When playing sport or engaging in physical activity, people consistently aim to improve and to get better. This could be to win in a backyard game, to set a personal best, to represent your school, area or country, or just to master a new trick or move. Participants learn how they can change, try new things, practise, or give and take advice to enable them to be better at that activity or sport. This chapter outlines the importance of understanding rules, specialised movement skills, tactics and strategies, and evaluating performance in order to improve.

Rules and etiquette

Rules and etiquette are used in sport to govern how it should be played. ‘Fore!’, ‘The ball was out!’, ‘Goal!’, ‘Go back to your corners’ and ‘Please remove all jewellery’ are examples of what officials and participants say during physical activity, denoting rules and etiquette that participants are expected to follow.

Rules

Rules are the consistent guidelines about how a sport should be played or activity conducted. They are developed over time and become better known and applied once an organisation is formed. For example, football in England
was established as a sport when the English Football Association was formed in 1875. Knowing and using rules allows sport and physical activity to be carried out within common and consistent boundaries, as well as ensuring safety for participants and allowing people to improve within the legal limits. There are three main types of rules: official rules, local rules and modified rules.

- **Official rules** that are developed and sanctioned by the game’s official organisation are published, and all participants must follow these rules. These rules are followed in competitions and events, such as the Olympic Games, the National Rugby League, dance sport championships and state championships.

- **Local rules** are those rules particular to an area. They are changes or alterations that have been made to official rules because of local conditions, needs and wants. They can be less professional than official organisational rules, but still follow the main rules and understandings. Backyard, house, community or school games also have local rules. Most local rules can cater for age, playing area, time, equipment, intensity or level of competitiveness. Local rules may be small changes to the official rules (such as allowing four quarters instead of two halves because of hot weather), medium changes (such as playing only until it gets dark) or large changes (such as there being no uniforms, time limits, penalties or area restrictions).

- **Modified rules** are those that have been changed to suit factors such as age, disability, gender or fitness level. These rules follow the official rules closely and are used in most competitions at junior levels. The modified rules allow for improved safety, more participation, a developing awareness

Figure 14.1
Backyard cricket rule changes
of the main points of the game and the development of bodies adjusting to the sport or activity. Examples of junior sports with modified rules include Minki Hockey, Kanga Cricket, Mod League, Auskick and Netta Netball. Examples for athletes with a disability include the Paralympics and wheelchair basketball.

**Codes of behaviour**

When rules are established by official organisations, a code of behaviour is also created by the organisation. The code is the accepted checklist of how players, coaches, officials and spectators should behave when involved in the sport or activity. It is how they are supposed to behave to maintain the good image of the sport and to keep all safe, healthy and happy.

People who do not follow the code of behaviour can face consequences that restrict their involvement in the sport or activity. People who do follow the code of behaviour are rewarded with continuing involvement in the sport or may be officially recognised by the organisation.

**Learning experience**

What would be an adequate consequence for each of behaviours listed in the table below? Match up the behaviour with an appropriate consequence (there may be more than one).

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being a fair player throughout the game</td>
<td>Money fine</td>
</tr>
<tr>
<td>A coach yelling at referee’s decision</td>
<td>Suspension from games</td>
</tr>
<tr>
<td>Drug taking</td>
<td>Best and fairest award</td>
</tr>
<tr>
<td>Fighting with team-mate</td>
<td>Ban from attending event</td>
</tr>
<tr>
<td>Tampering with game equipment</td>
<td>Lose the respect of the team</td>
</tr>
<tr>
<td>An athlete visiting sick children in hospital</td>
<td>Good job after sport career finishes</td>
</tr>
<tr>
<td>Bribing an official</td>
<td>Not being well-liked by people</td>
</tr>
<tr>
<td>Betting on own match</td>
<td>Receive media criticism</td>
</tr>
</tbody>
</table>

**Accepted etiquette**

Etiquette is much like manners and is seen in sport as the ‘right’ or ‘nice’ thing to do, keeping sport as an honourable and fair event. Sometimes there are no rules to govern how players, coaches, officials and spectators should behave, so they are expected to follow the unwritten rules of fair play. Etiquette comes from past years, before there were rules and codes of behaviour. It is a reminder to future generations of sportspeople to act in a way that is fair and will mean the sport is well-regarded. Etiquette can be found at all levels of sport, from international competitions, (a footballer helps a player they tripped) to local competitions (a golfer calls ‘Fore!’ when teeing off).
In groups of three or four, develop a game that combines the rules, codes of behaviour and etiquette from games. As a class, play each group’s game. The game creators should try to take on coaching, officiating and captaining roles.

