Castle View School

OCR PE Reading Tasks

Year 10

2020/2021

Name…….

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How To Plan Effective Lessons

Ellen Ullman

An effective lesson gets students thinking and allows them to interact and ask questions, tap into their background knowledge, and build new skills. This article offers practical tips for planning engaging lessons that will help your students retain more of what they learn.

"A lot of approaches to lesson planning are content-driven, giving teachers some boxes to fill in," says Peter Brunn, director of professional development at the Developmental Studies Center in Oakland, Calif., and author of *The Lesson Planning Handbook: Essential Strategies That Inspire Student Thinking and Learning*. "While these approaches include what we want to teach, they don't often contain *how* we're going to teach it." It's the "how," says Brunn, that makes all the difference in whether students actually learn.

Effective lesson planning requires the teacher to determine three essential components: the objective, the body, and a reflection.

To start, come up with an active objective. Instead of, "Today we'll cover the causes of the Civil War," try reframing it so that the lesson seems a little more engaging. "Today we'll explore different reasons that the Civil War began" may seem like a subtle change, but rather than signaling that you are going to lecture, it allows space for the students to figure it out together with you.

Brunn encourages teachers to create lessons that allow students to investigate various possibilities—even wrong answers—so that they truly understand why something is right. "You can't wing that kind of lesson," he says. "You have to set it up intentionally."

Once you have an active objective, it's time to plan the body of the lesson. Brunn suggests writing down open-ended questions and deciding how you will ask them and what you will do if your students don't or can't answer these questions. How will you probe their thinking? You need to continually facilitate the lesson to keep students focused.

Judy Sheldon, an instructor in methods in secondary social studies and the field supervisor for student teaching at Syracuse University, encourages teachers to create opportunities for higher-order thinking. "Find ways to let them reveal things, and put that into your plan. You might want them to interpret a map, analyze a document, and so on. Always make sure they are building their skills," Sheldon says.

Next, it's reflection time. Ask students what they learned academically and socially and what they think you could have done differently. Brunn says the answers will help you close the lesson thoughtfully.

Brunn has worked with educators in the Virginia Beach City Public Schools to help them design more effective lesson plans. The district emphasizes 21st century skills development, so teachers seek to infuse effective communication, collaboration, problem solving, critical thinking, and creative thinking into all of their lessons.

"We try to get teachers to ask a lot of open-ended questions for students to discuss," says Lorena Kelly, elementary curriculum coordinator. "When you prepare your lessons in that manner, your lessons become more strategic."

Kelly acknowledges that it's challenging to switch from the traditional sage-on-the-stage teaching method to taking a backseat and letting lessons be a bit more ambiguous, but she believes strongly in making the change. "You lose a bit of control, but when the kids take charge, they retain a lot more of what they learn" she says.

Kelly and Kelli Cedo, who coordinate Title I programs for the district, hold lesson-planning workshops using the following strategies:

- **Determine the purpose of the lesson.** If you have a clear expectation, so will your students. "Remember, we are preparing our students for jobs we don't even know about yet," Kelly says. "They need to learn how to take ideas they hear and come up with new and creative ideas. Our lessons need to provide those kinds of opportunities."
- **Create space for student thinking and discussion.** "I ask teachers to make sure their questions allow for student discussion," Cedo says. "Can students agree, disagree, and explain their reasoning? Can they arrive at different conclusions and discuss with their peers in a comfortable, safe environment?"
- **Be prepared to push that student thinking further.** It helps to have prompts in your plan. How will you take them to the next level? How will you reach the ones who aren't getting it? Students must have an opportunity to apply their thinking independently. This should be part of the lesson and can be whole-group, mini-group, or individual work.
- **Make time for reflection.** This is the time when you come together with your students and summarize what worked and what didn't. By listening, you will know if you have met your goals and determine if any changes need to be made.

And of course, be sure to *listen* to your students and encourage them to do the same for one another.

To help teachers learn how to create safe, collaborative classrooms, Cedo guides them in building communities that address all levels of learners. She encourages teachers to think with the end in mind, asking, What are my students gaining in this learning? Will they be able to transfer it or apply it to something?

Kelly and Cedo say the teachers they worked with were amazed at the difference they saw in student engagement, behavior, and enjoyment once they began planning lessons in a more strategic manner. "In the end, we must have all the students in mind. Every decision has to be about the success of every student," Kelly says.

Here are some more tips on developing effective lesson plans:

- **Incorporate student interests into your lessons.** "People learn what they want to learn," says Melinda Schoenfeldt, a professor in the Department of Elementary Education at Ball State University. "If you discover their interests and work them into your lessons, they'll pay attention and learn more." Take your students' needs into consideration. "Your lessons must reflect the cultures of the kids; they must see themselves in the room," Schoenfeldt says. "When I was young, I told my mom I wanted to be a boy because my teachers read stories about boys who had adventures while girls giggled on the sidelines. Children need to see themselves in the literature, in the pictures you put on the wall, and in the examples you give."
- **Select purposeful activities and assignments.** The best activities keep kids actively engaged and involve as many senses as possible, Schoenfeldt says. They must also match the needs of the learners.

- **Make your lessons relevant.** Write down the reason the lesson is relevant, Sheldon advises. "The answer can't be 'because it's on a state exam,'" she says. "You need to figure out how to link the lesson to what is happening today. Find a way to make it timely—even if it's a bit of a reach."
- **Share lessons with your colleagues.** Sheldon encourages teachers to share lessons that work—and ones that don't—with their colleagues. Talk about ways to improve those lessons. That way, everyone benefits.
- **Refine lessons based on feedback.** Bob Kizlik, a retired college professor and creator of the ADPRIMA website for teachers, says teachers should aim for continuous improvement. "Sit down and analyze the results of what happened," he says.

Leadership is on my mind this week as I prepare to host our annual FCO Leadership Conference, which all our Ambassadors and senior leaders in London attend.

We can all learn about and practise leadership skills at all levels. And many of them are relevant to other non-work areas of our lives.

Here are 11 things I think about leadership. I hope you find them useful.

1. There are different styles of leadership and they can (nearly) all be good. The important thing is to be yourself: know your own personality so that you can be authentic in the way you engage with other people and the way you use your authority. Understand how you as an individual can best have positive impact and influence with others and try to understand how they perceive you. Always be clear in communicating your values, what you care about and what you stand for – through your behaviour as well as your words.
2. If you want to be a leader you have to be prepared to lead. It does require self-confidence. You have to be able to judge when to listen, when to think and when to decide. When you make decisions you need to stick with them through adversity if you are sure they are right, and to see them through. People like continuity. If at some point you conclude that you were wrong, you need to be big enough to change and to explain why. The best solution is to make the right decisions! It is more important to make good decisions than fast decisions.
3. But you can only lead if other people are prepared to follow. That means you have to win and retain their respect, not just for your position but for you as a person, for your experience, skills and competence. A leader has to have a strong rapport with, and understanding of, the organisation and the people he or she is leading: what they want, and what they will accept if they can't have what they want. Emotional intelligence and intuition are important in forming these links.
4. In leadership, people and relationships are more important than tasks. Tasks do matter, but the main role of a good leader is to motivate and inspire other people to do the tasks well. You need to know how to delegate and be the leader of other leaders. The leader is the conductor of the orchestra, not the first violin. But you also need to know when to step in and take responsibility. Don't be afraid to say 'stop' or 'no' if you think things are going wrong. And

don’t let other people push you into a decision which you are not comfortable with.

