

Candidate 1 evidence

Section 1: Understanding factors that impact on performance

For each factor, Mental, Emotional, Social and Physical, explain its impact on performance. (8 marks)

In your answer you may provide a general response or relate to an activity or activities.

Factor 1: the mental factor of concentration can impact positively and negatively on your performance. For example in a game of football if there is extra time and you lose concentration start looking at other stuff and the crowd the opposition who are concentrating on the game will dribble or pass right passed you leading to them scoring and potentially winning the game. Another sub factor in mental is confidence if you are in a game of rugby and you are trying to stop the other teams attack and the ball carrier is running right for you because you have a lack of confidence you are not ready or willing to make the tackle effectively so you put in a weak tackle that they can run through therefore allowing them to break the line this puts lots of pressure on your team to make an important tackle to stop them whereas if you have high confidence you will go for the tackle and believe in your self so then you make an effective tackle

Factor 2: social the social sub factor of etiquette. etiquette can impact positively and negatively on your performance for example if your are in a game of football and after scoring a goal you take your top off and run around screaming this shows bad etiquette and will result in a booking effecting you for the rest of the game negatively because you are either get a red and are sent off or you have a yellow meaning you will be careful and not go for as many 50/50 chances allowing the opposition to gain possession of the ball more often and have more attacking opportunities. Also the sub factor of cooperation in a game of basket ball if your team have bad cooperation you will not be able to make effective passes or defend well with each other because you are not cooperating This will lead to the opposition intercepting more or your passes and breaking through the defence allowing them to score more points

Factor 3: emotional. a sub factor in emotional is anger for example if you are playing golf and hit a bad shot of the tee then get really angry you will be trying to hit the ball as hard as you can and forgetting posture and technique you will hit another bad shot resulting in you having an Evan worse score than you would have if you'd just played your normal game from after the tee shot rather than getting angry and trying to hit it to hard. Another sub factor is fear if you are nervous going into a game you will not play your best for example in badminton if you are coming up against a very good opponent and you now that are maybe slightly better than you you might get extremely nervous and scared meaning you will not be focused on what type of shots to play in the game but will be focused on your opponent meaning they can win more points against you because you are not playing your best

Factor 4: physical a sub factor in physical is CRE this can impact both positively and negatively on your performance for example if you are playing a game football and the opposition have poor CRE near the end of the game the opposition will tire meaning their skills and decision making will become worse meaning they make more defensive errors and give up possession easily allowing your team to score more goals and put more pressure on another sub factor is power for example in judo if you have a lack of power and go to throw someone the throw will be weak and your opponent will not fall but you have lunged over leaving yourself vulnerable to an attack from your opponent who can then just throw you over because you are not in a defensive position meaning the gain a point or win the match

Section 2: Planning, developing and implementing approaches to enhance personal performance

Choose **two** of the factors you selected in Section 1 and any **one** physical activity for which you will provide evidence in your portfolio.

Activity: Badminton

Factor 1: physical skill

Factor 2: mental

- 2a Explain the challenges you may face when gathering reliable data on your two selected factors. (3 marks)

When collecting physical data the challenges you might face are. if you are completing a focused observation schedule in badminton and are completing the shots to a high standard the person marking down your results might miss some of your action phase if it's done quickly making your results unreliable which would then give you false information.

when collecting data for mental factor the challenges you might face are if your are given a scat test by coach or friend and are not honest with your self and are just trying to look good then the information will not be reliable so will give you false information leading to you working out the wrong things to improve

A challenge you might face is that the person watching your performance or marking you might not be very experienced of have a vast knowledge of the sport leading to you not accurate of correct feed back from the data

A challenge you might face when Collecting data is that you may complete a drill of game but you will later find out that it does not link back to your personal development program so the data you have collected is not appropriate to what you are trying to work on for example if you complete a overhead clear focused observation schedule but your PDP was for the smash the results would not be appropriate

2b (i) Identify one appropriate method you used to gather data on your performance in factor 1. (1 mark)

Factor 1:

Focused observation schedule

(ii) Identify one appropriate method you used to gather data on your performance in factor 2. (1 mark)

Factor 2:

Scat test

Include a copy of the data you have gathered.

You must attach this data to the template.