After playing all of the games, use a table like the one below to evaluate them, and then answer the following questions.

<table>
<thead>
<tr>
<th>Game name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Rules:</td>
<td></td>
</tr>
<tr>
<td>Code of behaviour:</td>
<td></td>
</tr>
<tr>
<td>Etiquette:</td>
<td></td>
</tr>
<tr>
<td>Equipment:</td>
<td></td>
</tr>
<tr>
<td>Area:</td>
<td></td>
</tr>
</tbody>
</table>

1. Did everyone follow the rules and etiquette? Why or why not?
2. What were the main skills needed to play the games?
3. Which players played successfully across a number of games? Why? (Consider their skill levels and experience in different sports.)
4. Evaluate how the rules, behaviour and etiquette enhanced performance.

**Movement skills and performance**

All sports and activities require a repertoire of movement skills for the participant to take part and perform. Movement skills are seen in sports and activities when participants are running, tackling, shooting, serving, hitting, catching, landing or throwing. Movement skill development progresses from simple, unorganised and unskilled movements to the achievement of highly organised, complex movement skills.

As children grow and develop, they improve their fundamental movement skills. These skills form the basis of more advanced, specialised movement skills. They can also combine to form movement sequences. These skills are outlined below.

- **Fundamental movement skills** are the building blocks for movement. They are the skills that children need in order to participate successfully in all types of games, physical activities and sports; for example, skipping, catching, kicking or dodging.

- **Specialised movement skills** are specific skills used in a particular sport or activity. Examples include a mark in Australian Rules football, a spike in volleyball, a keeper’s save in ice hockey and a fast break in basketball.

- **Specialised movement sequences** are a combination of specialised movement skills to form a sequence. Specialised movement sequences are used in:
  - dance routines, which might include leaping, falling, rising, stepping, holding and lifting
- Formula One racing, which includes accelerating, steering, evading, braking, manoeuvring, changing gears
- skateboarding, which can involve pushing, ollieing, jumping, gliding, turning, catching and falling.

**Specialised movement skills**

Specialised movement skills are developed through a combination of age, maturity, experience and interest. As participants develop, their bodies can handle more movements and actions, so they can perform some skills better. As they mature their brain can handle complex tasks and they are able to take more risks. They can also practice, play, trial new ideas, compete and gain experience so they learn new skills.

Movement skills can be specific to one sport (for example, hand and foot movement in rock climbing) or they can be general skills that are applied to a number of sports, such as throwing in softball, baseball, cricket, javelin or basketball. The better a participant is at a number of specialised movement skills in a sport or activity, the higher the likelihood of a successful performance. Some sports and activities may require a participant to be very highly proficient at just one or two skills. Consider the pitcher in softball, the goalkeeper in hockey or an archer.

**Activities that develop movement skills**

Movement skills can be developed for a variety of sports and activities, and they can be learnt from a variety of people, sources and places. Participants can develop movement skills from many media sources such as television, DVDs, the internet and computer games. For example, a snowboarder might developing their skill on a board in their own lounge room, playing a game on their computer. Developing movement skills can also take place on the street, in parks, in backyards and at school. Often these skills are transferable to other activities—snowboarders are also often good at skateboarding and surfing.
Developing movement skills occurs through practice and learning. The more specialised the movement skill, the more specialised the activity and training has to be to develop that skill.

**Evaluating the transfer of movement skills**

Transfer of movement skills is the process of using the knowledge and ability you have to perform one skill when learning to perform another similar skill. Evaluating means to assess, estimate or predict something from given information. So to **evaluate** the transfer of movement skills is to assess or predict how knowledge and success at one skill can be used to learn and perform a second skill. Some skills are similar in actions, which may lead you to predict that there is a high chance of a transfer of skill. For example, proficiency at jumping to block a shot in volleyball may help someone learning to jump and grab a basketball rebound.