5. You have to set a vision. That requires a clear sense of purpose, a clear sense of direction and a clear picture of the destination. You need to be able to explain in terms that people understand and support what you want to achieve, why you want to achieve it, how you will go about it and how everyone will know when you get there. That is what I have been trying to do with Diplomatic Excellence.
6. Good leaders are good communicators. You have to do it all the time. It means thinking about what other people know and how they are experiencing what you are doing, especially change. It’s important to communicate in a way other people can relate to and engage with. And you have to make it easy for people to remember what you are saying: make it simple, clear and coherent.
7. Once you’ve set the vision and engaged other people through communication, you need to lead the delivery. That’s where a clear understanding of the end goal, and metrics and evaluation to demonstrate outcomes, are important. It’s a good idea to stay ahead of the delivery curve, setting interim goals along the way which are stretching but attainable. Much of what I’ve just described in the last three points is encapsulated by Steve Radcliffe in the model he discussed at the Leadership Conference last year: future, engage, deliver.
8. It’s important to manage your energy. Leaders are constantly on display and under scrutiny. You need to have energy in reserve so that you can manage your mood and the image you project, and have something in the tank when crises happen (as they inevitably will). Learn to recognise when you are tired or stressed, and how that makes you behave. Watch out for the signs. Learn also to recognise where your positive energy comes from and what takes it away.
9. A good leader will put a lot of effort into building the right team around him or her. You need people you trust, who are on your side, who challenge and are honest with you and whose judgement you respect. You need to be able to depend on their support when the going gets tough. Being a leader can feel lonely and exposed: so you need to have your support systems in place to help you through the harder times.
10. Trust your instinct. If it doesn’t feel right, the chances are it isn’t right. I’m a great believer in the power of the subconscious, given time, to steer us to the right answers. That’s why I often prefer to

have a couple of discussions before taking a difficult decision, even if that slows down the process. It helps give me certainty about what I think, and it helps the wider leadership group understand each other's point of view and build consensus. The end result is a better decision with better buy-in.

11. Finally, accept that we all make mistakes. Nobody is perfect. When you do, try to learn the lessons, but don't be destabilised. Someone told me once: "don't chew the cud". Keep moving forward, be resilient, remember that things will get better. And smile.

What Makes for An Effective Leader?

© Copyright Sandra Larson, Minneapolis, MN.

Sandra Larson, previous executive director of MAP for Nonprofits, was once asked to write her thoughts on what makes an effective leader. Her thoughts are shared here to gel other leaders to articulate their own thoughts on what makes them a good leader.

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Passion

An effective leader is a person with a passion for a cause that is larger than they are. Someone with a dream and a vision that will better society, or at least, some portion of it. I think a very key question has to be answered: Can someone who is a charismatic leader, but only to do evil or to promote herself, be a leader -- especially if she has a large following?" I would say no, she is a manipulator.

Also, without passion, a leader will not make the necessary courageous and difficult decisions and carry them into action. This is not to imply that all decisions are of this nature. But you can be sure, some of them will be. The leader without a passion for a cause will duck.

Holder of Values

Leadership implies values. A leader must have values that are life-giving to society. It is the only kind of leadership we need. This then also implies values that are embedded in respect for others. So often we think of people skills or caring about people as being "warm and fuzzy." I think a leader can be of varying 'warmth and fuzziness," but a leader has to respect others. You can't lead without it. Otherwise we are back to manipulation. Respect means also that one can deal with diversity -- a critical need for a leader in today's world -- probably always has been, although diversity may have been more subtle in the homogenous societies of the past.

Vision

This is a bit different than passion, but in other ways it isn't separable. If one doesn't care about a subject, an issue, a system, then one won't spend the time thinking about how it could or should be different. Yet, one could have strong feelings about something and not good ideas, particularly if she didn't spend a good deal of time studying the topic. Thus a leader has to have some ideas about change, about how the future could be different. Vision then is based on two components that leaders also need: creativity and intellectual drive.

Creativity

One has to try to think out of the box to have good visions and to come up with effective strategies that will help advance the vision. I'd also add here the need for a sense of humor. It's a creative skill that is in great need by leaders. We should read the funnies more!

Intellectual Drive and Knowledge

I believe a leader has to be a student. In general it is hard for a leader to be around enough other leaders to pick this up just through discussion, so I think a leader has to be a reader and a learner. Furthermore, I can't see someone leading in a field they know nothing about.

Confidence and Humility Combined

While one can have a great vision and good ideas for change, and even passion for it, if one isn't confident, then action will not occur. Without action, there is no change. Yet, paradoxically, a leader needs to have humility. No matter how creative and bright one is, often the best ideas and thinking are going to come from someone else. A leader needs to be able to identify that, have good people around who have these ideas. This takes humility, or at least lack of egocentricity. The leader is focused on the ends and doesn't have to see herself always as the conduit or creator of the strategy to get to that end.

Communicator

None of the above assets will work for a leader if she can't speak or write in a way to convince others that they should follow along, join the team, get on board. All the above gets to the old adage that a leader knows how to do the right thing and a manager knows how to do things right. But a leader has to be a manager, too. I don't think these skills and abilities can be separated out very easily. Both need to be in the mix.

Thus a leader has to be some of the following, too:

Planner/Organizer

Someone who can see what needs to be done and help the team plan and organize the getting it done. Management is getting things done through people. While a writer or other visionary person may be very influential, even seminal for the cause of change, this is not quite my definition of a leader. A leader means to me, someone who is taking action, trying to get others to do something they want to see done.

Interpersonal Skills

Leaders must have the ability to act in an interpersonally competent manner, yet they also need to learn the techniques of good listening, honest and open communication, delegating, conflict resolution skills, etc., to actually get work done and keep the whole movement/organization/project together.

Other Business Skills

While in some arenas you may be able to get by with only some of these skills or none of them (if you can hire good enough people to do it for you), generally speaking you must have at least some skills in financial management, human resources, information management, sales, marketing, etc.

If I were to sum it all up, I'd say a good leader has to have a purpose that is larger than she is and the balanced personality and skills to put that purpose into action.

Overcoming Barriers to Participation in Sports

There are many perceived barriers that prevent participation in sports and recreational activities. Discover some of the most common and learn about solutions to encourage involvement and start benefiting from a healthier lifestyle.

Common Barriers to Activity

When you think about joining a team or doing a regular physical activity, do you think, 'I'm too overweight or have special needs. I have no time and no money. I have small children at home.' Do these excuses sound familiar?

Once you start to recognize what prevents you from physical activity, you can begin to take measures to work around the obstacles that once seemed insurmountable. Here we will focus on some of the most common barriers to participation in sports and active recreation and then look at practical solutions to overcoming them.

Time

Feeling like there are just not enough hours in the day to accomplish all that needs to be done is probably one of the greatest reasons people don't exercise or participate in sports. Long commutes, working off-hour shifts, household duties, shuffling children around to their many activities - there are many factors that have to be reckoned with during the course of a day.

When you're feeling overwhelmed but still want to add in an exercise routine, you may want to start by keeping a journal for a week. Write down all of your commitments in a daily schedule. Aim for finding at least three 30-minute blocks of time each week that you can devote to physical activity.

Other ideas:

- Park further away and walk to your destination
- Take the stairs instead of elevators
- Use your lunch hour to walk with coworkers
- Walk or jog during your child's sport practice
- If you work nights, try to find a 24-hour gym in your area

Once you take a good look at your schedule, you may be surprised at how many opportunities you actually do have to exercise.

Financial

Lack of money is another constraint to sports and exercise involvement for adults and children alike; once the bills and expenses have been covered, often there is little left over to devote to other activities.

Many sports recreation programs for children offer free or reduced pricing for families exhibiting financial need. Fundraising activities can also help drive down fees. You can purchase gently-used sporting equipment at discounted prices. Ask if your local gym offers flexible payment plans to help spread out the cost.

