Qualification Accredited

OCR
Oxford Cambridge and RSA

GCSE (9–1)

PHYSICAL EDUCATION

J587
For first teaching in 2016

Socio-cultural issues and sports psychology

LEARNING OUTCOMES

BY THE END OF THIS TOPIC YOU SHOULD ……

- **Know the definition of motor skills**
- **Understand and be able to apply examples of the characteristics of skillful movement:**
  - **efficiency**
  - **pre-determined**
  - **coordinated**
  - **fluent**
  - **aesthetic.**
- **Know 2 continua used in the classification of skills, including:**
  - **simple to complex skills (difficulty continuum)**
  - **open to closed skills (environmental continuum).**
- **Be able to apply practical examples of skills for each continuum along with justification for their placement on both continua.**

Characteristics of skilful movement

A skilful movement can be defined as:

'A skilled movement is one in which a predetermined objective is accomplished with maximum efficiency with a minimum outlay of energy.'

OCR GCSE (9-1) PE Second Edition – John Honeybourne 2016

Motor skill

An action or task that has a target or goal and that requires voluntary body and/or limb movement to achieve this goal.

Characteristics of skilful movement

Task: watch the YouTube clip. Do you think the juggler:

- **planned this routine**
- **tried to make it look good**
- **has good co-ordination**
- **made the routine flow**
- **makes his movements look easy/efficient?**

Explain your answers.

Juggler on YouTube

https://www.youtube.com/watch?v=5uaBBl3gXRs

Now let's apply your answers to the sport and physical activities on the syllabus

Characteristics of skilful movement

Skilful movement (the characteristics of skill) consist of:

- **P**re-determined - A player will perform skills having already planned them e.g. a skilled footballer will know where they are going to kick the ball before taking a penalty
- **E**fficiency – A skilled player is able to perform the task without any wasted energy e.g. a swimmer gliding through water, not fighting it
- **A**esthetic - They look good. A top-class dance routine is pleasing to watch
- **F**luent - A skilled player is able to perform the task making it look effortless and movements flow from one to the next e.g. a trampoline routine
- **C**oordination – The skilled performer in volleyball can jump and then 'spike/smash' successfully whilst still in the air.

ACRONYM
Remember that brilliant football team PEA FC

Characteristics of skilful movement

Skill differs from ability in that it is not innate, **skills are learnt**.

They are developed from ability after a period of **practice.**

To produce a skilled performance, the player must practice so that the required abilities are enhanced.

What are the characteristics of skilful movement?

Write all of them (with an example) on a post it note and stick them on the board!

Classification of skills

Why classify skills?

For skills to be understood fully and for those who teach or coach these skills it is useful to classify skills because…

Classification makes it clearer about what is required to learn and perform a particular skill

- All skills can be placed on a continuum (scale).
- There are two continua you need to learn:
  - difficulty continuum (simple to complex)
  - environmental continuum (open to closed).

Classification of skills

Difficulty continuum

- Skills can be classified according to the types of judgements and decisions that you have to make to perform the skill.

Simple:

- straightforward, with hardly any judgements and decisions to make
- can be taught as a whole in a repetitive way
- e.g. a sprint start in swimming where there are very few decisions – other than to dive - to be made.

Complex:

- many decisions or judgements to make
- may have to be learned in stages
- e.g. slip catch in cricket, or a pass by a midfield player in hockey who has to make lots of decisions before she passes.

Any sporting action can be placed anywhere on the continuum depending on how simple or complex the skill is

Simple ——— **Complex**

Classification of skills

Difficulty continuum

Task: where do the skills pictured below belong on this continuum? And why?

Simple — **Complex**

Classification of skills

Environmental continuum

- **Open skill :** the skill is effected by the environment and requires the performer to make perceptual decisions.
- **Closed skill :** the skill is <u>not</u> affected at all by the environment.

Task: where do the skills pictured above belong? Why?

Examiner's tip

When asked to provide examples of skills/actions that are Open/Closed or Complex/Simple ..... ***BE SPECIFIC!!***

Examples:

Hockey is a complex skill = is vague and gains zero marks.

BUT an attacker in hockey dribbling to beat defenders into the circle, is an example of a complex skill, is more specific and gains marks

Kite surfing is an Open skill = is vague and gains zero marks.

