

LO1: Using skills, techniques and tactics as an individual performer

LO2: Be able to use skills, techniques and tactics as a team performer in a sporting activity

Tier 3 Specific Vocabulary

Individual sports – single performer.

Team sports – Team members act together to achieve a shared objective

Skills – These are learned through a combination of movements using muscles and joints.

Technique – This is the way a participant performs a skill.

Creativity – The ability to create or react to a situation in a unique way.

Tactics – Plans a performer uses to play against their opponents' weaknesses and to their own strengths.

Strategies – These are bigger plans. These may be things you implement to overcome tactics.

Composition – This is the art of creating and arranging something such as a series of planned situations.

Decision making – Making a choice to improve outcomes e.g. type of pass/shot you choose to use to outwit an opponent.

Decision making during performance - Individual

Decision making during performance is very important in sporting performances. Performers make decisions based on what they see, hear, touch and feel. The more experienced the performer is, the easier it is to make a good decision. Decision making involves the performer selecting a suitable movement or skill from a range of possible responses that are stored in memory.



Example - a golf player has to decide which type of shot to play need and this results in the player having to choose a specific club to allow them to perform the best shot.

Ability to manage/maintain performance - Individual

The performer needs to have the ability to manage/maintain their own performance. Arousal can play a part in sports performance. Arousal is a physical and mental state of alertness / excitement varying from deep sleep to intense excitement. Arousal affects both the physical and mental state of a performer. Physically, increases in arousal may cause a rise in heart rate or cause a performer to sweat more. Mentally, increased arousal leads to increased anxiety.

For example - if a tennis-player is over-aroused, they may smash their racquet in anger which highlights the importance of controlling your arousal levels during performance



Performance of skills and techniques - Team

Team sports require a large range of skills and techniques to be performed. Creativity in a team sport is concerned with using your own ideas to solve a problem by creating or reacting to a situation in a unique way. All sports performers can be creative in order to try and score points / win matches. For example, a footballer may use creative footwork / skill-work to overcome the defenders.

Ability to manage/maintain performance - Team

Most team sports have specific roles for a number of players within the team, and players must be aware of their role to the team. In most sports, all team players have specific positions and these help the players to understand their role to the team. For example, the rest of the football team have expectations of what the goalkeeper should do.

Decision making during performance - Team

Within team sports, decision making tends to happen instantly. You very rarely have time to decide on a decision and things are decided instinctively. An example of this is a performer in rugby. Having to decide who to pass to as they are running and trying to avoid being tackled. Most performers in rugby can pass, it's a basic requirement of the sport. What separates the better players from the weaker players is the ability to decide who to pass to and when to pass. This type of decision making can determine whether your team scores points or not.

Appropriate use of tactics / strategies / compositional ideas.

As a team, players can employ specific tactics to gain advantages. For example, if a team has a tall football striker, then the manager might decide to play using long balls in the air to play to the needs of the striker. Tactics and strategies can be decided during games and not just at the start.

LO3 – Being able to officiate in a sporting activity

Tier 3 Specific Vocabulary

Rule – Define how to win Fairly, refer to NGB rule books)

National Governing Body (NGB) – regulates sports, oversees rules, coaching & competitions

Regulations – Define the playing area

Consistency - making sure rules are applied consistently in a variety of situations

Accuracy - applying rules correctly

Signals - whistles/flags/gestures – how, when, why

Communicating decisions - with other officials, performers and the audience

Positioning - to gain the best view to make decisions, not obstruct activity

The Important of Consistency

It is important that officials show consistency at all times. Consistency tends to come with experience and the better officials are more consistent within their decisions. The key to consistency is to make the same decision in the same kind of situation, whether it's the first minute, the last minute and scores level.



