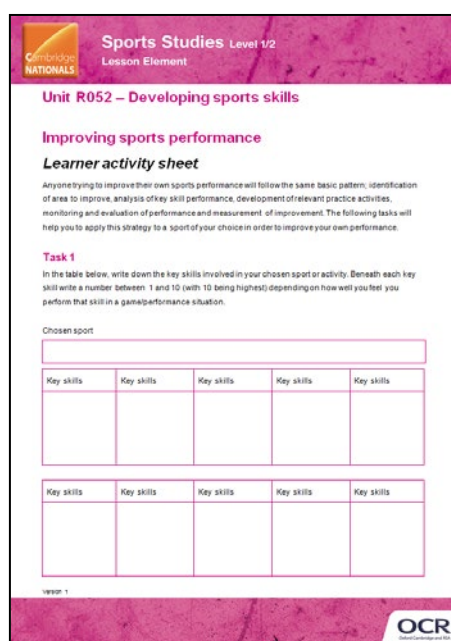


Unit R052 – Developing sports skills

Improving sports performance

Instructions and answers for teachers

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



Sports Studies Level 1/2
Lesson Element

Unit R052 – Developing sports skills

Improving sports performance

Learner activity sheet

Anyone trying to improve their own sports performance will follow the same basic pattern; identification of area to improve, analysis of key skill performance, development of relevant practice activities, monitoring and evaluation of performance and measurement of improvement. The following tasks will help you to apply this strategy to a sport of your choice in order to improve your own performance.

Task 1

In the table below, write down the key skills involved in your chosen sport or activity. Beneath each key skill write a number between 1 and 10 (with 10 being highest) depending on how well you feel you perform that skill in a game/performance situation.

Chosen sport

Key skills	Key skills	Key skills	Key skills	Key skills

Version 1

OCR
Oxford Cambridge and RSA

The Activity:

Anyone trying to improve their own sports performance will follow the same basic pattern; identification of area to improve, analysis of key skill performance, development of relevant practice activities, monitoring and evaluation of performance and measurement of improvement. The following tasks will help learners to apply this strategy to a sport of their choice in order to improve their own performance.

Task 1 – Key skills: 45 minutes

Task 2 – Types of skill: 30 minutes

Task 3 – Ideally my skill would: 30 minutes

Task 4 – Types of practice: 90 minutes

Task 5 – Practice makes perfect: 60 minutes

Task 6 – Ways to measure improvement: 15 minutes



This activity offers an opportunity for English skills development.

Task 1

Using the cards below, learners can write down the key skills involved in their chosen sport or activity. Beside each key skill they will write a number between 1 and 10 (with 10 being highest) depending on how well they feel they perform that skill in a game/performance situation.

Chosen sport

Netball

<i>Footwork</i>	<i>Chest pass</i>	<i>Feint dodge</i>	<i>Shooting</i>	<i>Dodging</i>
8	9	4	5	6

<i>Marking</i>	<i>Shoulder pas</i>	<i>Bounce pass</i>	<i>Catching</i>	
7	8	8	7	

My strongest skills are:

Chest pass, footwork, shoulder pass and bounce pass

Skills in need of development are:

Dodging and shooting

Task 2

All skills sit somewhere on the simple/complex continuum. Learners can describe below what are meant by simple skills and complex skills.

Simple skills are those that: *require simple body movements such as running or jumping and tend to be transferable across lots of different sports.*

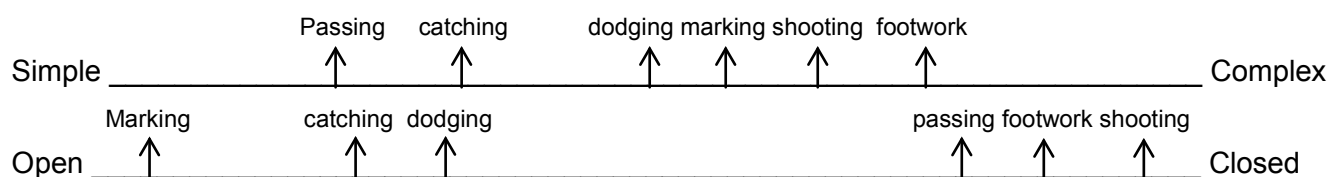
Complex skills are those that: *require more complex body movements and greater control. These tend to be more sports specific such as the lay up in basketball.*

All skills also sit somewhere on the open/closed continuum. Learners can describe below what are meant by open skills and closed skills.

Open skills are those that: *are affected by the environment and involve an element of unpredictability. Open skills often involve an opposing player or team.*

Closed skills are those that: *are controlled entirely by the performer and are not affected by external factors such as the environment or other players or teams.*

For the skills that were highlighted by the learner as being integral to their selected sport in Task 1, ask them to place each one on the simple/complex continuum and on the open/closed continuum.



