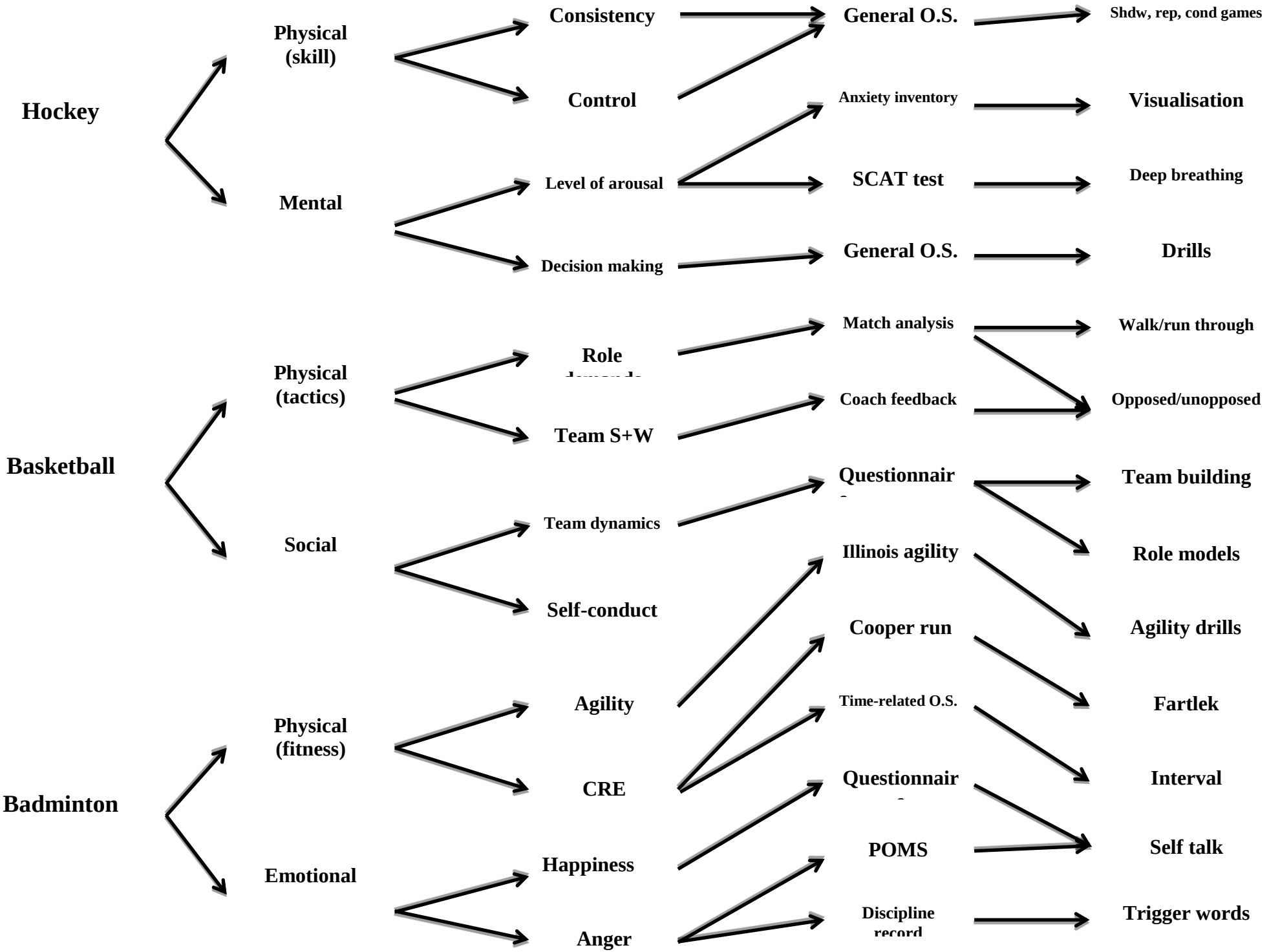
# Higher PE

## Physical (skills) + Mental

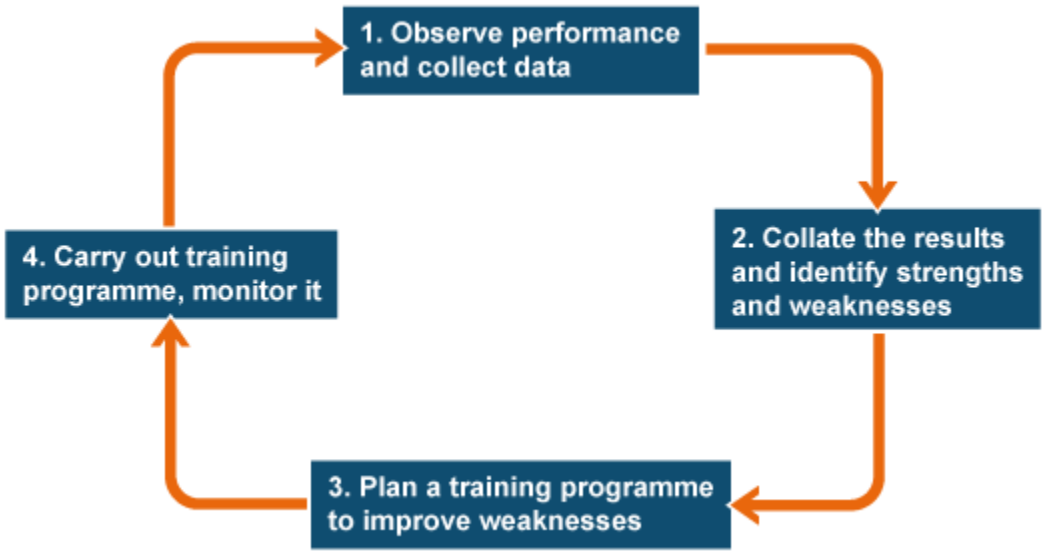
## Hockey


## Eyemouth High School

**Name:**


Hockey
Physical (skill)
Mental
Consistency
Control
Level of arousal
Decision making
General O.S.
Anxiety inventory
SCAT test
General O.S.
Shdw, rep, cond games
Visualisation
Deep breathing
Drills
Basketball
Physical (tactics)
Social
Role
Team S+W
Team dynamics
Self-conduct
Match analysis
Coach feedback
Questionnair
Walk/run through
Opposed/unopposed
Team building
Role models
Badminton
Physical (fitness)
Emotional
Agility
CRE
Happiness
Anger
Illinois agility
Cooper run
Time-related O.S.
Questionnair
POMS
Discipline record
Agility drills
Fartlek
Interval
Self talk
Trigger words

**Cycle of Analysis**




## Physical (Skills)

**SUB FACTORS**

**CONSISTENCY**

**Definition:** being able to produce a high level of skill execution over and over again. Consistency is usually linked to the stage of learning a performer is at; those who can perform skills and techniques automatically are more likely to be consistent in accurately executing their skills.

