PHYSICAL EDUCATION DEPARTMENT

BADMINTON
SKILLS AND TECHNIQUES
STUDENT BOOKLET

Use the information contained in this booklet together with the data you gather throughout the course to complete the full Cycle of Analysis at least once.

Name: _____ Teacher: _____

SKILLS AND TECHNIQUES

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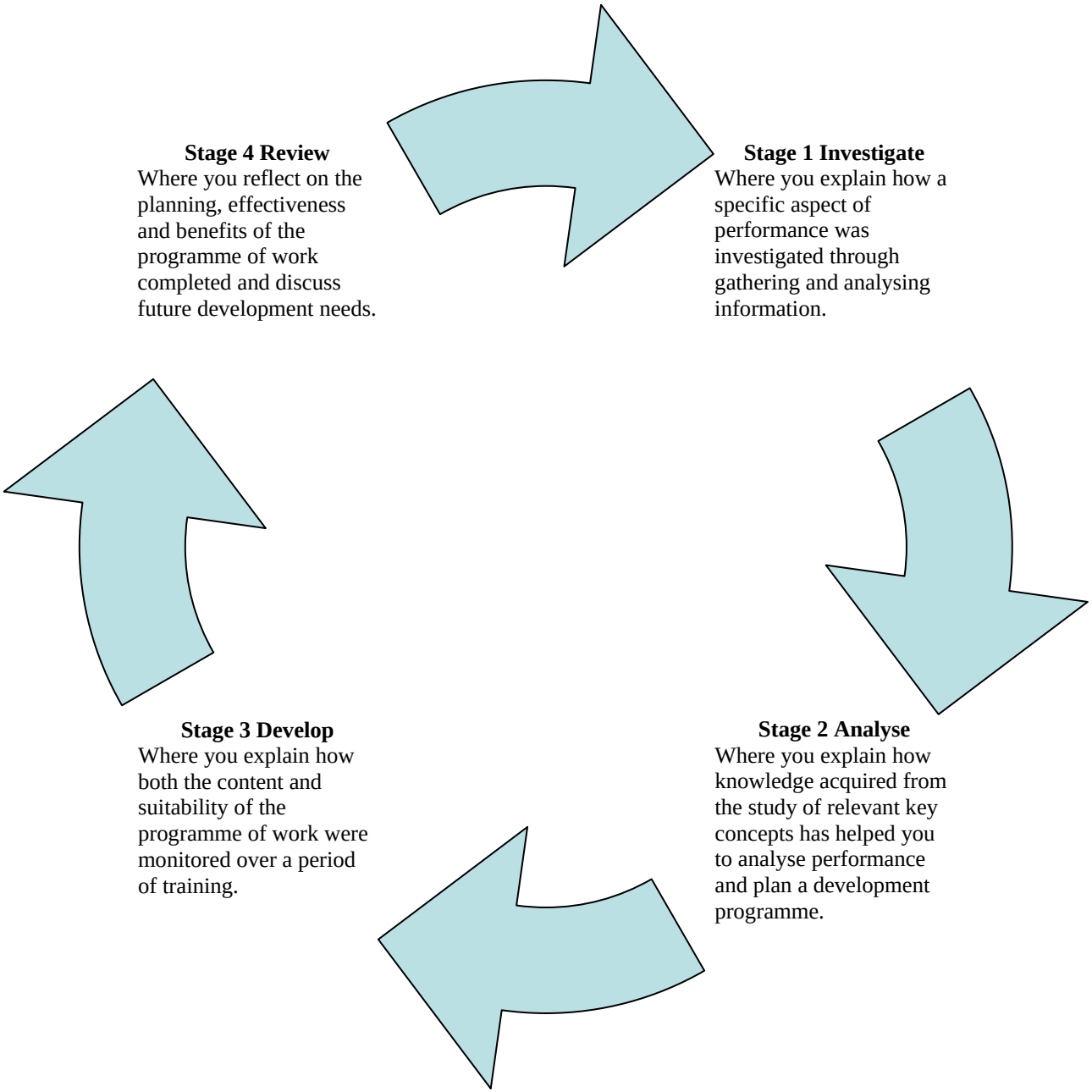
CYCLE OF ANALYSIS (Movement analysis)



1.1 MODELS OF PERFORMANCE

A skilled performance shows these 3 characteristics:

1. **Effectiveness** (Accuracy)
    - Being accurate in placing shots where you want them to go
    - Being consistent in placing shots where you want them to go
2. **Technique** (Efficiency)
    - Correct Preparation of technique
    - Correct Action of technique
    - Correct Recovery of technique
3. **Adaptiveness** (Range) – how well skill can be adapted to meet the demands of the task:
    - Good anticipation
    - Good judgement of shuttle flight
    - Appropriate decision-making
    - Can disguise shots
    - Can play a range of shots

Model Performers exist at different performance levels

As you work to improve your performance, model performers can show you how to improve. The idea is that by seeing someone else playing badminton, you will get a clearer picture of what it is you are trying to do.

It may be that a student in your class is able to play in a way that provides you with ideas about how you can get better. Very able badminton players may need to watch top performers to get an idea of how to play better.