- 2c Select one of the methods identified in 2b. Describe how you used this method to gather data about this factor. (4 marks)

Method: Focused observation schedule

For this method of collecting data I needed two partners we would set up on a court then I would get ready to hit some shuttles the shuttles were feed to me by a partner my other partner would watch my hits as I was doing an over head clear

so I would be feed the shuttle and hit it the best I could then the person marking me would fill out the par sheet marking each section of the sheet with a tick or a cross a tick

if I had completed that section while doing my over head clearing would receive a tick if I failed that section I would receive a cross.

I would then be feed another shuttle and would preform another overhead clear trying to do this as best as I could and the person filling in the focused observation schedule would mark down what I did and didn't do in the second coulomb on the sheet after I had completed this I could look at the sheet and see were I went wrong.

I could then record these scores and compare them to other people scores or to a later test I would do

- 2d Explain why you selected this method to gather data on your performance in the identified factor. (3 marks)

I chose this method because it is a very easy method to set up and there is not much room for error while collecting the information this means that the information that is gathered will be reliable this means I would get good reliable data for a PDP.

I also chose this because it is very good for identifying strengths and weaknesses because of the simplicity of the sheet it is very clear where you are not so good at and what you are good at this allows you to focus on these weaknesses and improve on them.

. I also choose this method because with the information gathered from it I can Plan a progressive training program on the highlighted areas of weaknesses for example if I did a focused observation schedule for my over head clear and found out my area of weakness was in the preparation stage of the overhead clear then I could use this information to plan a training program.

This method of collecting data is also very good for setting targets because you can easily compare two observation schedules to see improvements so you can set targets on those areas and clearly see when you compare it to the past one you did if you are improving or not.

- 2e From the data you have gathered and included in your portfolio, describe your strengths and development needs in relation to both factors. (4 marks)

Looking at my focused observation schedule I could see that that one of my strengths was the preparation stage of my focused observation schedule as I had all ticks I was in the a very good ready positions I would be able to hit the shuttle I could see this as the section had full ticks

A weakness that I could see from the information I gathered was that the recovery part of my over head clear needed lots of work I could see this as I got full crosses in this section because I was to slow at getting back into the ready position so I would miss or miss hit the shuttle that would come back I also didn't go back into the proper position I left my racket and arms low to the ground rather than bringing them back up.

. After looking at the information gathered from my scat test I could see that a strength was that I was not anxious during games allowing me to be confident in my ability during the game I could see this because I got low number of points on these questions

From looking at the information I could see that an area of weakness was that before a game I got very anxious and worried this would mean I got off to a bad start before I could calm down I could see this as I scored very highly on these questions showing I had a very high level of anxiety before games

2f With reference to this data, identify an appropriate target for each factor.

(i) Identified target for factor 1. (1 mark)

My target is to do every section of the focused observation schedule to a good standard giving me an effective overhead clear

(ii) Identified target for factor 2. (1 mark)

My target is that I want to be more confident in my ability before competing in a competitive so that I am not anxious or worried about the game

2g Explain why it is important to set targets when creating a personal development program. (3 marks)

It is important to set targets in a personal development program because it keeps you motivated because you want to reach the targets so you will be motivated to do so and will try as hard as possible to reach those targets for example if you set a target of getting all your shots from an overhead clear to the back of the court when completing a scatter graph then you will be trying your best to see that all of the shots reach the back of the court .

. By setting targets you can easily measure progress to see if your PDP is working as well as you would like it to work you can do this by making the targets Harder and harder as the PDP goes to see if there is no progress showing and you are unable to complete the targets set then you know your PDP is not working.

by setting targets it allows you to stay specific to what you are working on . If you are working on a target you will stay focused on that target so you will not be distracted or stray of task meaning you will be only focused on your PDP

You must include a copy of your personal development programme which you have planned and implemented during this course.

You must transfer the relevant information from your personal development programme into the table below.

Personal Development Programme Table

Transfer the relevant information from your personal development programme into the table below.

