Higher PE

Physical (Tactics) + Social
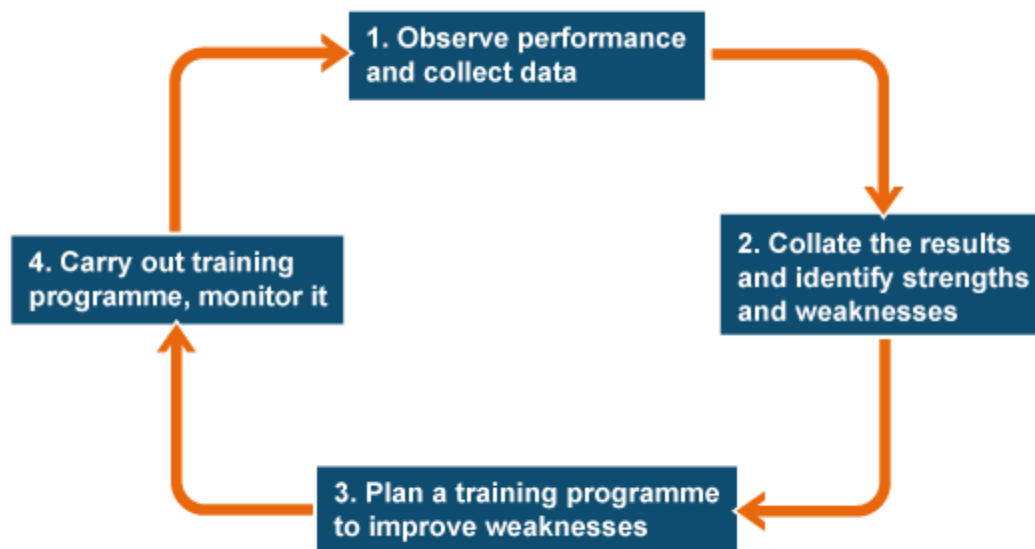
Basketball

Eyemouth High School

Hockey
- Physical (skill)
  - Consistency → General O.S. → Shdw, rep, cond games
  - Control → General O.S.
- Mental
  - Level of arousal → Anxiety inventory → Visualisation
  - Level of arousal → SCAT test → Deep breathing
  - Decision making → General O.S. → D.M. Drills

Basketball
- Physical (tactics)
  - Role demands → Match analysis → Walk/run through
  - Team S+W → Coach feedback → Opposed/unopposed
- Social
  - Team dynamics → Questionnaire → Team building
  - Self-conduct → Questionnaire → Role models

Badminton
- Physical (fitness)
  - Agility → Illinois agility → Agility drills
  - CRE → Cooper run → Fartlek
  - CRE → Time-related O.S. → Interval
- Emotional
  - Happiness → Questionnaire → Self talk
  - Anger → POMS → Self talk
  - Anger → Discipline record → Trigger words

Cycle of Analysis

Physical (Tactics)

TEAM STRENGTHS AND WEAKNESSES

Definition

Team Strengths and Weaknesses should be considered before choosing a tactic within an activity. It is important to consider your opponent's strengths and weaknesses as well as your own strengths and weaknesses.

Impact on Performance

It is important to select a strategy that maximises your team strengths, minimises your team weaknesses, minimises your opponent's strengths and exploits your opponent's weaknesses. For example, the fast break is an attacking strategy that your team could your team had quick players who could cope with performing skills at a fast pace and were poor at breaking down defences. This would also be a good strategy against a team who had a strong zone defence but were slow to get back in their own half.

ROLE RELATED DEMANDS

Definition
Your role is the part you play in an activity e.g. performer or playing role (e.g. attacker, defender, wing attack, scrum half) or a non-playing role (referee, time-keeper, coach). Demands are the qualities required to fulfil the role effectively.

Impact on Performance
Role Demands relate to your own personal strengths and weaknesses and whether these are suited to a certain playing or non-playing role. For example, the team captain must also show personal qualities such as leadership. As a captain you are expected to encourage, motivate and communicate with your team mates. A captain can also pass on tactical information from the coach/manager to those on the pitch. If the captain fails to do this then the team may be confused about their own role/ position which could create gaps in the midfield or defence providing the other team with opportunities to attack.

In basketball, there are three main positions: centre, guard and forward.

The centre is usually the tallest player in the team as they play close to the basket in attack and defence. A centre is expected to make shots close to the basket under pressure and have good footwork so they can find space to receive a pass before shooting. They should also be good at winning defensive and offensive rebounds.