Don't overlook all the ways to exercise that are low-cost or even free: walking, jogging, jumping rope, and playing basketball in the park. If you own a computer or a smart phone, there are many free apps that can help you get into shape. Refuse to accept financial restrictions as a reason to remain sedentary.

Motivation

Not feeling motivated to begin or stick with an activity is a common problem. Certainly it is much easier to sit on the couch and watch your favorite TV shows than it is to commit to a regular fitness schedule. Ways to overcome this are to recruit a friend or two to workout with or join a class at the gym that you've always wanted to try. Letting others know of your fitness goals makes you more accountable to staying on track.

Resources: Sometimes support resources in the way of child care and transportation are barriers that prevent your involvement in sports and exercise. As the common saying goes, 'Where there's a will, there's a way!'

- Call your local gym - many facilities offer low-cost babysitting for members.
- Offer to swap child care hours with a friend (budget-friendly alternative!)
- Take children to the park and incorporate exercise with the family.
- Check with your county to determine what public transportation options are available
- Carpool with friends

Physical Limitations

There are various physical limitations that may prevent an individual from joining in on sports and other recreational activities. Physical restrictions can be overcome to allow for maximum involvement and participation in sports and exercise.

Disabilities

Safety is of utmost concern when focusing on individuals who are differently-abled and their involvement in sports. There are various adaptations that can be made with regard to physical and mental special needs, such as rule revisions and using customized equipment.

For example, individuals with sight impairment can benefit from the implementation of bouncing the ball when passing, which allows the player to hear the ball coming. Using balls with beepers or bells and brightly colored balls also helps those who are visually impaired.

Here are just a few examples of ways to ensure inclusion of players with special needs:

- Reducing the size of the court
- Adjusting the activity time
- Allowing for partner assistance
- Outlining positions on the field or court

It is important to concentrate on the individual and tailor a program to fit his or her capabilities. Take the time to research various sports programs available for people with special needs in your area.

Obesity and Pain

Being overweight and/or suffering from chronic pain such as arthritis are common obstacles to participation in sports and exercise. Before beginning any physical activity, it is imperative that you first consult with your doctor. Starting off slowly, with low-impact activities such as walking, riding a bicycle, yoga, and even swimming are excellent ways to keep fit.

Sometimes the hardest part is just getting started! Implementing a regular fitness routine is found to assist with weight loss and pain management.

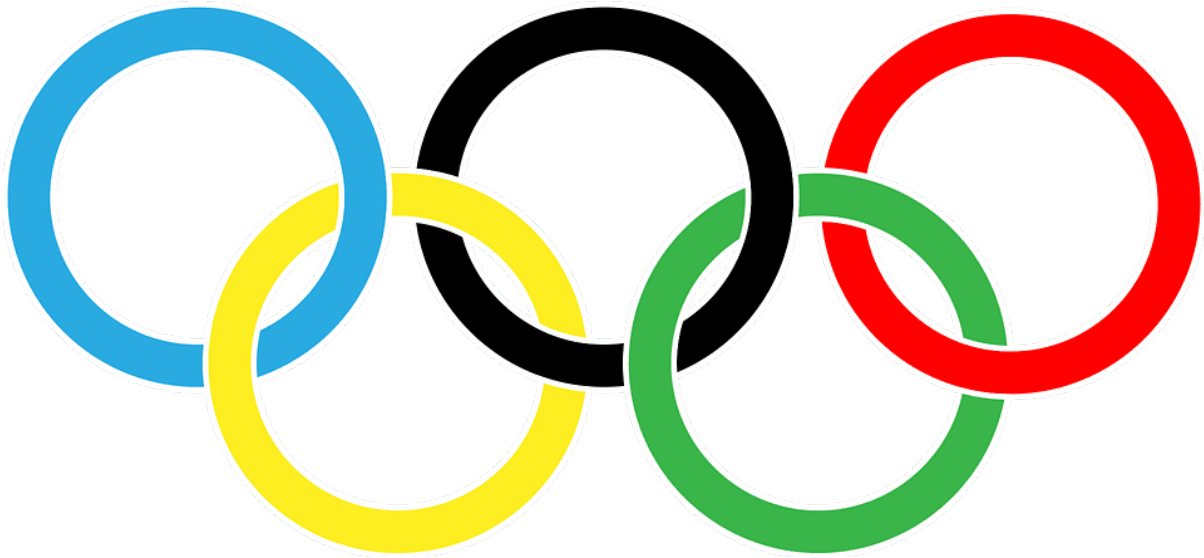
Lesson Summary

There are many barriers that prevent individuals from being involved in sports and physical fitness.

- Time restraints and financial concerns are very real problems but are the easiest to overcome using slight alterations to schedules and participating in free or lower-cost activities.
- Motivation and lack of resources are obstacles that can be broken down with the help of friends.
- Disabilities, pain and obesity are physical barriers and will require some modifications for successful participation. Safety is the main concern and individuals should consult with their physician before beginning any exercise routine.

Tokyo 2020 Olympic Games: Financial Impact of COVID-19

— June 19, 2020



According to the president of IOC, Thomas Bach "The Olympic Movement is facing an unprecedented challenge. The IOC has to postpone organized Olympic Games for the first time ever and has to help its stakeholders come through this global crisis."

As of 2019, there were several reports that the Tokyo 2020 Olympic games and Paralympics will positively impact the Japanese economy. The government anticipated a long-term social (by showcasing their culture and traditions) and economic (increase in the country's GDP) benefit. According to a report, it was projected that the Olympics would impact the Tokyo economy at about $186.14 billion and the Japanese economy with $297.82 billion.

However, the tournament was postponed to 2021 due to the global pandemic, coronavirus (COVID-19). Moreover, the tournament was originally, scheduled to be held between July 24 – August 9, 2020, and despite this financial forecast, the global pandemic (COVID-19) posed a serious economic and financial problem.

Two months to the tournament, international flights were canceled, and everyday normal life was altered. Invariably, it caused economic and financial crises for Japan. Virtually the price of everything in the market has increased, even commodities, currencies, and equities.

Financial impact on Tokyo, Japan, and investors

Following the modernization of the Olympic games in 1896, the Olympic games have aided the host city and nation economically. The host city, country, and investors expend a huge amount of money on different things including, but not limited to construction of sports venues, developing infrastructures, and administrative costs. While the investments are expected to yield positive returns, assumed debt and preliminary capital allocations are extensive. For comparative purposes, expenses are characterized in three primary ways:

Administrative costs: This cost is associated with hosting the tournament, and it is incurred by the organizing committee in the host country. This includes administrative, technological, medical, and ceremonial expenses.

Tournament Associated costs: This is the cost associated with building essential facilities, and it is incurred by the host country, host city, and investors. This includes accommodation of athletes and non-athletes' sports officials and construction of competition venue.

Non-Tournament associated costs: this is cost associated with the country's essential service. They are just upgraded to ensure the fluid movement of participants during the tournament. This includes, renovating roads, construction of rails and air facilities Considering the total cost incurred by all parties (host city, host nation, investors, and organizing committee), with the expectation that the competition will bring economic and financial returns for them. This will lead to financial loss to the party, especially for those that incur debt to finance the competition.

The financial impact on Japan

There are 15,000 athletes and other competitors participating in the 2020 Tokyo Olympics games in 33 different sporting activities in more than 40 sporting venues. This results in selling about 7.8 million tickets, out of which 4.5 million tickets have been sold already. This is a great loss to the sporting venue because they have to refund the money.