Model performers can show you how to perform different skills and techniques

In badminton, some skills and technique are difficult to carry out effectively, for example, a backhand clear. If you watch a good performer playing the shot, possibly from a slow motion video, then you can pick up clues about how to play the shot at different stages in the PAR of the shot.

Model performers motivate you to improve

Watching able performers can make performance look exciting and keep you interested in trying to improve. When watching better badminton players you can see a wide range of skills in action. It can make you motivated to work towards performing at their level.

Example question
What are the advantages of using model performers to help you improve your own performance?

Example answer
Model performers can show me the detail required to help me improve. I can use video to help me see good performance over and over again. If I need to, I can watch it in slow-motion if the action is too fast for me to see, for example, a smash in badminton. If I play close attention I can see what they do well in a game, and also how well they perform specific points of technique. I think this is helpful, because model performers seem to make their performance look easy, often showing that they have ample time in between shots. I want to be able to copy this. By comparing my performance to a model performer, I can identify my strengths and weaknesses. I definitely find that watching model performers motivates me to try harder.

1.2 METHODS OF ANALYSIS - DESCRIPTION

Internal feedback

- This is kinaesthetic 'feeling' to determine if performance is correct.
- Internal feedback is continuous – you know how efficiently you are covering the court. You can feel how you execute the shots. For example you can feel how powerfully you have hit your smash. By using Knowledge of Performance and Knowledge of Results, you will effectively make judgements about your performance.

External Subjective feedback (Opinion)

- Teacher/Coach can look at the skill and use their expertise to help to improve your performance.
- This gives an independent view of the skill making feedback more valid.

External Objective feedback (Statistics)

- This provides statistics to gauge performance, e.g. a **match analysis sheet** (most demanding context) and **observation schedules**.
- A **video** can be used in conjunction with external feedback to make it more reliable.

Match analysis Sheet

- Movement analysis sheet marking <u>all</u> shots and their effectiveness in a <u>full performance situation.</u>
- Provides statistics of how each shot is played in percentages.
- Experienced performer/teacher watches game to ensure data is reliable.
- Tallies are marked in 3 categories – very effective, fairly effective and ineffective.
- Totals are calculated with strengths and weaknesses being identified from the data.

Observation Schedule

- Observation schedule compares performance to criteria copied from the 'model performance'
- Observation schedule is broken into 3 parts – preparation, action and recovery.
- A tick is placed against correct parts of the technique.

Video

- Video is positioned to ensure that the full court is in view and that all shots are recorded.
- Playback and slow motion is used to ensure that no skills are missed (Match Analysis)
- Video is paused and rewound to closely identify problems with technique (Observation Schedule)

Scatter Graph

- Type of observation schedule which is used to plot where the shuttle lands for each attempt of the identified skill.

If possible show diagrams to help describe methods of analysis.

1.3 METHODS OF ANALYSIS - IMPORTANCE

The following methods of analysis are appropriate because:

Internal Feedback

- Immediate
- Performer has control of own performance and is not reliant on others (coaches cannot interfere in a game situation, so internal feedback in practice is important as it might be the only information available to the performer in the game).

External Subjective Feedback

- Experienced expertise provides an accurate analysis of problems.
- Previous knowledge of performer allows quick analysis if it is a recurring problem.
- Coach can identify the strengths and weaknesses of opponent, their game plan, and how it is affects you.

Match analysis sheet

- Most demanding context of full game situation.
- Provides an initial overview of full performance on all skills.
- It is valid because it provides objective/statistical/factual data.
- Shows strongest to weakest skills.
- Therefore allows you to see what is affecting performance levels most.
- Shows the range of skills used, therefore, identifies the 'adaptiveness' of performance.
- It is a permanent record of performance.

Observation Schedule

- More focussed – allows you to look more closely at one skill.
- Allows comparison to a model performer.
- Breaks the skill down to specific criteria – preparation, action and recovery phases.
- Results are easy and quick to interpret – immediate feedback.
- Identifies cause of inaccuracy.

Video

- Used in conjunction with a match analysis sheet/observation schedule to ensure all shots are recorded/identify a specific weakness in technique.
- For fast games, playback and slow motion will allow you to view performance repeatedly and ensure that you do not miss any skills or details.
- Looking at action more times makes it easier when identifying 'bad habits' or patterns in technique.
- Can also use zoom to focus in on detail as this will allow you to observe movements more accurately.

Scatter Graph

- Measures the effectiveness of each attempt by showing where the shuttle lands.

INITIAL DATA COLLECTION

Badminton Match Analysis Sheet (3 games)							
	Serve	**Overhead Clear**	**Drop Shot**	**Smash**	**Net Play**	**Total**	**%**
Very Effective							
Fairly Effective							
Ineffective							
Total							
% Very Effective							
% Fairly Effective							
% Ineffective							

This match analysis sheet was completed when watching a video of 3 full court games against different opponents, all of a similar ability.
The criteria for each skill was as follows -
‘Effective’ resulted where point/rally was won or opponent was put under pressure meaning the next shot was able to be executed easily.
‘Fairly Effective’ resulted in the rally being continued and opponent was able to return the shot.
‘Ineffective’ resulted in a direct loss of point/rally or opponent was able to play a winning shot.