The guard is usually one of the smaller payers in the team and is responsible for bringing the ball up court to initiate an attack. Most of their scoring opportunities will come from driving (dribbling) into the basket for a lay-up or shooting outside the key area.An effective guard will be able to dribble close to the basket for a shot, or to draw the opposition towards them before passing to a team mate in space.

The forward will be among the taller players in the team and should be able to drive to the basket and perform accurate lay-ups. They should be able to shoot from the corners and sides of the court. They should be prepared to set screens to help team mates drive towards the basket, as well as be prepared to gain attacking rebounds.

This table shows the order of importance of different skills required within each role:

Order of Importance	Guards	Centre	Forwards
1	Dribbling	Rebounding	Shooting
2	Passing	Shooting	Rebounding
3	Shooting	Passing	Passing
4	Rebounding	Dribbling	Dribbling
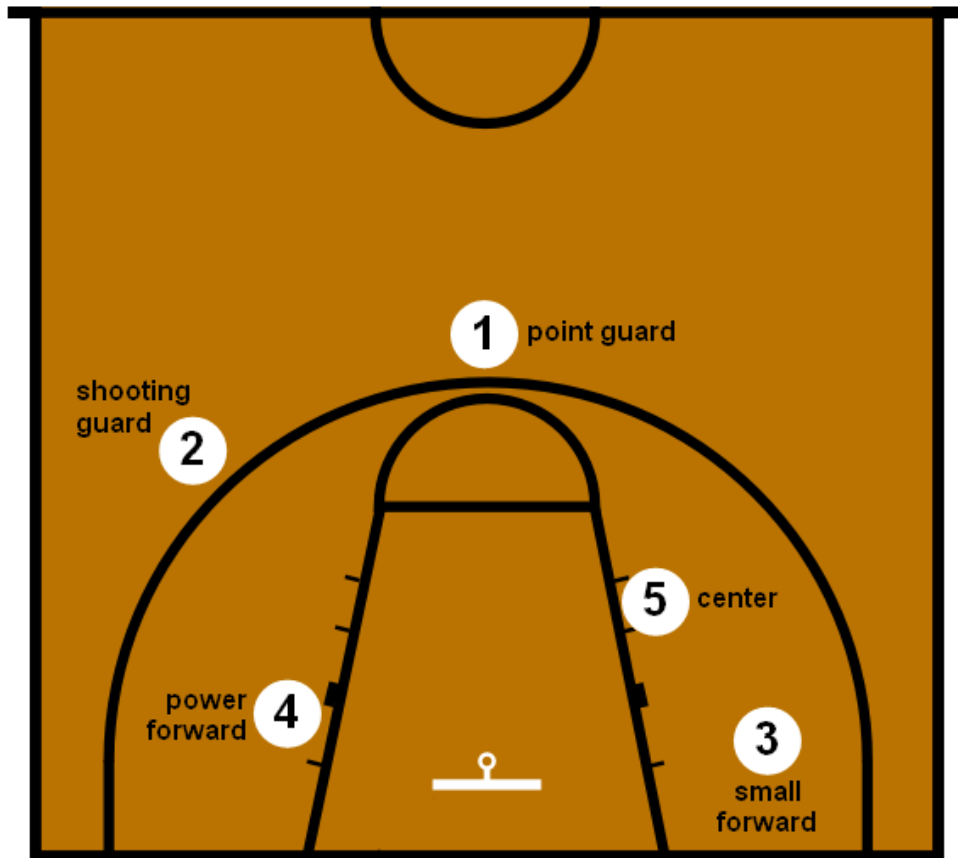
Principles of Play

Feature: Width
Definition
This is having a spread of players across the playing area and relates to the space   between players across the pitch or court.
Impact on performance
When players create width in attack: they have more space and time in which to work and execute skills; it puts pressure on the defence by stretching them and creates holes in the defence called space; space provides more time and possibly more one v one situations and gaps for players to run through. This means that opposing players will have to work much harder, as they have to cover more space. Width in defence is important to ensure that there is a spread across the playing area to cover attacks through the middle or the wide areas. Within the fast break strategy width in attack is created by the supporting runs made by the forward and the centre as the guard dribbles up the middle of the court (Transition Phase). This drags opponents out of position, creates space and opens up gaps for attackers to run into or the ball to be played into.

Feature: Penetration
Definition
This is the ability to move into space, break through and/or get in behind a defence.
Impact on Performance
This can be achieved by players moving into space or driving at defenders in 1v1 or overload situations. In basketball, forwards often use penetration when making a run in behind the defence to receive a pass close to the basket from their team-mate.