BUT a kite surfer riding a high wave on a windy day is an example of an Open skill, is more specific and gains marks.

Why do we need to classify skills?

- There are implications for training and coaching for learning skills in sport
- Makes it clearer what is required to learn
- If the skill is a closed skill then it is unnecessary to vary the situation.

What are the implications for training and coaching?

- If a closed skill was being taught it would need to be repetitive in the same situation as the situation remains fairly constant
- If an open skill was being taught then it would need to be learnt in a variety of situations because the performer would need to be able to perform this skill in a variety of circumstances (e.g. *keep changing shooting positions and type of shot in a basketball practice*)
- If a complex skill was being taught it would be taught in stages, to allow the brain to remember each bit
- If a simple skill was being taught it would be taught as a whole in a repetitive way to ensure good memory.

Goal setting

LEARNING OUTCOMES

BY THE END OF THIS TOPIC YOU SHOULD …

- **Understand and be able to apply examples of the use of goal setting:**
  - **for exercise/training adherence**
  - **to motivate performers**
  - **to improve and/or optimise performance.**
- **Understand the SMART principle of goal setting with practical examples.**
  - **(Specific, Measurable, Achievable, Recorded, Timed).**
- **Be able to apply the SMART principle to improve and/or optimize performance.**

Why use Goal Setting?

We use goal setting because it:

- **motivates** performers and keeps them working hard
- gives **performers** a better chance to improve fitness levels
- helps to **improve/optimise** performance
- allows progress to be made in your training.

Why use Goal Setting?

A common way of goal setting is by use of the SMART principle i.e.

Specific

Measurable

Achievable

Recorded

Timed

*Note**

A can also represent – Agreed

R can also represent – Realistic

This is not incorrect, however, our syllabus shows them as Achievable and Recorded.

Applying SMART targets

S	SPECIFIC	The goal must be specific so the performer knows exactly what they aim to achieve. 'To get better at my sport sometime' is much too vague.
M	MEASURABLE	You must be able to measure your progress. Example – to improve shot success in basketball by 20% **is** measurable. Improve concentration **can't** be measured.
A	ACHIEVABLE	The goal must be possible for the performer to reach. Example – A sprinter trying to knock 8 seconds off their 100m time would be wasting their time, they need to work in 10ths or 100ths secs.
R	RECORDED	Logging the goal and the progress made will enable the performer to see how close they are getting to their target. It is also motivating to do this. Using a table/graph or spreadsheet are ways of recording the goal & progress.
T	TIMED	The goal must have a definite BEGINNING and END, which gives the performer a time limit in which to achieve the goal. This could be months or a whole season.

Task: make yourself a goal setting target for your sport, using the SMART principle

Applying SMART targets

By setting appropriate goals you can:

- take up an activity or activities
- achieve more when you participate in physical activities
- improve your performance
- improve the quality and quantity of your training
- increase your motivation to succeed
- increase your pride and satisfaction after goal completion.

