MENTAL

Sports Competitive Anxiety Test (Level of Arousal) 15 questions on how a performer feels about competing in sport. Performer answers *'rarely', 'sometimes'* or *'often'*. A score 0-3 is given based on response and is totalled up to show a low, average or high level of arousal.

Anxiety Inventory (Anxiety) - 27 statements on how a performer is feeling right now. Performer answers *'not at all', 'somewhat', 'moderately so'* or *'very much'* and is given a score 1-4. Statements are categorised into *'cognitive A-state', 'somatic A-state'* and *'state self-confidence'*. Each category score can range from 9 (low anxiety, confidence) to 36 (high anxiety).

General Observation Schedule (Decision Making) - A observer watches a performer play a full game using a table with a list of skills and their effectiveness of the decision used at the time. The observer tallies each time the performer uses the skill. Tallies are added up at the end of the game.

EMOTIONAL

POMS test (Anger)—Online test. 65 statements on emotions that a performer is asked about how they have felt in the past week. The performer answers *'not at all', 'a little', 'moderately', 'quite a bit'* and *'extremely'*. Responses are then analysed to give a mood profile of '*anger', 'confusion', 'depression', 'fatigue', 'tension'* and *'vigour'*, and can be then compared to recreational, club and international performers.

Sports Emotion Questionnaire (Happiness/sadness)—22 statements on emotions that a performer is asked about how they feel on an upcoming performance. The performer answers *'not at all', 'a little', 'moderately', 'quite a bit'* and *'extremely'*. 0-4 points are given based on response. Scores are added up and grouped to be put into categories of *'anxiety', 'dejection', 'excitement', 'anger'* and *'happiness'*.

SOCIAL

Social Facilitation Questionnaire (Team Dynamics) - 18 questions that ask a performer their feelings towards their teammates. Answers are given from *1 (strongly disagree)* to *9 (strongly agree).* Questions are categorised into *'Task cohesion', 'social cohesion'* and *'spurious negative'*. The score of each question is added to give a total for each category.

Discipline Record (Self-Conduct) - An observer watches a performer play a full game with a checklist. The checklist is split into time periods for the full game at 5 minute intervals. The checklist contains a list of behaviours (positive and negative). Each time a performer displays a behaviour the observer tallies under the correct time period. Tallies are added up at the end of the game.

METHODS TO GATHER DATA

COMMAND WORDS:

DESCRIBE— who, **when**, **where**, **what** and **how** you carried something out.

EXPLAIN—Reasons why you did/used some thing. Make a **Point**, **Explain** it, Give and **Example.**

EVALUATE— Determining the value of something. Make a **judgement,** give a **point** on that judgement, backup with **evidence.**

ANALYSE— Deconstruct the parts of something and investigate their relationship to one another. **Identify** the parts, what **implications** do they have on other things, what is the overall **impact.**

Applied to methods to gather data…

Describe—A detailed structure of how you carried out the method in chronological order. Imagine you are writing for someone who has never seen the method before

EXPLAIN— Reasons why you chose to use the particular method backed up with examples. Was the method valid/reliable/practicable?

EVALUATE—Was the method useful/beneficial/limited/ineffective etc. What is the evidence foe this?

ANALYSE— Breakdown the important parts of the method. Why is this important? What effect does this have on a performer?

PHYSICAL

SKILLS

General Observation Schedule (Consistency/Control) -A observer watches a performer play a full game using a table with a list of skills and their effectiveness of the skill used at the time. The observer tallies each time the performer uses the skill. Tallies are added up at the end of the game.

Focused Observation Schedule (Consistency/Control) - A skill is broken down into *'preparation', 'action'* and *'recovery'* on a sheet. An observer watches a player perform the skill 10 times. Each time the skill is played the observer ticks or crosses a particular part of the skill if it is *'successful'* or *'needs improvement'.* Ticks and crosses are added up at the end to show where needs improvement.