Feature: Depth
Definition
Depth involves having a player further back than the others and can be utilised in either defence or attack.
Impact on Performance
Depth in defence, often referred to as lines of defence, has a player covering behind the defender so that if the 1st defender is beaten there is still another to get by before being through on goal/basket. For example, some football teams operate with a sweeper behind the back 3 or 4 to provide a second line of defence. Depth in attack is usually when a player drops further back from the goal/basket often to
provide a passing option to retain possession. For example, within the fast break strategy depth is created by the positioning of the players in the attacking phase (Triangle Shape). In particular, the guard should stay at the top of the key after he/she plays the bounce pass to the forward. Depth provides **support** to the forward by providing passing/attacking alternatives should he/she be unable to perform the lay–up.

Feature: Support
Definition
Support can be similar to depth as it is mainly about providing options to teammates in attack and providing cover in defence. Support can also come from team-mates in front or in wide positions.
Impact on Performance
Support is an important principle of play in team activities. For example, support play in Rugby involves helping the ball carrier advance the position of the ball. Options and support are vital to keeping the opponents guessing and to help your team break through the opposition defence. Support in basketball is also extremely important to provide cover in defence and more options in attack.

Feature: Delay
Definition
Delay involves slowing down the opposition when defending or holding up an attack.
Impact on Performance
Delay in defence: The first priority when losing possession is usually to slow down or delay the attack so that the rest of the defence can get organised and sort back into position. This can be achieved by hustling and jockeying your opponent without over committing yourself. You can also reduce the time and space an opponent has by   channelling them away from the danger area and into an area that is well defended or is difficult to attack from. Delay in attack: This is where the attacking player/ team   deliberately slow down the pace of the attack to vary the tempo of the game or to hold up the ball. For example, slowing an attack down to maintain possession could be advantageous in order run down the clock when holding a lead.

Feature: Communication
Definition
Communication is the ability to convey information to team mates/coach through the exchange of verbal speech, signals or actions.
Impact on Performance
Communication is vital for successful performance in many different physical activities both in practice and in competitive situations. Communication is used when receiving feedback or advice by a coach or team mate during practice and it must be clear, concise and accurate. Communication is also used before a competitive match to discuss tactics/strategies and to finalise roles and decisions for the team. During a match, players must be able to convey instructions, call set plays, offer advice and support other members of the team. Communication takes place in each phase of the fast break strategy. In the defensive phase, the centre uses verbal communication to signal the start of the fast break by shouting rebound. At the same time, the guard uses visual communication to show the centre where he/she wants the outlet pass played to. In the Transition phase, the forward uses verbal communication to let the guard know that he/she is making a supporting run and is available for a pass. In the attacking phase, the forward again uses verbal communication to let the guard know that he/she is available for a pass. The forward will also use visual communication, (hand outstretched) to let the guard know where the pass should be played to.

Social

TEAM DYNAMICS

Definition: team dynamics refers to the 'chemistry' within a team; how well do they work together and support one another to achieve a common goal?

Impact on performance

A group with good team dynamics will be able to work together successfully to achieve a common goal. They will each be able to contribute and cooperate with each other effectively, allowing them to perform at their optimum level together, giving them more chance of winning. With bad team dynamics, there may be a breakdown in the relationships between some members. This can cause poor cooperation between team mates, which would likely lead to mistakes during a performance, leading to a detrimental effect for the overall team performance.

CONDUCT OF SELF

Definition

Conduct of self, players, crowd and officials relates to the social interactions and behavioural patterns of the persons aforementioned, before, during and after a performance.

Impact on performance

The conduct and behaviours of a performer can be very complex since it is often affected by relationships and interactions with others. Self-conduct of one player can therefore impact on the performance of others. For example, a player who criticises a team-mate may not motivate them to play better. Poor Self-Conduct can also have a direct effect on a team's basketball performance due to the following rules…

• Technical fouls awarded for unsportsmanlike conduct
• Personal Fouls awarded for illegal contact with an opponent
• 5 individual fouls in a game – before player is 'fouled out'
• 5 team fouls in a quarter – then free throw is awarded for all subsequent fouls

Self-Conduct can be placed under a great deal of scrutiny by the general public as well as the media and since they often set an example to younger generations there are a number of expectations on how they must conduct themselves at all times. Failure to conduct themselves correctly can lead to punishment through the rules of the activity, financial fines, suspensions and even loss of their jobs.