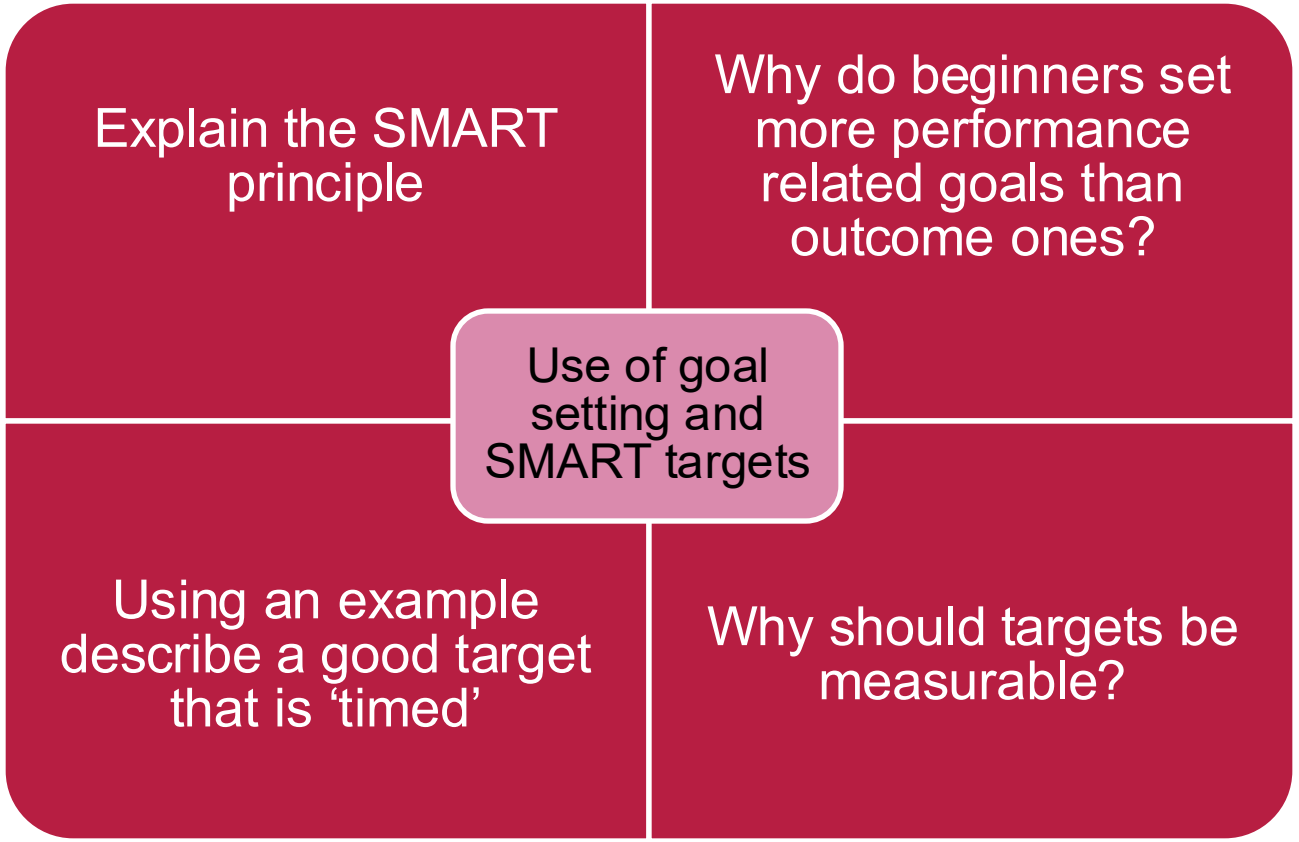
Goal setting is a very powerful process that can lead to rewards, personal satisfaction and increased motivation levels.

By knowing what you want to achieve, you then know what you need to concentrate on and improve and what distractions to ignore. When you set goals for training in sport, you should try to:

- pace yourself - do not try to do too much too soon
- give yourself rewards
- keep goals realistic
- keep a record of your goals
- not feel bad if things do not go well - plan your next step for future success.

What has stuck with you?

Apply it!



Mental preparation

LEARNING OUTCOMES

BY THE END OF THIS TOPIC YOU SHOULD…

- **Know mental preparation techniques and be able to apply practical examples to their use:**
  - **imagery**
  - **mental rehearsal**
  - **selective attention**
  - **positive thinking.**

Mental Preparation

Imagery

Imagery can improve concentration.

The creation of pictures in our minds is imagery.

Many people try to get the feeling of movement or capture an emotional feeling, for example of pleasure or happiness. Imagery can also help with relaxation.

A participant in a physical activity or a performer in sport who feels anxious could go to ‘another place' in their minds to try to calm down.

Many participants report that they use these techniques to cope with stress and anxiety.

Mental Preparation

Mental Rehearsal

Mental rehearsal can involve both internal and external imagery.

External imagery is when you can picture yourself from outside your body, like watching yourself on film.
For example, a trampolinist may imagine watching themselves before they perform their routine.

Internal imagery is when you imagine yourself doing the activity and can simulate the feelings of the activity.
For example, bobsleigh driver or a high-jump athlete visualising the whole activity of run-up, jump and landing.
Mental rehearsal and imagery can result in the following benefits:

- speeds up your reactions to different situations
- enables you to concentrate and focus
- keeps you calm and helps to control your levels of arousal
- can prepare you to react in different ways depending on the opponent or changing circumstances
- encourages you to be motivated and positive in your outlook.