FOCUSSED DATA COLLECTION

Overhead Clear Observation Schedule (PAR analysis)

Using both the video and an initial match analysis sheet I have been able to identify the **overhead clear** as my main weakness.
I will compare my performance against a model performance using the focussed observation schedule below. From this, I should be able to identify the strengths and weaknesses in my technique.

If I am successful at carrying out that part of the action, a tick will be placed opposite the criteria, if not a cross will be recorded.

Number of shots - _____

Preparation phase

Starts from base.	
Performer tracks path of shuttle and begins moving towards place shuttle will be played from.	
While moving, body turns side-on to net.	
Racquet is taken up and back behind head.	
Weight shifts mostly onto back foot.	
Back shoulder drops.	
Front arm balances racquet arm (both arms are raised).	

Action Phase

Shoulder, arm and racquet are brought forward at speed to help generate power.	
Action resembles throwing action.	
Weight is transferred forward front back foot to front foot to coincide with moment of impact.	
Impact is with open racquet face above racquet shoulder.	
Performer strikes ‘through’ shuttle and body weight continues to move forward (a smooth continuous action leads naturally into recovery).	

Recovery Phase

Racquet comes down and across body in recovery phase.	
Forward movement at end of stroke leads to ‘base’ and recovery of ‘ready’ position.	

My main strength is _____

My main weakness is in the _____ phase and the criteria

which needs to be improved is _____

FOCUSSED DATA COLLECTION

Drop Shot Observation Schedule (PAR analysis)

Using both the video and an initial match analysis sheet I have been able to identify the **drop shot** as my main weakness.
I will compare my performance against a model performance using the focussed observation schedule below. From this, I should be able to identify the strengths and weaknesses in my technique.

If I am successful at carrying out that part of the action, a tick will be placed opposite the criteria, if not a cross will be recorded.

Number of shots - _____

Preparation phase

Starts from base.	
Performer tracks path of shuttle and begins moving towards place shuttle will be played from.	
While moving, body turns side-on to net.	
Racquet is taken up and back.	
Weight shifts mostly onto back foot.	
Back shoulder drops.	
Front arm balances racquet arm (both arms are raised).	

Action Phase

Shoulder, arm and racquet are brought forward at speed then action is ‘checked’.	
Action resembles throwing action and looks like possible ‘clear’ or ‘smash’ up to impact.	
Impact is above racquet shoulder with ‘fine’ touch.	
Deception of ‘touch happens at last moment.	
There is some transfer of weight from back foot to front foot to coincide with moment of impact.	

Recovery Phase

Short follow through.	
Returned to balanced ‘ready’ position at ‘base’.	

My main strength is _____

My main weakness is in the _____ phase and the criteria

which needs to be improved is _____

FOCUSSED DATA COLLECTION

Smash Observation Schedule (PAR analysis)

Using both the video and an initial match analysis sheet I have been able to identify the **smash** as my main weakness.
I will compare my performance against a model performance using the focussed observation schedule below. From this, I should be able to identify the strengths and weaknesses in my technique.

If I am successful at carrying out that part of the action, a tick will be placed opposite the criteria, if not a cross will be recorded.

Number of shots - _____

Preparation phase

Starts from base.	
Performer tracks path of shuttle and begins moving towards place shuttle will be played from.	
While moving, body turns side-on to net.	
Racquet is taken up and back behind head.	
Weight shifts mostly onto back foot.	
Back shoulder drops.	
Front arm balances racquet arm (both arms are raised).	

Action Phase

Shoulder, arm and racquet are brought forward at speed to help produce power.	
Movement resembles throwing action.	
Action is ‘whip’-like.	
Impact is above and in front of racquet shoulder.	
Racket is angled ‘face down’ on contact.	
Weight is transferred forward front back foot to front foot to coincide with moment of impact.	

Recovery Phase

Racquet comes down and across body in recovery phase.	
Returned to balanced ‘ready’ position at ‘base’.	

My main strength is _____

My main weakness is in the _____ phase and the criteria

which needs to be improved is _____

FOCUSSED DATA COLLECTION

Net Play Observation Schedule (PAR analysis)

Using both the video and an initial match analysis sheet I have been able to identify **net play** as my main weakness.
I will compare my performance against a model performance using the focussed observation schedule below. From this, I should be able to identify the strengths and weaknesses in my technique.

If I am successful at carrying out that part of the action, a tick will be placed opposite the criteria, if not a cross will be recorded.

Number of shots - _____

Preparation phase

Starts from base.	
Performer tracks path of shuttle and begins moving towards place shuttle will be played from.	
Performer reaches with dominant hand and foot.	
Racquet is held up in front of body.	
Weight shifts slightly onto front foot.	

Action Phase

Performer pivots with a wide stance and reaches in the direction of the shuttle.	
Racquet is placed under dropping shuttle.	
Racquet is dropped down and then lifted to contact shuttle as high as possible.	
Performer lifts from shoulder to bump the shuttle over the net.	