<table>
<thead>
<tr>
<th>Tennis serve—breakdown of skill parts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ball toss</td>
</tr>
<tr>
<td><img src="image1.png" alt="Diagram of tennis serve parts" /></td>
</tr>
</tbody>
</table>

**Table 14.1**
The breakdown of a tennis serve into skill parts, and activities that could help improve each of those skills

<table>
<thead>
<tr>
<th>Activities that could help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aiming at target on roof</td>
</tr>
<tr>
<td>Triceps extension with weights</td>
</tr>
<tr>
<td>Throwing a tennis ball as fast as possible</td>
</tr>
<tr>
<td>Lunges</td>
</tr>
<tr>
<td>Side stepping over a line, back and forth as many times as possible in 15 seconds</td>
</tr>
</tbody>
</table>

14004 – 14008
Learning experience

1. Developing movement skills can occur by improving the whole skill or by improving each part of the skill.
   a. What activities could help develop the skill necessary to perform each of the actions listed below?
      - Football free kick
      - Skateboarding ollie
      - 110 metre hurdles

2. Who could help you develop that movement skill?

   b. Look at the table below and evaluate whether the skills required for each activity in the left-hand column would best transfer to option 1, 2 or 3.

<table>
<thead>
<tr>
<th>Activity/Action</th>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Casting a fishing line</td>
<td>Basketball free-throw</td>
<td>Baseball hit</td>
<td>Rugby line out throw</td>
</tr>
<tr>
<td>BMX jumping</td>
<td>Road cycling</td>
<td>Leap frogging</td>
<td>Gymnastics handstand</td>
</tr>
<tr>
<td>Frisbee throw</td>
<td>Tennis backhand</td>
<td>Discuss throw</td>
<td>Badminton serve</td>
</tr>
<tr>
<td>Archery</td>
<td>Boxing jab</td>
<td>Surfing stand</td>
<td>Quarter back pass</td>
</tr>
</tbody>
</table>

Technique and form

There are a number of things your body has to do to successfully execute a skill. These are the main techniques that make the skill occur and increase the chance of success in executing that skill. The main techniques have to do with your body’s form and positioning, the manipulation of any objects (for example, a racket, ball or bat) and your location in the activity area.

Correct techniques for effective skill execution

When executing a skill, each body part needs to be in a particular position, as this increases the chance of success in performing the skill. The more body positions that are in the correct position, the higher the chance of success. It also decreases the risk of injury to the person. For example, an incorrect throwing technique could lead to shoulder and elbow problems.

Each athlete is different and has different techniques, capabilities and body dimensions that result in slight changes in skill techniques. Consider how cricket bowlers have different techniques to deliver a ball on a pitch to a batter, either using speed, swing or spin—similar techniques, but with slight variations.

When using equipment, such as a hockey stick or a paddle when kayaking, you need to use the correct technique to control and manoeuvre that object in a particular skill, as well as to increase your chance of success and decrease your chance of being injured. Athletes and coaches spend a high percentage of their training time mastering an activity’s skill techniques.
Consider coaches who watch athletes perform and then provide feedback about their technique and how to improve it. The value of many coaches is in their ability to teach correct technique to an athlete, to identify errors and to teach a modified action to improve skill performance. In addition to coaches, many magazines, websites, coaching clinics, CD-ROMs and books are available that demonstrate and teach correct techniques for all sports and physical activities for people wanting to improve.

Varying technique for special effect

Techniques in skill are often adapted or changed to produce a different result. The technique can change by changing the body position or how the object is controlled and manipulated. Examples of such adaptations include:

- a softball pitcher wanting to deliver a slower pitch splits their fingers, gripping the ball differently, and resulting in a slower pitch to try and fool the batter
- a golfer moves their grip to open up the club face slightly to allow the ball to slice or fade—this variation could be used to place the ball away from a hazard or to stay on the fairway around a corner
- a beach volleyballer hits the ball on the side to produce a spin and curve on the ball to try and make it harder to return.
Copy the table below into your workbook. Fill in the missing words and the correct techniques for the skills listed. List other skills below them. Draw or cut and paste pictures of your chosen skills, and identify the correct techniques for each.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Correct techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surf swimming</td>
<td>• Eyes and head forward</td>
</tr>
<tr>
<td></td>
<td>• Elbows bent 45 degrees</td>
</tr>
<tr>
<td></td>
<td>• Breathing _______</td>
</tr>
<tr>
<td>Sidestep</td>
<td>• Lean change into new direction</td>
</tr>
<tr>
<td></td>
<td>• Hard push off</td>
</tr>
<tr>
<td></td>
<td>• Arms _______</td>
</tr>
<tr>
<td>Ice hockey shot</td>
<td>• Wide feet for support</td>
</tr>
<tr>
<td></td>
<td>• Low body position</td>
</tr>
<tr>
<td></td>
<td>• Hands _______</td>
</tr>
<tr>
<td>Dart throw</td>
<td>• Elbow at 45 degrees</td>
</tr>
<tr>
<td></td>
<td>• Dart and hand in line with eyes</td>
</tr>
<tr>
<td></td>
<td>• Fingers _______</td>
</tr>
</tbody>
</table>

Complete this ‘pass the paper’ activity working in groups of three.

