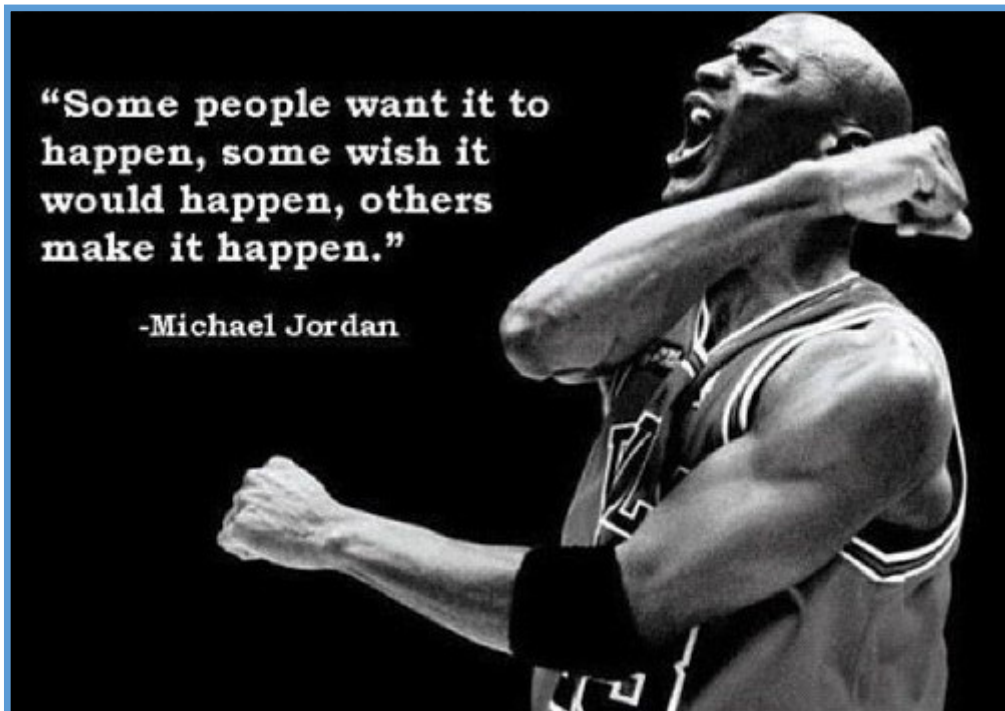


AMS Initial Research

Research should be conducted before starting topics in lessons.

Complete the tasks set and use a number of different sources to help you to do this. This should include using Live text, your text books, the college portal, Internet and journals found in the LRC.

It is not enough just to write up your notes. You need to ensure that you read them and learn the information before going into lessons to give you a head start!



AMS Initial Research

What you need to know.....

Classification of motor skills and abilities (developing an awareness of factors affecting involvement in physical activity)

Classification of motor skills	Candidates should be able to position and justify examples of movement skills on the following continua: <ul style="list-style-type: none">• muscular involvement (gross – fine);• environmental influence (open – closed);• continuity (discrete – serial – continuous);• pacing (externally paced – self paced);• difficulty (simple – complex);• organisation (low – high).
The application of classification to the organisation and determination of practice	Candidates should be able to: <ul style="list-style-type: none">• describe methods of manipulating skills (part and whole practice; progressive part and whole-part-whole) to facilitate learning and improve performance;• evaluate critically these methods and their effectiveness in the learning of movement skills.
Classification of abilities relating to movement skills	Candidates should be able to demonstrate knowledge and understanding of: <ul style="list-style-type: none">• characteristics of ability (innate, underlying and enduring traits);• gross motor abilities with examples;• psychomotor abilities with examples.

AMS Initial Research

What you need to know.....

The development of motor skills and the use of different practice methods to ensure effective involvement in physical activity

Phases/stages of movement skill learning that affect participation and performance in physical activity

Candidates should be able to:

- identify characteristics of the phases of learning (Fitts and Posner)
 - cognitive;
 - associative;
 - autonomous.
- apply these phases of learning to practical activities.

Types of guidance and their impact on effective performance and participation in a balanced, active and healthy lifestyle

Candidates should be able to:

- describe types of guidance used in different phases of learning to improve performance: (visual – early phase; verbal – later phases; manual and mechanical – developing kinaesthetic awareness and knowledge of safety issues);
- evaluate critically these different types of guidance.