Moreover, the sporting venue administrator generates money from the sale of broadcasting rights as well as commercial sponsorship. It is a source of revenue not only for the sporting venue administrator but also for the organizing committee, which in turn affects the country's economy. Following the postponement of the tournament, there are lots of legal, commercial, and contractual disputes that will arise. The contractual agreement might not envisage this type of condition, which will fuel a lot of legal issues.

More so, it is estimated that the organizers have spent over $10 billion on preparing for the Olympic games and that they might spend another $2 billion due to the postponement. Despite the economic forecast and the buzzing business atmosphere in Japan late last year, the COVID-19 outbreak changed the narrative, and this prompted a portentous view towards the Olympic Games in Tokyo.

For example, it was estimated that the tourism sector in Japan will lose about 0.2% of its GDP in the third quarter of 2020. According to Goldman Sachs (an investment bank), it is projected that the Japanese government will lose about 5.1 billion dollars in domestic consumption alone. It is forecasted that the key drivers for the loss would be a reduction in tourism, advertisement, and television revenue. More so, it is estimated that the government aggregate loss is about $6.32 billion due to the postponement.

The 2013 agreement

Unfortunately, Japan signed an agreement with the International Olympic Committee (IOC) in 2013 to bear all the costs in case there is any postponement. Furthermore, the term of the agreement states that if, there is an unforeseen hardship, such as this (global pandemic), Japan can make a request for "reasonable changes" in the existing arrangement. However, the IOC is "not obligated to consider, agree to, or otherwise accommodate any such changes." Moreover, the responsibility for any financial challenges, following the postponement, will fall on Japan, Tokyo, organizing committee, and investors.

The financial impact on sponsors

The postponement of the Olympic Games and Paralympics would negatively affect the sponsorship industry, especially in Japan. Assessing the loss of income for sponsors in this situation is important. But we must also consider the importance and effect of future investment in the competition, to bring the sport back to life come 2021 when the competition is scheduled to hold several questions that need to be answered, concerning sponsoring the competition. First, for how long are the crises going to last? Is the governing body financially capable to support the tournament in case there is a low turnout? According to the report, it is estimated that the sponsors have lost over $1.8 billion for postponing the tournament.

The financial impact on the International Olympic Committee (IOC)

According to the president of IOC, Thomas Bach "The Olympic Movement is facing an unprecedented challenge. The IOC has to postpone organized Olympic Games for the first time ever and has to help its stakeholders come through this global crisis. This new situation will need all our solidarity, creativity, determination, and flexibility. We shall all need to make sacrifices and compromises. Extraordinary circumstances call for extraordinary measures. This situation requires every one of us to do our part, and this applies to all of us, including the IOC. With today's financial plans, we are addressing these needs."

Furthermore, the IOC said it lost over 800 million dollars, resulting from the postponement of the Olympic games. That over 650 million dollars was spent on organizing the tournament, and it also donated $150 million as aid package to National Olympic Committee (NOC), International Federations, and IOC-recognized organizations. The organization previously announced that it has increased its solidarity budget to $10 million. From all this, it can be concluded that the global pandemic has a serious negative effect on the Olympic games financially.

The Paralympic Games fails to increase disabled people's participation in sport

January 28, 2020 4.07pm GMT

Tokyo's 2020 Paralympics promises to be a sporting spectacle that thrills and excites, showcasing the very best in Paralympic sport. However, looking at the legacy of London 2012 it is unlikely to inspire more people to take part in sports.

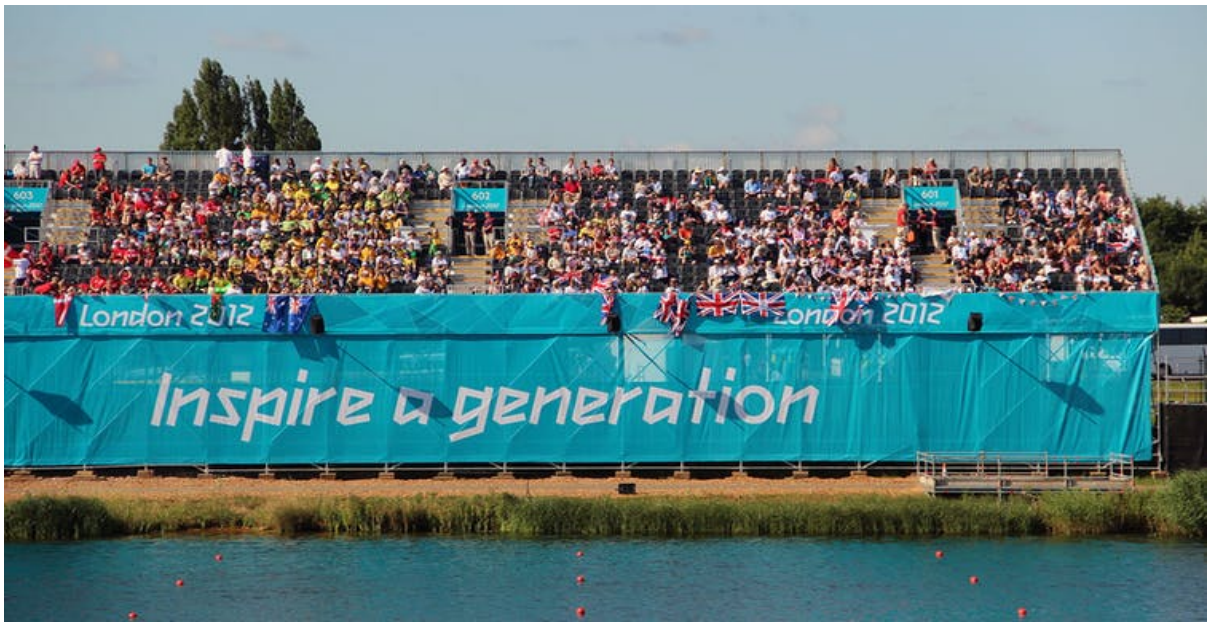
Mega sporting events do not automatically increase participation in sport. A systematic review of the evidence found mega sporting events unable to inspire sports participation on their own. Instead, the Paralympic Games and other mega sporting events must be "leveraged". In other words, organisers and organisations need to strategically supplement the event with planned initiatives encouraging sport participation.

The problem is that hosts often assume the event will bring about increased sport participation but fail to capitalise on the event.

The problem with inspiration is its intangiable quality. How to turn inspiration into habits and concrete change? Trading on inspiration also fails to appreciate wider obstacles and barriers preventing disabled people participating in sport and society.

The London 2012 Olympics and Paralympics represented the first Games to make a concerted effort to achieve a positive sport participation legacy. This makes the

London 2012 Games an ideal test case for exploring the viability of increasing disabled people's sports participation through mega sporting events.



London 2012 Paralympics

One of the main aims of the 2012 Paralympics was to increase the number of disabled people participating in sport. Despite an initial rise in once a week sports participation immediately after the Paralympics (19.1% in 2013), participation subsequently fell back to pre-2012 levels (16.8% in 2016).

My PhD research found that the 2012 Paralympics made minimal impact on the number of disabled people participating in sport club settings. Of the 538 voluntary sports clubs that completed a questionnaire about the impact of the London 2012 Paralympics, about six in 10 sport clubs saw no noticeable change in their disabled membership five years after the 2012 Paralympics. Furthermore, about six in 10 sports clubs agreed the 2012 Paralympic Games had no impact on the number of disabled adults participating at their club.

Interviews with 30 individuals from sports and non-sports organisations revealed a complex combination of factors explaining the limited impact. One of the main reasons for the decline in sport participation was the lack of strategic activities and initiatives by sports organisations to maximise the hosting of the Paralympics, as well as a failure to embed a culture of inclusion within sports organisations.