• Each group member writes the name of a sport at the top of a piece of paper and then passes the paper to the person on their left.

• Now write a change in technique for a skill from that sport. The change could be about the body position or how an object is controlled and used. Write about what the athlete would do to change the technique (minimum 30 words).

• Pass the paper to the person on your left. Addressing the sport written on the paper, predict the result and consequence this varied technique might have on the skill. Discuss what will happen when the technique is varied, what the chance of success and injury may be or when the variation might occur during the sport or activity (minimum 40 words).

• Pass the paper back to the person who originally selected the sport. That person reads it and judges whether the variation is useful, if it could be done and if it is well-considered. They allocate up to 5 marks to each person, based on their ideas.

• Now go outside and see if you can complete the varied technique.

5 points
• Excellent change in technique. Understands the technique and how it could be changed. Includes all body parts and/or object use.

• Excellent discussion of predicted results and consequences. Predictions are accurate and realistic. Discusses details of what may happen, when it would happen and the consequences of it happening.

3 points
• Good change in technique. Could understand the technique and how it could be changed. Includes some body parts and/or object use.

• Good discussion of predicted results and consequences or lists some expected results. Predictions may be realistic. Includes some details and discussion of what could happen.

1 point
• Change in technique listed or could be a very small change with no details or thought. May list body parts that change.

• Some consequences listed. Predictions may be inaccurate.
The dynamic nature of technique

Techniques are dynamic, ever-changing and constantly being updated. Techniques used for skills evolve and change over time due to different sporting equipment, safety concerns, greater media awareness and advancements in technology. What are now thought to be the correct techniques to use for certain skills may change with new research, equipment and ideas.

Learning experience (ICT)

1. Research the double-handed tennis backhand shot and learn about how the technique has changed. Copy the figure at right into your workbook, completing it with the information you have researched.

2. Now choose another technique to research. Complete another diagram on this technique, noting how it has changed and why. Some examples you might like to use include:
   - reverse-swing bowling in cricket
   - Fosbury flop in high jump
   - side-on goal kicking in rugby league
   - skateboarding on modern boards
   - big wave surfing with tow-in lines and wave riders

Strategies and tactics

Strategies are the overall plans with which a participant goes into an activity or competition. Tactics are the decisions they make during the activity or competition that are related to their overall plan.

These game plans and decisions can greatly affect the chance of success in a performance. Using strategies and tactics won’t mean that you will win or perform successfully; they just mean you can enhance your performance.

Figure 14.4
The use of game plans and tactics can greatly affect the chance of success
Existing strategies and tactics

When coaches and participants plan their strategies and tactics, they do so considering what other people have done in the past to gain success. Most players and teams use existing strategies and tactics, rather than creating their own. They can match what people have done in previous activities and apply the strategies and tactics they are capable of. Examples include the serve and volley or base liner in tennis, and in football, keeping possession of ball and isolating defenders by creating space between attackers.

Designing strategies and tactics to enhance performance

Strategies and tactics are meant to improve your ability to succeed in a performance and to decrease your opposition’s chances of winning. Designing strategies and tactics means that you plan to maximise your own strengths and minimise your weaknesses. At the same time, you can be planning to exploit the opposition’s weaknesses and cope with their strengths.

Your strategy is your main game plan, the main aim of the decisions you are making. Your tactics will be the decisions you make during the competition to help you continue with the strategy or cope with a move from the opposition.

Strategy stories

Boxing—Muhammad Ali versus George Foreman

In the ‘Rumble in the Jungle’, Ali used the strategy of trying to knock out Foreman early, with right-handed crosses. When that didn’t work, Ali lured Foreman into punching into him against the ropes. Ali withstood the punches, moving with each punch, tiring Foreman out. In the sixth round, with Foreman exhausted, Ali sprung to life, knocking Foreman out and winning the World Championship belt again.