Practice methods and their impact on effective and efficient performance of movement skills

Candidates should be able to:

- describe methods of physical practice (massed; distributed; fixed; varied);
- explain the role of mental practice and rehearsal vs. physical practice and rehearsal;
- explain the appropriate use of practice methods to maximise effectiveness (for different ability levels and for different activities; classification of skills; schema theory);
- evaluate critically different types of practice methods and their application to the performance of movement skills.

AMS Initial Research

What you need to know.....

Information processing during the performance of skills in physical activity

Models of information processing and effectiveness in the learning and performance of movement skills

Candidates should be able to:

- describe Welford's model (display; sensory information; sense organs; perceptual mechanism; effector mechanism; response and feedback);
- describe Whiting's model (display; receptor systems; perceptual mechanism; translatory mechanisms; output, feedback);
- apply these models to the learning and performance of physical activities.

Memory and its role in developing movement skills

Candidates should be able to:

- describe the Multi-store model of the memory process; short-term sensory store (STSS); short-term memory (STM) and long-term memory (LTM); interaction of memory with the perceptual process (selective attention);
- describe strategies to improve both short-term memory storage (chunking) and long-term memory storage;
- apply the memory process to the learning and performance of physical activities.

Reaction time and developing effective performance in physical activity

Candidates should be able to:

- define reaction time, movement time, response time;
 - describe the impact of reaction time on performance;
 - explain factors affecting response time in practical activities;
 - demonstrate knowledge and understanding and the application of theories relating to reaction time (the psychological refractory period; single channel hypothesis; choice reaction time (Hick's Law) and the role of anticipation).
-

AMS Initial Research

What you need to know.....

Motor control of skills and its impact on developing effectiveness in physical activity	
Motor and executive programmes and their impact on the learning of movement skills	Candidates should be able to: <ul style="list-style-type: none">• describe the nature of, and give examples of, programmes stored in the long-term memory;• explain the links to open loop control and the autonomous phase of learning.
Types of motor control and their impact on movement skill acquisition and competence in physical activity	Candidates should be able to: <ul style="list-style-type: none">• describe open loop control; closed loop control;• explain the role of open loop and closed loop control in the performance of motor skills;• evaluate critically different types of feedback to detect and correct errors.
Schema theory and its role in developing movement skills and strategies	Candidates should be able to: <ul style="list-style-type: none">• explain relationships with the motor programme;• demonstrate knowledge and understanding of sources of information: recall schema (knowledge of initial conditions; knowledge of response specification); recognition schema (knowledge of sensory consequences; knowledge of movement outcomes);• demonstrate knowledge and understanding of motor programmes (relevant sub-routines and possible schema identified from the candidate's physical activity experiences).

What you need to know....

Learning skills in physical activity	
Motivation and arousal and their impact on young people's participation, performance and aspirations in physical activity	Candidates should be able to: <ul style="list-style-type: none">• explain Drive reduction theory and its impact on a lifelong, balanced, active and healthy lifestyle;• demonstrate knowledge and understanding of arousal as a drive affecting levels of motivation;• explain motivation and arousal theories (Drive theory; Inverted U theory; Catastrophe theory (Jones and Hardy)) and their application to the learning and performance of movement skills;• demonstrate knowledge and understanding of motivational strategies and their application (different ability levels; disaffected young people; encouraging participation in a balanced, active and healthy lifestyle);• evaluate critically motivation and arousal theories and the application of motivational strategies.

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Theories relating to the learning of movement skills and the development of positive behaviours associated with a balanced, active and healthy lifestyle	Candidates should be able to discuss: <ul style="list-style-type: none">• the associationalist/connectionist theory of operant conditioning (Skinner);• the cognitive theory related to the work of Gestaltists (insight learning and ways of thinking to optimise learning);• social/observational learning theory; the importance of significant others in the adoption of a balanced, active and healthy lifestyle;• bandura's model (demonstration, attention, retention, motor reproduction, matching performance), and the factors that affect modelling (nature and perceived importance of model).
Reinforcement of movement skill learning and behaviours associated with a balanced, active and healthy lifestyle	Candidates should be able to: <ul style="list-style-type: none">• discuss positive reinforcement, negative reinforcement and punishment (with examples from candidate's practical activities);• discuss Thorndike's Laws: knowledge of methods of strengthening the stimulus-response (S-R) bond through repetition (Law of exercise); satisfaction/annoyance/emotional intensity (Law of effect); through physical and mental preparedness (Law of readiness);• discuss appropriate use of reinforcement in skill learning and in promoting positive, healthy lifestyle behaviour.
Transfer of learning to develop effectiveness in physical activity	Candidates should be able to: <ul style="list-style-type: none">• describe types of transfer that occur in practical performance: positive transfer; negative transfer; proactive transfer; retroactive transfer; bilateral transfer;• demonstrate knowledge and understanding of ways of optimising the effect of positive transfer;• demonstrate knowledge and understanding of ways of limiting the effect of negative transfer;• evaluate critically different types of transfer and their impact on the development of movement skills;• explain the effects of transfer of learning on schema development and the importance of variable practice.