**Impact:** Having a high level of consistency will allow you to perform skills to a high level every time. This leads to more accurate and powerful passes, shots, dribbles etc. Being able to consistently perform skills will help you or your team against opposition, as you are more likely to perform game changing or winning shots more regularly.

**CONTROL**

**Definition:** The ability to manage yourself or a moving object. E.G. Ball/racquet/stick etc.

**Impact:** Having a high level of control will allow you to execute both simple and complex skills to a high level. This will in turn allow your performances to look more fluent and will allow you to develop a good repertoire of skills. Any model performer in an activity will display a high level of both object and body control.

**Mental**
**DECISION MAKING**

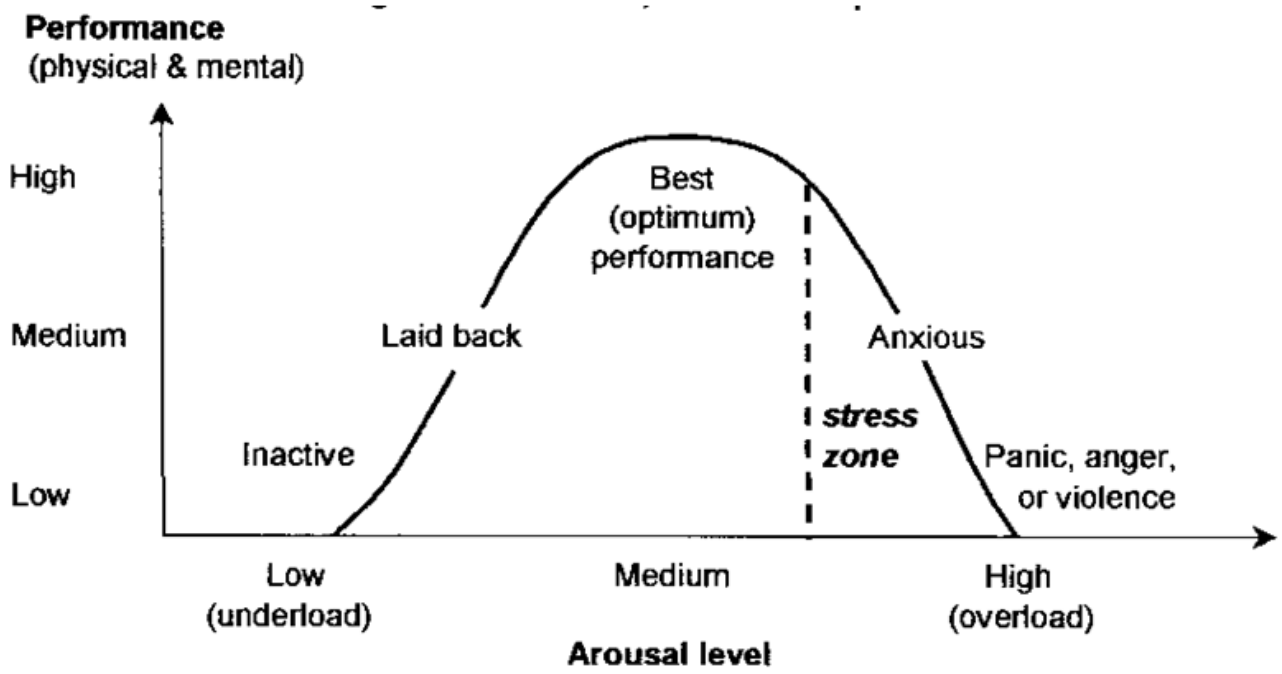
**Definition:** the ability to make the best option available to you. This is based on what is happening around you and can become better and more automatic with experience.

**Impact:** Being able to make good decisions will allow you to use the correct skill at the correct time in all sports. This could be knowing when best to pass, dribble or shoot, or when is best to try and kill a rally. Being able to make good decisions allows you to put your opponent under more pressure and hopefully score more points.