TACTICS

Match Analysis Sheet (Role Demands) - An observer watches a performer play a game of 3v3 basketball. The observer watches the team play 10 fast breaks on the *'defensive phase', 'transition phase'* and *'attacking phase'* and marks them with a tick or cross if they are *'successful'* or *'unsuccessful'*. Ticks and crosses are added up at the end of the game.

Focused Match Analysis Sheet (Role Demands) -An observer watches a performer play a game of 3v3 basketball. The observer watches the team play 10 fast breaks looking at the attacking phase. They grade *'width in attack', 'penetration'* and *'depth in attack'* either *'successful'* or *'needs improvement'*. Ticks and crosses are added up at the end of the game.

Coach Feedback (Team Strength and Weaknesses) - A coach watches a performer in a full game or a training practice. After observing, the coach gives an individual or team feedback on how they are performing. This can be positive or constructive criticism. The feedback can be either *'verbal', 'written'* or *'visual'.*

FITNESS

Illinois Agility Test (Agility)— Cones set up to create course. Performer starts lying down at start and goes through course as quickly as possible. A partner times how long it takes to complete the course.

12 Minute Cooper Run (CRE)—Run around 100m track for 12 minutes. Run as far as possible to get an accurate reading of distance covered. Cones at 10 metre intervals to give accurate distance when stopped. Count laps and cones.

Time-Related Observation Schedule (CRE)—Completed during a full game. A partner tallies every time the performer walks, jogs, half-pace, run, sprint. The table is split into 5 minute intervals. Tallies counted up at end of the match.

MENTAL

(Level of Arousal) - The state of alertness, stress and vigilance. If a performer is at the correct level of arousal they will have the correct level of drive to be successful.

If too high, arousal can cause anger in a performer, or too low and a performer can lack motivation.

(Decision Making) - The ability to choose the best option available to you. A performer with good decision making will be able to use the best suited skill at the best time in order to be successful.

Having poor decision making can result in using the wrong skills at a given moment, potentially losing possession or making other mistakes.

EMOTIONAL

(Anger)— An emotion that a performer may feel when frustrated. Anger without control can lead to aggression in a performance as well as an increase of poor decisions.

Anger with control can boost determination and motivation to work hard and execute skills effectively.

(Happiness/sadness)— A reflection of how optimistic a performer is feeling. Happiness will affect a performance positively, leading to an increase in confidence and self-belief when performing skills.

Sadness will affect a performance negatively, leading to a lack of confidence, as well as lower self-belief and resilience, potentially leading to a poor level of performance.

SOCIAL

(Team Dynamics) - The "chemistry" within a team. A team with good team dynamics will be able to work together to achieve a common goal successfully.

A team with poor team dynamics may have breakdowns in relationships, leading to poor cooperation between players, which could have a detrimental effect on a performance.

(Self-Conduct) - Social interactions and behaviours shown by a performer. A performer who demonstrates good self-conduct can motivate others to work hard and set a good example to others. With poor self-conduct, a performer may concede more fouls or argue with officials, both which can lead to sanctions.

IMPACT OF SUB-FACTORS

COMMAND WORDS:

DESCRIBE— who, **when**, **where**, **what** and **how** you carried something out.

EXPLAIN—Reasons why you did/used some thing. Make a **Point**, **Explain** it, Give and **Example.**

EVALUATE— Determining the value of something. Make a **judgement,** give a **point** on that judgement, backup with **evidence.**

ANALYSE— Deconstruct the parts of something and investigate their relationship to one another. **Identify** the parts, what **implications** do they have on other things, what is the overall **impact.**

Applied to impacts of sub-factors...

Describe—A detailed structure of what can happen should these sub-factors impact you. Imagine you are writing for someone who has never seen the method before

EXPLAIN— Reasons why this impact may happen backed up with specific examples of what could happen during a performance

EVALUATE—What effect does the sub-factor have on performance? Is this useful/beneficial/limited/ineffective etc. What is the evidence for this?

ANALYSE— Breakdown the important parts of the sub-factor and how it impacts others. What effect does this have on a performer?