Many sports organisations were unprepared for the level of interest from disabled people and were unable to respond accordingly. For some disabled people, Paralympians lacked relevance. Reduced disposable income caused by austerity was also found to have been an important barrier to participation. Due to negative media portrayals disability, some disabled people were fearful of being active in case they were accused of being a "benefit scrounger" and potentially lose some of their benefits.

While these examples expose the folly of investing faith in a two-week sporting event's ability to increase sport participation, it's important to highlight there have been positive developments in disability sport since London's 2012 Paralympics.

There is increased awareness in the sports sector of the need to provide sporting opportunities for disabled people: disability is an important focus in both the government's sports strategy and Sport England's strategy. Funding and research into disability sport has also grown. In the 2013-17 funding round, Sport England invested about £170 million pounds in disability sport, having previously invested significantly less than that.

Most national disability sports organisations gained funding for the first time after the 2012 Paralympics, while 42 national governing bodies of sport received investment for disability, compared to 11 in 2009-13. In 2016, Sport England released its research into disability in England, providing sports organisations with facts about disability.

Despite the positive developments, there are still mountains to climb. Disabled people are still twice as likely to be inactive than non-disabled people.

When you next listen to politicians extolling the benefits of mega sporting events when it comes to boosting participation in sport, be sceptical. It's likely to be political spin to justify the huge financial investment.

The evidence suggests mega sporting events, on their own, fail to increase sport participation in the long term. Tokyo 2020 hopes to inspire change for disabled people and to make Japan a more accessible society. However, more work needs to be done to make Japan more accessible. If the London 2012 Paralympic Games failed to meaningfully increase sport participation, despite prioritising sport as a legacy goal, what hope is there for Tokyo 2020?

What is the Paralympic Games good for?

The Paralympics is, first and foremost, an elite sports event. Elite sport, by its very nature, discriminates on the basis of ability – only the best is acceptable. It's questionable whether this is the best way to engage people in sport. There's no doubt the Paralympics can be inspirational for some people, but its appeal and potency is not for everyone.

The Paralympic Games do not represent the diversity of disability and is not a substitute for educating individuals on the lived experience of disabled people. In fact, the Paralympic Games may propagate stereotypical narratives on disability, causing more harm than good. The Paralympics may shine a spotlight on accessibility and inclusion in the host country, but whether this can lead to lasting change is doubtful. For sport participation, the Paralympic Games is not the solution and should be one component of a wider sport participation strategy.

CHAPTER 5*: Skill, skill continuums, transfer & types of practice*

Characteristics and definitions of skill

The term **motor skill** is used to describe a **technique** within a game or sport (for example, passing, hitting, catching, controlling a ball), or in reference to **the sport itself** (diving, tennis, hammer throwing), or a **quality** possessed by a sportsperson. The characteristics of skill (figure 5.1) are that it should be coordinated, controlled, with good technique, efficient, or predetermined by practice or the observation of others performing the skill perfectly. As such the skill will be well-learned, efficient and consistent. The beauty or pleasing nature of a skill is its aesthetic quality (figure 5.2).

Types of skill

A **psychomotor skill** is a voluntary body movement with a predetermined end result, for example, hitting a ball with a bat. **Fundamental psychomotor skills** are basic skills that are learned when young. They form the basis of more complex movements, for example, jumping.

A **perceptual skill** is about being able to interpret information quickly at a given time and to make an appropriate decision. For example, a goalkeeper in football assessing the movement of an opponent approaching.

A **cognitive skill** is about being able to make sense of a problem and to solve it. These skills affect perception.

Classification of skill

All skills are on a classification continuum. There are several types of continuum:

Environmental influence continuum

The environmental influence continuum deals with a range of skills labelled open to closed. **Open skills** are predominantly perceptual, with no clear beginning or end, are affected by environment, are externally-paced, in response to many actions of others. For example, receiving a pass at soccer or hockey. On the other hand, **closed skills** are predominantly habitual, with a clear beginning and end, and are not affected much by environment. For example, an athlete performing a shot putt. See further examples in figure 5.3.

Continuity continuum

The continuity continuum deals with **discrete, serial** and **continuous skills**. Discrete skills are those that have a clear beginning and end, for example, taking a penalty kick at soccer. **Serial skills** are those that have a number of discrete elements linked together. For example, the triple jump in which the hop, step and jump are linked into one movement. **Continuous skills** are those that cannot be split up very easily into subroutines, for example, a hockey player dribbling a ball. See further examples in figure 5.4.

figure 5.1 – skill CHARACTERISTICS OF SKILL co-ordinated aesthetic good technique efficient pre-determinedconsistent learned controlled

figure 5.2 – badminton, aesthetic?

figure 5.3 – the environmental influence continuum OPEN CLOSED soccer soccer tennis tennis soccer shot goal save pass stroke serve penalty putt

figure 5.4 – continuity continuum DISCRETE SERIAL CONTINUOUS weight javelin high basketball running lifting throw jump dribble

Muscular involvement continuum

The muscular involvement continuum deals with **gross** and **fine skills**. **Gross skills** are those that use large muscle movements, for example, weight lifting. **Fine skills** are those that use small muscle movements, for example, darts. See further examples in figure 5.5.

Pacing continuum

The pacing continuum deals with self-paced and externally-paced skills. **Self-paced skills** are those in which the performer has control over movement, for example, serving in volleyball. **Externally-paced skills** are those in which the environment has more control, for example, blocking in volleyball. See figure 5.6 for further examples.

Organisation continuum

Skills with low organisation are uncomplicated and have little organisational structure and whose subroutines tend to be discrete and may be practised separately. For example, swimming. **Skills with high organisation** have a complex organisational structure with subroutines which are closely linked and cannot be practised separately (the skill must be practised as a whole). They require far more attention and concentration to be performed successfully, for example, the pole vault. See figure 5.7 for further examples.

Difficulty continuum

Simple skills are straightforward skills with few subroutines requiring little concentration and cognitive activity on the part of the performer, for example, walking or running. **Complex skills** are complicated skills requiring a lot of attention or practice, the complexity of which can be perceived differently by different individuals. Complex skills require a large number of (interlinked) subroutines, some of which may be habitual and learned, which affects the ease with which the performer performs the skill, for example, a gymnastic floor exercise. See figure 5.8 for further examples.

The skill continuum

All skills have elements of **all** the classifications. For example, a golf swing may be predominantly a closed skill but it can be affected by strong weather conditions which would be an open skill characteristic. The swim start in figure 5.9 could be said to have gross and closed characteristics, but is it also self-paced and discrete?

Most skills have characteristics which make them near one end of a classification continuum. For example, a batsman in cricket as he plays a shot can be seen to be performing more of an open skill than a closed skill (he has to adapt to the speed and direction of the ball). But the cricket shot does have elements of closed characteristics too. The player has learned particular shots and almost automatically puts them into operation when the ball approaches at different speeds, with different spin, and in different directions.

figure 5.5 – muscular involvement continuum

GROSS FINE weight javelin netball cricket golf ten pin darts/ lifting throw pass stroke shot bowling snooker

figure 5.6 – pacing continuum EXTERNALLY-PACED SELF-PACED yachting tennis soccer diving tennis weight receiving serve game serve lifting **LOW ORGANISATION HIGH ORGANISATION** swimming cycling gymnastic move stroke pole vault **figure 81 - organisationconti nuum**

fi gure5.7–organisation continuum SIMPLE COMPLEX sprinting throwing snooker gymnastic gymnastic tumble floor exercise **figure 80 - difficulty continu um**

figure5.8– difficulty continuum

figure 5.9 – swim start, gross and closed skill?

The uses of transfer of skills

The term **transfer** (figure 5.10) describes the influence of one skill on the performance of another.