The important of accuracy

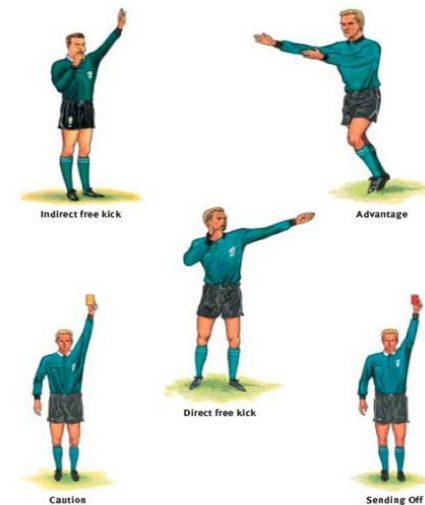
Officials are expected to know the rules of the sport. They must apply the rules correctly and accurately. The accuracy needed when officiating is at two levels. There is the accuracy required in terms of knowing the rules and the accuracy in seeing what is happening. Knowledge of the rules should not be limited in anyway. All officials must know the rules and apply them correctly. Officiating a game is much more than counting scores, and the harder more rarer decisions that crop up during the games needs to be decided accurately. For example, interpreting whether a dropped ball in rugby was a Knock-on or it went backwards as this determines how they game resumes.

Communicating decisions

As an official, it is important you can communicate effectively. In many team games, the referee communicates using a whistle which is used to signify the beginning of the game and any stoppages. Officials can also “talk” with their whistles as the amount of air blown into the whistle can determine what sound is made.

The use of signals

Referees will use hand signals to indicate a decision. Hand signals can often substitute the need for the official to speak. For example, in football, when a goal is scored, the referee raises him arm and points towards the centre-circle to indicate the goal has been allowed. This also helps fans who wouldn't be able to hear him if the official was to speak instead of using hand signals.



The importance of positioning

In order to officiate effectively, officials need to be positioned whereby they can see what is happening around them. For example, in tennis, the umpire sits in exactly the right position to be able to see clearly whether the ball stayed in or went out. As all team games are played to a fast pace, officials need to ensure they are positioned correctly so that they can make the most accurate decision possible.

E.g. of different officials in sports: umpires, referees, judges, timekeepers

LO4: Be able to apply practice methods to support improvement in a sporting activity

You must be able to:

Identify areas of improvement in your own performance in a sporting activity, i.e. what are the key skills in the activity? What key skills are your **strengths & weaknesses**?

Examples:

Passing left/ right foot/ hand, catching low, catching high, controlling with left/ right foot/thigh/chest, heading, dribbling inside/outside. **Which key skills are your strengths and weaknesses?**



Methods to improve performance:

Altering context of performance (e.g. playing with and against better players can improve performance/ changing distances/ number of defenders/ targets bigger or smaller)

Skill Classification

Simple skill -e.g. transferable between a number of sports such as running, walking jogging)

Complex skill - tend to be specific to a sport (non-transferable) such as a tennis serve, rugby tackle/pass, football dribble)

Open skill - Is one that is affected by the environment. The performer has to make decisions in response to their surroundings (e.g. adaptable depending on the environment such as a pass in football/rugby, pass football/ rugby)

Closed Skill - involves less decision making because it has a stable environment. The performer can take their time to execute the skill. i.e. a golf swing e.g. performed in a stable environment such as a free throw in basketball, golf shot)

Different types of Practice:

Use of tools to aid evaluation - e.g. match analysis, video analysis, etc.



Types of Practice

o whole i.e. the whole skill is performed at once. this practice involves repeating the whole series of actions (e.g. a triple jump)

o part i.e. the skill is broken down into parts which are practised separately (e.g. just the 'hop' phase in the triple jump)

o variable i.e. the skill is practised in the range of different situations that could be experienced in a performance. This method is appropriate for open skills

o fixed i.e. a specific skill or technique is repeatedly practised in the same way. This practice involves a stable and predictable environment where conditions remained fixed.

How to measure improvement in skills, techniques and strategies developed:

Examples

1. How to measure improvement in skills, techniques and strategies developed, i.e.
2. Completion of proficiency awards
3. Keeping individual logs of performance
4. Keeping video diaries
5. Peer observation
6. Monitoring competition results over