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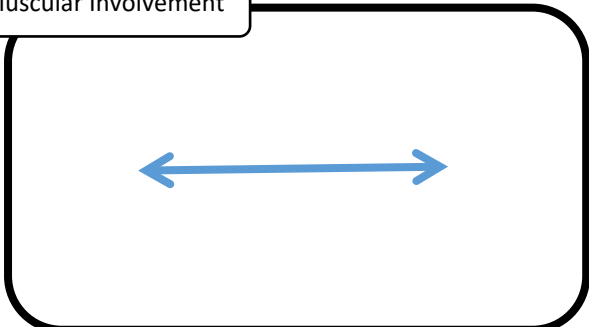
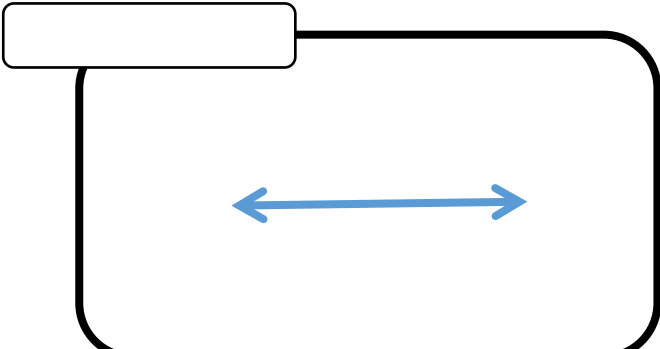
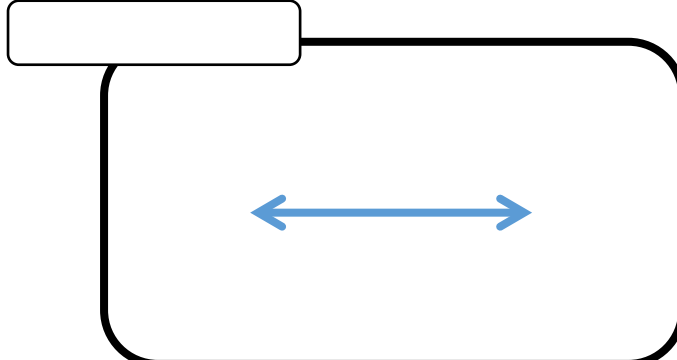
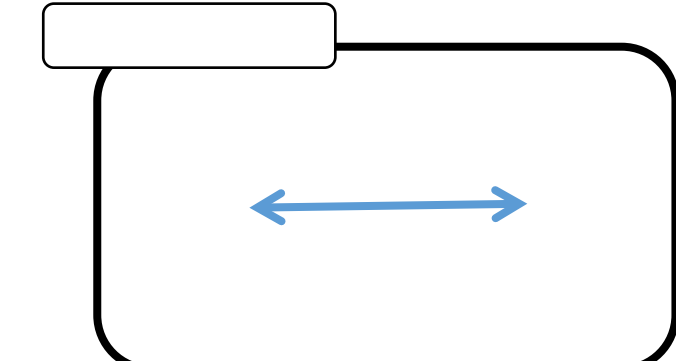
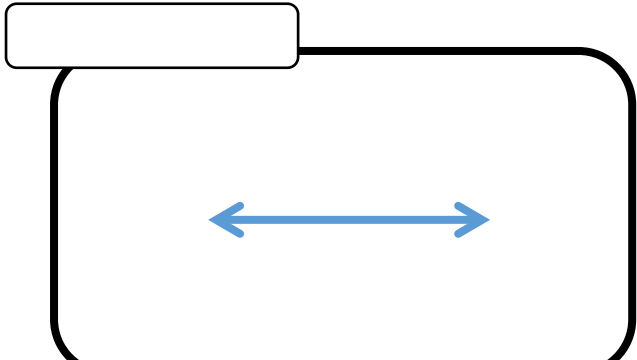
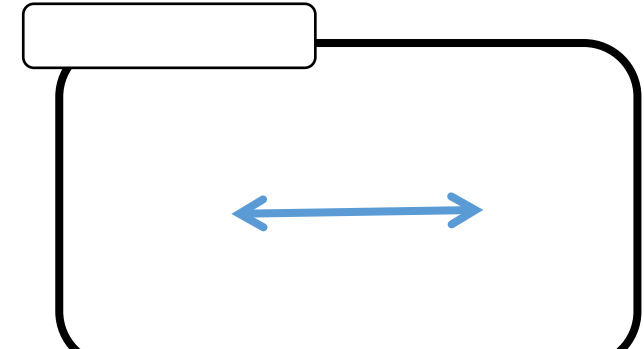
Classification