**AROUSAL**

**Definition:** the state of alertness, stress and vigilance. It is imperative that performers have an optimal level of arousal when performing. This can help them maintain focus and have the correct amount of drive to be successful. Should it be too high then it can lead to poor decisions being made and emotions such as anger getting the better of them as they are too 'pumped up'. If it is too low, then performers may suffer from fear of making mistakes or getting injured during competition which can lead to them performing below their peak.

**Impact:** Being at your "optimum" level of arousal will help you perform to the best of your ability. This helps you maintain the correct level of focus during your performance without getting distracted. If your level of arousal is high, you may get angry and lash out which could lead to points deductions or being sent off. If your level of arousal is high you may lack focus and not pay attention, leading to mistakes being made. This is further shown in the graph below. Controlling arousal will help you gain the most out of your performances.



## Methods to Gather Data

## Physical

### HOCKEY GENERAL OBSERVATION SCHEDULE

**NAME** **DATE**

| SKILL | Highly effective, consistently controlled, appropriate selection/decisions made under very demanding high pressure situations | Highly effective consistently controlled appropriate selection/decision | Effective generally under control generally appropriate selection/decision | Occasionally effective occasionally under control makes some appropriate decisions | Not effective uncontrolled poor decision making. |
|---|---|---|---|---|---|
| **Passing** | | | | | |
| Push | | | | | |
| Hit | | | | | |
| Sweep | | | | | |
| Reverse Sweep | | | | | |
| **Dribbling** | | | | | |
| Close | | | | | |
| At speed | | | | | |
| **Tackling** | | | | | |
| Block | | | | | |
| Jab | | | | | |
| **Shooting** | | | | | |
| Push | | | | | |
| Hit | | | | | |
| Sweep | | | | | |
| Reverse Sweep | | | | | |
| **1v1** | | | | | |
| Dribble past | | | | | |
| Dodge | | | | | |
| Reverse dodge | | | | | |

**MENTAL**

# Sport Competition Anxiety Test (SCAT)

Anxiety and arousal can have a big influence on performance levels. If anxiety and arousal are well balanced performance can be at its peak. If too anxious, bored or uninterested performance can suffer. On the other hand if you are over excited your performance can also suffer. We will look at examples of this in class. For now we will look to assess your anxiety levels using this **questionnaire.**

### Assessing Your Anxiety

Read each statement below, decide if you "Rarely", "Sometimes" or "Often" feel this way when competing in your sport, tick the appropriate box to indicate your response.

| # | Statement | Rarely | Sometimes | Often |
|---|---|---|---|---|
| 1 | Competing against other People/Teams is socially enjoyable | | | |
| 2 | Before I compete - I feel uneasy | | | |
| 3 | Before I compete - I worry about not performing well | | | |
| 4 | I am a good sportsman when I compete | | | |
| 5 | When I compete - I worry about making mistakes | | | |
| 6 | Before I compete - I am calm | | | |
| 7 | Setting a goal is important when competing | | | |
| 8 | Before I compete - I get a queasy feeling in my stomach | | | |
| 9 | Just before competing - I notice my heart beats faster than usual | | | |
| 10 | I like to compete in games that demands a lot of physical energy | | | |
| 11 | Before I compete - I feel relaxed | | | |
| 12 | Before I compete - I am nervous | | | |
| 13 | Team sports are more exciting than individual sports | | | |
| 14 | I get nervous wanting to start the game | | | |
| 15 | Before I compete - I usually get uptight | | | |

## Analysis

The score for the response to each question is detailed below. Enter the score for each question in the “Athlete’s Score” column and then total the column up to provide a SCAT score.
Note that questions 1,4,7,10 and 13 score zero regardless of the response.

| Question | Rarely | Sometimes | Often | | Athletes score |
|---|---|---|---|---|---|
| 1 | 0 | 0 | 0 | | 0 |
| 2 | 1 | 2 | 3 | | |
| 3 | 1 | 2 | 3 | | |
| 4 | 0 | 0 | 0 | | 0 |
| 5 | 1 | 2 | 3 | | |
| 6 | 3 | 2 | 1 | | |
| 7 | 0 | 0 | 0 | | 0 |
| 8 | 1 | 2 | 3 | | |
| 9 | 1 | 2 | 3 | | |
| 10 | 0 | 0 | 0 | | 0 |
| 11 | 3 | 2 | 1 | | |
| 12 | 1 | 2 | 3 | | |
| 13 | 0 | 0 | 0 | | 0 |
| 14 | 1 | 2 | 3 | | |
| 15 | 1 | 2 | 3 | | |
| | | | | TOTAL | |

**SCAT Score analysis:**

- Less than 17 You have a low level of anxiety
- 17 to 24 You have an average level of anxiety
- More than 24 You have a high level of anxiety

## Competitive Sport Anxiety Inventory

A number of statements that athletes have used to describe their thoughts and feelings before or during competition are listed below. Read each statement and then circle the number to the right of the statement that indicates ***how you feel right now*** - at this moment. Some athletes feel they should not admit to feelings of nervousness or worry, but such reactions are actually quite common, even among professional athletes.