Gathering Data

Match Analysis – Initial Data Sheet

Analyse how effective your team is at executing the fast break strategy in a 3v3 game of basketball against a similar standard of opposition.

Attempt	Defensive Phase	Transition Phase	Attacking Phase	Knowledge of Results (Basket scored)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Key: ✓ = Successful   X = Needs improvement

Criteria

Defensive Phase	-Rebound -Fast, accurate outlet pass played to guard
Transition Phase	-Dribble to the middle -Accurate bounce pass played to forward
Attacking Phase	-Forward <u>just</u> in front of guard -Pass collected and lay-up shot taken

Match Analysis – Focussed Data Sheet

Analyse the transition and attacking phases of the 3 Man fast Break in more depth to identify specific weaknesses within this strategy.

Attempt	Width in Attack	Penetration	Depth in Attack
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Key: ✓ = Successful X = Needs improvement

Criteria

Width in Attack	-Both centre and forward are in wide positions just in front of guard
Penetration	-Guard dribbles ball down the middle of the court at pace committing any opposing defenders -Forward (or centre) receives pass and has space to drive towards basket to perform lay-up
Depth in Attack	-Guard remains at top of the key to provide support

Coach Feedback

Coach feedback can be very useful to help gather data on performance. Write in the box below some feedback you have received on your fast break:

Social Facilitation Questionnaire

Name: Team:

The following questions ask about your feelings towards **your team**. Please circle a number from 1 – 9 to show how much you agree with each statement.

Question 1

We all share the same commitment to our team goals.*

      1   2   3   4   5   6   7   8   9

Strongly Disagree   *Strongly Agree*

Question 2

I invite my team mates to do things with me.**

      1   2   3   4   5   6   7   8   9

Strongly Disagree   *Strongly Agree*

Question 3

As a team we are all on the same page.*

      1   2   3   4   5   6   7   8   9

Strongly Disagree   *Strongly Agree*

Question 4

Some of my best friends are on this team. **

      1   2   3   4   5   6   7   8   9

Strongly Disagree   *Strongly Agree*

Question 5

I like the way we work together.*

      1   2   3   4   5   6   7   8   9

Strongly Disagree   *Strongly Agree*

Question 6

I do not get along with anyone in my team.***

      1   2   3   4   5   6   7   8   9

Strongly Disagree   *Strongly Agree*

Question 7

We hang out with each other whenever possible. **

          1   2   3   4   5   6   7   8   9

Strongly Disagree   *Strongly Agree*

Question 8

As a team we are united. *

          1   2   3   4   5   6   7   8   9

Strongly Disagree   *Strongly Agree*

Question 9

I contact my teammates often (phone, text, social media).**

          1   2   3   4   5   6   7   8   9

Strongly Disagree   *Strongly Agree*

Question 10

This team gives me enough opportunity to improve my own performance.*

          1   2   3   4   5   6   7   8   9

Strongly Disagree   *Strongly Agree*

Question 11

I spend time with my teammates. **

          1   2   3   4   5   6   7   8   9

Strongly Disagree   *Strongly Agree*

Question 12

Our team <u>does not</u> work well together. ***

          1   2   3   4   5   6   7   8   9

Strongly Disagree   *Strongly Agree*

Question 13

I am going to keep in contact with my teammates once the season ends. **

          1   2   3   4   5   6   7   8   9

Strongly Disagree   *Strongly Agree*

Question 14

I am happy with my team's level of desire to win. *

          1   2   3   4   5   6   7   8   9

Strongly Disagree   *Strongly Agree*

Question 15

We stick together outside of practice. **

          1   2   3   4   5   6   7   8   9

Strongly Disagree   *Strongly Agree*

Question 16

My approach to playing is the same as my teammates.*

          1   2   3   4   5   6   7   8   9

Strongly Disagree   *Strongly Agree*

Question 17

We contact each other often (Phone, text, social media)**

          1   2   3   4   5   6   7   8   9

Strongly Disagree   *Strongly Agree*

Question 18

We like the way we play as a team. *

          1   2   3   4   5   6   7   8   9

Strongly Disagree   *Strongly Agree*

Task Cohesion Q*

Social Cohesion Q **

Spurious Negative Q ***

Comments:

………
………
………
………
………
………

Discipline Record

Name: date:

Game length:

Score:

	0-10 mins	11-20 mins	21-30 mins	31-40 mins
Negative body language to personal mistake				
Negative body language to team mistake				
Negative verbal reaction to personal mistake				
Arguing with team				
Arguing with the other team				
Contesting referee's decision				
Decrease in effort				
Foul				
Cynical Foul				
Act of sportsmanship				
Off the ball incident				
Use of positive praise				

Major incidents that affect discipline:

Benefits/limitations to Methods for Gathering Data

Method	Benefits	Limitations
Match Analysis Sheet	• Valid - Can be used to find strengths and weaknesses • Practicability - it is a permanent record of performance • Practicability - No specialist equipment needed • Reliability - Can increase reliability by videoing	• Practicability - Time consuming and cannot be done independently • Validity- Subjective therefore can be unreliable • Practicability - Can be difficult to fill in watching a performance
Coach Feedback	• Practicability - Instant feedback on performance • Practicability - Can be written to provide permanent record • Reliability – Has good knowledge of activity	• Practicability – may not be taken on board by the performer if is too negative • Practicability – too much information can be confusing for a performer
Questionnaire	• Valid – recognised way of measuring team dynamics • Valid – can be compared to others to see if strength or weakness • Reliability – permanent record of data is created • Practicability – questions are easy to understand and is not time consuming	• Valid – you may choose what you think is the best answer which may not be honest for you • Reliability – if the performer is not honest they will not get reliable results • Reliability – your answers may depend on your mood on that particular day
Discipline Record	• Reliability – someone else completing the record will provide more reliable, unbiased data • Practicability - Permanent record of performance	• Reliability – observer must pay close attention to one performer and not follow the game

Approaches to Develop Performance – Physical

Walk/Run through rehearsals and Opposed / Unopposed practice
Walk/Run through rehearsals and Opposed / Unopposed practice are both recognised methods for developing Role Related Demands (Physical)

1. Unopposed Play (3V0)
Description
Players walk through the Fast Break getting a feel for their roles and responsibilities. Teacher/coach instructs each player where they should be. The drill is repeated over and over with the speed being gradually increased until the team can perform the strategy at game speed unopposed with consistent success.
Explanation
This method allows players to become familiar and understand their role and become confident in it. The teacher/coach talks through the strategy and explains what is expected in each role. This increases each players understanding of each other's roles and how they relate to each other. This drill develops player confidence as there should be a high success rate with no opposition. The pace of the strategy can also be increased or slowed down when required.

2. Passive Defence (3v1 and 3v2)
Description
Players perform the Fast Break as normal at game speed. The guard must drive towards the free throw line to commit the first defender. The defender closes down the guard but takes on a passive role (not full out defending but enough to put slight pressure on decision making). The guard then makes an appropriate pass to the forward for an uncontested lay-up. The drill is then repeated until the team can perform the strategy with consistent success. A second passive defender can be added behind the first
defender. They will move towards either the oncoming forward or centre in anticipation of a pass being made. This will encourage the guard to make a quick decision on who to pass to.
Explanation
This method is appropriate as each player can practice their role and face situations similar to what they will experience in a game. The defence is passive so it gives players time to make effective decisions and work cooperatively which in turn will raise players' confidence in themselves and in their team. This drill is also repeated many times which provides the opportunity for players to practice situations over and over again. The teacher/coach is available to provide feedback on performance.

3. Pressure Drill (3v2 and 3v3)
Description
Players perform the Fast Break as normal at game speed. As the centre initiates the Fast Break by shouting, "rebound", two defenders run from the opposite corners of the baseline and become active.
The defenders decide who to track. The Guard, who would have received a quick outlet pass from the centre, would then need to make quick decisions based on the actions of the actions of the defensive players. The drill is continued until a basket is scored or defence intercept the ball. The drill is then repeated until the team can perform the strategy with consistent success. A third defender can be added as soon as the guard crosses the halfway line. This defender is positioned at the half way line and they must touch the centre circle with on foot before becoming an active defender.
Explanation:
This method is appropriate as the teams players can practice primarily in their role and face situations similar to what they will experience in a game. The defence is active which allows players to develop their problem solving and decision making skills. The drill only uses two defenders which will develop the teams' cooperation and mobility further as it creates a 3v2 overload. The attacking team need to work together to take advantage of this. By doing so and achieving success will not only increase the players' confidence but will develop the teams' dynamics. By monitoring the success of the strategy, the team can easily monitor how effective they have been in cooperating with each other.