Positive transfer

This type of transfer occurs when **learning** in one task is enhanced by learning in **another task**. For example, learning a golf stroke may be enhanced by virtue of the fact that the player is a good cricketer.
Another example is the transfer of skills for very young children learning to pedal a bike without support of stabilisers. Here, the youngster will learn to travel on a balance bike until safe and accomplished. Then transfer directly to a pedal bike is possible without any further mechanical guidance (figure 5.11).

Negative transfer

This occurs when the learning of a new task is **interfered** with by the knowledge of a similar activity. For example, the flexible use of the wrist needed for badminton may interfere with the firm wrist needed for tennis.

Zero transfer

This describes the situation where **no transfer at all** may occur even between skills which appear to be similar. For example, learning at squash may have zero transfer from weight training.

Bilateral transfer (limb to limb)

This is the transfer which takes place from **one limb to another**, sometimes called **lateralisation**. For example, a soccer player learns to kick a ball with the non-preferred foot, the actions are learnt through reference by the brain to the preferred foot.

The impact of practice on improving learning

This reflects the ways in which a skill **can be taught** to facilitate learning and maximise performance.
Factors affecting choice of method are: the **type** of skills to be taught, the **complexity** of the skill, the **classification** of the skill, the **environment**, the **ability** level of the **performer**, and the **motivational** level of the performer.
See figure 5.12 for the different methods of organisation of skill practice, and figure 5.13 on page 71 for the details of how the different methods are organised.

SECTION 2 CHAPTER 5

SKILL, SKILL CONTINUUMS, TRANSFER AND TYPES OF PRACTICE

figure 122 - transfer TRANSFER positive bilateral negative proactive retroactive zero

figure 5.10 – transfer

figure 5.11 – positive transfer from balance bike to pedal bike in a two year old

figure 5.12 – organisation of practice ORGANISATION of PRACTICE part method whole-part-whole method whole method progressive part method

The whole method

In this method, the skill is **practised in total**. The method should be preferred **where the skill or task**:

- Is of low complexity or is a simple task.
- Has high organisation.
- Consists of interrelated subroutines.
- Has discrete skills of short duration (the movement is rapid or ballistic).

This method should be preferred **where the skill or task**:

- Cannot be broken down into parts.
- Or requires temporal or spatial coordination.

Examples of skills or activities where the whole method would be appropriate are:

- Somersault or tumble in gymnastics.
- Dart throw.
- Snooker or pool shot.
- Tennis serve figure 5.14.
- Soccer penalty kick.

The **performer**:

- Would be experienced.
- Has high levels of attention.
- Is in the later stages of learning.
- Is older and highly motivated.
- Uses distributed practice (page 74).

Advantages of the whole method

- **Wastes no time** in assembling parts.
- Useful for quick **discrete skills** where a single complete action is required.
- The movement retains feeling of flow/kinaesthetic sense.
- Movement can be more easily understood/relationship between subroutines and so helps to create a more consistent, **habitual skill**.
- Learner can develop their own **schema/motor programme**s through trial and error learning.
- **Transfer** to real situations from practice is more likely to be positive.

Disadvantages of the whole method

- Ineffective with complex tasks.
- Not appropriate with an element of danger.
- Not always appropriate if group/performer has basic experience. **WHOLE METHOD** whole practice only **figure 83 - practice methods PART METHOD** part A - part B - part C - part D practiced separately **WHOLE - PART - WHOLE METHOD** whole (ABCD) practiced - then parts A - B - C - D practiced separately - then whole (ABCD) **PROGRESSIVE PART METHOD** part A - B - parts AB - part A - B - C - parts ABC - part A - B - C - D - whole ABCD

figure 5.13 – practice methods

figure 5.14 – Andy Murray - tennis serve - whole method

The part method

In this method, the skill as a whole is **broken down into parts** for practice. The part method should be preferred **where the skill or task**:

- Has high complexity.
- Is of low organisation.
- Has independent subroutines.
- Has slow or serial tasks, where the skill as a whole is of long duration.
- Or for dangerous skills.

Examples of skills or activities where the part method would be appropriate are:

- Triple jump in athletics (figure 5.15).
- Full trampoline routine with ten different moves.
- Clean and jerk in weight-lifting.

The part method should be preferred **where the performer**:

- Is a beginner.
- Has limited attention span.
- Is in the early stages of learning.
- Is having problems with a particular aspect of a skill.
- Has limited motivation.
- Uses massed practice (page 74).

Advantages of the part method

- Allows **serial tasks** to be broken down and learned in subroutines. For example, the complex elements of a gymnastics floor routine.
- Reduces the demand on the learner when attempting complex skills.
- Allows **confidence** and **understanding** to grow when building up more complex skills.
- Helps to provide **motivation** to continue if progress can be seen to be made.
- Helps to reduce potential **injury** and **fatigue** in more complex skills.
- Allows the coach/learner to correct on **faults** and **weaknesses**.
- Recommended for low organisational tasks which can easily be broken down.

Disadvantages of the part method

- Transfer from part to whole may be ineffective.
- Highly organised skills are very difficult to break down.
- Difficult to create kinaesthetic feel/sense of skill.
- Can be **demotivating** for performer.
- Can be **time consuming**.

The progressive part method

In this method, parts are practised separately, then combined into slightly bigger elements for practice, which in turn can be combined into the whole movement or bigger parts for further practice and so on. This method is suitable for:

- Complex tasks or skills.
- Chaining of complex skills learned independently.
- Skills which have limited attentional demands.
- Skills which require coordination of spatial/temporal components.
- Skills which have a good **transfer** to the whole movement.

figure 5.15 – triple jump - best by parts

Advantages of the progressive part method

- Learner has **time** to build up whole skill.
- Helps learner to develop **understanding** and schema/motor programmes as chaining of subroutines are linked together.
- Helps to reduce potential **injury** and **fatigue** in more complex skills.
- Helps build up learner's **confidence**.
- Allows the coach/learner to correct faults and weaknesses.

Disadvantages of the progressive part method

- **Time** consuming.
- Learner could experience difficulty in developing links between subroutines/**negative** transfer.
- Could **demotivate** learner.

The whole-part-whole method

This method is a **combination** of whole and part methods having the advantage of flexible application to almost any task and situation depending on the stage of learning of the performer and the task difficulty. A learner would first practise the whole movement and identify difficult components, which would then be practised separately. When practising a header pass, an error could be corrected by whole-part whole-practice (figure 5.16).

These difficult components might be different for different people. When sufficiently fluent, the parts can then be re-combined into the whole for further practice.

Advantages of the whole-part-whole method

- The learner first practices the whole method to acquire a kinaesthetic feel/ understanding of the skill.
- The breaking down and practising subroutines, followed by the integration of **subroutines** into the whole skill develops greater **positive transfer** and **fluency** of movement patterns.
- The whole skill can be developed more quickly.
- Learner may experience increased **motivation** and drive to learn by this practice method.

Disadvantages of the whole-part-whole method

- Possibility of **negative transfer** unless the coach builds up the subroutines within the same coaching session.
- May be too **complex** for early learners to digest in one session.
- Breaking down and building up skill is **time consuming**, as opposed to leaning the whole skill.

Practice conditions - variable practice

Variable practice (see figure 5.17) is a method in which practice **conditions are varied** to encourage the formation of the patterns in the brain which enable a sportsperson to perform skills with fluency and competence. Practice activities would include a number of different activities which could be performed in different ways. Conditions should be as **realistic** as possible in **as many situations** as possible, as near to the **competitive** or match situation as possible. This method is relevant to **open skills**.

figure 5.16 – heading required

figure 5.17 – practice conditions PRACTICE CONDITIONS variable practice distributed practice mental practice massed practice overlearning

Distributed practice

Distributed practice is a method in which training sessions include **rest intervals** which could involve mental practice. Sessions would be short and spread over time with recovery periods between. Good for the **beginner** and most **skill learning**, gives **time to recover** physically and mentally and is good for potentially **dangerous** situations.