Recovery Phase

Racquet takes a short swing up with shuttle's flight.	
Push off with feet returning to balanced 'ready' position at 'base'.	

My main strength is _____

My main weakness is in the _____ phase and the criteria

which needs to be improved is _____

FOCUSSED DATA COLLECTION

High Serve Observation Schedule (PAR analysis)

Using both the video and an initial match analysis sheet I have been able to identify the **high serve** as my main weakness.
I will compare my performance against a model performance using the focussed observation schedule below. From this, I should be able to identify the strengths and weaknesses in my technique.

If I am successful at carrying out that part of the action, a tick will be placed opposite the criteria, if not a cross will be recorded.

Number of shots - _____

Preparation phase

Stance is side-on to net.	
Feet are about shoulder-width apart.	
Feet are split with non-racquet foot forward close to the short service line.	
Weight is on back foot.	
Racquet is up and back.	
Hand is cocked back at wrist.	
Shuttle is held out in front of body.	

Action Phase

Shuttle is dropped and racquet arm swings forward at speed to help generate power.	
Shuttle is struck below waist height and the whole of the racquet head is below the hand at the moment of impact (rule).	
Action is whip-like.	
Weight is transferred forward from back foot to front foot.	
Body weight shifts to front foot at the moment of impact.	
Some part of both feet stays in contact with the floor until the shuttle is struck (rule).	

Recovery Phase

Racquet swing finishes up with arm crossing in front of body to finish close to non-racquet shoulder.	
‘Ready’ position and ‘base’ are recovered.	
Path of shuttle results from angle of racquet at moment of impact and the early part of the follow-through.	

My main strength is _____

My main weakness is in the _____ phase and the criteria

which needs to be improved is _____

FOCUSSED DATA COLLECTION

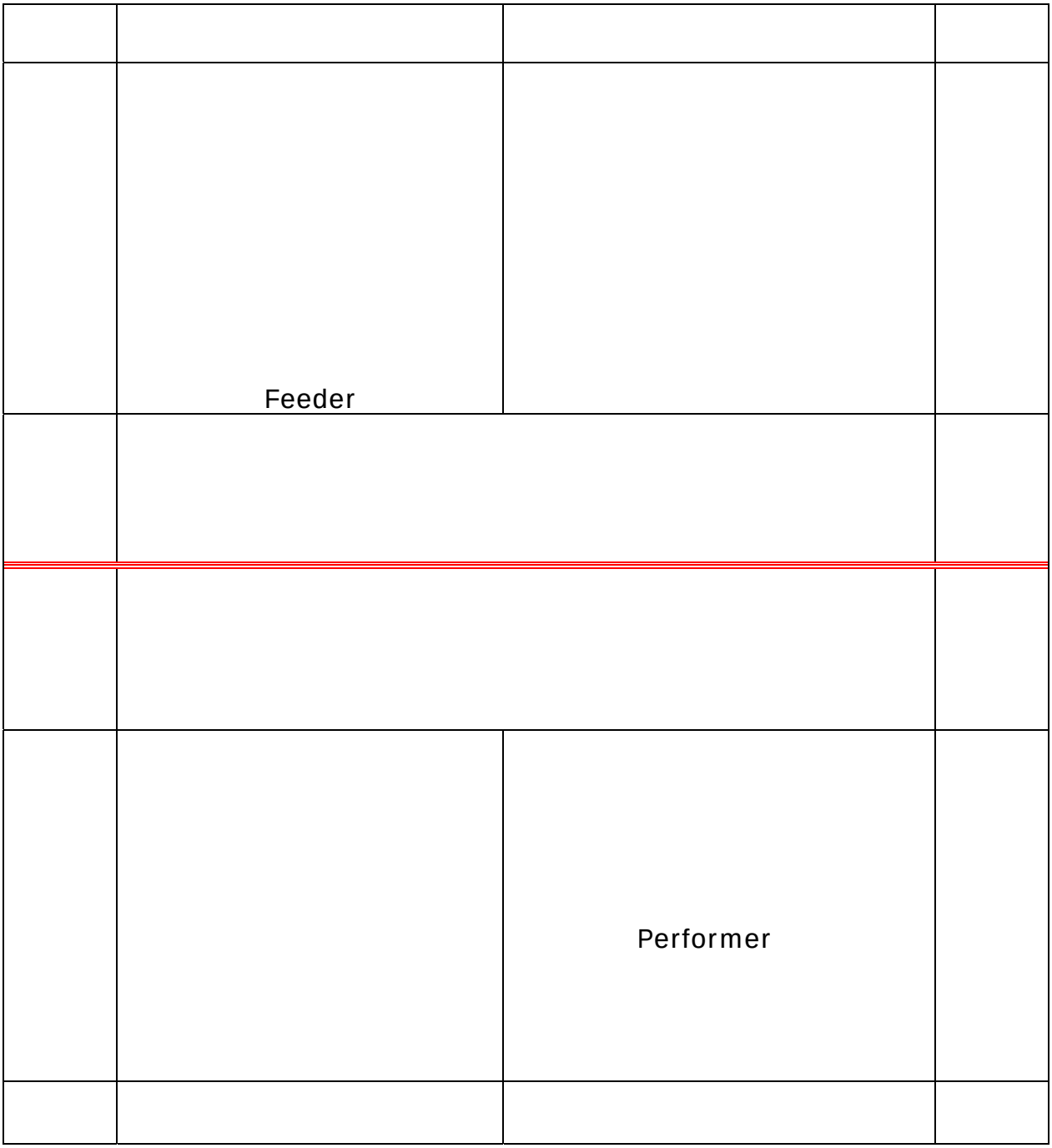
Scatter Graph

Using both the video and an initial match analysis sheet I have been able to identify _____ as my main weakness.

