

Higher & Intermediate 2 Physical Education

Skills & Techniques – Badminton

Q. Describe a **skilled performer** in an activity of your choice.

A. In badminton, a skilled performer has several qualities. A skilled performer has a wide range of accurate shots and can pressurise their opponent. They use skills which reflect their ability and experience; they play to their strengths. They create space to dictate the game. A skilled performer has effective decision making skills meaning they have the ability to play these shots at the correct time according to the game. They can capitalise on opponent's errors and apply pressure. Also, a skilled performer has controlled and fluent movement; they are agile and well balanced. They return to base after every shot and are in position to cover the whole court and place accurate shots.

Q. In comparison to a skilled performer, discuss your **strengths and weaknesses**.

A. In comparison to a skilled performer in badminton, my performance is different for a number of reasons. A skilled performer demonstrates a wide range of accurate shots. My strengths include net shots (7 out of 9 in my match analysis were successful) but my power shots, OHC and smash, are very poor. I don't often play drop shots or vary my serve so I have a limited range of skills. A skilled performer is effective in decision making: my general observation showed that I don't capitalise on my opponent's errors which suggests I don't make decisions well in a game. Another strength is my fluent movement as I always return to base and cover the court. However, my balance is not as good as a skilled performer as I am often not in the correct position so I am off balance when performing shots.

Q. Explain what you understand about the **information processing model**.

A. There are 4 stages in the information processing model. The first stage is the input stage. This is when you receive information from the senses eg. In badminton, you would see where your opponent is on the court and what shot they are playing. Using this information you can carry out the second stage of the model which is the decision making stage. For example if you see that your opponent is a high serve to the back of the court then you would decide to play an overhead clear to force them back. The third stage is the output stage; this is where you carry out the skill: turning side on and transferring weight forward. The final stage of the information processing model is the feedback stage: this is where you receive information on how successful/effective the decision was eg. if you won the rally or not. This is a continuous cycle.

Q. Explain what you understand about **skill classification**.

A. All skills can be split in sub-categories of classification. Classifying skills increases your knowledge so you can develop the necessary skills. The first categories are easy and complex skills. A number of factors determine whether a skill is simple or complex. These include:

- The amount of information to be processed
- The number of decisions to be made
- The speed at which information processing requires to occur
- The accuracy involved.

In badminton, serves and underarm clears are classes as easy skills whereas overhead clears and smashes are classed as complex skills.

Skills exist on a continuum between *closed* (those which you are in charge of carrying out and *open* (unpredictable skills). Service in badminton is closed as you have no pressure on you and can use it to your advantage. An overhead clear is more open because there are other factors affecting your performance of it e.g. your position on the court along with the movement and actions of your opponent. Furthermore, the speed, height and trajectory of the shuttle can determine how you play an overhead clear.

Finally, skills can be classed as:

- continuous = no clear beginning or end, repetitive in nature (running)
- discrete = clear beginning and end (serve in badminton)
- serial = a series of skills linked together. In an overhead clear, you link the footwork, transfer of weight, throwing action and follow through together for an effective shot.

Q. Describe how you **gathered information** on your performance strengths and weaknesses.

A. First of all, I gathered information on my whole performance. I did this by carrying out a general observation schedule. I played full court singles against a similar ability opponent and then compared my performance to a skilled performer using the heading 'always', 'sometimes', 'rarely' and 'never'. This highlighted my strengths and weaknesses in comparison to a skilled performer.

The other general data that I collected was through a match analysis. For 5 minutes, I played full court singles against a similar ability opponent. An observer ticked or crossed on my sheet whether the shots were successful or not. This showed which shots were effective and also my range of shots.

Q. Describe how you **gathered information** on your selected skill or technique.

A. Having carried out general observations, I identified my overhead clear as a weakness. Therefore I carried out focused observations on this skill to further analysis it. I firstly carried out a scatter diagram. My partner played a high feed to me and I performed an OHC. A third person marked on the sheet where on the court the shuttle had landed. I did this 10 times. This highlighted the power and accuracy of my OHC.

I then carried out the Standard Poole Forehand Clear Test. I tossed the shuttle up for myself then performed an OHC (x12). A partner marked the area that it landed in on the sheet. For each area, I was awarded a certain number of points so, from the best the 10 OHC's, I worked out my total score. I then compared my score to the norm table and received a rating of 'good', 'fair' or 'poor'. Again, this highlighted the power in my OHC.

Finally, I carried out a movement analysis. I played a continuous overhead clear rally with a partner. A third observer marked on an observation sheet if I performed the subroutines effectively 'always', 'sometimes', 'rarely' or 'never' in comparison to a model performer. This identified my specific strengths and weaknesses within the subroutines of the overhead clear.

Q. Why were the methods used to gather information **appropriate**?

The general observation was appropriate as it was full court singles against a similar ability opponent. This provided a true and accurate reflection of my ability.

The match analysis was appropriate as it was full court singles against a similar ability opponent. This provided a true and accurate reflection of my ability.

The scatter diagram was appropriate because it provided a visual image of the power and accuracy in my overhead clear.

The standard poole test was appropriate because it provided me with a score and rating compared to a national average.

The movement analysis was appropriate as it identified my specific strengths and weaknesses within the subroutines of the overhead clear in comparison to a model performer.