To help us better understand reactions to competition, we ask you to share your true reactions with us. There are, therefore, **no right or wrong answers**. Do not spend too much time on any one statement.

| | Statement | Not at all | Somewhat | Moderately so | Very much so |
|---|---|---|---|---|---|
| 1 | I am concerned about this competition. | 1 | 2 | 3 | 4 |
| 2 | I feel nervous. | 1 | 2 | 3 | 4 |
| 3 | I feel at ease. | 1 | 2 | 3 | 4 |
| 4 | I have self-doubts. | 1 | 2 | 3 | 4 |
| 5 | I feel jittery. | 1 | 2 | 3 | 4 |
| 6 | I feel comfortable | 1 | 2 | 3 | 4 |
| 7 | I am concerned that I may not do as well in this competition as I could. | 1 | 2 | 3 | 4 |
| 8 | My body feels tense. | 1 | 2 | 3 | 4 |
| 9 | I feel self-confident. | 1 | 2 | 3 | 4 |
| 10 | I am concerned about losing. | 1 | 2 | 3 | 4 |
| 11 | I feel tense in my stomach. | 1 | 2 | 3 | 4 |
| 12 | I feel secure. | 1 | 2 | 3 | 4 |
| 13 | I am concerned about choking under pressure. | 1 | 2 | 3 | 4 |
| 14 | My body feels relaxed | 4 | 3 | 2 | 1 |
| 15 | I'm confident I can meet the challenge. | 1 | 2 | 3 | 4 |
| 16 | I'm concerned about performing poorly. | 1 | 2 | 3 | 4 |
| 17 | My heart is racing. | 1 | 2 | 3 | 4 |
| 18 | I'm confident about performing well. | 1 | 2 | 3 | 4 |
| 19 | I'm concerned about reaching my goal. | 1 | 2 | 3 | 4 |
| 20 | I feel my stomach sink. | 1 | 2 | 3 | 4 |
| 21 | I feel mentally relaxed. | 1 | 2 | 3 | 4 |
| 22 | I'm concerned that others will be disappointed with my performance. | 1 | 2 | 3 | 4 |
| 23 | My hands are clammy. | 1 | 2 | 3 | 4 |
| 24 | I'm confident because I mentally picture myself reaching my goal. | 1 | 2 | 3 | 4 |
| 25 | I'm concerned I won't be able to concentrate. | 1 | 2 | 3 | 4 |
| 26 | My body feels tight | 1 | 2 | 3 | 4 |
| 27 | I'm confident of coming through under pressure. | 1 | 2 | 3 | 4 |

Cognitive A-State: Items 1, 4, 7, 10, 13, 16, 19, 22, and 25
Somatic A-State: Items 2, 5, 8, 11, 14, 17, 20,23, and 26
State Self-confidence: Items 3, 6, 9, 12, 15, 18, 21, 24, and 27.
Your scores for each will range from 9 to 36, with 9 indicating low anxiety (confidence) and 36 indicating high anxiety confidence.

**BENEFITS/LIMITATIONS OF METHODS TO GATHER DATA**

**Physical**

| Method | Benefits | Limitations |
|---|---|---|
| General observation schedule | • Permanent record that can be compared/reflected on to check improvements in performance<br>• Reliable as it is always completed the same way<br>• Identifies strengths and weaknesses effectively if performing against opponents of similar skill level<br>• Realistic results as completed in a competitive environment | • Can be difficult to collect information if play is quick, meaning data is missed<br>• If opponent is not of same skill level then results will not be valid<br>• Knowledge of data gatherer must be high or reliability of results can be affected |
| Focussed observation schedule | • Skill looked at in isolation, allowing each stage to be looked at in-depth (preparation, action, recovery)<br>• Permanent record that can be compared/reflected on to check improvements in performance | • Knowledge of data gatherer must be high or reliability of results can be affected<br>• Does not reflect the pressure of a game<br>• (racket sports) skill level of feeder must be high to allow effective feed to allow skill to be performed in best conditions |
| Competitive sport anxiety inventory | • No specialised equipment required<br>• Reliable and accurate as questions are consistent and require direct answers<br>• Valid as is a standardised test and can be compared to norms<br>• Data can be collected over several performances to increase reliability<br>• Quick and easy to complete and analyse | • Performer must understand the test or it lacks validity<br>• If the performer is not honest the test wont be reliable |
| SCAT test | As above | As above |

**Mental**

| Method | Benefits | Limitations |
|---|---|---|
| Competitive sport anxiety inventory | • No specialised equipment required<br>• Reliable and accurate as questions are consistent and require direct answers<br>• Valid as is a standardised test and can be compared to norms<br>• Data can be collected over several performances to increase reliability<br>• Quick and easy to complete and analyse | • Performer must understand the test or it lacks validity<br>• If the performer is not honest the test wont be reliable |
| SCAT test | As above | As above |

**Creating a Personal Development Plan**

When creating a PDP it is important to consider to following:

- The stage of learning you are currently at
- Different approaches to develop performance
- The principles of effective practice

**Stages of Learning**

There are three stages of learning skills; Preparation, Practice and Automatic

**1. Preparation**
At the preparation stage of learning the performer is a beginner and has very little experience of the activity, skill and/or technique. At this stage you find out what the skill involves, establish the subroutines of the skill and make your first attempts at learning each part. There is little control or fluency when performing the skill and movement patterns are awkward and uncoordinated.
Errors are likely at this stage in learning and the performance will be inconsistent.

**In the preparation stage you should:**

- Get a mental picture of the skill;
- Slow the movement down if possible;
- Compare with a model performer.

**2. Practice**
At the practice stage of learning you can perform the skill more consistently with fewer errors. You still need to focus on the various subroutines of the skill. At this stage you link together all the required parts of the skill. Effective practice will reduce the number of mistakes made during performance.