200 metre freestyle swimming—Duncan Armstrong

In the 1984 Olympics, Armstrong made the final in a good time to be placed in the lane next to the world record holder and expectant winner, Matt Biondi. Armstrong and his coach Laurie Lawrence used the strategy to swim as close as he could to the lane rope of Biondi, to ride Biondi’s wave and save his own energy. In the last lap, Armstrong was able to utilise his saved energy to win gold.

Cricket—Sachin Tendulkar

Tendulkar, from India, is a great batsman and is especially good at batting against spin bowling. His overall strategy is to try to dominate the spin bowler by getting many runs off them, hitting fours and sixes. During his innings, his tactics change to suit each delivery bowled to him. Whether it is to try to cause the bowler to change his line and length or to cause many fielding changes, Tendulkar can score many runs because of his excellent technique and ability to fulfil strategic and tactical plans.
Learning experience

1. Read the articles below and on pages 232 and 233, then answer the following questions.
   a. What words are used for strategies and tactics in the articles?
   b. Which people are mentioned in planning and executing the strategies and tactics? What happened with the match-ups?
   c. Discuss how successful Carlton’s strategies were. What tactics were used during the competition?
   d. Predict why Carlton made their strategies and tactics like they did for that game.
   e. Explain if you think Carlton’s strategies and tactics will change for the next game and why.

2. Read the following scenarios and make decisions about what strategies and tactics you would employ to enhance your performance and chance for success. Copy the picture of the tennis court into your workbook and use it to illustrate your answers.

   Tennis
   Your opposition has a strong forehand and good lateral movement across court.
   a. Where would you aim to hit most balls in their end of the court?
   b. What tactic would you use if you saw they did not move forward or back well?
   c. How would you use your strength of volleying?

Coach’s box: Carlton versus Collingwood

Assistant coach Gavin Crosisca runs his eye over Saturday’s clash against Collingwood at the MCG.

Last week
The boys picked up the change of game style very well. Denis’s style involved long kicking and quick ball movement. Last week, Brett instructed the players to kick the footy a bit more and use each other and play more of a possession style of game.

This week
Consistency of effort is something we have been trying to achieve all year. While it has been good here and there for most of the year, the last four weeks before Denis was asked to leave was disappointing. Hopefully last week’s effort against St Kilda was not a fake turnout in that regard and they will continue on against Collingwood.
Pies versus Blues
Carlton and Collingwood games always draw big crowds, so, the game is going to be exciting from that point of view. Unfortunately, for us, Collingwood received a hiding last week, so the Magpies are not going to be happy about things and will come out firing. It is going to be a good test for the group, especially considering the injuries we have got.

Collingwood’s kids
Collingwood has been doing a fantastic job with their younger players. The way their first and second-year players have been able to come into the side and play the way they have is a credit to the organisation’s development program.

However, in saying that, the first couple of years are always tough for the younger players and a long pre-season and season may be starting to wear them down. Although if they can get a few of their experienced players, like Simon Prestigiacomo and James Clement, back into the side at the right time, they should be okay.

Michael Jamison
Over the last month he has put the foot down and has been playing pretty good footy. He is a tall defender but is still a little bit light. However, he has done a good job this year and has been very consistent. I had Michael Jamison last year at North Ballarat, so I am going to take full credit for his recruiting.

This week’s tactics
We will be playing a more one-on-one style this week, but we will still be looking to use the ball a lot more than we have in the past. Consequently, this week, with a bit more pressure and one-on-one situations, is going to test our kicking and skills more than it did last week, where a lot of opportunities were created by having a loose man in defence.

Who gets Rocca and Cloke?
Saddington is likely to take Anthony Rocca on the weekend and Bret Thornton, who has played his best footy on the bigger players this season, is a chance to line up on Travis Cloke. Jordan Bannister is another option as a tall defender; he has played that role in the VFL a fair bit. Of course, Jarrad Waite can also play on the tall forwards if necessary, so there are plenty of options. It’s just a matter of finding the right one.
Match preview:
Carlton versus Collingwood

Carlton team

B: Jordan Russell, Bret Thornton, Michael Jamison
HB: Ryan Jackson, Paul Bower, Heath Scotland
C: Andrew Carrazzo, Kade Simpson, Shaun Grigg
HF: Ryan Houlihan, Jarrad Waite, Bryce Gibbs
F: Marc Murphy, Brendan Fevola, Brad Fisher
FOLL: Cain Ackland, Adam Bentick, Eddie Betts
I/C: Jordan Bannister, Luke Blackwell, Setanta O’Hailpin, Jason Saddington
EMG: Mark Austin, Dylan McLaren, Ross Young
In: Bentick, Grigg, Jamison
Out: Lappin (hamstring), Wiggins (hamstring), Koutoufides (retired)
New: Michael Jamison (Newlyn/North Ballarat)