	Factor 1	Factor 2
Approaches you used in your development programme	Whole part whole Shadow practice Repetition drill	Positive self talk Visualization Relaxation
Length of each session	Each session was 50 minuets long we did 1 session in a block of PE	50 minuets
How many training sessions per week	We had 1-2 training session per week we had 9 session in total which we did over 6 weeks	We had 1-2 training session per week we had 9 training sessions in total and we did them over six weeks
Who you trained with	I trained with a peer	I trained by myself

Methods used to monitor your programme	I used coach feed back and video analysis plus Internal feedback Re testing and a training diary	Internal feedback Re testing and a training diary
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Describing approaches to develop performance

2h (i) From your personal development programme, select and describe an approach that you used to develop factor 1. (2 marks)

Approach for factor 1: for devolving my physical skill I used shadow practice in shadow practice You select a technique or skill you can do the whole skill or just a part of the skill .you then preform this skill without the pressure of the shuttle or ball

this means you are not worried about the shuttle just the action you then do the action without a shuttle 10-15 times to practice the skill itself rather than where the shuttle lands it's about how you preform the skill

- (ii) From your personal development programme, select and describe an approach that you used to develop factor 2. (2 marks)

Approach for factor 2: an approach I used was positive self talk. I was playing a game against my partner no conditions first to 11 points and every time I hit a good shot or won a point I would congratulate myself

then when he hit a good shot I would give myself positive feedback like it was a good shot from him there was nothing I could do and when I won the game I would give myself positive feedback on how I played I the game this meant my confidence would grow

2i In addition to the approaches you used, justify further decisions that you made when planning your personal development programme. (4 marks)

A decision I made when planning my personal development program was the length of time I was training I made it over six weeks so that I could have enough time to measure progress between each session I also made it over six weeks because this combated boredom as I was not training all the time.

Another decision I made when planning my personal development program was to increase the pressure of the sessions near the end of the PDP I did this so that I could feel the benefit of the training program because if I kept it at the same intensity then there would not be a lot of progress made .

A decision I made when planning my personal development program was choosing my partner / opponent when I was choosing my partner/opponent I chose someone who was the same level as me so that I could have good matches and so that we would both progress at the same level I also chose a partner I knew I would get along with this would make the PDP enjoyable and would help keep focus because I would be trying to get better than my partner as he was trying to get better than me at the same time.

Another decision I made was the approaches I used within my personal development program I chose the approaches I used I used these approaches because they are easy to use which meant I didn't waste time setting up the drills I also used the approaches because they linked well to the factor I was working on this meant that I would have a successful program as the approaches linked very well with the factors I was trying to improve

Section 3: Monitoring, recording and evaluating performance development

- 3a During your personal development programme you will have received feedback from others. Explain whether the feedback you received was useful or not. (2 marks)

I received feedback on my overhead clear straight after I completed a shadow practice drill this was very useful. I got immediate feedback from my teacher and because he has experience in playing and teaching badminton I knew that the feedback was going to be accurate. As I got the information right away it meant it was in my mind so I could easily copy it down on my iPad. This meant I could later look at it and decide a good way to improve my overhead clear.

I received feedback after playing a condition game during my training session. The feedback came from a peer who is not the best at badminton so the feedback was not useful as he told me stuff I already knew. This meant I didn't get any new information about my game and had no points that I could improve.

I received feedback after playing a competitive game when I was finished the next day my teacher gave me feedback in class. This was not useful. He gave me the feedback the next day which meant I couldn't remember all of the game and all of my weak points. He also talked to me for 10 minutes about my whole performance not the areas I wanted to work on. Because he gave me so much information at once I couldn't take it all in so I missed some of the feedback. I also got general feedback so it was not specific to what I needed to work on.

3b Explain why it is necessary to monitor your performance development. (3 marks)

Monitoring my performance using a training diary allowed me to see what level my training session was at. once I had determined that it was becoming boring I swapped warm ups for conditioned games and rallies so that the training session would be fun and that I would keep my motivation level high allowing me to enjoy and get the most out of the training session

By monitoring my performance using a re test of the focus observation schedule it allowed me to see if I had improved through out the training program. After I had seen Clear progress from the last test it meant I knew my training program worked Which meant I could continue doing the program knowing that it was helping me improve my overhead clear

By monitoring my performance using a re testing of the scat test it allowed me to see if I was improving my confidence level. after I found out the my results where the same as the first test I knew no progress was being made and changes would have to be made to my program to see that I got progress. This meant I needed to make more time for working on my confidence within the program this allowed me to start seeing improvements in my confidence before and during games

Describing methods to monitor performance

3c (i) Select and describe a method that you used to monitor factor 1. (2 marks)

To monitor factor 1 I used a training dairy after every session I would write about what I did in the session what goals I set myself I wrote about if I reached those goals how I felt mentally and physically in that session and if there was any changes I had to make to the session I would then record that in a dairy I would do the same for the next session.