**In the practice stage you should:**

- Use repeated practice, so that you become more consistent in performing the skill or technique successfully.
- Practice in a controlled environment
- Gradually increase the pressure as you improve E.g. gradually increase the level of opposition

**3. Automatic**
At this stage of learning the performer makes very few errors and is able to focus on other aspects of their performance other than the skill itself. At this stage errors are much less likely and most key parts of a skill have become 'automatic'. Due to your higher skill level you can give closer attention to more detailed aspects of your performance.

**In the automatic stage you should:**

- Put the skill/technique you have learned into a game situation.
- Ensure quality and consistency of the skill are maintained in the game
- Concentrate on effectively using the skill at the correct time

**Approaches to Develop Performance**

**Physical**

**Approaches used to develop performance in hockey**

| Practice | Description | Advantages | Disadvantages |
|---|---|---|---|
| Shadow practice | Practicing a skill without an object to hit (e.g. ball or shuttlecock) | • Self-paced environment where you can focus on specific sub-routines<br>• No pressure as there is no object to hit<br>• Develops muscle memory<br>• Helps performer feel how the skill should be performed | • Can become boring if performed for a long time<br>• Performer can develop bad habits if not performing the skill effectively |
| Solo practice | Practicing a skill with an object to hit as an individual | • Self-paced environment where you can focus on specific sub-routines<br>• No pressure as there is no opponent/partner<br>• Instant knowledge of results when performing the skill | • Can become boring if performed for a long time<br>• Performer can develop bad habits if not performing the skill effectively |
| Passive defender | An opponent, who puts you under little or no pressure when practicing | • Allows limited pressure to be placed on performer<br>• Skill can be focused on without worry of losing possession | • Lack of pressure can lead to boredom<br>• Defender needs to maintain focus so to not distract performer |
| Active defender | An opponent who puts you under pressure when practicing a skill. The level of pressure can be adjusted to suit the skill level of the performer | • Level of pressure can be adjusted to suit stage of learning<br>• More game-like situation to help performer cope with demands | • Can lose confidence if possession is lost too often<br>• Can be difficult to apply correct level of pressure to ensure continued improvement |
| Conditioned game | Playing a competitive game involving conditions to promote the use of a certain skill | • Allows the skill to be performed in a competitive environment<br>• Conditions encourage performer to focus on certain skill<br>• Can focus on other aspects of play too (such as decision making) | • If skill level is low performer may struggle to apply skill in game<br>• Performer may try to use the skill at wrong times, gifting other team possession |

| | | | |
|---|---|---|---|
| Full game | A competitive game against an opponent | • Allows the skill to be performed in a competitive environment | • Performer may avoid using the skill to ensure no mistakes are made |

**Approaches used to develop performance in central net games**

| Practice | Description | Advantages | Disadvantages |
|---|---|---|---|
| Hand/racket feed | Repeatedly playing the weak shot to a partner who throws, or hits, it towards the performer | • Controlled environment where speed can be adjusted<br>• Can focus on specific part of shot (e.g. accuracy, power)<br>• Can incorporate instant feedback from partner | • Skill level of feeder important to allow skill to be performed effectively<br>• |
| Continuous rally | Continually playing the weak shot with a partner while trying to maintain a rally | • Allows continuous practice of skill in a rally, allowing muscle memory to be developed<br>• | • Skill level of partner needs to be similar to allow for improvement<br>• Can discourage movement if played to easy parts of the court |
| Conditioned rally | A rally involving a predetermined variety of strokes | • Linking skills makes the practice more game-like<br>• | • Use of other skills may prevent weak shot being used effectively |
| Pressure practice | A practice involving an increased level of pressure (e.g. multiple feed, target to hit) | • Can be adjusted to suit what performer is working on (e.g. accuracy, movement)<br>• Level of pressure can be adjusted to suit skill level | • Level of pressure must be correct to allow for improvement<br>• Feeding/placement needs to be consistent to allow performer to work on weakness |

**Mental**

**Visualisation** is when you go through an event or activity in your mind without making any physical movements. Mental Imagery is creating a picture within your mind of your performance. The more detailed the picture that can be created of the performance the more effective your visualisation is likely to be. Performers who have practiced using visualisation over a long time include detail such as what they hear, see, feel and smell during the performance. The images should involve performing successfully and feeling satisfied with your performance.

**Create a visualisation Script**

Describe the basic content of your scenario.
What event are you competing in?
What are the conditions that you are competing under?
Add as much detail as you can into your scenario.
Include:

- How you prepare to perform the skill
- How you execute the skill
- what you could potentially do after the skill (e.g. dribble up pitch)
- Anything you might see
- Your feelings and emotions in the situation
- How different parts of your body feel
- Anything you can hear
- Any smells or tastes you might experience

**Deep breathing** is a recognised approach to help manage anger and fear. Lots of practice in less competitive / less challenging environments will be required in order for this approach to help. The technique of filling the lungs completely then releasing the air very slowly while concentrating on controlling the breathing muscles is an excellent way to change the focus from what just went wrong to bring the mind back under control. This type of training should be included at the beginning of each training session to make sure the performer is able to carry out the approach properly. This clears the mind of mistakes and allows appropriate decisions to be made.
5 Breath Technique This exercise can be performed while you are standing up, lying down or sitting upright. You should inhale slowly, deeply and evenly through your nose, and exhale gently through your mouth.