Conditioned Games

Wingers game (width in attack)

Cones are used to create 2 channels down either side of the court. The defending team are not allowed in these channels. The team in possession are therefore able to pass the ball into these channels in order to open up play.

Boxed out game (width in attack)

Players cannot receive the ball in the box. The game starts with a small box and the size of the box can be increased to make the game more difficult.

Rugby Basketball (penetration and depth in attack)

Players are not allowed to pass the ball forwards. To advance the ball up the court players must dribble forward and pass backwards. This encourages team-mates to support attack by providing depth behind the ball. It is best to start with small sided games to encourage everyone to get involved. This will mean there are fewer options for passing which will force all players to move to support team-mates.

Benefits/Limitations to Approaches to develop – Physical

Approach	Benefits	Limitations
Unopposed play	• Allows team to focus on basic patterns • Allows teams to focus on skills and timing under no pressure	• Lack of game pressure can allow performers to lose focus • Can become repetitive
Passive defence	• Allows team to get used to defenders without placing too much pressure • Movement of defender/s can be increased as skills improve	• Too little defence can allow performers to become complacent • Defenders not moving does not reflect a game
Pressure drill	• Level of pressure can be adjusted dependant on skill level	• Too much pressure can be too difficult for some performers
Conditioned game	• Encourages performers to play to a specific focus • Allows skills to be tested in game pressure • Encourages a team to focus on a specific part of their performance • Can be set up to focus on specific group needs	• Focus can take over the game with the detriment of basic skills • Over-competitiveness can allow performers to forget focus of game

Approaches to Develop Performance – Social

Team Building
Team building tasks allow you to develop your relationships with your team mates and your co-operation skills as you need to work together with your team mates to solve various problems. By carrying out various team building tasks you and your team will get to know each other better and be more capable of co-operating effectively together.

For example;
Knots
As a group you join hands to make a giant knot (for it to work you cannot
hold the hands of the people next to you). You need to untangle yourselves to make a circle.

Flying Carpet
As a group you start on one side of the carpet. Your objective is to overturn the mat/carpet without anyone falling off/ going off the mat.

Cross the River
Your team is given 2 benches and the aim is to get from one side of the hall to the other side of the hall without touching the ground.

Treasure island
You have a hoop full of equipment and 5 spots which can be placed on the ground. You have to retrieve your treasure but cannot go on the floor unless you are stepping on a spot. Only one piece of treasure can be retrieved at one time by each member of the team.

Role Models
True role models are those who possess the qualities that we would like to have, and those who have affected us in a way that makes us want to be better people. Role models can therefore be used to motivate us to improve our own behaviour and self-conduct.
Role Models can come from the performers own activity or from another activity as it is their personal qualities and behaviours that a performer may take inspiration from.
Example:
Andy Murray's relaxed demeanor off the court but die-hard attitude on the court makes him an excellent role model. Murray shows excellent discipline on court by never giving up in matches and not letting losses in previous games affect his performances in the next tournament. Murray's rival Novak Djokovic also displays excellent self-conduct by playing fairly at all times. Watch the video below of Djokovic's act of sportsmanship when he awards his opponent a point after a wrong call from a line judge.

- Learning from role models within the class who work their hardest at all times may motivate the rest of the team to do the same…
- Learning from role models who accept the referee's decisions at all times may help the team to avoiding technical fouls for unsportsmanlike conduct…
- Learning from role models who play within the rules of the game at all times will help the team to avoid personal fouls and team fouls…
- Role models encourage their team-mates through the use of positive praise. Learning to act in this way will stop the team from using negative body language and teach them to be less critical of others which could make their performance better as players may take more risks knowing that they will have the support of their team-mates.

Benefits/Limitations of Approaches to Develop Social Factor

Approach	Benefits	Limitations
Team building activities	• Can be easy to set up • Allow for groups to work on their own with little coach input • Can be set up to focus on specific group needs	• If the whole team does not engage then it will not be beneficial • Can sometimes require a lot of equipment
Role models	• Learning from role models may motivate team mates to work hard • Learning from a role model's etiquette may reduce the number of fouls • Role models may encourage the use of positive praise	• Individuals may choose an inappropriate role model who may not demonstrate positive behaviours • It may be difficult to replicate behaviours

GOAL SETTING - PERFORMANCE DEVELOPMENT PLANNING

Goal Setting
When you are planning and implementing a personal development plan, it is important to set yourself goals as they provide direction and can be used to measure progress.
Setting goals will help you to:
 Create a focus for your training
 Increase motivation and determination
 Prioritise and get more out of your time
 Get better results
 Monitor progress

Short and Long Term Goals
When goal setting, it is important that you have a clear idea of what you want to achieve. Teams and individual athletes usually set long-term goals by the end of the season or year. Likewise, at the start of your personal development plan you
should have a clear idea of what you want to achieve by the end of your plan. To achieve these long-term goals, you need a series of short term goals to help you to.