Task 1

Watch the YouTube screencast and complete the worksheet below by identifying 1 characteristic of each continua and a sporting example



<https://www.youtube.com/watch?v=DT38s31gOvM&index=1&list=PLB804075A8016A865>

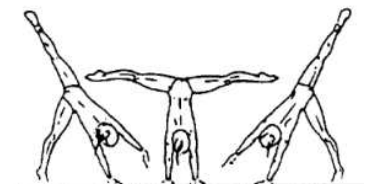
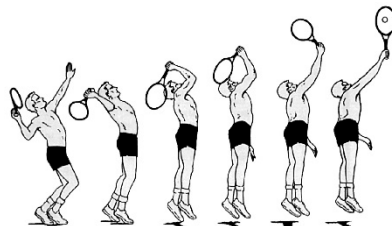
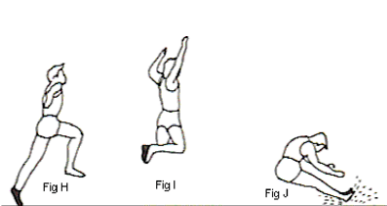
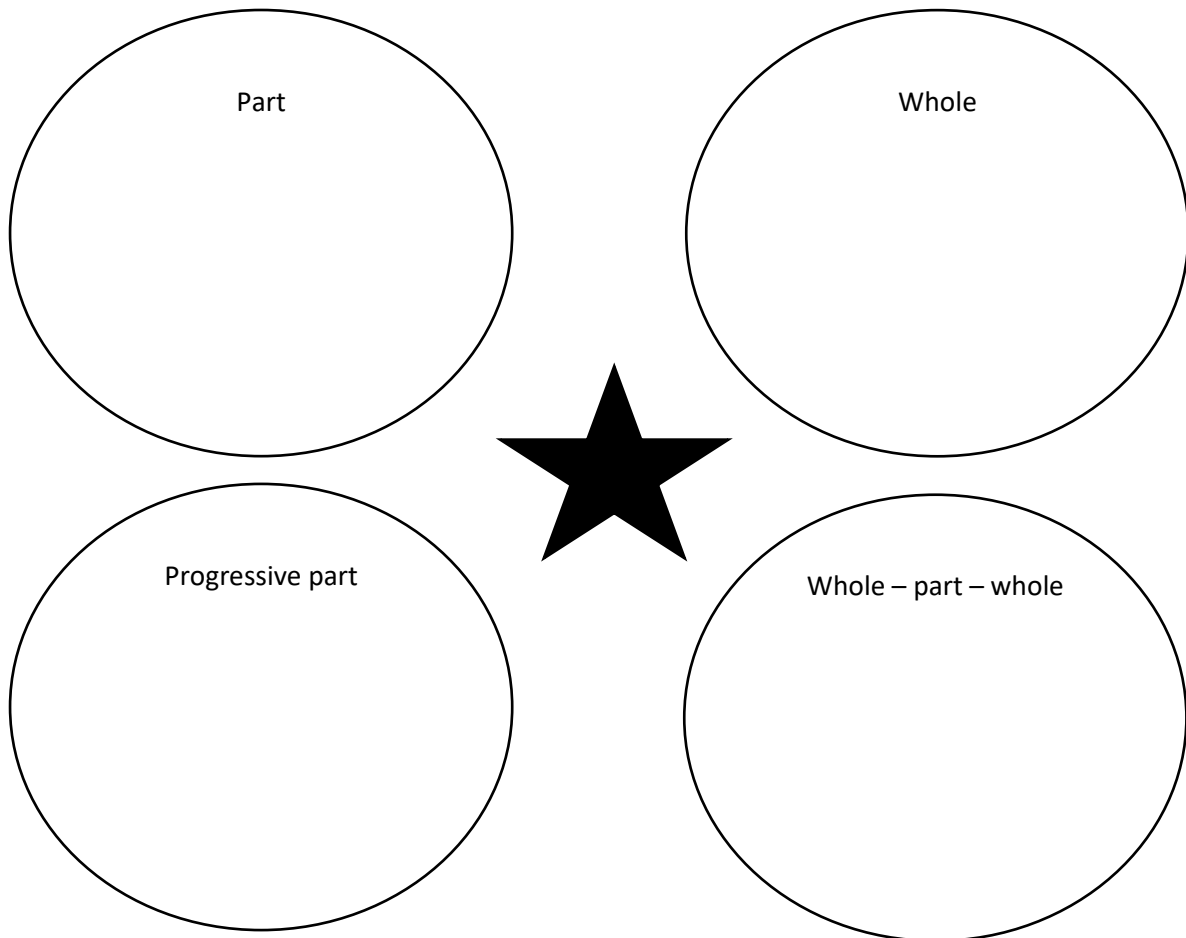
<p>Muscular Involvement</p> 	
	