Information from the Scatter Graph, along with my completed observation schedule will be used to gather information on my specific weaknesses within my chosen shot.

A cross will be placed on the diagram below to record where each of the shots lands on the court. (Note: If you have a target zone, please highlight this on the court diagram)

Number of shots -_____



2.1 CONCEPT OF SKILL/TECHNIQUE AND CLASSIFICATION OF SKILL

Skill A skill describes the purpose of linked sequences of movements.

Technique A technique is a way of executing a skill. When developing a skill, a performer will attempt to improve aspects of their technique.

Skills are predominantly closed or predominantly open, simple or complex and discrete/serial or continuous. Classifying a skill according to these different criteria is particularly helpful in determining which types of practice are most likely to improve a specific skill.

Skills exist on a continuum (a line) between closed and open: those which are unpredictable are open; those which you are in charge of carrying out are closed.

Closed ←----------→ Open

Open skills The timing of open skills depends on factors external to the performer. In Badminton, performing any skill may be affected by many different circumstances, for example, where you are in relation to an opponent when you are performing a skill.

Closed skills There are few distractions or external factors to consider when executing your performance. For example, the skill of serving in Badminton is essentially a closed one. However, applying the skill in the context of a game involves certain open demands. One of which is the starting position of your opponent before service.

A number of factors determine whether a skill is predominantly **simple** or **complex**. These include: the amount of information to be processed; the number of decisions to be made, the speed at which information processing and decision-making requires to occur, the accuracy involved and the amount and type of feedback which is available.

Simple skills A relatively simple skill will require few of the factors mentioned above.

Complex skills A more complex skill includes many of the factors mentioned above.

Skills are also either predominantly discrete/serial or continuous.

Discrete skill A skill with a distinct beginning and end. A high serve in badminton is an example of a discrete skill. This skill has a clear beginning and ends as the player makes decisions about his or her court movement and future shot selection after the serve.

Serial skill Strings together several discrete skills with distinct elements, the order of which is very important.

Continuous skill A skill with no distinct beginning and end. Characterised by their ongoing nature and for having cyclical or repetitive patterns.

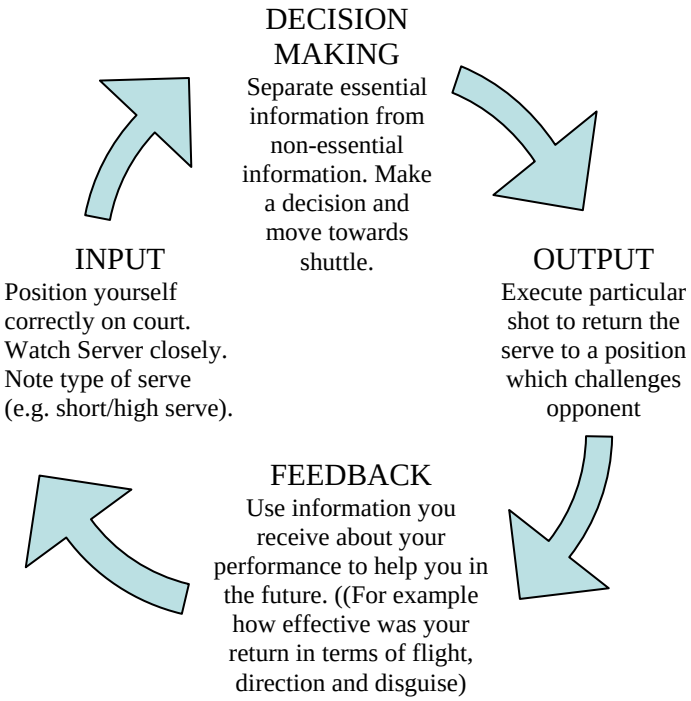
2.2 PROCESSING INFORMATION WHEN LEARNING SKILLS

Remember!

- Skills and techniques vary in difficulty according to their requirements, your ability and your previous experience.
- 'Preparation – Action – Recovery' is an effective way of analysing Skills and Techniques.

Processing information when learning skills

As your performance develops you are learning how to process relevant information effectively. The **information processing model** is one method you can use to consider how learning takes place. The model contains four parts that are linked together in a 'learning loop'. The diagram below is an example of how the learning loop could be applied to serve reception in badminton.