Examples
An example of a realistic short term target in swimming could be to develop your front crawl leg action by kicking from the hips with knees bent.
An example of a realistic long-term target could be to develop your cardiorespiratory endurance to a level that will improve your overall performance to win a certain event in the school swimming gala.

THINK S.M.A.R.T.E.R
To set effective goals they should be S.M.A.R.T.E.R goals. This means they should be:
Specific – Your goals should be clear and precise. They should reflect your ability and experience within your chosen activity.
Measurable - Goals must be easily measurable so that you can assess whether or not they are improving or have been successful.
Agreed - Your goals need to be approved by a teacher or coach. This means you are fully supported by someone with experience and knowledge in your chosen activity.
Realistic – Realistic goals are more likely to be achieved and you are, therefore, more likely to stay motivated throughout your personal development plan. Setting unrealistic goals will result in lack of success and, ultimately, in a drop in morale.
Time-Phased – Your goals should be progressive. Planning short-term goals will ensure progress and help you achieve your long-term goals.
Exciting – Make sure your goals are rewarding and enjoyable. This approach will maintain motivation and prevent you becoming bored.
Recorded – It is essential to write down your goals not only does this increase

Activity	**Basketball**
No. of weeks / sessions	
No. of sessions per week	

Physical Factor

Physical Target	To improve my
At the moment	
This will allow me to	
My final target is to	

Mental Factor

Mental Target	To improve my
At the moment	
This will allow me to	
My final target is to	

Session	Description of training completed	Feeling before, during and after training	Next steps/plan for next session
1			
2			
3			

Session	Description of training completed	Feeling before, during and after training	Next steps/plan for next session
4			
5			
6			

Methods to monitor development

Throughout your training programme it is important to monitor your progress. This allows you to:

- Make comparisons to data you have previously gathered

- Check the progress you have made in relation to your short and long-term goals

- Identify new strengths and weaknesses

- Motivate you to work hard

- Make adaptations to your programme

By doing this you ensure that your programme is relevant to you and will allow you to achieve your target.

Video

Visual feedback can be gathered from an IPad, camera or phone for a performer to look at. This can be compared to a model performer (to see strengths and weaknesses) as well as compared to previous videos to check progress. Visual feedback is permanent, so can be referred to at any point, and can be slowed-down, paused, zoomed in etc. to provide a more in-depth level of data.

Training Diary

A training diary allows you to take notes on your performance development, you will be able to see how you trained on a particular day, what were your results, thoughts and feelings on that days training and plan what steps you are going to take next. This can all be recorded in one area.

Retesting

Repeating the same method used to gather information should allow you to see improvements in your performance. Retesting should be completed under the same conditions as the initial data gathering. This allows the data to be compared, to show next stages for training. For example, be re-doing a Focused Observation Schedule, a performer may see which sub-routines should be focused on in order to perform the skill more effectively.

Evaluation of Performance Development Programme

After completing a PDP, it is important to identify your current level of performance in order for you identify future development needs. This allows you plan future training plans to allow continued improvement.

By comparing final data gathered after completing a PDP with initial data gathered you can see the level of improvement made throughout the programme. Again, this must be done in the same conditions as the initial data collection, to ensure the data is reliable.

When **evaluating** you need to be able to explain the effects your PDP had on your weakness as well as your whole performance. For example, you should be able to explain why conditioned games helped improve your skill more than shadow practice, or why deep breathing had a positive effect on your whole performance.

Evaluating performance allows you to…

- See if performance has improved and if the PDP has been successful

- Identify new strengths and weaknesses, which allows future development needs to be agreed

- Create a new PDP incorporating new future development needs. By using the evaluation process the PDP can be more specific and incorporate more effective methods of practice.

- Reliably compare initial and final data (if tested under the same conditions)

- Check all aspects of performance. For example, you may have improved the technique of a skill but cannot use it effectively apply it in a game. This can show another future development need

Match Analysis – Initial Data Sheet

Analyse how effective your team is at executing the fast break strategy in a 3v3 game of basketball against a similar standard of opposition.