- Take a deep breath and allow your face and neck to relax as you breathe out
- Take a second deep breath and allow your shoulders and arms to relax as you breathe out
- Take a third deep breath and allow your chest, stomach and back to relax as you breathe out
- Take a fourth deep breath and allow your legs and feet to relax as you breathe out
- Take a fifth deep breath and allow your whole body to relax as you breathe out
- Continue to breathe deeply for as long as you need to, and each time you breathe out say the word 'relax' in your mind

**Decision Making Drills**

Drills can be set up to allow a performer to develop decision making. These would be set up to give performers options or alternatives in order to allow them to think about the best response to a problem. For example, drills could include decisions such as whether to pass, shoot or dribble. The performer should then reflect on whether the decision they made is the most effective or not.

**Advantages/Disadvantages of Mental approaches**

| Approach | Advantages | Disadvantages |
|---|---|---|
| Visualisation | • Can give performer a clear image of success before an event<br>• Develops confidence by visualising success<br>• Can establish the appropriate level of arousal before performance<br>• Allows performer to familiarise with skill/match/event | • Can be difficult to create an environment free of distractions<br>• Needs to be practised before performer will see significant benefits<br>• Some performers can struggle to create positive images for themselves<br>• May not be taken seriously by performer |
| Deep breathing | • Easy to understand and use<br>• No specialist equipment is needed<br>• If performed effectively, can have positive impact of mental factors and overall performance | • May not be taken seriously by some performers<br>• Can make the performer feel awkward |
| Decision making drills | • Game-like activities that can give the performer appropriate decisions to make<br>• Number of decisions can be adjusted dependant on the skill-level of performers<br>• Feedback from self/peers/coaches can be instant to aid evaluation | • Requires performer to buy into evaluation of decisions to be most effective<br>• Too many decisions may confuse the performer if not at that skill level |

**PRINCIPLES OF EFFECTIVE PRACTICE - PERFORMANCE DEVELOPMENT PLANNING**

The principles of effective practice give structure and progression to a performance development programme and also ensure that improvements are made over time. There are 7 principles of effective practice:

**I**ntensity of Practice
**W**ork-to-Rest Ratio
**A**chievable Progressive Stages
**S**trengths and Weaknesses
**A**wareness of a Model Performer
**C**lear Objectives
**E**ffect of Boredom and Fatigue

**Intensity of Practice**
The approach to performance development must be the correct intensity in relation to the stage of learning. For example, Drills used at the cognitive stage should be more basic and focused on individual subroutines of the weak stroke (shadow practice). Also as the performer's skill level and experience increases, the intensity of the practices should become more challenging.

**Work-to-Rest Ratio**
Practice must have appropriate periods of work and rest…
- If work periods are too long, fatigue and boredom could set in which will reduce the quality of practice and encourage bad habits in performance
- If work periods are too short then practice will have less of an effect on performance
- If rest periods are too long then the body can begin to 'cool down' increasing the risk of injury and reducing the performer's ability to perform to the best of their ability
- If rest periods are too short then the performer will not recover fully, which would also cause a reduction in the quality of practice

For example, a 2 hour training session without breaks may tire out the performer and result in a drop in concentration and performance levels. Equally, a 5 minute session will have little effect on the individual's acquisition or improvement of a weak stroke.

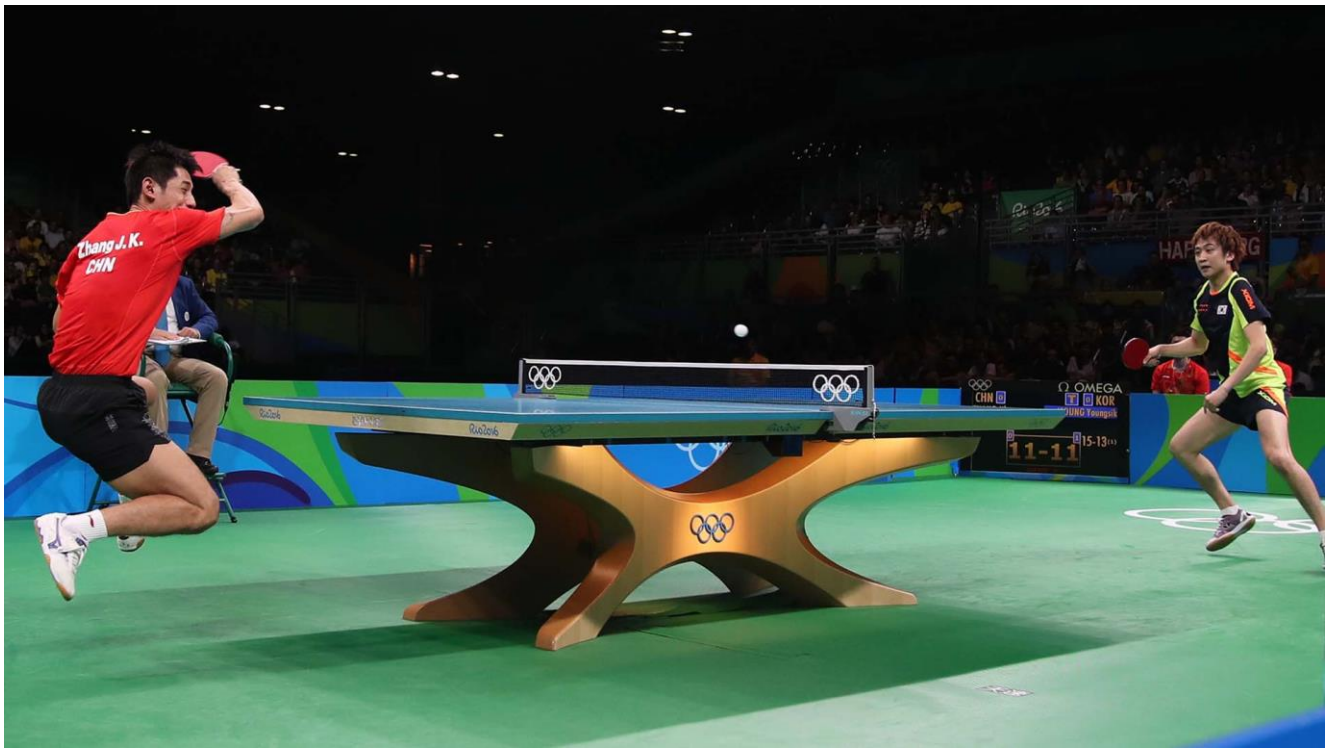
**Achievable Progressive Stages**
As the performer's skill level increases, it is vital that the intensity of practices is also increased. If practices are progressed too slowly then the performer can get bored. If practices are progressed too quickly then the quality will decrease as the level of intensity will be too high for the performer. Applying this principle will also ensure that the performer's confidence is not affected.