(ii) Select and describe a **different** method that you used to monitor factor 2. (2 marks)

For monitoring factor 2 I used re testing for this I would choose a test I did at the start of the program on the mental factor then I would re do the test which was the scat test in the scat test I would answers a series of questions on my anxiety level . then I would compare my results to the test I did at the start checking to see if I got a lower level of anxiety compared to the last this allowed me to measure the progress I had made and if none had bean made I would know to change my PDP accordingly.

3d Evaluate the effectiveness of your personal development programme. (6 marks)

The program was effective in helping me improve my overhead clear as there was a wide variety of approaches used this meant I did not get bored and would keep motivation high. As the approaches were different it meant that I could stay focused as I was always doing different activities and drills through the training program.

One of the down side to the training program was the effectiveness of the cool downs at the end of each session. I finished every session with a cool downs but the next day I still had sore muscles because the cool downs were not helping me stretch off properly this meant I would not be at my best for the future sessions so when looking at my PDP I would change the cool downs so that they were more efficient and helped me properly stretch of after every session

On the other hand the warm ups in my personal development program were very effective I found them to be extremely useful in getting me warmed up and stretched ready for the session so that I would not cause injury to myself. because the warm ups were very effective this meant that I was ready for the session. The warm ups were so effective because they were not long and difficult but not short and easy they were long enough for me to raise my heart rate so that I was ready and long enough that I got all the muscles I needed stretched this meant I could perform to the best of my ability during the session as I would not be pulling any muscles.

I felt that my PDP was very effective in improving my overhead clear specificity the recovery part of my overhead clear I could see this as in the first focused observation schedule I had no ticks in the recovery section but when I did the mid test re test I could see that I now had half of the recovery section ticked and when I looked at the last res test I had achieved full ticks in the recovery section this allowed me to notice huge improvement and the effectiveness

During my personal development program the partner I used was very effective. The partnering in my personal development program was very effective because he was at the same level as me this meant we could do the same drills with each other and play good Even matches meaning we both got to use what we had learned rather than getting beat by someone who was a lot better and not getting to use the overhead clear as much as you wanted to this meant me and my partner could work and improve at the same level and could practice the same skills in conditioned games and normal games. During my personal development program I could see that the shadow practice drill was effective.

The shadow practice drill was effective because I didn't have large amounts of pressure on me to hit the shuttle far and hit it well so I could calm down and take it slow so that I was not panicking this helped me focus on the movement of the over head clear so that when I did introduce a shuttle I would have the correct stance and action so I would only need to concentrate on the hitting the shuttle not where the racket was or where my feet were.

3e Evaluate your performance in the two selected factors. (4 marks)

During a performance my over head clear was to a high enough stander so that I can hit it to the back of the court every time I hit it. This gave me time as they had to get to the back of the court and hit it so I had plenty of time to prepare for the next shot giving me an immediate advantage over my opponent.

During my performance one of my weaknesses is smashing when I attempt to smash the shuttle I always end up hitting the net leading to a loss of points. During my performance I was able to score a large amount of points through my net play because of my reaction time And agility I was able to change direction fast to hit back the shuttle and score points

When preparing for a game I was able to stay confident before the game but would then struggle to stay confident during a high pressure situation leading to me become anxious losing confidence in my ability meaning I was giving away silly points in the game

. Another weakness is that I would often forget to give my self positive feedback when I made a good shot but I would be shouting at myself when he made a good shot and would blame myself making my confidence level fall and leading to me not playing as well as I could .

3f With reference to your current performance, justify the next steps in planning for your future performance development. (4 marks)

In my current performance my smash needs worked on so for the next steps I would plan a progressive training program for the smash. I would use the approach of shadow practice as I am unsure of the movement and technique of the smash by using the shadow practice drill this would make me confident at the movement of the smash and would give me a good level to then move on to accuracy.

Another approach I would use is an accuracy drill I would use this because at the moment me smashes are hitting the net or flying to the back of the court but I want them at the front so the opponent is caught out the accuracy drills would allow me to be able to direct my smashes to an area of the court where my opponent has left space making it difficult to hit back

I would practice using different approaches like positive self talk and relaxation in high pressure drills to become more confident in high pressure situations meaning I would be confident in the game and not give away silly points .the positive self talk would allow me keep my anxiety level down through out the game meaning I could stay calm and confident and concentrate on the game alone and not my opponent.

The relaxation before games would allow me have a good start to the game this would then lead to me having an all round good game . Relaxation would also be good as I would be able to use relaxation a lot as it is easy to set up and work on and can do it before every game.