Task: how might a gymnast use imagery before a routine?

Mental Preparation

Mental Rehearsal

…….. is similar to imagery but can be used to:

- **familiarise** the athlete with a competition site, a race course, a complex play pattern or routine
- **motivate** the athlete by recalling images of their goals or of success in a past competition
- **perfect skills** or skill sequences the athlete is learning or refining
- **reduce negative thoughts** by focusing on positive outcomes
- **set the stage** for performance with a complete mental run through of the key elements of their performance.

Examples:

- taking and scoring a penalty in football, penalty flick in hockey or free throw in basketball
- kicking a conversion in rugby
- completing a slalom run in skiing.

Mental Preparation

Selective Attention

This is the process of focusing on a particular object in the environment for a certain period of time.

Attention is a limited resource, so selective attention allows us to tune out unimportant details and focus on what really matters.

This is especially important right before a vital moment in sport.

When learning or performing skills in sport it is often difficult for the learner/performer to discriminate between information that is relevant and information that is unimportant in the execution of the skill.

A beginner basketball player may pay too much attention to the ball and not watch the movement of the opponent he is supposed to be marking.

It is therefore important that when learning or performing a skill that needs more concentration, the performer concentrates on what is relevant and ignores irrelevant distractions.

This process is called **selective attention.**

Mental Preparation

Selective Attention

Task: make a list of 'information' that is not helpful when a goalkeeper is trying to save a shot in a football match.

Did you get?

- crowd noise – cheering or jeering
- stadium floodlights
- crowd taking photographs on mobile phones
- weather elements e.g. rain, wind, cold
- the player shooting – opponent's top goal scorer
- the score
- the time of the shot – beginning/middle/end of game.

Perhaps more importantly the focus should be on:

- where the ball is
- where your own players are
- where you are positioned.

How is your Selective Attention?

Selection attention test on YouTube

https://www.youtube.com/watch?v=vJG698U2

Mental Preparation

Positive Thinking

…. sometimes called 'self-talk'

Involves the participant in a physical activity or the sports performer being positive about past experiences and performances and future efforts by talking to themselves or thinking through how successful they might be.

This involves recognising that the athlete has started worrying about a performance and refocusing by using positive inner thoughts.

This technique has been shown to help with self-confidence and to raise levels of aspiration.

e.g. netball player tells herself "focus" or a footballer saying "we can do this".

There are many 'motivational quotes on the internet that performers use to enhance positive thinking.

Mental Preparation

Negative Self Talk

For many would-be participants in physical activities and performers in sport, thinking can be far from positive and often can be negative.