**Strengths and Weaknesses**
Practices should focus on improving your weak stroke. For example, at the automatic stage of learning a performer will still focus on the development of their weak stroke by adding conditions to games to encourage use of the stroke. During some practices it is also useful to be aware of strengths in order to allow the performer to remain focused on the weak stroke. For example, during combination rallies it would be sensible to design a pattern of strokes that includes the performer's stronger strokes combined with their weak stroke. This means that they can still focus on the weak stroke, not worrying about how to perform the other strokes.

**Awareness of a Model Performer**
Watching a model performer during the cognitive stage of learning will allow you to get a mental picture of how the skill should be performed. Making comparisons to a model performer during the associative stage of learning will allow you to detect and correct errors in your technique. Model Performers are also useful for providing feedback as you can learn from their experience and expertise.

**Clear Objectives**
Setting clear objectives can help with motivation and monitoring of performance development. Each session should have an aim. This will provide a focus during the session and will also help you to reflect on the success of the session when completing your training diary afterwards.

**Effect of Boredom and Fatigue**
The correct Intensity and Work to Rest Ratio within a session will help prevent fatigue. It is also important to make sure that your programme is varied to prevent boredom. For example, including different approaches within a session will keep your interest and aid motivation.



| | |
|---|---|
| Activity | **Hockey** |
| 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 | |

| | |
|---|---|
| **1** | **Aim:** |
| | **Description:** |
| **2** | **Aim:** |
| | **Description:** |
| **3** | **Aim:** |
| | **Description:** |
| **4** | **Aim:** |
| | **Description:** |
| **5** | **Aim:** |
| | **Description:** |
| **6** | **Aim:** |
| | **Description:** |

| 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**

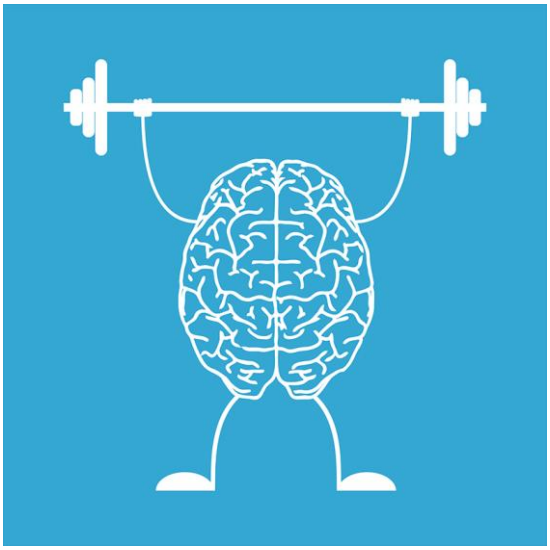
After completing a PDP, it is important to identify your current level of performance in order for you identify future development needs. This allows you plan future training plans to allow continued improvement.

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



# HOCKEY GENERAL OBSERVATION SCHEDULE RE-TEST

**NAME** **DATE**

| SKILL | Highly effective, consistently controlled, appropriate selection/decisions made under very demanding high pressure situations | Highly effective consistently controlled appropriate selection/decision | Effective generally under control generally appropriate selection/decision | Occasionally effective occasionally under control makes some appropriate decisions | Not effective uncontrolled poor decision making. |
|---|---|---|---|---|---|
| **Passing** | | | | | |
| Push | | | | | |
| Hit | | | | | |
| Sweep | | | | | |
| Reverse Sweep | | | | | |
| **Dribbling** | | | | | |
| Close | | | | | |
| At speed | | | | | |
| **Tackling** | | | | | |
| Block | | | | | |
| Jab | | | | | |
| **Shooting** | | | | | |
| Push | | | | | |
| Hit | | | | | |
| Sweep | | | | | |
| Reverse Sweep | | | | | |
| **1v1** | | | | | |
| Dribble past | | | | | |
| Dodge | | | | | |
| Reverse dodge | | | | | |

# Sport Competition Anxiety Test (SCAT) Re-Test

Anxiety and arousal can have a big influence on performance levels. If anxiety and arousal are well balanced performance can be at its peak. If too anxious, bored or uninterested performance can suffer. On the other hand if you are over excited your performance can also suffer. We will look at examples of this in class. For now we will look to assess your anxiety levels using this **questionnaire.**

### Assessing Your Anxiety

Read each statement below, decide if you "Rarely", "Sometimes" or "Often" feel this way when competing in your sport, tick the appropriate box to indicate your response.