PHYSICAL

SKILLS (Control) - The ability to manage yourself or an object effectively. Having good control allows a performer to execute skills to a high level, making a performance look more fluent.

Poor control will lead to a lack of fluency, potentially leading to losing possession of an object, or giving fouls away with poor body control.

(Consistency) - The ability o produce a high level of skill execution repeatedly. Have good consistency allows a performer to perform more accurate and powerful skill to a high level every time.

A lack of consistency means skills are not always effectively executed, which can lead to giving possession away, or losing points in dance or gymnastics.

TACTICS (Role Demands) - A performers role within a team should reflect their own qualities. If a role is chosen well (e.g. a person who is fast playing on the wing in rugby) it gives them a good chance of performing successfully.

If a role is chosen poorly (e.g. a person who struggles to shoot as striker in football) the performer, and team, are at a disadvantage during the performance.

(Team Strength and Weaknesses) - Should be considered before choosing a tactic. Considering strengths and weaknesses gives teams a much better chance of a successful performance by exploiting the other team where they are poorest and playing to your own strengths.

Without doing this, a team may attack where an opponent is strongest, meaning they have a better chance of defending successfully.

FITNESS

(Agility) - Having good agility allows you to change direction quickly whilst remaining balanced and in control of your movements. In badminton, good agility could help a performer move smoothly around the court.

A lack of agility will result in a lack of control when moving, potentially making a performer struggle to move smoothly around the court.

(CRE) - Having good CRE helps the heart and lungs supply the body with oxygenated blood. A good level of CRE will help a performer delay the onset of fatigue, keep a higher skill level and make good decisions.

A poor level of CRE will lead a performer to become breathless more quickly and in the later stages of a performance , could lead to a decrease in skill level as well as an increase in making poor decisions.

MENTAL

Visualisation (Level of Arousal/Anxiety) - Creating a mental picture in your mind of your performance. The image should be positive and include a lot of detail, including what they hear, smell, feel to be more successful. Needs to be practiced to increase success.

Deep Breathing (Level of Arousal/Anxiety) - Technique of filling the lungs completely and releasing air slowly while concentrating on breathing control. Can help clear mind of mistakes as well as relax a performer to a more comfortable state.

Decision Making Drills (Decision Making) - Drills set up to allow performers to make better decisions. Generally give performers options or alternatives in order for them to think about the best response to a problem, for example; when to pass, dribble or shoot.

EMOTIONAL

Trigger Words (Happiness/sadness)— Common phrases that a performer can use to make them feel a certain way. This can be done before, during or after a performance. Words like "calm" or "relax" can help a performer before a performance, whereas task specific phrases like "track the shuttle" can focus on skills. Confidence can be increased with phrases such as " I am a good shooter" while at the free-throw line in basketball.

Positive Self-Talk (Anger) - A way of developing positive responses to negative thoughts. **Recognising** that you are dwelling on a mistake, **regrouping** by interrupting a chain of thought and **refocusing** your mind on the next phase of play. Refocusing your mind on using positive phrases will help regain full control of a performance, leading to improved performance.

SOCIAL

Team Building Exercises (Team Dynamics) - Tasks that allow you to develop your relationships with your team mates as you need to work together to solve various problems. Also improves cooperation as you do this. Examples include: minefield, cross the river, knots and flying carpet.

Role Models (Self-Conduct) - The copying of behaviours of a specific person who a performer would like to model themselves on. Can be used to improve motivation, behaviour and self-conduct during a performance. A good role model will allow a performer to: work their hardest in training and games, accept refereeing decisions, ensure a performer follow rules and encourage team mates during games.

APPROACHES TO DEVELOP

COMMAND WORDS:

DESCRIBE— who, **when**, **where**, **what** and **how** you carried something out.