- The first part of the loop is **input** information. This is the information you receive from your sense, e.g. sight and sound.
- You then have to make decisions based on the input information you have received. Sifting more important information from less important information is the second part of the loop – **decision-making.**
- The third part of the loop is **output**. This is the way in which you decide to move and respond to the decisions you have made.
- During and after your chosen response you will receive information about your performance. This **feedback** is the final part of the loop.

2.3 STAGES OF LEARNING

There are three important stages in learning and developing skills: the **planning** stage, the **practice** stage and the **automatic** stage.

Planning Stage (Preparation/Cognitive Stage)
- Get a mental picture of the skill or technique.
- Understand the basics of what is to be learned.
- Shadow the movement.
- Break the skill down, if possible.
- Slow the skill down, if possible.

(Errors are common and, feedback and encouragement is required.)

Practice Stage (Associative Stage)
- Repeated practice, so that you become more consistent in performing the skill or technique successfully.
- Detect and correct errors in your execution of skills/technique.
- Practice in a controlled environment, e.g. to work in a reduced court area.
- The assistance of an accurate 'feeder'.
- Pressure gradually increased as you improve.
- Compare your performance with a 'model'.
- Target/Combination/Co-operative Drills

(Your ability, experience and the type of skill involved will determine the amount of time needed to practice. Gradually the number of mistakes made will reduce.)

Automatic Stage (Autonomous Stage)
- The opportunity to play conditioned games.
- Pressure/Decision Making Drills.
- Put the skill/technique you have learned into a full-game situation.
- Greater attention is paid to other aspects of the game: game strategy, opponent.

(Errors are less likely at this stage of learning.)

The stages of learning are a progressive process and each stage merges into the next. As your skill level develops you will gradually progress from the planning stage to the practice stage to the automatic stage. During your training programme you may move back a stage if you have progressed too quickly.

Example question
When practising at the planning stage, explain some of the skill learning factors that you would consider to be important.

Example answer
At the preparation stage, it would be very important for me to get a mental picture of what the skill involved. I was trying to learn how to play the overhead clear. I tried to get an idea of what the movement and the hitting action involved. I was shown a demonstration of the whole skill by an able pupil in my class. This helped me to understand the basic pattern of movements involved. I was then told by my teacher exactly what was involved in the preparation-action-recovery stages of the hitting action. Getting lots of direct advice is very important at the preparation stage of learning. When learning a new skill, you need to keep repeating the skill, constantly getting feedback. Once I got better at it, I was able to produce my own feedback and felt that I had grooved the action.

2.4 PRINCIPLES OF EFFECTIVE PRACTICE (GOAL SETTING)

In order to ensure that practices are effective and that improvement will take place, performers need to consider the Principles of Effective Practice. By considering the list below, performers can plan and carry out an effective training programme that will enable them to achieve their goals.

The Principles of Effective Practice can be easily remembered as **V.P.S.M.A.R.T.E.R.**

Variable — Practices must be varied so you are motivated to improve and practise.

Progressive — Practices must show progression. As you improve, you can move on to slightly more demanding practices. You can add to the demands of practices by increasing competition, having to carry out skills quicker, performing longer sequences of work and being able to cope with the demands of performing under pressure.

Specific — Practices must be specific to the performer, the activity and the stage of learning they are at.

Measurable — Set measurable targets for improvement. For example, land the shuttle in the back tramlines, 15 out of 20.

Achievable — Practices must be achievable in order to allow success in practice and keep motivation.

Realistic — Practices must be realistic to the challenges of the game (game-like). /make training goals attainable. By doing this it is easier to transfer your improvements back into the activity.

Time-Phased — Practices must have intervals of rest to maintain quality. This will avoid fatigue setting in and increase motivation.

Exciting — Practices must be exciting and challenging. This makes you want to practice and keeps high levels of concentration and motivation. A short, exciting, and interesting training session is better than an overlong one where you become bored and disinterested.

Recorded — Make a record of what your training goals are in your training diary. As you achieve your short-term goals make a record of this. This keeps focus and also allows you to keep track of your progress.

2.5 METHODS OF PRACTICE

Remember 'DROPCL'

D = Drills

Single Feed practice is a drill where the performer focuses on the skill itself or aspects of the skill. This gives the performer the opportunity to focus on the movement patterns that need improvement without the distraction of the game and/or other skills. Be ready with several drills that are progressive. For instance, multiple feed practices are more challenging and also ensure repetition.

R = Repetition (used with every other type of practice)

During practice it is vital that movement patterns are repeated until the body systems (muscle and nerves) have learned to move 'automatically' in the newly learned way. The movement will be grooved into the muscle's memory. Remember to justify why – Why is 10 not enough or why is 30 too many? If 30 is too much, then you could change to 3 sets of 10 and then justify why, write about fatigue or moving onto new practices to provide variety and hold interest.

O = Opposed/Unopposed

To begin, the practice is done with no opposition. This allows the learner to learn the movement patterns unopposed. Passive opposition is then introduced which gradually becomes more active. Later the skill can be attempted in conditioned games (Method also used when developing tactics).

P = Pressure training

Once a skill has been established in a pressure situation, pressure can be gradually increased to groove the skill whilst considering time and fatigue factors. The chances of the improved skill being used successfully in a game are greatly increased after pressure training.