FOR SQA USE ONLY**Physical Education National 5 Portfolio**

Skills, knowledge and understanding		Marks available	Marks awarded
1	For each factor, Mental, Emotional, Social and Physical, explain its impact on performance	8	
2a	Explain the challenges you may face when gathering reliable data on your two selected factors	3	
2b	Identify appropriate methods you used to gather data on your performance in factor 1 and factor 2	2	
2c	Describe how you used this method to gather data about this factor	4	
2d	Explain why you selected this method to gather data on your performance in the identified factor	3	
2e	From the data you have gathered and included in your portfolio, describe your strengths and development needs in relation to both factors	4	
2f	With reference to this data, identify an appropriate target for each factor	2	
2g	Explain why it is important to set targets when creating a personal development programme	3	
2h	From your personal development programme, select and describe an approach that you used to develop performance in each factor	4	
2i	In addition to the approaches you used, justify further decisions that you made when planning your personal development programme	4	
3a	Explain whether the feedback you received was useful or not	2	
3b	Explain why it is necessary to monitor your performance development	3	
3c	Select and describe a method that you used to monitor performance in each factor	4	
3d	Evaluate the effectiveness of your personal development programme	6	
3e	Evaluate your performance in the two selected factors	4	
3f	With reference to your current performance, justify the next steps in planning for your future performance development	4	

Sport Competition Anxiety Test (SCAT)

#	Statement	Rarely	Sometimes	Often
1	Competing against other People/Teams 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 sportsman 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 my heart beats faster than usual			✓
10	I like to compete in games that demands a lot of 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		✓	

Note that questions 1,4,7,10 and 13 score zero regardless of the response.

Question	Rarely	Sometimes	Often	Athletes score
1	0	0	0	0
2	1	2	3	2
3	1	2	3	2
4	0	0	0	0
5	1	2	3	3
6	3	2	1	3
7	0	0	0	0
8	1	2	3	2
9	1	2	3	3
10	0	0	0	0
11	3	2	1	3
12	1	2	3	3
13	0	0	0	0
14	1	2	3	3
15	1	2	3	2
TOTAL				26

What was your score in the above questionnaire?

SCAT Score analysis:

- Less than 17 You have a low level of anxiety
- 17 to 24 You have an average level of anxiety
- More than 24 You have a high level of anxiety

Focussed Observation Schedule – Badminton

Now that you have identified what your **Strength(s)** and **Area(s) for Development** are, you must focus in on specific aspects of the skills. **P.A.R** analysis allows you to observe specific parts of the skill. The focussed observation schedules below breakdown the main skills in badminton. Place a **tick** if successful or **cross** if unsuccessful.

PHASE OF ACTION	MODEL PERFORMANCE	1 st PERFORMANCE	2 nd PERFORMANCE
Preparation	Stance is side on to net.	✓	
	Feet are about shoulder width apart.	✓	
	Weight is on back foot.	✓	
	Racket is up and back.	✓	
	Shuttle is held out in front of the body.	✓	
Action	Shuttle is dropped and racket arm swings forward at speed to help generate power.	✓	
	Action is whip like.	✗	
	Weight is transferred forward from back to front foot.	✓	
Recovery	Racket swing finishes up with arm crossing in front of body to finish close to non-racket shoulder.	✗	
	'Ready position' and 'base' are recovered.	✗	