When last we met: Carlton v Collingwood at the MCG, round seven, 2007: Collingwood 17.17 (119) def Carlton 14.11 (95)

A less wasteful Collingwood side appeared after half-time and wiped out the deficit in just seven minutes. As a result, just one point separated the two sides heading into the final stanza. But the Pies continued their second-half rampage, slamming through six goals to Carlton’s two in the fourth to claim the contest by 24 points.

Best afield for Carlton were Andrew Carrazzo (34 disposals), Heath Scotland (33 touches, eight marks) and Brendan Fevola (four goals).

For the Pies, Scott Pendlebury (24 disposals, five tackles), Brett Kirk (24 possessions, eight marks) and Alan Didak (four goals) were best.

Stats Centre

Carlton win percentage: against Collingwood, 52.14 per cent; at the MCG, 49.39 per cent; against Collingwood at the MCG, 61.22 per cent.

Ave. Disposals—Top Three:
Carlton: Andrew Carrazzo (25), Heath Scotland (24), Ryan Houlihan (20).
Collingwood: Dane Swan (23), Tarkyn Lockyer (23), Shane O’Bree (21)

Goals—Top Three:
Carlton: Brendan Fevola (49), Brad Fisher (30), Jarrad Waite (21)
Collingwood: Anthony Rocca (31), Travis Cloke (27), Leon Davis (24)

Tackles—Top Two:
Carlton: Adam Bentick (101), Andrew Carrazzo (76)
Collingwood: Scott Burns (72), Leon Davis (66)

Improvisation

Improvisation is an unrehearsed action, which might be a new skill, technique or invention. It is when a participant in a sport or activity tries something new or different because they think it will help them succeed. Like a stand-up comic who has to think off the top of their head for a funny line, an athlete must be able to think quickly, know their strengths and weaknesses, and be able to make on-the-spot decisions that may sometimes go against their initial game plan.

When discussing improvisation strategies and tactics, we can link them to how likely this approach is to succeed. Rugby League commentator Phil Gould talks about a lot about improvising plays being ‘low-percentage plays’, which means that the play does not have a high chance of being successful. However, sometimes it is the improvisation play that results in defenders not being able to handle an unexpected play and the improvisation being a success.
Improvisation in the movies

Improvisation in strategies and tactics are often used in sport movies to create tension and a dramatic ending. Consider Mick Malloy’s character Jack Simpson in the Australian lawn-bowls film *Crackerjack*. To win the game, Simpson delivers a ‘flipper’—an unheard-of move, like a cricket spin bowl—improvising to make his bowl miss the opposition’s bowls and land next to the jack.

Adam Sandler’s character in *Happy Gilmore* improvises in the last shot of a major golf game. The final hole turns into a putt-putt golf type course, and Happy has to improvise his normal putting shot to sink the ball and win.

Learning experience

1. Copy the table below into your workbook and place each of the following scenarios under the chance term that best fits the possibility of success for the improvisation strategy or tactic.

   Make sure you justify your position, discussing why it is likely to be successful or not. Also consider the players’ experience, skill level, age and energy level, in addition to the game’s score, time and history.

   a. A swimmer in an Olympic trial race wears a new swimsuit never tested before
   b. An ice skater coming last into the final lap hoping others fall over
   c. A basketball team shooting three-pointers every time they attack
   d. A professional baseballer trying to catch and throw in one motion for a double play
   e. A novice rock climber trying to race an experienced climber
   f. A netballer in a local competition trying to shoot for a goal when falling behind the post
   g. A professional footballer trying a scissors kick for a goal
   h. A dancer dumping their old partner and using a new partner in a competition
   i. A triathlete trying to win from the front and lead throughout the race.