C = Conditioned Games

Rule imposed on the game to encourage the use of a particular shot. For example, to encourage net play, the court can be shortened.

L = Methods of Learning

For a programme to be effective, the correct learning approach must be selected. The method of learning is directly related to the 'stage of learning' and 'open/closed' situations.

Gradual Build Up

It allows you to learn the skill in natural progressions, making it easier to learn step by step.
Information load is kept to a minimum at early stages – easier to learn.
Attention to vital aspects is enhanced and fatigue is minimised.

Whole-Part-Whole

This is an ideal method of learning where only part of the technique is in need of improvement.
You are able to work on specific aspects thus not wasting time or being bored by working on areas of strength within the technique.
This method allows immediate transfer from working on part of the skill into the 'whole' skill to see if success is being achieved.
For example **Shadow practice** is a type of whole/part/whole learning we use in Badminton. The movement patterns are learned without the distraction of the shuttle or the game. Movement patterns are practised separately e.g. practising the chasse step and lunging movement towards the net, mimicking net play.

Whole Skill *The Method of Learning we mostly use in Badminton*

Discrete Skills, e.g. golf swing/high jump, should not be broken down; instead they should be practised as a whole, with the individual concentrating on one aspect at a time.
With skills in which parts are synchronised in time, whole practice is favoured.
Learner will benefit from practices which resemble the whole game or skill.

Read on to find more methods with badminton examples and also refer to L&L (P68-73)

2.6 IMPORTANCE OF GOAL SETTING

Use goal-setting to ensure that you can perform at your highest level. Goal-setting involves you (either individually or with your teacher) setting challenging targets which are specific to your performance.

Process Goals This means setting **technique** goals
Product Goals This means setting **accuracy** goals

Make a list of your performance goals
When you have finished listing your goals number them in the order of priority you would like to achieve them.

I would like to:	**Order of Priority**
•	_____
•	_____
•	_____
•	_____

2.7 INFLUENTIAL FACTORS THAT AFFECT PERFORMANCE

Once you have considered your stage of learning, methods of practice and principles of effective practice, it is useful to think about your **confidence, motivation, concentration** and **feedback** when performing.

Read Leckie and Leckie Pages 75-78

Confidence

Confidence affects performance by reducing…

Effectiveness

- Poor confidence results in poor accuracy and consistency as the performer is more negative about their chances of winning and this reduces their success.
- High anxiety will lead to ineffective performance.
- Players low in confidence give up more easily.

Technique

- Parts of the technique which are weaknesses will be repeated when there is a lack of confidence causing the shot to be inefficient and inaccurate.

Adaptiveness

- Limited confidence means that you might avoid some shots; this reduces the range of shots available and makes you easier to 'read'.
- Reduced confidence may also affect decision making if performer decides to take 'easy way out'.
- Little confidence may mean a player will try less to win the point and is less likely to take calculated risks to do so.

Strategies to improve confidence during practice are:

Positive Self-Talk This is when a performer talks positively during practice to eradicate a weakness identified in the game.

Visualisation This allows the body to become familiar with the sensory response of the muscles and nerves which take place in the real situation. This imaginary exercise helps reduce anxiety and improve confidence while replicating the emotional game conditions

Goal-Setting To improve confidence reduce the product goal, so there some success.

2.7 INFLUENTIAL FACTORS THAT AFFECT PERFORMANCE

Concentration

A lack of **concentration** results in some of the following

- Not watching where your opponent is or the space to hit the shuttle (**effectiveness** reduced)
- Not watching the flight of the shuttle (preparation of **technique** affected)
- Executing a specific technique incorrectly (efficiency reduced)
- Making the wrong decision (**adaptiveness** reduced)

Process goals and Trigger words can improve concentration and performance:

Poor technique (process) is leads to ineffective performance. Therefore to improve performance, you need to develop the process of how the skill is applied (improve the technique).

To do this, you must set process goals to develop inefficient technique (identified in an observation checklist). Trigger words help to achieve these process goals.

For example,

Inefficient technique	Bent arm in Overhead Clear
Process Goal	Extended arm on contact
Trigger Word	'Reach'

Importance of Concentration at each Stage of Learning

Preparation	For watching model performer closely For replicating model technique in shadow practice For processing poor technique in isolated drills
Practice	For improving accuracy in target drills using trigger words
Automatic	Playing shuttle into space in conditioned games For concentrating on correct shot selection in decision making drills For focussing on keeping overhead shot technique similar and therefore using disguise on impact.

2.7 INFLUENTIAL FACTORS THAT AFFECT PERFORMANCE

Motivation

Motivation is your level of desire to succeed. You need to be motivated in order to improve your level of performance. Motivation is an important factor in learning practical skills.

Motivation is either internal (intrinsic) or external (extrinsic)

Intrinsic motivation is your own 'internal' level of desire to succeed to meet the challenge of the task/goal. Again this is done through goal-setting (process or product goals). It may also be that you were extrinsically motivated to reach a goal set by your teacher. Motivation is also linked to feedback in meeting goals.

Extrinsic Motivation occurs when your involvement in an activity is for reasons apart from simply participation. For example, earning money through competing is an external motivation.

