



**LARBERT HIGH SCHOOL**

Higher

**PHYSICAL EDUCATION**



Factors that Impact on Performance  
Course Notes

Physical (Tactics) and Social  
**Basketball**

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_



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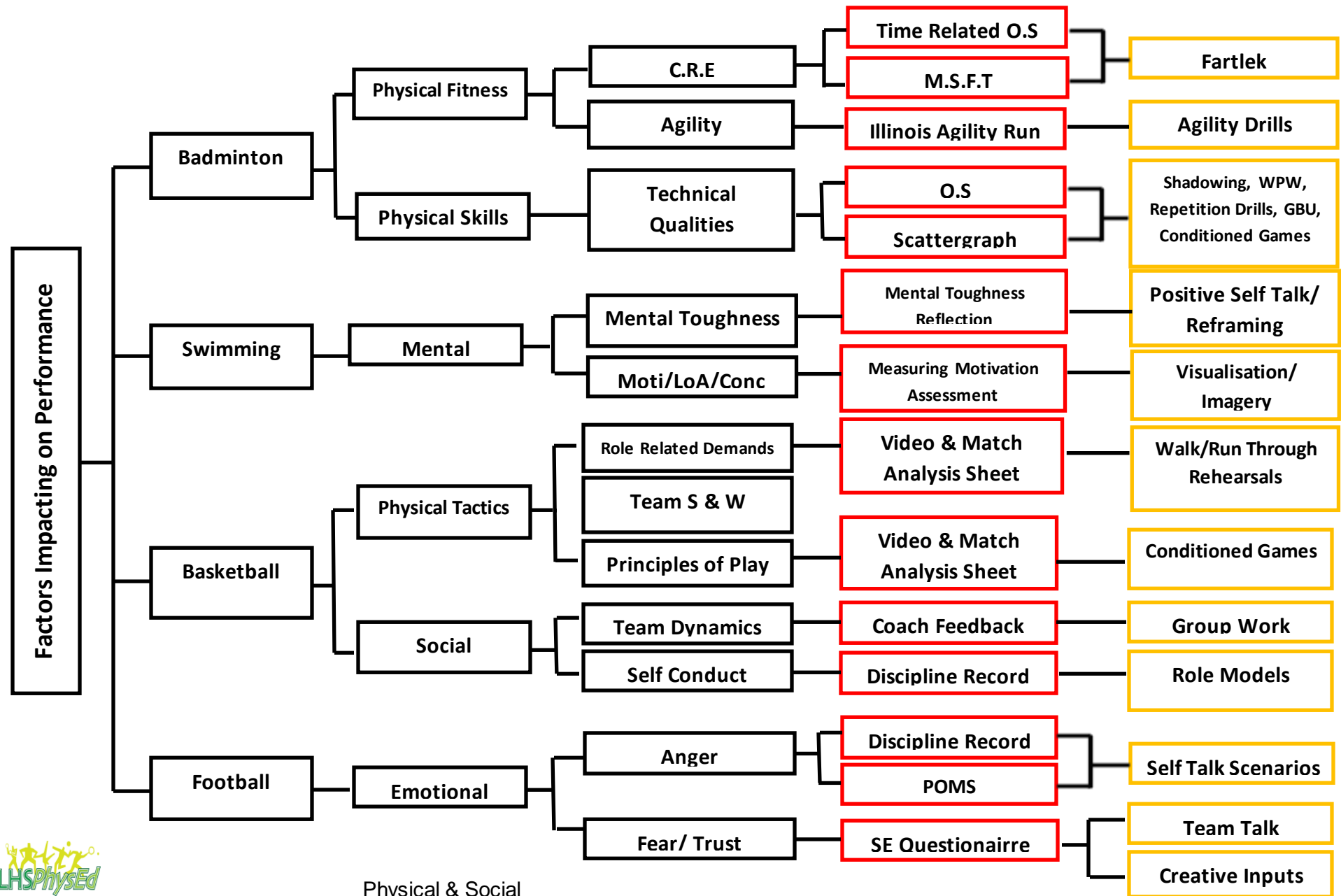
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# Larbert Course Overview