	

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Methods and Types of practice

Task 2

Research using your textbook the different ways practice can be manipulated. Use the space below to make brief notes on the different methods and then suggest which will be most suitable for the sports shown bearing in mind how they are classified.



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Task 3

<https://www.youtube.com/watch?v=pOkK4rOhMGo>



Task 3.1 Watch the following screen cast and make some brief notes on the four practice methods explained.....

Task 3.2But it's not all Physical!

Read the linked article and list all the terms related to mental practice in the box below.....



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http://www.huffingtonpost.com/2014/02/18/mental-training-olympians_n_4801350.html?ncid=tweetInkushpmsg00000033

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Theories of learning

Task 4

You will need to research into the three theories below and make notes on each theory. You must ensure that you have a good understanding of each theory as you will be randomly allocated a group at the start of next lesson where you will present your collective findings on one of the theories.

Theory	Useful research sources.....
Operant conditioning	<p data-bbox="935 875 1295 1043">Get a head start read the article on Learning and the S-R bond in PE Review Vol 1, issue 2 (Jan 2006).</p>  
Social learning theory	 <p data-bbox="959 1541 1441 1630">https://www.youtube.com/watch?v=0Sv2H5iXebU</p>
Cognitive theory	 <p data-bbox="1187 1771 1453 1951">https://www.youtube.com/watch?v=MUIfc5fzXV4 Cognitive Theory</p>

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Transfer

Task 5

Read the article on Transfer of skill in PE Review Vol 6, issue 3 (April 2011)



Stretch & Challenge



Applied



From what you have read in the PE Review article attempt to answer the questions below.....

A tennis player spends time during the winter playing badminton in order to maintain her fitness levels. When she returns to tennis in the summer, she finds that some of her skills have deteriorated. Her coach suggests that this may be due to transfer of learning.

- (a) Using your own knowledge, as well as any examples from the situation described above, explain what is meant by the terms positive, negative and bilateral transfer.

(6 marks)

- (b) When learning a sports skill, how could a coach ensure that positive transfer is likely to occur?

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(3 marks)



Stages of Learning

Task 6

So, this task involves a trip to the library or using the LRC online journal resource. Locate and copy the article relating to Phases of Learning **PE Review Vol 3 No.2. (Jan 2008)**

Please read and annotated the article and bring it with you to your next lesson.