Massed practice

Massed practice is a method in which practice is done with **no rest intervals** with sessions **long in duration**. In this method, a single training session will last a relatively long time, and all the activities are performed one after the other. This method is good for '**grooving**' of skills and to encourage an **habitual** response, is good for **discrete skills** of short duration, but can lead to **fatigue** and boredom and there may be elements of **negative transfer**.

Overlearning

Overlearning involves a learned skill that is **habitual** because of many **repetitions**. **Such skills** are performed '**automatically**' in response to a game or sporting situation (stimulus). Hence **attention** can be directed **peripherally** to **other elements** of a game (for example, tactics or strategy).

Mental practice

Mental practice (figure 5.18) works by producing **small muscle contractions** in the same sequence as an actual practice, and since the gross movement of the skill does not actually happen, it **prevents** wear and tear.

Mental practice or rehearsal

Mental practice is defined as the cognitive (thinking) rehearsal of a physical skill without movement (figure 5.19).

- It creates a **mental picture** of a skill.
- Can be used to **simulate** a whole movement sequence or just part of it.
- Can be used to **imagine** and envisage success and avoid failure in a competitive situation.
- Can provide a mental warm-up in order to promote a state of **readiness** for action.
- And must be as **realistic** as possible to be effective.
- Can be used during **rest** and **recovery** periods **during** a performance or in between performances.
- Can be used to focus **attention** on important aspects of a skill.
- Builds **self-confidence** for an upcoming performance.
- **Controls arousal** and induce calmness before a performance.
- Can be used to enable the learner to **memorise** a skill or movement more effectively.

figure 5.18– mental practice **USES OF MENTAL PRACTICE simulate a whole movement sequence prevents wear and tear mental picture of a skill imagine success or avoid failure mental warm-up, readiness for action must be as realistic as possible used during rest periods small muscle contractions same as actual practice control arousal before performance building self-confidence focus attention on important aspects of skill**

figure 5.19– mental practice

Practice questions

1) Tackling in football would be best classified as which type of motor skill?
a. closed skill.
b. fine skill.
c. continuous skill.
d. open skill.
2) Skills involving large muscle group and less precise movements are best classified as which type of skill?
a. gross skills.
b. open skills.
c. fine skills.
d. continuous skills.
3) When should teachers introduce whole method of learning for students?
a. when the skill is high in complexity and low in organisation.
b . when the skill is low in complexity and high in organisation.
c. when the skill is low in complexity and low in organisation.
d. never.
4) Massed practice is the most appropriate practice method to use when:
a. the learner needs to practice the same task in a number of different ways.
b. the learner practices a set task without any change.
c. the learner's motivation is low.
d. the task is simple and can be fully learned in one session.
5) Which of these schedules of practice sessions represents the most distributed practice session?
a. 2 x 4-hour a week for 2 weeks.
b. 4 x 2-hour a week for 2 weeks.
c. 2 x 2-hour a week for 4 weeks.
d. 2 x 1-hour a week for 8 weeks.
6) Due to the different wrist action involved in tennis and badminton, a person who has learned the forehand in tennis before learning the forehand in badminton often experiences what kind of transfer?
a. positive transfer.
b. negative transfer.
c. zero transfer.
d. bilateral transfer.
7) If you were watching a number of performers in sport, what characteristics would you expect the movements of a skilled performer to have? 4 marks
8) a) Why is the shot put often regarded as a closed skill? 2 marks
b) Using passing skills in a team game, explain what is meant by an open skill. 4 marks
c) Give one example from sport of each of the following and state why you have chosen your example: continuous skills, serial skills, discrete skills. 3 marks
9) a) Choose two specific skills from an individual and a game activity and explain why you might use whole or part practice. 4 marks
b) Identify an advantage and disadvantage for whole and part methods of learning. 4 marks
skills.
skills.
Due to the different wrist action involved in tennis and badminton, a person who has learned the
If you were watching a number of performers in sport, what characteristics would you expect the movements of a skilled performer to have?
a)
b) U sing
c)
a)
b)

Practice questions

10) The diagram in figure 5.20 shows a profile for the racing start in swimming scaled across four different continuums representing the skill characteristics of the movement.

a) Referring to the profile, describe the swim racing start in terms of each of the four characteristics shown. 4 marks

b) Using this same profile chart, sketch a profile which would describe the characteristics of a table tennis serve. 3 marks

c) Explain why you have chosen your particular characteristic for muscular involvement and environmental conditions. 4 marks

d) Explain how your profile for the table tennis serve might assist a coach in planning practices for players learning this skill. 5 marks

11) a) What is mental practice? 1 mark

b) Mental practice is often used by sport's performers when preparing for competitions. Suggest reasons why this is the case. 3 marks

12) a) Explain the difference between massed and distributed practice. 2 marks

b) Justify the choice of practice conditions for a training session of a sport of your choice. 6 marks

c) Name two characteristics of the task, and two attributes of the learner which might lead you to decide which method (massed or distributed) of practice to use. 4 marks

13) Generally a skill should be taught as a whole as far as possible. Give reasons for this.

Some skills need to be split up into parts to be taught effectively. What are the advantages and disadvantages of this type of skill presentation? 8 marks

14) Explain four different types of transfer of learning. 4 marks

15) a) Using a practical example, explain what is meant by the term 'transfer' in skill learning.

How can transfer be detrimental to performance? Give a practical example. 5 marks

b) How can a teacher or a coach ensure that as much positive transfer takes place as possible in a training session?

Game management for referees – tips from Howard Webb

Posted on 23 March, 2019 by Jan ter Harmsel

Game management for referees is so important. It's very important to remain confident and that you're not going to hide when players react negatively to your whistling. That's one of the key learning's I've taken with me from the keynote Howard Webb gave during the Ontario Soccer Summit.

Howard Webb stresses that you need to raise your profile as a referee these days. "To gain control of the game. You have to step up when you have to be seen and heard when the game needs you to be seen and heard."

Adapting is part of game management for referees

"Not everyone can do that", says Webb. And it's not easy to adapt constantly. "But they are the best referees, the ones that are able to do that. They step out and step back in again. And they allow the players to play, but they're there when they need to be there."

World Cup refereeing

During his speech Webb talks about his game management in the World Cup final as well. After 22 minutes and two more yellow cards Webb realises this game was not going to plan. "The yellow card did not have the effect it should have", he says. "It's quite a scary feeling for a ref."

During that game he shows eight yellow cards to the Dutch team, resulting in Heitinga being send-off with his second. The Spanish players also receive five yellows. During the 2018 World Cup Webb sees a similar game with referee Mark Geiger. "That was a really, really tough game. That's probably the hardest game I've seen after this one."

How to stop awful behaviour

Because of that game between Colombia and England I asked myself the following. What do players think when they approach the referee while shouting, protesting and making crazy gestures? To answer it I wrote a blog post that this awful behaviour has to stop.

How to manage difficult situations

Howard Webb says that every referee will try to find a good way to deal with it, but it's always uncertain how players will react. "Because you fear that if you pull out the wrong thing, you end up losing control."

Don't hide yourself

"The games I've lost control of in my life, are the games I lost self-belief", Webb admits. His advice is: despite all reactions you get from players, keep making your calls. "The worst thing you can do is stop blowing your whistle, going to hide. So whenever you have a tough game, don't lose that self-confidence. It might not come out perfectly, but much better then when you hide away."