EXPLAIN—Reasons why you did/used some thing. Make a **Point**, **Explain** it, Give and **Example.**

EVALUATE— Determining the value of something. Make a **judgement,** give a **point** on that judgement, backup with **evidence.**

ANALYSE— Deconstruct the parts of something and investigate their relationship to one another. **Identify** the parts, what **implications** do they have on other things, what is the overall **impact.**

Applied to Approaches to Develop Performance

Describe—A detailed structure of how you carried out the method in chronological order. Imagine you are writing for someone who has never seen the method before

EXPLAIN— Reasons why you chose to use the particular method backed up with examples. Was the method valid/reliable/practicable?

EVALUATE—Was the method useful/beneficial/limited/ineffective etc. What is the evidence foe this?

ANALYSE— Breakdown the important parts of the method. Why is this important? What effect does this have on a performer?

PHYSICAL

SKILLS

Shadow Practice—Practicing a skill without an object to hit (e.g. a ball or shuttlecock). Allows the movement to be performed under no pressure.

Repetition Repeatedly practicing a skill with an object to hit. Can include working on your own ***(Solo practice)*** or with a partner ***(feeder practice, rallies, conditioned rallies)***

Passive defender—a 1v1 practice. Defender puts no/little pressure on partner when practicing skill.

Active defender— A 1v1 practice. Defender puts increasing levels of pressure on partner practicing skill. Can be varied depending on skill level.

Conditioned Games—Playing a competitive game involving rules to promote use of a certain skill. (e.g. 1 goal for every use of a reverse stick sweep).

TACTICS

Walk/Run through (3v0)- Players walk through a tactic that is to be applied during the game with no defenders. This is repeated over and over, with the speed be gradually increased.

Passive Defence (3v1, 3v2) - Players perform a tactic to be applied during a game with 1 defender. Defender does not try to win ball to allow players to get used to movement. Defenders can be added dependant on skill level.

Pressure Practices (3v2, 3v3) - Players perform a tactic to be applied during game with increased level of pressure. Defenders start from various parts of the court to vary pressure. Defenders can be added dependant on skill level.

Conditioned Games— Playing a competitive game involving rules to promote use of a certain tactic. (e.g. ball can only be passed backwards to promote depth).

FITNESS

Agility Drills—Drills that work on the ability to move and change direction quickly. Usually ladder, hurdle and cone drills.

Continuous Training—Any form of exercise that is performed at the same level of intensity for the full duration.

Interval Training—any form of exercise that includes a a rest period for recovery.

Fartlek Training—Any form of continuous exercise with short sprints followed by slower recovery periods.

METHODS TO MONITOR

Training diary—Done at the end of each training session. Allows you to take notes on your performance development. You are able to see how you trained on a particular day, what the results were and your thoughts and feelings towards training. This can also help you plan next steps to your training.

Re-testing - Generally done half way through a PDP. Repeating the same method used to gather information to allow you to see improvements in your performance. This should be done under the same conditions as the initial test. This allows data to be compared and allow planning for the next stage of training.

Video - Can be done at any point during a PDP. Allows visual feedback to be gathered, usually on an IPad, camera or phone. Can be compared to a model performer (to see strengths and weaknesses) and well as compared to previous videos to check for improvements. Can be referred to at any point, paused, slowed down etc.

Heart rate monitor/checking pulse - Carried out throughout training sessions to improve CRE. Feedback delivered to IPad (or to the individual) to make sure they are working within the training zone. If this is not the case pace can be adjusted to ensure a performer is training at the correct level. Data can be compared to previous sessions to check for improvement.

COMMAND WORDS:

DESCRIBE— **who**, **when**, **where**, **what** and **how** you carried something out.

EXPLAIN—Reasons why you did/used some thing. Make a **Point**, **Explain** it, Give and **Example.**

EVALUATE— Determining the value of something. Make a **judgement,** give a **point** on that judgement, backup with **evidence.**

ANALYSE— Deconstruct the parts of something and investigate their relationship to one another. **Identify** the parts, what **implications** do they have on other things, what is the overall **impact.**

Applied to monitoring/feedback

Describe—A detailed structure of how you monitored/got feedback in chronological order. Imagine you are writing for someone who has never seen the method before

EXPLAIN— Reasons why you chose to use the particular method/feedback backed up with examples. Was the method valid/reliable/ practicable?