Planning a training program

	Session 1	Session 2	Session 3
Weeks 1-2			
<p>Short term goal</p> <p>Short term goal is get 20/20 shuttles to the back half of the court in the first scatter diagram</p> <p>To become less anxious before a game</p> <p>And to get over 50% ticks on my specific observation schedule</p> <p>Monitor method Training diary Re testing</p>	<p>In this training session I will be working on my over head clear . The warm up in this session will be a rally no points just 5 minutes of trying to keep good rally's . In this session we will be using whole part whole for over head clear you will be fed a shuttle by partner or coach while one of them films you doing the skill so you can watch it back then highlight a part of the overhead clear that you have to work on then you will be fed 4 shuttles once you have done that do the whole skill again and watch back the video to see the improvement that it has made after go into a game and every time you hit a good shot congratulate yourself by doing some positive self talk to grow confidence cool down by doing some stretches</p>	<p>I will be working on my over head clear in this session. For the warm up in this session will be to run from side tram line to side tram line across the court you are trying to do 10 there and back as fast as you can now in this session you will be doing a repetition drill a partner will feed you lots of shuttles you will be constantly hitting an overhead clear a couch will then tell you how well you have done talk time to have some relaxation before going into a game first to 5 points then cool down jog around the full court twice</p>	<p>For this session look at what you need to work on most from the par sheet you completed before the training program before that for the warm up have a small game up to 5 points then proceed to do a shadow practice drill on the bit that was most needing improved do 3 sets of 10 with 30 second intervals after this go into a game and try to visualise where you are going to hit the shuttle and visualise yourself wining then move on to do some dynamic stretches as you walk around the court walk around the court</p>
Weeks 3-4			
<p>Short term goal is get 20/20 shuttles to the back half of the court in the first scatter</p>	<p>Start the warm up by having a conditioned game first to 10 points and a successful overhead clear scores 2 points After that game move on to using a focused observation schedule</p>	<p>Start by looking at what area of the Midtest par sheet you need to improve for example the preparation stage once you have found the stage warm up by jogging back and</p>	<p>When you begin this session start buy playing a quick game 5 points to win no conditions Then you will progress from shadow practice to repetition drill you will be introducing a</p>

<p>diagram</p> <p>To start to become more confident in myself before games and reduce how anxious I am before games</p> <p>And to get over 50% ticks on my specific observation schedule</p> <p>Monitor method Training diary Re test</p>	<p>a partner feeds you the shuttles while some one films you carrying out the overhead clear you can then watch the film back and fill out the sheet after filling out the sheet then move on to doing a scat test to see if you have become less anxious cool down by jogging around the court while doing some dynamic stretches</p>	<p>forth to net do this for 2 min non stop then move on to a shadow practice drill for the part of the mid test you have chosen preform this part of the skill with out shuttle do 4 sets of 10 actions end the session by having a condition game with overhead clear being worth 2 points play to 11 points then finish off with a self reflection sheet</p>	<p>shuttle to further enhance that part of the par sheet your partner will feed you constant shuttles and you thou hit them non stop for 5 mins to finish have another small game to 5 points no condition</p>
<p>Weeks 5-6</p> <p>Short term goal to get over 75% of my shots on a scatter graph landing in the back tram lines and to work on my confidence</p> <p>To become completely confident in my ability before a competitive game and to not have any worries beforehand</p> <p>Monitor method -</p>	<p>Start with some relaxation and stretches before starting a rally between your partner no points do this for 5 mins Then complete a focused observation schedule to track progress from weeks 3-4 a partner will feed you a shuttle and you will complete an overhead clear to the best of your ability trying to get full ticks also complete a scat test to measure progress from weeks 3-4. Then cool down by having a jog back to the changing room</p>	<p>For this session warm up running around the court sprint at the ends and jog down the sides . Then you will fill out a scatter graph trying to achieve 80% of your shots landing in the back tram lines to do this a partner will feed you 20 shuttles one after the other and you will hit them another partner will mark down where they land on the scatter graph end with some more shadow practice of the whole overhead skill 2 sets of 5 then do some small games and try some positive self talk when hitting a good shot then move onto some-dynamic stretches on the way to the changing</p>	<p>To start have a condition game first to 11 points overhead clear scoring 2 points then start a repetition drill for the over head clear a partner will feed you shuttles and you will hit them to the best of your ability then start a target practice drill by making your target the back tram lines hit as many shuttles as you can in 3 mins aiming for the back tram lines a partner will feed the shuttles end with another condition game first to 11 points and an overhead clear is worth 2 points during this game try some visualisation</p> <p>You should try visualise where your going to hit good</p>

Personal Details	Physical Education	room	shots and the victory in your head
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Name

Activity badminton

Factor physical

Sub factor skill

Long term Goal to be able to get full ticks on my focused observation schedule for the overhead clear and to become more confident before games rather than being anxious

Badminton General Level Observation

Final

Shots	Ineffective	Effective	Very effective
High serve			
Low serve			
Overhead clear			
Smash			
Drop shot			
Net shot			
Forehand drive			
Backhand drive			

Ineffective – lost point as a direct result of shot

Effective – shot has gone where we wanted and point has continued

Very effective – won point as a direct result of shot

Date – 15/03/18

Name – C

Opponent -

Duration – 10 minutes

Full court singles/ Half court Singles (Delete where Appropriate)

(at least 6 serves)