Badminton

Activities

- Badminton is an objective activity
- Badminton can be an individual (singles) or a team (doubles) activity
- Badminton is a directly competitive activity
- Badminton is decided by “the first to reach a certain number of points” (15 points in a game)

- Tactics
  - My starting tactic in badminton was to serve a high serve to the back of the court. This would push my opponent back and immediately put them under pressure.
  - I had to change my tactic because my opponent had a very strong overhead clear and so was able to return my serve and put me under pressure.
  - I changed my tactic to playing varied serves. This worked well as my opponent did not know what to expect and I was able to move them around the court more and create space.

- Creativity
  - I was creative in badminton by pretending to play an overhead clear to the back of the court but actually playing a drop shot just over the net. This helped my performance as it tricked my opponent as they moved to the back of the court and I won the point.

- Formal rules (broken rules)
  - A formal rule in badminton is that you must serve behind the service line. If you break this rule then your opponent will win the point and service.

- Etiquette/ Unwritten rules
  - An unwritten rule in badminton is that you should shake hands at the end of a game.
  - Another unwritten rule is that you should acknowledge if you played a lucky or “fluke” shot.
• **Skill learning**
  - A way in which skill learning was made easier for me in badminton was to remove the service line. This meant I could move closer to the net and serve with less pressure on me.

• **Adapting activities:**
  - Another way in which badminton was made easier for me was by playing with a shorter racquet. This made it easier for me to control the racquet/shuttle and I could therefore sustain a rally.

• **Roles**
  - In badminton, I performed various roles. These included player/performer, cooperative partner, feeder, umpire, time keeper, line judge...

• **Physical/Personal Qualities**
  - One physical quality that I needed for effective performance in badminton was **SPEED**. This helped me as I was able to move quickly around the court and return the shuttle to my opponent,
  - One personal quality that I needed for effective performance in badminton was **CONCENTRATION.** This helped me as I was able to focus on winning every point and kept my concentration for the full game.

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**Badminton - The Body**

• **Aspects of fitness**
  - **Cardio-respiratory endurance** (stamina) is important to be able to compete at a high level for the full game. If my stamina was poor then my skill level would deteriorate.
  - **Speed and agility** are important to be able to move quickly around the court and return the shuttle.
  - **Flexibility** is important to be able to reach/stretch for hard to reach shots (net shots)
- **Muscular endurance** is particularly in my playing arm as I am continually using it to hit powerful shots.
- **Power** is important to be able to get the shuttle to the back of the court with force/speed (especially OHC and smash)

- By training effectively, my overall game improved. I was able to play my skills to a high standard for the duration of the game.

- Whole body speed - moving whole body around court
- Part body speed - using playing arm in smash or overhead clear

- Reaction time, agility, coordination and balance are all important when playing badminton.

- Mental preparation, motivation, confidence and concentration are all important when **playing and practicing** badminton.

- To warm up for a badminton game, I first of all did a **slow jog for 5 minutes**. I then did both **static and dynamic stretching**, focusing on my arms and legs. I then practiced the skills of the game by playing a **cooperative rally**. This **physically and mentally prepared me** as I was ready and focused for the game ahead.

**Badminton - Skills and Techniques**

- Simple skill = serve (high serve or low/flick serve)
  Complex skills = smash or overhead clear

- **Preparation, Action, Recovery (PAR)** for high serve
  - Preparation = I held the shuttle with my non-playing arm and was side on to the net
  - Action = I brought my racquet forward and made contact with the shuttle, I transferred my weight forward
  - Recovery = I continued with my racquet in the direction of the target and moved back to base for the next shot
• **Preparation, Action, Recovery (PAR) for overhead clear**
  - Preparation = I tracked the shuttle with my non-playing arm and brought my racquet behind my head
  - Action = I made contact with the shuttle as my racquet was at its highest point and transferred my weight forward
  - Recovery = I brought my racquet down across my body, in the direction of the target

• What makes a skill/technique effective?
  - **Timing** - the ability to control movement so that effort occurs at the right time
  - **Agility** - the ability to change body shape quickly
  - **Coordination** - the ability to use muscles in the correct order
  - **Balance** - the ability to hold a shape using body tension

• I learned how to play an overhead clear through gradual build-up.
  - First of all, I learned the movement of the shot by **shadowing** the overhead clear (side on to net etc.)
  - Then my partner would feed (high serve) the shuttle to me so I play an overhead clear
  - We then did this practice **repetitively** so that there was more **pressure** on me and it was more game-like.
  - We then played a **Conditioned Rally** (high serve, OH clear, OH clear, smash.) Again, this increased the pressure and made the practice more game like.

  - I started hitting the shuttle when I was near the front of the court. As I became more able and more confident, I then started to move back until I was able to hit the shuttle the full length of the court.