EVALUATE—Was the method/feedback useful/ beneficial/limited/ineffective etc. What is the evidence foe this?

ANALYSE— Breakdown the important parts of the method/feedback. Why is this important? What effect does this have on a performer?

TYPES OF FEEDBACK

Internal— Information that you feel about your performance. The information received by a performer as a direct result of producing movement through kinaesthetic senses. What were your own thoughts about your performance/training? How do you feel the skill was performed?

Verbal— Feedback given verbally from a peer, teacher or coach. Usually instant feedback so that a performer can make quick and easy changes during training or a performance.

Written—Information collected on a piece of paper. Can be written or in the form of diagrams (scattergraph). Is a permanent record of information so can be referred back to at any time during training.

Visual—Collected using an IPad, camera or phone. Allows you to compare a video or picture to a model performer to check for strengths and weaknesses. Also allows you to compare with a previous video to check for improvements.

PRINCIPLES OF EFFECTIVE PRACTICE

When improving skills principles of effective practice should be used to give structure and progression

Intensity of practice— The approach used should be the correct intensity for the stage of learning. Slow in the preparation stage, faster in the practice stage and game speed in the automatic stage.

Work-to-rest ratio—Appropriate periods of work and rest are required. Too long without breaks can lead to fatigue but sessions should also include enough activity to allow improvement.

Achievable progressive stages— As the performer's skill level increases the intensity of practice should also be increased. Too slow and the performer can get bored, but doing this too quickly can hinder confidence.

Strengths and weaknesses— Practices should focus on improving weaknesses in order to allow improvement to the whole performance. It is useful to be aware of strengths in order to balance practices effectively.

Awareness of a model performer—Watching a model performer can help a learner develop a mental picture of how the skill should be performed. Making comparisons with them can help detect errors to make improvements too.

Clear objectives— Setting clear objectives helps motivation and monitoring. Each session should have an aim to provide focus and to help you reflect on the success of each session.

Effects of boredom and fatigue— The correct intensity and work-to-rest ratio help avoid fatigue. Ensuring a programme is varied is needed to prevent boredom. Can be done using different practices and partners.

SHORT AND LONG TERM TARGETS

Throughout training you should have short and long-term targets. Short-term can be from one session to a week, where long term targets can be set over a number of months.

Short or long-term Targets should be SMARTER…

Specific— Targets should be clear and precise. They should reflect your ability and experience within an activity.

Measurable—Targets should be measureable so that you can assess whether or not you have been improving. Allows you to see how successful you are in achieving your target.

Agreed—They should be approved by a coach or a teacher. This means they are fully supported by someone with experience and knowledge in your chosen activity.

Realistic—Targets are more likely to be achieved when they are realistic. Setting unrealistic goals will result in a lack of success and decrease motivation.

Time-bound—Targets should be progressive and include short- and long-term goals. Achieving short term goals will sensure progress and help you achieve in the long-term.

Exciting—Make your targets rewarding and enjoyable. This will keep you motivated through training.

Recorded— Targets should be written down. This means they can be referred back to and can keep a performer motivated in order to achieve them better when accompanied with a training diary.

PRINCIPLES OF TRAINING

When improving fitness, the principles of training should be taken into account

Frequency— How often you train. To improve CRE a performer would typically train 3-4 times per week.

Intensity— How demanding training sessions are and is monitored through a performers heart rate as they train. Heart rate should be within the performers training zone for the full session.

Duration— The length of a training session. A session to improve CRE should last a minimum of 25 minutes.

Overload— The increase in difficulty of sessions as you go through a PDP. The demands should be increased as the performer gets fitter. This can be done by increasing the frequency, intensity or duration of sessions.

Specificity— Training should be specific to the activity as well as the performers own ability and level of fitness. This allows training to be the most effective for the performer.

Reversibility—When training is stopped, the effects of training will not be maintained. This usually happens more quickly than fitness is gained. Training programmes should be progressive and continuous to avoid this.