Task 3

Learners can select one of the skills with the lowest number next to it (from Task 1). It will be this skill that they are going to focus on in this task.

Name of skill:

Feint dodge

Ask learners to answer the questions below in order to focus their thinking on what and why they want to improve this skill.

What it would 'look like' if this skill were carried out more effectively - would it be more accurate, achieve success more often, be done faster etc?

I'd be able to do it faster and fool my opponents more successfully

What effect would it have on your overall performance if you could do this skill more successfully – would you win more tackles, convert more shots into points, score more runs etc?

I'd be able to lose my defender in order to win the ball more often, helping my team to attack more successfully (and hopefully convert this to score more points/win more often!)

Task 4

In order for learners to appreciate and experience different types of skill practice, they could research (or use drills they know) in order to describe different types of skill practice in the table below. Drills/practices could be for their selected sport, highlighted area for development or a different sport or skill.

Type of skills practice	Description of practice/drill	Diagram of practice/drill
Whole – where whole skill is performed at once		
Part – where the skill is broken down into its different elements		
Situational – where skill is done in range of game/performance based situations		

Task 5

Having investigated different types of drill/practice in Task 4, learners can select the type of drill/practice they feel is most appropriate to help them improve their highlighted area in need of development.

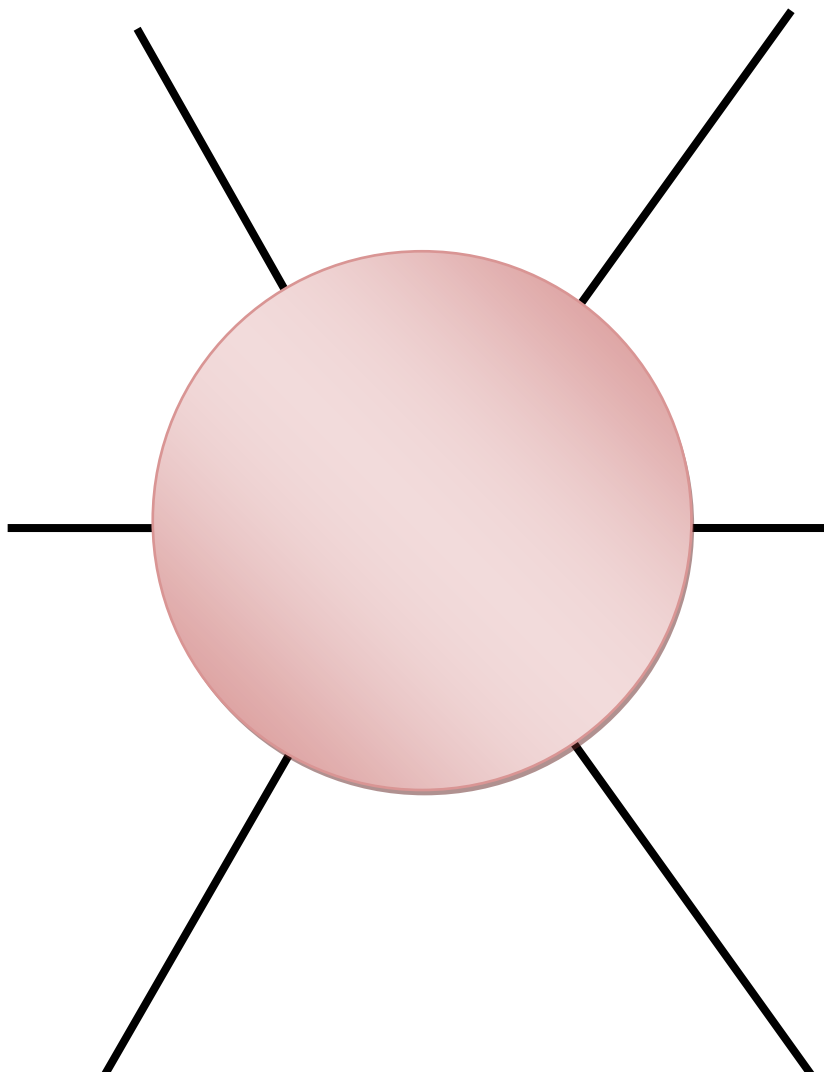
Learners could select/devise two different drills/practices and plan how they would organise these in the table below. Learners can also include the main 'teaching points' relevant to their skill. If appropriate, learners could lead other group members through their practices.

Sport:	Skill focus:
Area/facilities:	Equipment:
Description of drill/practice 1:	Diagram of drill/practice 1:
Description of drill/practice 2:	Diagram of drill/practice 2:
Teaching points:	
Safety/things to be aware of:	

Task 5

Mind map the different ways you could measure improvement (for you and/or for other people).

Thoughts can be recorded below:



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