• To practice net shots, we used a **pressure practice** (not knowing where the shuttle was going). This meant that I had to be ready to play the shot from anywhere and prepared me well for a game situation.

• **Factors affecting practice**
  - **Duration**: we practiced long enough to improve my performance but not so long that I became bored and tired (30 minutes?!) 
  - **Variation**: we kept our practices varied to avoid boredom and fatigue
- **Feedback**: we received **positive and immediate** feedback from our teacher as well as internal feedback (**how skills feel**) and **knowledge of results** (**score**).

- **Transfer of weight**
  - When playing an overhead clear, I **transferred my weight from back foot to my front foot** as I struck the shuttle. This gave me more **power and force** in the shot.

- **Follow through**
  - When playing an overhead clear, I brought my racquet down in front of my body, in the direction of the target. This gave me greater **power and accuracy** in the shot.
Gymnastics/Trampolining/Dance

Activities

- Gymnastics, trampolining, and dance are all subjective activities and are usually performed individually.
- They can be described as aesthetic activities (awarded points for the quality of performance).
- They are all indirectly competitive activities.
- The winner of these activities is decided by a panel of judges: points are awarded for the quality of performance.
- What a judge looks for to award marks when scoring subjectively:
  - Quality of movements
  - Difficulty of movements
  - Flow of movements
  - How well movements are linked

- Benefits of creativity to performance in aesthetic/subjectively scored activities -
  - it scores high marks
  - it looks good
  - it looks different

- You can be creative in these activities by changing the speed, level or direction of skills/moves.
- You can also use equipment or props to enhance your performance.

- In these activities, non playing roles include helper, supporter, coach, demonstrator, judge etc. - all of these roles require the person to be fair, cooperative, determined, motivated...
- Physical qualities = flexible, small, slim
- Personal qualities/ mental fitness = determined, motivated, focused
**Gymnastics - The Body**

- Aspects of fitness = flexible, strong, powerful
- Flexibility (the range of movement around a joint) = sit and reach test
- Gymnasts need to be strong and powerful in order to hold their own body weight and perform complex skills at speed
- Stretching exercises - principles of training = in order to improve flexibility, stretching exercises need to be performed on a daily basis. You would increase the INTENSITY by stretching the joints/muscles more

- Static balance = headstand/handstand
- Dynamic balance = skiing

- Warming up is extremely important in gymnastics. The joints and muscles should be fully stretched before starting training/performance. Warm up would be done through both static and dynamic stretching. This will reduce the risk of injury.

**Gymnastics - Skills & Techniques**

- Simple skills = arabesque, shoulder stand, forward roll
- Complex skills = round-off, handspring vault
- PAR for forward roll:
  - Preparation = bend knees, place hands on mat, tuck chin into chest
  - Action = push off feet to rotate
  - Recovery = finish on feet and straighten knees to stand

What makes a skill or technique successful?

Factors which influence success include:

- **timing** - the ability to control movement so that effort occurs at the right time
- **agility** - the ability to change body shape quickly
- **co-ordination** - the ability to use muscles in the correct order
- **balance** - the ability to hold a shape using body tension

Simple skills require only low levels of timing, agility, co-ordination and balance, while most complex skills have high levels of some, or all, of these influential aspects.
• Factors affecting practice:
  - **Feedback** - you require immediate, positive feedback to improve performance (only focus on 1 or 2 things at a time)
  - **Duration** - practice for long enough to improve but not so long that you become tired!!
  - **Regularity** - at least 3 or 4 times a week
  - **Personal qualities** - gymnasts require determination and motivation to succeed

• Gradual build up for handspring
  - Practice handstand position on the floor
  - Take off trampette, place hands on box and land with “flat back” on (2) safety mats (with full support)
  - Take off trampette, place hands on box and land with “flat back” on (2) safety mats (with minimal support)
  - Handspring with full support
  - Handspring with minimal support

• **Balance** - the ability to remain stable through the effective positioning of your centre of gravity
• **Centre of gravity**: if your CoG is low to the ground and is directly over your base of support then you will be more stable
• **Base of support**: the bigger your base of support, the more stable you are (a shoulder stand is more stable than a handstand)
• **Body tension**: tensing your muscles to make them rigid

• **Rotation**
  - The tighter you “tuck” (bring arms and legs in to your body), the faster you will rotate
  - Eg. in trampolining, you tuck tightly during a somersault then bring your arms and legs back out to slow you down to land
Netball/Basketball

Activities

- Netball and basketball are both team, objective activities.
- They last for a set period of time (netball = 60 minutes, basketball = 48 minutes) and the winner is decided by the team that scores the most points in that time period.
- They are both directly competitive activities.

- Rules: no travelling, no contact, no double dribble etc.