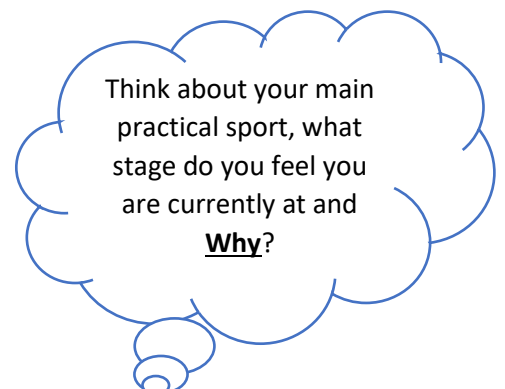
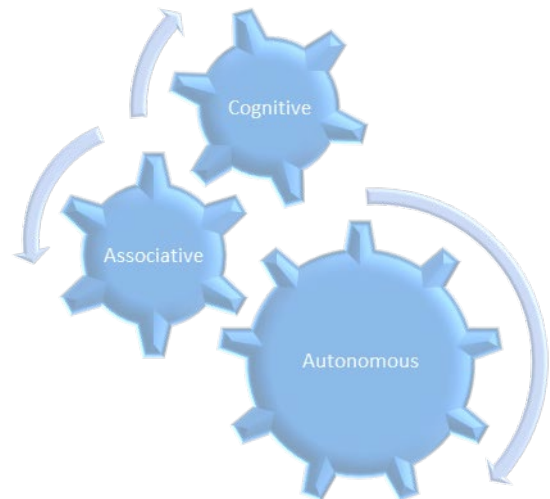
Task 6.1

Using the information you have read put three key points for each phase which you feel best sums up that phase of learning.

Cognitive

Associative

Autonomous



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Guidance

Task 7

Get a head start read the article on Guidance in PE Review Vol 8, issue 3 (April 2013)



Read the article mentioned above and complete the questions below.

1. What are the four forms of guidance mentioned in the article?

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.....

2. Which type of guidance is said to be the best for cognitive learners who are seeing the action for the first time?

.....
.....

3. The writer gives an example of a ballistic skill, what skill is given and what type of guidance is best suited to teaching that type of skill?

.....
.....

4. What is Banduras model of social learning and what type of guidance does it relate to?

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.....
.....
.....

5. Which type of guidance is the writer referring to when they say 'it is important for the coach to remember to keep the explanations of technique brief and simple'?

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6. Which type of guidance allows the learner to carry out the skill with support even if they cannot perform it independently?

7. State two examples of mechanical guidance given in the article.

8. Think about what constitutes a BAHL. Using your knowledge of BAHL identify how two of the types of guidance may be used in this way?
E.g. An individual trying to loose weight may use a personal trainer to give verbal guidance whilst training to encourage them to persevere.

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Stretch & Challenge – Discuss the use of the four types of guidance in helping an individual adopt a balanced, active and healthy lifestyle

Feedback

Task 8

Using the internet – can you briefly describe the 8 types of feedback that are used in sport?

<u>Type of feedback</u>	<u>What is it??? Can you give examples?</u>
<u>Intrinsic</u>	
<u>Extrinsic</u>	
<u>Positive</u>	
<u>Negative</u>	
<u>Concurrent</u>	
<u>Terminal</u>	
<u>Knowledge of results</u>	
<u>Knowledge of performance</u>	

Q: How is feedback linked to the phases of learning?

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Personality

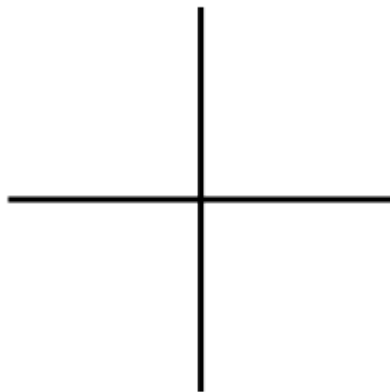


Task 9

There are three theories of personality. Complete the tasks below to give you an initial understanding of the theories.....

Task 9.1 Trait Theory

Click on the link opposite and complete the test. This is a version of Eysenck's personality test. Once you have got your result complete the diagram below including the correct labels and plotting where your personality is said to lie.



<http://similarminds.com/eysenck.html>

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Q. Do you agree with the personality type you have been given?

Yes/No

Do you agree with the idea that you are born with these innate traits? Explain your answer.

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Attitudes

Task 10

List 3 things that you have a positive attitude towards:

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-

Why is this case? What has contributed to the formation of such attitudes?

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Using the textbook read about the triadic model of attitude (p206). Can you apply each component of the triadic model to one of the 3 things you have listed above?



Cognitive

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Affective

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Behavioural

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Stretch & Challenge – Can you think of and EXPLAIN any factors which can influence an individual’s attitude towards playing sport and healthy living?