   Chance terms

<table>
<thead>
<tr>
<th>Certain</th>
<th>Likely</th>
<th>50/50</th>
<th>Possible</th>
<th>Unlikely</th>
<th>Impossible</th>
</tr>
</thead>
</table>

Analysis and evaluation of performance

To analyse and evaluate a performance is to give a judgment about it. This judgment can be as simple as ‘it was good’ or it might take 10 pages in a sport section to dissect and describe every event. Ultimately, to make a judgment we need to use a variety of methods to describe the performance, understand what was good and bad about it, and to learn from it and enhance performance next time.
This is one area of sport and physical activity that has increased in importance in recent years due to factors such as greater use of coaches and coaching staff to provide feedback and preparation, increased media coverage of an array of sports, improved technology to gather information about performances, and better awareness of performances by the viewing public.

**Feedback**

Feedback can come in many forms from different people and it can be useful, specific, positive or even negative. Feedback can be internal (intrinsic), or external (extrinsic). Internal feedback is feedback that comes from the individual’s thoughts and feelings, while external feedback comes from others; for example, a pat on the back from a coach and awards or medals.

- **Internal, or intrinsic, feedback** comes from the individual’s thoughts and feelings about their performance. It can include what they take in from spectators, the playing surface, the opposition or team-mates. Intrinsic feedback also encompasses kinaesthetic elements, which include the internal feeling and sense of the body when performing. For example, an athlete may ask themselves ‘Did the performance feel right or correct?’ or ‘Did the ball contact the bat correctly?’

- **External, or extrinsic, feedback** comes from others. This feedback includes goods or services that can be offered or taken as a result of the performance—such as awards, medals, prize money or a newspaper report—as well as social feedback. Social feedback are the words and actions from others as a result of a performance, and can include a pat on the back from a coach or team-mates, or support from family and the crowd. Feedback can also come from the knowledge of a result or performance. This can include how successfully the technique, movement or routine was executed—for example, when kicking a ball, using a technique and putting it into the required area—or knowing how successful the result of the technique, movement or routine was; for example, kicking a ball that goes between the goalposts to score, and the scoreboard showing the result.

![Figure 14.5](image-url)
Statistics

Statistics are numbers compiled as data to provide feedback and evaluation of a performance. Statistics can be collected about all sporting and training performances, and can be very useful for sporting participants and coaches in enhancing performance. Statistics can be gathered about a range of sporting information.

Learning experience (ICT)

Using statistics only tells some of the whole story of a performance. To get the whole picture, it is useful to use other sources as well and to compare them.

1. Choose a sporting event to research—events that have lots of media coverage would be best. Examples include:
   - the Tour de France
   - the Netball World Cup
   - surfing championships
   - V8 motor racing.

Collect three sources of information about the event you have chosen. One of the sources must be a report with statistics (for example, a match report, scorecard or player ratings). Choose two of the following for your remaining sources:
   - a newspaper report
   - a team or athlete’s blog

2. Put all three reports in a folder (electronic or hard copy) and answer the following questions.
   a. Do all of your sources agree on the best player/s?
   b. Why might they be different?
   c. What about the statistics is different to the other sources?
   d. Explain which source seems to be the most reliable for judging who the best players were.
   e. Evaluate which source is the most useful for providing feedback. Provide five reasons for your response.

Use of technology

Performance can be analysed and evaluated more quickly and accurately, and in a more sophisticated manner than ever before. Technological equipment that helps identify errors and provide feedback is readily accessible to athletes, teams, coaches, spectators and media commentators. Analysis and evaluation technology for athletes can come in many forms and can be categorised into two groups: preparation and performance.

○ Preparation technology assists athletes to prepare for an event or activity by monitoring health, fitness levels and fatigue. It can include image recording technology to watch the athlete performing skills and their decision-making in a situation, thus allowing the athlete to identify errors and make corrections before an event.

○ Performance technology can come from athlete’s own technology or from the media broadcast of an event. This type of technology provides opportunities for many spectators to view a performance and provide an evaluation and judgment about the performance.
You have been allocated a budget of $5000 to purchase the equipment you need to help you evaluate your training and enhance your performance. Read the table below, which outlines the equipment and its uses, and judge which will help you the most in analysing and evaluating your performance. Select the item/s you want to buy and explain why you need this technology. (You may want to research the products further on the internet.)