Feedback

Feedback is important and can be used to develop performance in many ways:

- Lets you know your strengths and weaknesses (Match Analysis Sheet).
- Provides Objective feedback detailing your effectiveness in terms of percentages which also illustrates consistency.
- Analyses your effectiveness in a range of skills to show your adaptiveness.
- Provides the cause of poor technique (observation checklist).
- Helps determine what stage of learning to work at and therefore what methods of practice might be appropriate.
- Teacher feedback or internal feedback is immediate therefore action can be taken instantly.
- Identifying problems helps you plan a course of action.

For feedback to be effective it needs to be **positive**: positive feedback focuses on what you did well and suggests how further improvements could be made. Giving negative feedback to someone is not useful as it fails to explain how improvement can take place.
For external feedback to be effective, it needs to be **precise** and **accurate** and be given as **soon as possible** after the activity of part of the game.

Remember that **feedback** and **motivation** are linked. You are likely to be motivated to do well in an activity if you receive positive feedback about your performance when learning and developing your skills.

3.1 DESCRIPTION/APPROPRIATENESS OF SELECTED METHODS OF PRACTICE

Planning a Training Programme

Identify a skill in Badminton and draw up a relevant training programme that will improve your performance in this skill.

You must consider the following:

- Your stage of learning for this skill
- Principles of Effective Practice
- Methods of Practice
- Timescale and number of repetitions
- Influential factors that affect performance

Exemplar Training Programme

Stage of Learning	Method of Practice	Session	Description
All stages	Repetition	All	Each practice is repeated 10 times to groove the skill into the muscle memory.
Planning Stage	Shadowing	All Warm-Up	Shadow your identified skill concentrating on the weak subroutines highlighted in PAR analysis observation schedule.
	Skill in isolation	All Warm-Up	Single accurate feed practice to perform identified skill with little pressure (Teacher Feedback).
Planning moving towards Practice Stage	Skill in isolation	1	Multiple feed to different areas of the court. (Scatter Graph)
	Target Drills	2	Single feed practice. Goal set 6/10 in back tramlines (Scatter Graph).
Practice Stage	Co-operative Rally	2	With partner – continuous co-operative rally
	Combination Drills	3	Practice combination of different skills in a controlled environment. (Video and PAR Analysis – midway test)
	Skill in isolation	3	Watch a video of model performer Multiple Feed Practice (Scatter Graph)
Practice moving towards Automatic Stage	Pressure Drills	4	Multiple feeders play shots to different areas of the court. Place a time restriction.
	Conditioned Game	4	Begin game with combination of certain skills (Scatter Graph)
Automatic Stage	Pressure Drills	5	Same as in session 4 only set goals where you have to score a certain amount in a limited time. (Scatter Graph)
	Conditioned Games	5	2 points for a winning point with identified skill Protect identified skill within the game Manipulate court (e.g. net play - shorten court)
	Unconditioned Game	6	Warm Up - Shadow, single/multiple feed/combination drills. Game up to 11 (Scatter Graph, Video, PAR Analysis and Match Analysis)

Training Programme

Name _____ Identified Skill _____

Session	Description (use diagrams if necessary)
1	
2	
3	
4	
5	
6	

4.1 MONITORING

Methods used to monitor practices

- Training diary (performance or feelings).
- Monitoring of goals (goal-setting) and whether or not they are being met.
- Technical feedback (teacher or partner observes technique during practice).
- Trigger words (can help monitor efficiency of technique)
- Statistical feedback (measuring performance during practice i.e. Scatter Graph to show accuracy and consistency in performance).
- Interim games against players of a similar ability.
- Compare performance at start with present.

Why these methods are appropriate

- Monitoring allows you to adapt practices, if there is limited improvement.
- Training diary keeps a record of progress which can be reflected upon.
- Goal-setting monitors the progress being made practice by practice. A short term-goal should be made every practice. Long-term goals can also be reviewed by considering the level of progress to date.
- Technical feedback – if technique is not improving, the performer may have to go back to planning stage.
- Trigger words keeps focus and provides an internal check for monitoring the improvement of technique.
- Statistical feedback is an objective and reliable method for monitoring practice as it provides evidence/scores throughout the programme. If score is improving, practice is working.

4.2 EVALUATING

How to evaluate improvement in…

Technique	Observation schedule/checklist (PAR analysis)
Accuracy/Consistency	Scatter Graph (Accuracy Plot Sheet)
Effectiveness	Match Analysis sheet
Range & Adaptiveness	Match Analysis sheet
Effectiveness, Technique and Adaptiveness	Video

How to evaluate the effectiveness of practice (course of action)

- Use same methods of analysis as you used in 1st analysis.
- Use same test conditions
    1. Size of sample
    2. Ability of opponent
    3. Length of rest
- Compare performance of 2nd analysis to 1st analysis
- Give detailed description of how performance is better.
- Give specific examples and comparisons of performance before and after practice in terms of:
    - Technique
    - Effectiveness (accuracy/consistency)
    - Adaptiveness

  And what methods of analysis evaluated these aspects of performance.