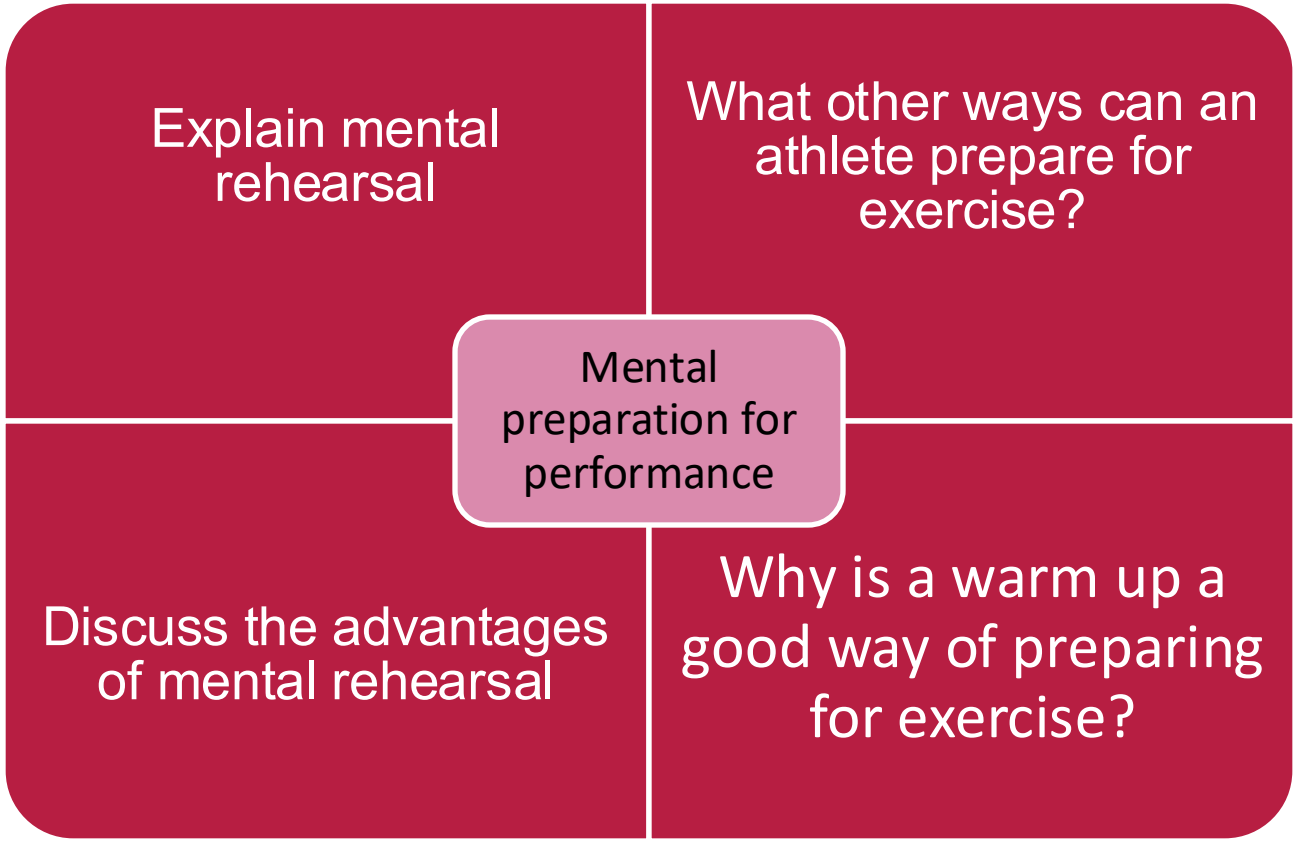
There are five categories of negative thoughts:

- worry about performance, *e.g. 'I think she is better than me.'*
- inability to make decisions, *e.g. 'Shall I pass, shall I hold, shall I shoot?'*
- preoccupation with physical feelings, *e.g. 'I feel too tired, I'm going to give up and rest.'*
- thinking about what will happen if they lose, *e.g. 'What will my coach say when I lose this point?'*
- thoughts of not having the ability to do well, *e.g. 'I am not good enough; he is better than me.'*

Task: for each of the statements above, turn the negative comment into a positive one

What has stuck with you?

Apply it!



Types of guidance and feedback

LEARNING OUTCOMES

BY THE END OF THIS TOPIC YOU SHOULD…

- **Understand types of guidance, their advantages and disadvantages, and be able to apply practical examples to their use:**
  - **visual**
  - **verbal**
  - **manual**
  - **mechanical.**

Types of Guidance

When learning any new skills different forms of guidance are required. Coaches and teachers normally give this support.

Methods of teaching/ guidance include:

- visual (seeing)
- verbal (hearing)
- manual (assistance of movement)
- mechanical (use of objects/aids).

Task: discuss – what do you think is meant by these types of guidance?

Visual Guidance

This is often used when a performer is just starting out in the learning process (beginners). Learners can see the whole action and interpret it for themselves.

Forms of visual guidance include:

- demonstration
- playback of a video clip
- observe technique from images or stills.

Visual Guidance

Advantages and disadvantages of **visual guidance**:

Advantages	Disadvantages
• provides learner with a mental image of the skill • draws attention to key points (gives cues) • better for less complex skills where less information needs to be given.	• can demotivate learner if it's a highly complex skill as they won't be able to do it • can overload beginners with information • needs to be accurate and clear otherwise skill can be learnt incorrectly.

Verbal Guidance

Terminology and phrases associated to certain skills can be made simple and straightforward in a clear verbal explanation.