Sport: ______________________

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Details</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heart rate monitor and equipment</td>
<td>Monitors heart rate during training and performance, downloadable to computer</td>
<td>$500</td>
</tr>
<tr>
<td>Performance analysis package</td>
<td>Monitors fitness levels, sleep patterns, sport errors, digital pictures of skill technique</td>
<td>$4500</td>
</tr>
<tr>
<td>Clothing</td>
<td>The latest clothing inventions, designed to reduce injury, assist recovery and help performance</td>
<td>$1000</td>
</tr>
<tr>
<td>Digital camera and software for viewing and downloading</td>
<td>Captures images of performance at split-second intervals</td>
<td>$800</td>
</tr>
<tr>
<td>Mobile phone with camera and email</td>
<td>A regular mobile phone with a camera that can capture and send images to other phones, and that has email capacity</td>
<td>$250</td>
</tr>
<tr>
<td>Television station footage</td>
<td>Purchasing copies of your performance from the televising network</td>
<td>$600</td>
</tr>
<tr>
<td>Motion analysis software</td>
<td>Calculates distance travelled on a field, indicates percentage of maximal heart rate</td>
<td>$2500</td>
</tr>
<tr>
<td>Performance pictures</td>
<td>Collects video and still footage of athlete performing skills and compares pictures to current world champions</td>
<td>$2000</td>
</tr>
<tr>
<td>Statistician</td>
<td>A computer programmer watches training and performances, compiling statistics</td>
<td>$1500</td>
</tr>
<tr>
<td>Friend with camera</td>
<td>Your friend to follow you during training and performances, videoing and providing feedback</td>
<td>$1000</td>
</tr>
</tbody>
</table>

Note: These prices are estimates only

Techniques to analyse and evaluate performance

When evaluating a performance, most people have their own opinions and experiences to base their judgment upon. When two or more people are evaluating the same performance, it is useful to have a common language or idea of what makes a good performance.
There are three common techniques that are used to analyse and evaluate a performance: criteria, subjective evaluation and objective evaluation.

- **Criteria** are the standard norms or measures. They are the exact measures we can look for to judge a performance and can be in a checklist form that is used to assess whether the performance reaches certain standards.

- **Subjective evaluation** is based on the thoughts, ideas and beliefs of an individual who makes judgments based on their own personal experiences and ideas. The more experienced and knowledgeable about a performance the person is, the less likely their judgment is to be biased or inaccurate. The evaluation is based upon a personal judgment, such as how a dance makes them feel or their favourite moves by surfers.

- **Objective evaluation** is the ability to judge a performance based on the actual performance and not on a feeling or an allegiance to a team or athlete. It is generally a fair and neutral judgment. The evaluation is based upon certain facts, such as the player stepped on a sideline or the punch knocked out the boxer.

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**Learning experience**

In groups of three or four, create criteria for judging the best in the group at a certain skill. The criteria should include four to six points that enable the group to rank all of the performers without relying on personal judgments or bias.

Demonstrate your chosen skill to the rest of the class, outline your checklist and invite other members of the class to participate in the skill and judgment.

As a class, discuss the range of criteria, which were easily used and which had subjective or personal judgments.

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**Learning experience (ICT)**

Research the evaluation score sheets for two of the following sports and then answer the questions that follow. The score sheets may be criteria-based, objective, subjective or a combination of the three.

- Aerial skiing
- Australian Rules football ‘best on ground’ evaluation by commentators or umpires
- Basketball all-stars weekend
- Equestrian selection trials for the Olympic Games
- Gymnastics floor routine
- Karate championships
- Long jump
- Parachuting
- 20 kilometre walk at the athletics championships

1. What are the evaluation technique/s used?
2. Is this a fair technique?
3. Why are combinations of techniques sometimes used?
4. How would you ensure consistency and reliability in the judge’s scores?
Chapter cloze

Enhancing performance is about doing your best and using a variety of methods to improve. Understanding ________ and etiquette is important to make competition fair for all. Being able to develop ________ movement skills, correct ________ and the ability to ________ are important capabilities to have as an athlete. Being able to vary technique for special effect and to ________ movement skills across different sports and situations can also assist an athlete’s learning and performance. Not only is the physical side to sport and physical activity important, but also the ability to adopt ________ and accept ________ can also greatly enhance performance. The greater use of ________ to analyse and ________ a performance will also be an area of growth in sport in the years to come.

Review questions

1. List three rules and accepted etiquette that have enhanced performance in sport and physical activity.
2. Explain the difference between subjective and objective evaluation.
3. Create a checklist of ten items to identify correct technique of a movement skill of your choice.
4. Describe what you have to consider when designing strategies and tactics in a team sport.
5. Create a form to collect statistics about a performance and justify why it would provide accurate details to judge a ‘most valuable player’ award.