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Motivation

Task 11

Using your textbook define the following key terms linked to the topic of achievement motivation

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Mastery orientation

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Learned helplessness

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Stretch & Challenge – Can you think of/write down any strategies to remove learned helplessness from an individual?

Arousal

Task 12

Now read the article on Arousal in PE. In the space below summarise the key features of the following theories and draw a diagram in the box.

<http://pe-arousal.blogspot.co.uk/2011/09/catastrophe-theory.html>



The Drive theory

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The Inverted U theory

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The Catastrophe theory

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STRETCH

28

CHALLENGE

Stretch & Challenge – Compare and contrast the theories of arousal. Try to draw to a conclusion about which theory you believe to be the most accurate in representing the relationship between arousal and performance.

Anxiety

Task 13

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Complete the questionnaire below which measures your level of anxiety during sporting situations. This is a version of 'The Sports Competition Anxiety Test' (SCAT).

Sport Competition Anxiety Test

Assess how you feel about the following situations when you compete in sports and games, using the following scale:

Hardly ever A

Sometimes B

Often C

1. Competing against others is socially enjoyable. _____
2. Before I compete, I feel uneasy. _____
3. Before I compete, I worry about not performing well. _____
4. I am a good sport person when I compete. _____
5. When I compete, I worry about making mistakes. _____
6. Before I compete I am calm. _____
7. Setting a goal is important when competing. _____
8. Before I compete I get a queasy feeling in my stomach. _____
9. Just before competing, I notice that my heart beats faster than usual. _____
10. I like to compete in games that demand considerable physical energy. _____
11. Before I compete I feel relaxed. _____
12. Before I compete I am nervous. _____
13. Team sports are more exciting than individual sports. _____
14. I get nervous wanting to start the game. _____
15. Before I compete I usually get uptight. _____

Scoring:

Items 1, 4, 7, 10, and 13 are filler items used to help disguise the purpose of the test; cross them out, as they will not be used for scoring. Items 2, 3, 5, 8, 9,

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12, and 15 are scored in the following manner: hardly ever=1 pt., sometimes=2 pts, often=3 pts. For items 6 and 11, the scoring is reversed: hardly ever=3 pts, sometimes=2 pts, often=1 pt. Simply total the numbers for these 1- items to determine your trait anxiety score, which ranges from a low of 10, to a high of 30.



_____ = Your SCAT Score

Q. Do you agree with the score that you have been given?

YES/ NO

Explain why you think this?

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Aggression

Task 14

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<https://www.youtube.com/watch?v=WsWa4X2Rt4A>



Can you list 3 reasons why the athlete acted in the way he did during the clip?

-
-
-

Explain the reasons behind your choices:

.....

.....

.....

<https://www.youtube.com/watch?v=xvMFHXcd0yQ>



Now watch the first three tackles from the clip and discuss the differences between the first clip and the first three tackles on this clip.

.....

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Stretch & Challenge – Can you think of any strategies a coach might use to remove aggressive behaviour in any individual?

facilitation & inhibition

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Task 15

Use your textbook to accurately find definitions for the following key terms:

Social facilitation: _____

Social inhibition: _____

Brainstorm time....

What factors might contribute towards an individual not playing very well in front of an audience?

As his/her sports psychologist....

How could you help them deal with the pressure from the crowd and maximise their performance?



Stretch & Challenge – What is meant by the term evaluation apprehension and can you give a practical example of when it may occur?

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Groups & Teams

Task 16

Read the following article 'Group formation and performance' in PE review journal – Volume 3 April 2008. Website and log in details in box below:



<http://magazinesonline.philipallan.co.uk/home.aspx>

User name: jcanessa@esher.ac.uk

Password: librarian1234

Can you **print** the journal article of and **annotate** key parts to discuss during the lesson.

Identify a successful team: _____

Identify and **explain** 3 reasons why they are a successful team:

-

-

-



Stretch & Challenge – Think of a group or team you have been involved with – reflect on why you were successful (or not). Try to link to strategies the coach might have introduced.

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Goal Setting

Task 17

Think of what you want to achieve in your number one sport over different periods of time. Set yourself 3 future goals:

Short term (weekly): _____

Medium term (monthly): _____

Long term (yearly): _____

What do you think the psychological benefits are of an athlete sitting down with their coach and setting goals to be?

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Can you identify the remaining parts to the acronym which we call the 'principles of goal-setting'?

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