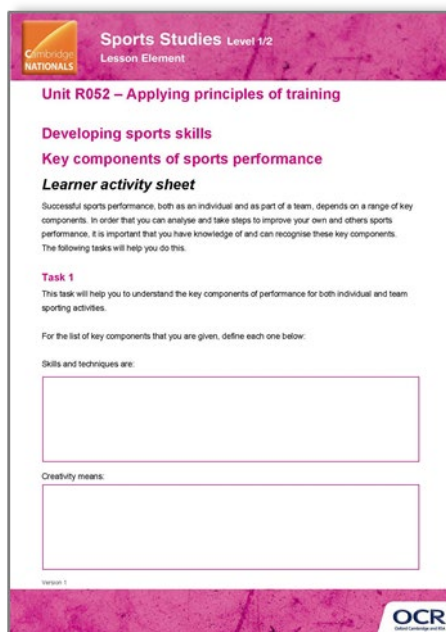


Unit R052 – Developing sports skills

Key components of sports performance

Instructions and answers for teachers

These instructions should accompany the OCR resource 'Key components of sports performance' activity which supports OCR Cambridge Nationals in Sport Studies.



The Activity:

Successful sports performance, both as an individual and as part of a team, depends on a range of key components. In order that learners can analyse and take steps to improve their own and others sports performance, it is important that they have knowledge of and can recognise these key components. The following tasks will help them do this.

Task 1 – Define key components: 30 minutes

Task 2 – Observation of key components (individual/team): 60 minutes

Task 3 – Key components for specific sporting activity: 30 minutes

Task 4 – The effect of key components on sporting success: 30 minutes



This activity offers an opportunity for English skills development.

Task 1

This task will help learners to understand the key components of performance for both individual and team sporting activities.

List these key components for learners and ask for their thoughts on what each one means. Some will be more obvious than others. Learners could mind map their thoughts and then a clear whole group definition of each key component can be decided upon and recorded below.

Skills and techniques are: _____ *skills are the different elements that make up the ability to do something well, technique is the way in which each skill is carried out* _____

Creativity means: _____ *using different ideas to solve a problem or make something happen successfully* _____

Tactics and strategies are: _____ *the planned way of doing something in order to achieve success* _____

Decision making is: _____ *choosing which course of action to take in order to be most successful* _____

Maintaining/managing own performance means: _____ *not giving up, continuing to perform to the best of your ability even under pressure* _____

Awareness of own role in/contributing to a team means: _____ *knowing what you are responsible for and working for the good of the team rather than individual glory* _____

Task 2 – Individual/team

The following task can be carried out using an individual sporting activity linked to LO1 and repeated using team sporting activity linked to LO2.

Individual - Set up any simple individual sports competition. Badminton, table tennis, tennis or 1v1 volleyball may be the most appropriate and straightforward to organise but any one on one activity that half the group can take part in at a given time will be fine.

Team – Set up any simple team sports competition. Small sided conditioned games would be most appropriate but any team sporting activity would be fine.

It may be beneficial to go through the questions below before the practical activity starts to ensure that all observers understand what they are looking out for.

The observing half of the group can watch their partner participating and complete the questions to record which of the key skills they saw 'in action' and what affect these had on overall performance.

An alternative approach (or an activity that could be carried out as well) could be for teachers and learners to use an analysis of performance app to record and play back performance. Apps and websites such as www.coachseye.com, www.ubersense.com, <http://thevideoanalyst.com/iphone-sports-analysis-apps/> can be used by learners to help them analyse performance, annotate the pictures and footage recorded and use this to feedback to performers and make suggestions for improvement.

Make sure you allow a few minutes for observers to feedback to performers at the end of the activity.

Q1. Name of performer?

Q2. What sport are they playing?

Q3. What are the main skills/techniques that your partner uses during the game?

Obviously, all sports are made up of a number of skills/techniques which must be mastered to a greater of lesser extent in order for the performer to achieve success.

Observers would be expected to recognise and list the main skills and/or techniques they witness.

Q4. Does your partner use any tactics or strategies in order to gain an advantage/win a point/beat their opponent? If so, what are they?

Hopefully observers will notice their performer trying to gain the upper hand by 'outwitting' their opponent, maybe by the use of feints or dummy's, placement of the ball/shuttlecock etc.

Q5. Did your partner have to make any decisions during the sporting activity? Complete the table below to describe what decisions they made and what effect each one had.

This may include things such as choice of shot, amount of power/force to use, plying position etc.

Decision made	Effect this had on the sporting activity

Q6. Did your partner show that they could maintain and/or manage their own performance during the sporting activity? If so, explain what they did and what effect this had on their performance and/or the game.

Likely observations may include partners keeping their cool in the face of a controversial decision, trying hard even when faced with a crushing defeat, remaining philosophical after a number of unforced errors etc.

Q7. Can you make any suggestions as to how your partner might make a change in one/some of these key areas in order to improve their overall performance?

Task 3

This task can be completed for an individual sporting activity linked to LO1 and for a team sporting activity linked to LO2.

Ask learners to select a specific individual/team sporting activity and to think about how each of the key components defined in Task 1 manifests itself in that particular sporting activity. In the table below learners can record:

- The skills and techniques that are necessary for successful participation.
- How and why creativity is important.
- The tactics and strategies or compositional ideas that aid success/are required.
- What decisions need to be made by participants.
- Situations that required the management/ maintenance of performance.
- (for team sporting activity) Their role within/the contribution they make to the team.

Sporting activity selected:	
Key component	Relevant of key component to this sporting activity.
Skills and techniques	<p><i>These will be activity specific but may include things such as:</i></p> <p><i>Individual (badminton) – serving, forehand, backhand, overhead clear, lob, smash, footwork etc.</i></p> <p><i>Team (basketball) – movement around the court, dribbling, passing, receiving, shooting, defending, dodging etc.</i></p>
Creativity	<p><i>Badminton – feint smash to drop shot.</i></p> <p><i>Basketball – feint pass to dribble.</i></p>
Tactics and strategies	<p><i>Badminton – forcing opponent to the back of the court in order to use a drop shot.</i></p> <p><i>Basketball – zone defence or man to man marking.</i></p>
Decision making	<p><i>Badminton – choice of serve/shot.</i></p> <p><i>Basketball – choice of pass/pass or dribble.</i></p>
Management/maintenance of performance	<i>Badminton/basketball – remaining composed when losing.</i>
Role within/contribution to the team	<i>Basketball – position in zone, ball carrier, motivator.</i>

Task 4

Learners should understand how each of the key components is vital if a player is going to be successful. None of the key components will work in isolation – they are all related and all important in effective sporting performance.

Learners can complete the table below to explain the relationship between the key components and optimum sports performance.

Key component	Relationship between key component and successful sports performance.
Skills and techniques	<i>An improvement in technical ability should have a positive knock on effect to a players overall level of performance.</i>
Creativity	<i>Performers who can think 'outside the box' to bring new and innovative ideas to the sporting activity will outwit/perform more successfully than opponents who are participating in a more predictable way.</i>
Tactics and strategies	<i>Players with a comprehensive understanding of the tactical aspects of a sport and familiarity with various strategies should be more successful players (if it is backed up by the necessary level of skill!).</i>
Decision making	<i>Those who can 'read the game' and make the correct decisions at speed should be more successful players.</i>
Management of own performance	<i>Performers who can hold their nerve and keep focussed under pressure are likely to be better players.</i>
Contribution to the team	<i>The most successful teams are those where every player is playing for the good of the team rather than personal glory. A team is only as good as its weakest link.</i>



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