| # | Statement | Rarely | Sometimes | Often |
|---|---|---|---|---|
| 1 | Competing against other People/Teams is socially enjoyable | | | |
| 2 | Before I compete - I feel uneasy | | | |
| 3 | Before I compete - I worry about not performing well | | | |
| 4 | I am a good sportsman when I compete | | | |
| 5 | When I compete - I worry about making mistakes | | | |
| 6 | Before I compete - I am calm | | | |
| 7 | Setting a goal is important when competing | | | |
| 8 | Before I compete - I get a queasy feeling in my stomach | | | |
| 9 | Just before competing - I notice my heart beats faster than usual | | | |
| 10 | I like to compete in games that demands a lot of physical energy | | | |
| 11 | Before I compete - I feel relaxed | | | |
| 12 | Before I compete - I am nervous | | | |
| 13 | Team sports are more exciting than individual sports | | | |
| 14 | I get nervous wanting to start the game | | | |
| 15 | Before I compete - I usually get uptight | | | |

## Analysis

The score for the response to each question is detailed below. Enter the score for each question in the “Athlete’s Score” column and then total the column up to provide a SCAT score.
Note that questions 1,4,7,10 and 13 score zero regardless of the response.

| Question | Rarely | Sometimes | Often | Athletes score |
|---|---|---|---|---|
| 1 | 0 | 0 | 0 | 0 |
| 2 | 1 | 2 | 3 | |
| 3 | 1 | 2 | 3 | |
| 4 | 0 | 0 | 0 | 0 |
| 5 | 1 | 2 | 3 | |
| 6 | 3 | 2 | 1 | |
| 7 | 0 | 0 | 0 | 0 |
| 8 | 1 | 2 | 3 | |
| 9 | 1 | 2 | 3 | |
| 10 | 0 | 0 | 0 | 0 |
| 11 | 3 | 2 | 1 | |
| 12 | 1 | 2 | 3 | |
| 13 | 0 | 0 | 0 | 0 |
| 14 | 1 | 2 | 3 | |
| 15 | 1 | 2 | 3 | |
| | | | TOTAL | |

**SCAT Score analysis:**

- Less than 17 You have a low level of anxiety
- 17 to 24 You have an average level of anxiety
- More than 24 You have a high level of anxiety

## Competitive Sport Anxiety Inventory Re-Test

A number of statements that athletes have used to describe their thoughts and feelings before or during competition are listed below. Read each statement and then circle the number to the right of the statement that indicates ***how you feel right now*** - at this moment. Some athletes feel they should not admit to feelings of nervousness or worry, but such reactions are actually quite common, even among professional athletes.

To help us better understand reactions to competition, we ask you to share your true reactions with us. There are, therefore, **no right or wrong answers**.

| | Statement | Not at all | Somewhat | Moderately so | Very much so |
|---|---|---|---|---|---|
| 1 | I am concerned about this competition. | 1 | 2 | 3 | 4 |
| 2 | I feel nervous. | 1 | 2 | 3 | 4 |
| 3 | I feel at ease. | 1 | 2 | 3 | 4 |
| 4 | I have self-doubts. | 1 | 2 | 3 | 4 |
| 5 | I feel jittery. | 1 | 2 | 3 | 4 |
| 6 | I feel comfortable | 1 | 2 | 3 | 4 |
| 7 | I am concerned that I may not do as well in this competition as I could. | 1 | 2 | 3 | 4 |
| 8 | My body feels tense. | 1 | 2 | 3 | 4 |
| 9 | I feel self-confident. | 1 | 2 | 3 | 4 |
| 10 | I am concerned about losing. | 1 | 2 | 3 | 4 |
| 11 | I feel tense in my stomach. | 1 | 2 | 3 | 4 |
| 12 | I feel secure. | 1 | 2 | 3 | 4 |
| 13 | I am concerned about choking under pressure. | 1 | 2 | 3 | 4 |
| 14 | My body feels relaxed | 4 | 3 | 2 | 1 |
| 15 | I'm confident I can meet the challenge. | 1 | 2 | 3 | 4 |
| 16 | I'm concerned about performing poorly. | 1 | 2 | 3 | 4 |
| 17 | My heart is racing. | 1 | 2 | 3 | 4 |
| 18 | I'm confident about performing well. | 1 | 2 | 3 | 4 |
| 19 | I'm concerned about reaching my goal. | 1 | 2 | 3 | 4 |
| 20 | I feel my stomach sink. | 1 | 2 | 3 | 4 |
| 21 | I feel mentally relaxed. | 1 | 2 | 3 | 4 |
| 22 | I'm concerned that others will be disappointed with my performance. | 1 | 2 | 3 | 4 |
| 23 | My hands are clammy. | 1 | 2 | 3 | 4 |
| 24 | I'm confident because I mentally picture myself reaching my goal. | 1 | 2 | 3 | 4 |
| 25 | I'm concerned I won't be able to concentrate. | 1 | 2 | 3 | 4 |
| 26 | My body feels tight | 1 | 2 | 3 | 4 |
| 27 | I'm confident of coming through under pressure. | 1 | 2 | 3 | 4 |

Cognitive A-State: Items 1, 4, 7, 10, 13, 16, 19, 22, and 25
Somatic A-State: Items 2, 5, 8, 11, 14, 17, 20,23, and 26
State Self-confidence: Items 3, 6, 9, 12, 15, 18, 21, 24, and 27.
Your scores for each will range from 9 to 36, with 9 indicating low anxiety (confidence) and 36 indicating high anxiety confidence.