Attempt	Defensive Phase	Transition Phase	Attacking Phase	Knowledge of Results (Basket scored)
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2				
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7				
8				
9				
10				

Key: ✓ = Successful   X = Needs improvement

Criteria

Defensive Phase	-Rebound -Fast, accurate outlet pass played to guard
Transition Phase	-Dribble to the middle -Accurate bounce pass played to forward
Attacking Phase	-Forward just in front of guard -Pass collected and lay-up shot taken

Match Analysis – Focussed Data Sheet

Analyse the transition and attacking phases of the 3 Man fast Break in more depth to identify specific weaknesses within this strategy.

Attempt	Width in Attack	Penetration	Depth in Attack
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Key: ✓ = Successful   X = Needs improvement

Criteria

Width in Attack	-Both centre and forward are in wide positions just in front of guard
Penetration	-Guard dribbles ball down the middle of the court at pace committing any opposing defenders -Forward (or centre) receives pass and has space to drive towards basket to perform lay-up
Depth in Attack	-Guard remains at top of the key to provide support

Coach Feedback

Coach feedback can be very useful to help gather data on performance. Write in the box below some feedback you have received on your fast break:

Social Facilitation Questionnaire

Name: Team:

The following questions ask about your feelings towards **your team**. Please circle a number from 1 – 9 to show how much you agree with each statement.

Question 1

We all share the same commitment to our team goals.*

1   2   3   4   5   6   7   8   9

Strongly Disagree   *Strongly Agree*

Question 2

I invite my team mates to do things with me.**

1   2   3   4   5   6   7   8   9

Strongly Disagree   *Strongly Agree*

Question 3

As a team we are all on the same page.*

1   2   3   4   5   6   7   8   9

Strongly Disagree   *Strongly Agree*

Question 4

Some of my best friends are on this team. **

1   2   3   4   5   6   7   8   9

Strongly Disagree   *Strongly Agree*

Question 5

I like the way we work together.*

1   2   3   4   5   6   7   8   9

Strongly Disagree   *Strongly Agree*

Question 6

I do not get along with anyone in my team.***

1   2   3   4   5   6   7   8   9

Strongly Disagree   *Strongly Agree*

Question 7

We hang out with each other whenever possible. **

          1   2   3   4   5   6   7   8   9

Strongly Disagree   *Strongly Agree*

Question 8

As a team we are united. *

          1   2   3   4   5   6   7   8   9

Strongly Disagree   *Strongly Agree*

Question 9

I contact my teammates often (phone, text, social media).**

          1   2   3   4   5   6   7   8   9

Strongly Disagree   *Strongly Agree*

Question 10

This team gives me enough opportunity to improve my own performance.*

          1   2   3   4   5   6   7   8   9

Strongly Disagree   *Strongly Agree*

Question 11

I spend time with my teammates. **

          1   2   3   4   5   6   7   8   9

Strongly Disagree   *Strongly Agree*

Question 12

Our team does not work well together. ***

          1   2   3   4   5   6   7   8   9

Strongly Disagree   *Strongly Agree*

Question 13

I am going to keep in contact with my teammates once the season ends. **

          1   2   3   4   5   6   7   8   9

Strongly Disagree   *Strongly Agree*

Question 14

I am happy with my team's level of desire to win. *

          1   2   3   4   5   6   7   8   9

Strongly Disagree   *Strongly Agree*

Question 15

We stick together outside of practice. **

        1   2   3   4   5   6   7   8   9

Strongly Disagree   *Strongly Agree*

Question 16

My approach to playing is the same as my teammates.*

        1   2   3   4   5   6   7   8   9

Strongly Disagree   *Strongly Agree*

Question 17

We contact each other often (Phone, text, social media)**

        1   2   3   4   5   6   7   8   9

Strongly Disagree   *Strongly Agree*

Question 18

We like the way we play as a team. *

        1   2   3   4   5   6   7   8   9

Strongly Disagree   *Strongly Agree*

Task Cohesion Q*

Social Cohesion Q **

Spurious Negative Q ***

Comments:

……
……
……
……
……
……

Discipline Record

Name: date:

Game length:

Score:

	0-10 mins	11-20 mins	21-30 mins	31-40 mins
Negative body language to personal mistake				
Negative body language to team mistake				
Negative verbal reaction to personal mistake				
Arguing with team				
Arguing with the other team				
Contesting referee's decision				
Decrease in effort				
Foul				
Cynical Foul				
Act of sportsmanship				
Off the ball incident				
Use of positive praise				

Major incidents that affect discipline: