantage: Hard to break a performance down to provide detailed feedback

Goal setting (SMART goals) A method to set appropriate goals, optimise performance, increase motivation and reduce anxiety. Goals should be **SMART**:

Specific – specific to the demands of the sport/muscles used/movements used

Measurable – it must be possible to measure whether they have been met

Accepted – they must be accepted by the performer and others involved, eg coach

Realistic – they are actually possible to complete

Time bound – over a set period of time.

Box 6: Pathway

Previous knowledge: from teaching sequence

Future links: from teaching sequence

Careers: from curriculum narratives

Box 7: Cross curricular links

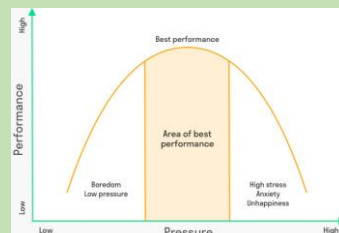


Mental preparation for performance

Arousal

A physical and mental (physiological and psychological) state of alertness/readiness, varying from deep sleep to intense excitement/alertness.

The 'inverted-U theory' Optimal performance occurs when a performer reaches an optimal level of arousal.



Gross movement skills require higher levels of arousal

Fine movement skills require lower levels of arousal as movements are precise

Stress management techniques:

- deep breathing (Slow, deep breaths whilst relaxed)
- mental rehearsal/visualisation/imagery (Cognitive relaxation techniques involving control of mental thoughts and imagining positive outcomes.
- positive self-talk (Developing cognitive positive thoughts about your own performance)

Simple information processing model



Motivation The drive to succeed or the desire (want) to achieve something/to be inspired to do something.



Intrinsic: the drive that comes from within (e.g. for pride, satisfaction, a sense of accomplishment, self-worth). More likely to lead to continued effort and participation



Extrinsic: the drive to perform well or to win in order to gain external rewards (e.g. prizes, money, praise) Extrinsic is from another source/person, tangible (certificates/trophies, medals) or intangible – praise/feedback/applause.



Aggression: A deliberate intent to harm or injure another person, which can be physical or mental

Direct aggression: Act which involves physical contact with intent to cause harm, e.g. a punch below the belt in boxing, high tackle in Rugby



Indirect aggression: Does not involve physical contact. The aggression is taken out on an object to gain advantage, e.g. hitting a tennis ball hard during a rally, bouncer in cricket



Guidance: A method to convey information to a performer.

Guidance methods:

- visual (seeing) – live demo, poster, film, chart or court markings
- verbal (hearing) – from coach
- manual (physically assist movement) – from coach
- mechanical (use of objects/aids) e.g. floats in swimming, harnesses in trampolining.



Visual guidance:

Advantage: useful for all levels, good for novices, performer sees what is required, vision is dominant sense, can copy others

Disadvantage: Must be of good quality, some skills too complex

Verbal guidance:



Advantage: Useful for high level, highlights key points, quick to share information, questioning can make performers think

Disadvantage: Can lead to information overload, difficult to hear in noisy environments, complex things are difficult to explain

Manual guidance:



Advantage: useful for complete beginners, allows performer to develop correct feel

Disadvantage: May not think they are really performing skill

Mechanical guidance:



Advantage: good for potentially dangerous skills, performer gains a feel for skill without fear, builds confidence.

Disadvantage: equipment may be expensive and performer may become reliant on the aid.

Personality types

Introvert:

Characteristics: shy/quiet, thoughtful, enjoy being on their own/loner.

Tend to play individual sports when concentration/precision (fine skill) is required or low arousal is required. Enjoy practising. Prefer individual sports.

Extrovert:

Characteristics of an extrovert: enjoy interaction with others/sociable, enthusiastic/talkative, prone to boredom when isolated/by themselves.

Tend to play team sports when there is a fast pace, concentration may need to be low or gross skills are used.

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Box 7: Cross curricular links