All of the tests are:

- easily repeated to provide comparisons
- carried out by an objective observer
- easily interpreted

Q. Explain what you understand about the **stages of learning**.

A. There are 3 stages of learning: cognitive, associative and automatic. In the cognitive stage, you find out what the skill involves and make first attempts at learning each part of the skill (subroutines). At this stage, you detect errors. Errors are likely to be common so you will need advice, encouragement & support. To improve my OHC whilst in this stage of learning, I shadowed the movement of the shot. This ensured that my movement patterns were correct before moving onto the next practice. I then performed whole part whole practices which allowed me to focus on the subroutines which had been identified as development needs.

In the associative stage you link together all the subroutines of the skill. Your ability, experience & the types of skill will determine the amount of practice time required. Appropriate practice will reduce the number of errors made during performance. To improve my OHC in the associative stage, I carried out a repetition drill – partner feeds a high serve, perform OHC in isolation (to chalked area of the court). The feed was of a consistent height (controlled environment) so allowed me to consolidate my OHC with no pressure. The pressure could be increased gradually as my technique improved. I also practiced a combination drill which allowed me to link the OHC with other shots in a more game like situation.

In the automatic stage of learning, most key subroutines have become automatic. As a result, little attention is paid to them. Errors are less likely to occur and due to a high skill level you will be able to devote more attention to more detailed aspects of your performance e.g. tactics. To improve my OHC in the automatic stage, I played a conditioned game where you had to play 2 OHC's before winning a point. This consolidated my OHC in a game situation. I also performed pressure drills where I had to react quickly to random feeds etc to play an effective OHC.

Q. Describe the **programme of work** that you followed to develop your weak skill or technique (**Practice methods**)

A. 6 weeks, increasing in complexity, movement, decision making and pressure and becoming more game like.

Weeks 1+2 - Shadow, Whole part whole

Weeks 3+4 - Repetition, Combination Rallies

Weeks 5+6 - Conditioned games, Pressure Drills

Q. Explain how you applied the **principles of effective practice** when developing your skill.

A. For your practice to be effective, clear objectives should be set. A long term target should be set; to reach this you will have a series of short term goals. This will involve consideration of your present strengths & weaknesses and what aspects of performance you are trying to improve. Your performance should be related to a model performer.

Goals should be:-

S – specific to the performers' stage of learning, activity or task

M – measurable: this will help the performer to assess progress

A – achievable: this ensures sufficient challenge & promotes motivation; goals set must not be too easy or too difficult

R – recorded: this ensures commitment & allows monitoring & evaluating to take place.

T – time-phased: this relates to the agreed time to reach a target or a goal. This ensures progression.

When training, you need to calculate the ratio of work relative to rest. The ratio varies according to:

- Your previous experience in the activity
- Your level of practical ability
- The complexity of the skill involved
- The physical demands involved in the practice

To learn skills effectively you must not be fatigued: we ensured an appropriate work/rest ratio by performing partner drills ie whilst my partner was working I was able to rest.

You must ensure that your practices are meaningful to your current performance level & that you progress when you are ready to do more demanding practices. You should:

- Make sure that you are working at a suitably demanding level at all times.
- Apply the principle of progression to all of your practices.
- Recognise that high quality practice for a short time is better than repetitive low quality practice over a long time. This will ensure that your performance does not suffer from the adverse effects of boredom & fatigue.

Q. Motivation Concentration Feedback

Choose two of the above **factors affecting performance** and explain why they were important in developing your skill.

Motivation helps us to stay focused on what we are trying to achieve and in developing performance. We can be motivated through varying practices to prevent boredom, keeping practices short and by introducing competition. We can ensure we are motivated to succeed through having targets in our programme and continually being challenged.

Feedback is important in skill development as it helps to identify strengths and weaknesses, therefore providing targets. It provides information on our progress and the effectiveness of our practices. It can help increase motivation and confidence. Feedback can be provided through teacher/coach, knowledge of results, and video.

Q. Explain the importance of monitoring performance.

A. It is important to monitor and review development programme because it allows you to see if you have achieved your targets and goals. Monitoring ensures progress and it can increase motivation and confidence. It also allows you to see how effective your practices have been and where changes are needed. We can monitor by re-testing observation sheets, video, knowledge of results and feedback.

Q. Discuss your future development needs.

A. Now that I have improved my OHC, I consider my future development needs to be movement and drop shots. If I improve upon my movement then I will be able to return more shots and be more balanced to perform effective shots. Improving my movement would also mean I would be in position to return my opponents shots and then put pressure on them.

I would like to improve my drop shot as I often hit it too hard which means the shuttle goes to the middle of the court and my opponent can return it with a smash. If I improved my drop shot then I would have a wider range of shots and be able to move my opponent about more. This would create space for me to attack against my opponent, again applying pressure.

	1	2	3	4	5	6	7
Skilled Performer	Range of shots	Effective decision making	Fluent, agile movement				
Information Processing Model	Input	Decision making	Output	Feedback			
Skill Classification	Easy/complex	Open/closed	Continuous/serial/discrete				
Observation Schedules	General obs.	Match analysis	Scatter diagram	Standard Poole test	Movement analysis		
Stages of Learning	Cognitive	Associative	Automatic				
Practice Methods	Shadow	Repetition	Gradual build up	Whole part whole	Combination /sequencing	Pressure drills	Conditioned games
Principles of Effective Practice	Current strengths & weaknesses	Model performer	Progression	Work/ rest ratio	Goal setting (SMART)		
Factors Affecting Performance	Motivation	Feedback	Concentration				
Monitoring Performance	Ensures goals are being met	Re-testing	Video	Knowledge of results (games)	Feedback	Increases motivation/confidence	