- Codes of conduct: it is sporting to shake hands at the end of the game/ pass the ball to your opponent if you put it out of play

- Adapting activities:
  - Lower height of basket
  - Use smaller ball
  - Change rules (eg allow travelling/ remove position restrictions in netball)
  - Reduce playing area
  - Reduce time of game

- Personal Qualities: Determination, cooperation, communication, leadership, confidence
- Physical Qualities: Fast, Tall, Strong, Powerful

- Non-playing roles: Coach, umpire, supporter...

- Creativity: I was creative by faking a pass to my teammate. This tricked the defender into moving to block them and left me with a free shot at basket/goal

- Tactics: Our tactic in netball was to play our quickest player as centre so she could control the run of play and make linking passes around the court. Our tallest players were goal shooter and goal keeper.
• **Principles of Play:**
  
  - We made sure we had width and depth in attack by spreading out across the court and our centre playing just behind the goal shooters. This ensured that we had passing options and support at all times.
  - We had delay in defence as we had been told to put the ball out of play so that all our team had time to get back to defend.

**Basketball/Netball - The Body**

• CRE is important in these activities as you have to be able to last for the full duration of the game, maintain a high skill level and keep up with your opponents.

• **Oxygen transport system** =
  - Oxygen is breathed in through mouth and nose and then goes into the lungs
  - Oxygen diffuses into the bloodstream
  - The heart pumps the oxygenated blood to the working muscles
  - Carbon dioxide is breathed out as a waste product

• Hinge joints = elbow and knee
• Ball and socket joints = shoulder and hip

• **Anaerobic** = to work without oxygen (sprints)

• Aspects of Fitness: Speed, muscular endurance, strength and power are all important to basketball as well as CRE.

• In basketball, you create **power** (in your jump) by bending knees and pushing off the floor. **This downwards force drives you upwards.**
*Gradual Build Up*

Gradual build up is a useful method for learning complex skills - amount of information to be processed - number of decisions to be made - number of subroutines to be learned - amount of co-ordination required - environment in which skill is to be performed - accuracy and speed of decision making etc.

It is a useful method of learning skills which have an element of risk.

By using GRADUAL BUILD UP you can learn a skill in stages (bit by bit!)

By doing this you can make the practice more demanding in small stages. If these small stages are realistic and achievable then this method of learning skills can produce a high level of CONFIDENCE.

When practicing the lay up in basketball, I followed the following stages:

- Stage 1: Practise the shot on the move from one step
- Stage 2: Practise the shot from two steps
- Stage 3: Practise the shot after a dribble
- Stage 4: Practise the shot with passive defender
- Stage 5: Practise the shot with active defender

I followed these steps to ensure that I learned each stage correctly before moving on. As my performance and confidence improved, I was able to increase the pressure of the practices and make them more game like.
Activities

- Volleyball is a **team, objective** activity
- The winning team is decided by **points**. (First to 21 wins a game, best of 3 games)
- It is a **directly competitive** activity

- You can be **creative** in volleyball by faking a spike then just tipping the ball over the net or playing a volley to a team mate who would then spike the ball over.

- It is **sporting etiquette** to roll the ball underneath the net to the server in volleyball.

- You can **adapt** volleyball by:
  - Lowering the net
  - Changing the ball
  - Allowing more than 3 touches
  - Allowing an underarm feed instead of serve

- **Tactics**: Our team identified an opponent with a weak dig (service reception) so we always served to them to put them under pressure and win points.

- Power and strength are important aspects of fitness in volleyball.

Volleyball – **Skills and Techniques**

- Simple skills = serve, volley
- Complex skills = dig, spike

- **Learning the dig**:
  - Learn the hand position (demonstration from teacher)
  - Partner plays underarm feed straight to you: dig back for them to catch above their head
- Partner plays underarm feed for you to dig back but they vary the height and the direction of the feed (side to side). This increases the movement and pressure involved.
- Play a continuous rally: this makes it more game like and you have to decide which shot to play.
- Partner serves the ball and you have to dig it to another partner for them to volley. This increases the pressure again and it is more game like.

• It helps if you are balanced and then transfer your weight when playing a dig. Your arms should follow through in the direction of the target (increase power and accuracy).

• For a complex activity like volleyball feedback is very important.

* Feedback

Feedback is INFORMATION you receive about your performance. There are two main types of feedback: INTERNAL and EXTERNAL.

- Internal feedback is concerned with awareness of MOVEMENT (FEELING the different parts of the action). It is also known as KINESTHETIC feedback.
- External feedback comes in a variety of forms:
  - VISUAL feedback is when you can see your performance: video camera.
  - VERBAL feedback is what you are told about your performance: this could come from your teacher, coach, teammate, classmate etc.
  - WRITTEN: Written feedback can take many forms, observation schedules, checklists, match analysis sheets, statistics, match reports etc.

Fitness
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