To keep confident, you need to focus. How do you do that?

How to become a top referee?

"The advice I would give to young referees who wish to reach the top is simple. Be the best you can be – that way you will prepare yourself for every match as though it is a World Cup match. The game is about the players and the fans – not about us. There are times when we have to take big decisions, and we must be courageous enough to do so, but be humble enough to know that the game is for the players and the fans."

It is also important to realise that football is a reflection of life itself. There are good days and some bad days. There are days where we are human and make some poor decisions. However, there are some fantastic days where our matches go so very well. Ride the wave

and don't think you'll never make a mistake. Those mistakes happen for a reason – to give you the opportunity to experience failure, but to come back even bigger and stronger.

Lastly, there is no substitute for hard work. No one else is going to go out do the hard training sessions for you. Make the sacrifices to achieve what you want. If you want it bad enough, be patient as it may take a while to achieve it.

Above all, you have to enjoy this wonderful game of ours. That is why we get involved in football, and it's something we must always try to achieve. Enjoy our beautiful game.

7 refereeing lessons

"You won't make it on the pitch with only the knowledge of the Laws of the Game", "You need passion, talent and motivation. That combination will bring you to your personal best and passion is the most important here."

1. Get motivation after a setback

"I was unable to run the referee fitness tests. That's something mentally and had nothing to do with my physical condition. I've visited a sports psychologist for that. When I saw a running track it all went wrong. Because I failed the fitness test, I had to quit. For 6 months I had a very difficult time, but found back the drive to continue."

2. Be well-prepared

"I've got always the same routine. The same sandwiches on my way to the game and I'll pack my back in the same way each time. At one game I recognized I was badly prepared. And in that game the sole of my shoe went loose. It was that day I forgot my extra pair of shoes. That was a good signal for myself: leave home on time and be well-prepared. Always!"

3. Get the best out of yourself

Be aware that whatever you do, you need to do your very best. So go to referee training sessions. If the players put some extra effort in right before the end of the game, your battery need's to be full as well. That's why physical preparation is so important for referees.

4. Together you're stronger

TEAM. Together Everyone Achieves More. You need to make arrangements with your team and keep them. That's important on the pitch, but doing things together is also important off the pitch. Listen to colleagues at the referee meetings. Sometimes you'll hear things you can ignore or that don't suit you, but often it's very useful to exchange experience with each other.

5. Expect the unexpected

"Also try to concentrate on situations where no challenge for the ball. Some defenders will try to foul the opponent behind your back. At a higher level you can also prepare for those things due to watching video's. If you officiate at a certain level for a longer period, after a while you know the player's to keep an eye one.

6. Don't give up

Everyone knows the referee world is a hard one. My advice is to not give up, then you'll be able to reach your personal top level. You need to be able to deal with a setback, which makes you stronger.

7. Choose your style

Every referee has to pick his own style. That's different for everybody. The most important thing is not to imitate others. Then it will become an act."

Benefits of Using Video Analysis in Sports Practices

by TeamSnap | May 8, 2014 | Category: General Sports

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By Alex Pedicini, Community Manager at Ubersense.com

According to a study conducted by the Social Science Research Network 65% of people are visual learners. What does this mean for coaches? It's likely that most athletes are not maximizing their learning simply by listening to the coach speak. The majority of athletes will prefer to see what they are doing in order to learn. Video analysis, when applied to sports, is key to building a competitive edge including instant video replay, more effective practices, scouting upcoming opponents, injury prevention, and breaking down game film.

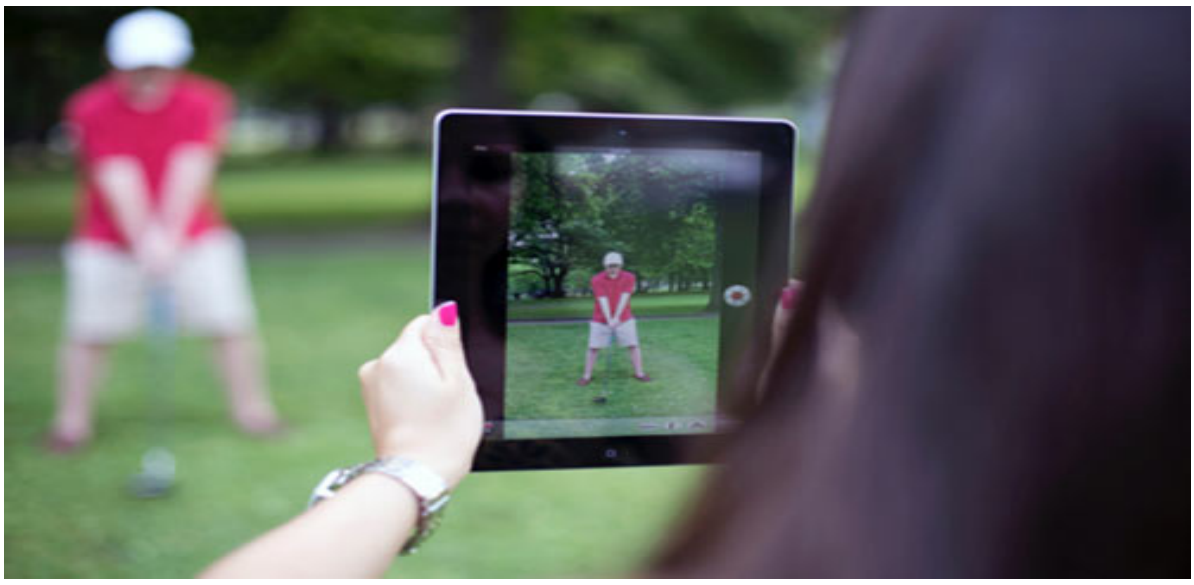
Not too long ago, the equipment and technology required to use video analysis was only available to elite and professional level teams. But today, with the lower costs of cameras and the prevalence of smart phones and tablets, video can be captured easily anytime, anywhere. Coaches of all levels and sports can now take advantage of integrating video into their regular practice workflow.

USA Bobsled & Skeleton coach uses an iPad to capture and analyze video using the Ubersense app

Perhaps the most obvious benefit to using video analysis in practice is the ability to provide immediate feedback to players. Through video, coaches can show and correct mistakes instantly. Players are able to actually see what they are doing and ultimately retain the information better. Practice time is extremely valuable for a coaching staff and the ability to quickly and efficiently provide needed feedback to address mistakes and weaknesses is essential.

USA Bobsled & Skeleton coaches and athletes review video in-between practice runs

Using video also provides coaches the ability to track progress and individual skill development of their players. By recording video over a period of time and building a library of content, coaches can help to show players how and where they have made improvements. This type of feedback can serve to motivate players, as they are able to see for themselves the progress that has been made. Some coaches will also use videos of professionals to show the players what great form or technique looks like and how they compare. This is another way for players to see visually how they can improve.



Mobile video analysis is valuable for tracking progress in any sport

Injury prevention is another important component to analyzing video during practice. 1.35 million youth athletes suffered a serious injury in 2012 according to research from Safe Kids Worldwide. This equates to one trip to the emergency room every 25 seconds for a youth sports related injury. Practice is the perfect time for a coach to find and fix bad habits that players may have formed. Ensuring proper form and technique is one of the main injury prevention strategies that Safe Kids recommends.

Regularly including video analysis into practices can provide multiple benefits for a coaching staff and its athletes. The ability to provide instant visual feedback, track long-term progress and potentially prevent serious injuries is all possible by utilizing video analysis programs.

Alex Pedicini is the Community Manager at Ubersense, a video analysis app used by athletes and coaches around the World, available for free from the App Store.