Example:

- **spread fingers**
- **square up**
- **focus on back of ring**
- **follow through.**

Verbal Guidance

Advantages and disadvantage of **verbal guidance**:

Advantages	Disadvantages
• tactics can be explained • gives technical info/ key points and highlights cues • feedback can be given and immediately.	• players must understand the basic • terminology used • overload beginners with information • learners may lose concentration easily.

Manual Guidance

This method is used when the skills learnt are dangerous or are complex. Coaches or teachers will use a ‘hands on’ approach to ensure safety
i.e. gymnastics coach holding the legs of the performer in a handstand.

Task: can you think of other manual guidance uses? In what other sport may a coach use this method?

Manual Guidance

Advantages and disadvantage of **manual guidance**:

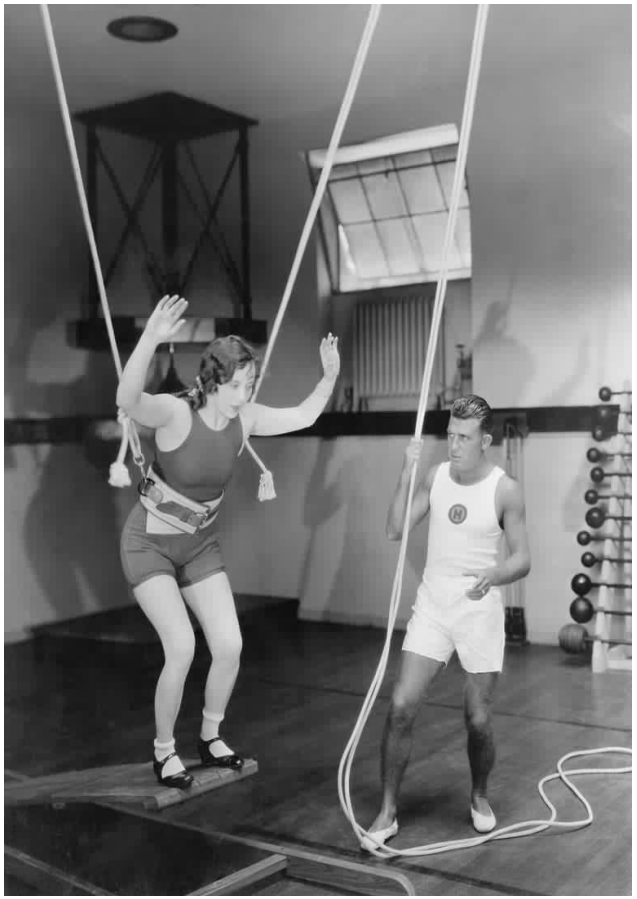
Advantages	Disadvantages
• builds confidence • eliminates danger • gives early feel for whole skill (kinaesthesis).	• learner becomes dependent on support and interferes with kinaesthetic awareness • gives false sense of security to performer • takes away true feeling of the skill • can slow down learning of the skill • proximity of coach may be upsetting.

Mechanical Guidance

Mechanical guidance

……involves the use of equipment to help support the learner whilst practising the skill.

i.e. the use of belts in gymnastics and trampolining to help support somersaults.



Types of Guidance

Advantages and disadvantage of **mechanical guidance**:

Advantages	Disadvantages
• promotes confidence and ensures safety for the learner particularly where there is an element of danger in the skill. i.e. rock climbing • builds confidence • eliminates danger • gives early feel for whole skill (kinaesthesis).	• learner can become dependent on this form of guidance • the feel of the movement with the guidance is different to the actual movement • the learner does not get an opportunity to correct mistakes in the technique.

Types of guidance and feedback

LEARNING OUTCOMES

BY THE END OF THIS TOPIC YOU SHOULD…

- **Understand types of feedback and be able to apply practical examples to their use:**
  - **intrinsic**
  - **extrinsic**
  - **knowledge of performance**
  - **knowledge of results**
  - **positive**
  - **negative.**

Types of Feedback

Feedback is a vital part of **information processing**, which can help to provide confidence and motivation for the performer.

Feedback has an important role to play in **correcting errors** and **improving performance**.

Task: describe an experience you have had whilst playing sport of both positive and negative feedback.

Types of Feedback

Intrinsic

This type of feedback happens within the performer.

Information received by the athlete as a direct result of producing a movement through the kinaesthetic senses - feelings from muscles, joints and balance.

The performer knows from the 'feeling' they get that the action will be successful.

Michael Jordan – eyes closed free throw on YouTube

https://www.youtube.com/watch?v=_JUjbpL9X7I

Task: how many different sporting examples can you think of where intrinsic feedback happens?

Types of Feedback

Intrinsic

Basketball player who knows their 3 point shot is going in before the ball gets to the basket.

Rugby penalty kicker who is running back to the half way line – knowing the kick is successful before the ball gets to the posts.

Gymnast who knows their legs are in the correct position whilst performing a handstand.

Trampolinist knowing exactly when to open out from a triple somersault and spot a perfect landing.

Golfer who knows their tee shot is perfect from the feel of their swing.

Tennis player who knows their serve is perfectly placed as it felt good.

Types of Feedback

Extrinsic

This feedback comes from external sources.

For example from sound or vision.

Practical example – a footballer seeing that their penalty kick was successful as it hits the back of the net.

The following are all examples of extrinsic feedback:

- watching a performance back from video
- listening to a coaches comments
- final score in a game.

Types of Feedback

Knowledge of Performance

This type of feedback is normally related to External (extrinsic) Feedback, but can be gained through kinaesthetic awareness.

Example:
a gymnast feeling that their legs are not straight whilst performing a handstand. (in this case the gymnast tends to be highly skilled as they can feel if the performance is good).

It provides information about the pattern of movement/technique(s) that is taking place.

Examples include:
- *A coach telling a prop in a rugby scrum how their technique is incorrect*
- *a basketball coach telling a player that they missed a shot because they didn't follow through when they released the ball.*

Types of Feedback

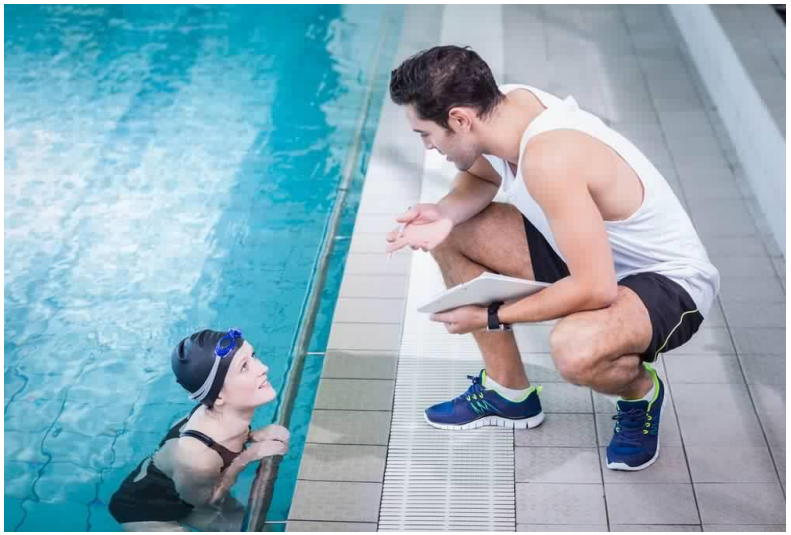
Knowledge of Results

This feedback is ***External*** (extrinsic) and can come from the performer themselves or another person (coach, teacher or sometimes a spectator).

It is very important for performers to know the outcome (results) of their actions, otherwise little learning is possible.

Examples:

- *watching your shot go into the net in a netball match*
- *an announcer telling you how far you have thrown the javelin*
- *seeing your tennis serve touch the top of the net*
- *the crowd cheering when your tee shot lands in an excellent position on the fairway.*



Task: give an example of knowledge of results following an action in your chosen sport/activity

Types of Feedback

Positive & Negative

Beginners will need more **positive** feedback to encourage and motivate, whereas elite athletes can take **negative** feedback more constructively.

Some performers are motivated by **negative** feedback, they like to prove people wrong and so try hard to put the mistake/inaccuracy right.

Other performers are demotivated by **negative** feedback and will 'give up' as they 'will never be good enough'.

Positive feedback is often more motivating.

Beginners and children enjoy **positive** feedback.

Positive feedback must be 'honest', telling a performer that their actions were good, when they weren't can lead to problems in the future.

What has stuck with you?

Apply it!