Physical & Social

**MENTAL, EMOTIONAL, SOCIAL AND PHYSICAL FACTORS IMPACTING ON PERFORMANCE TABLE**

Mental	Emotional	Social	Physical		
			Fitness	Skills	Tactics
<p><b>Concentration</b></p> <p><b>Level of Arousal</b></p> <p><b>Mental Toughness</b></p> <p><b>Decision Making</b></p>	<p><b>Happiness / Sadness (affecting confidence and resilience)</b></p> <p><b>Anger (affecting decision making and self-control)</b></p> <p><b>Fear (affecting confidence and decision making)</b></p>	<p><b>Team Dynamics:</b> Co-operating with Others</p> <p>Contributing to a Team</p> <p>Relationships</p> <p>Self-Conduct</p> <p>Working in Isolation</p> <p>Etiquette Respect for self and others</p> <p><b>Environmental Issues:</b> Barriers to participation</p>	<p><b>Physical aspects fitness:</b> Cardio-Respiratory Endurance, Muscular Endurance, Speed, Strength, Flexibility</p> <p><b>Skill-related aspects fitness:</b> Co-ordination, Agility, Reaction Time, Balance</p>	<p><b>Skill repertoire</b></p> <p><b>Technical qualities:</b> Rhythm, Timing, Consistency</p> <p><b>Special qualities:</b> Imagination, Flair, Creativity</p> <p><b>Quality of performance:</b> Fluency, Effort, Accuracy, Control</p>	<p><b>Personal strengths and weaknesses</b></p> <p><b>Role related Demands</b></p> <p><b>Team Strengths and Weaknesses</b></p> <p><b>Principles of play:</b> Width, Depth, Mobility, Penetration, Support, Communication</p>

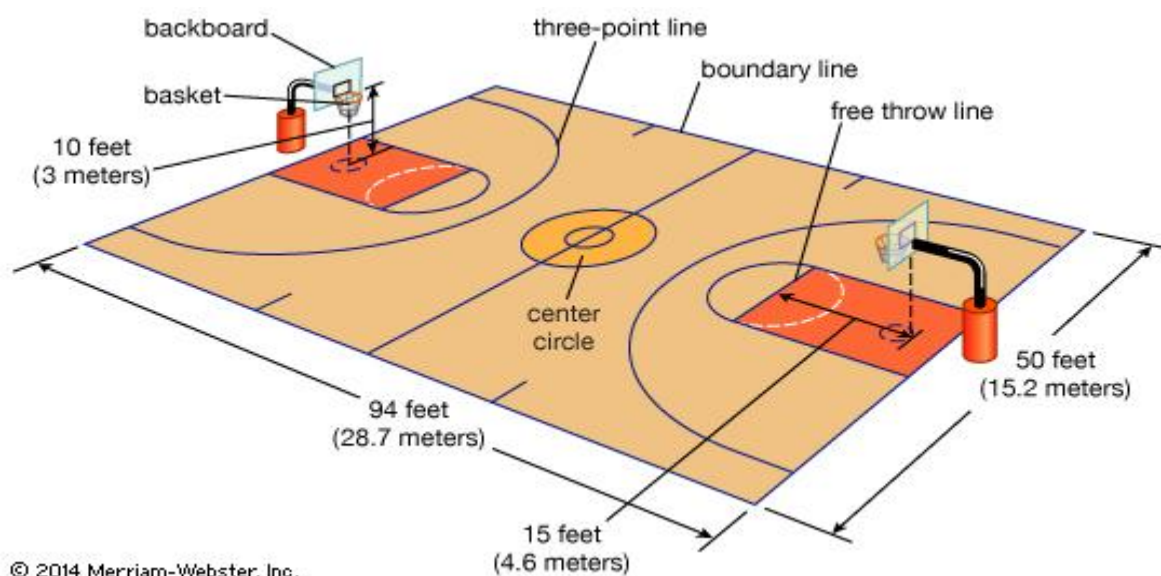
## AN INTRODUCTION TO BASKETBALL

Basketball is a team game and is usually played 5v5 although you may play 3v3 at school level. The object of the game is to advance the ball into the other teams half and shoot the ball through the basket.

Different points are available depending on the type of basket:

- 2 point field goal - a shot or lay-up made from anywhere during play inside the 3 point circle line.
- 3 pointer - a shot made from anywhere outside the 3 point circle line.
- Free throw (Foul Shot) - 1 point is awarded to an unguarded shot taken from behind the free throw line while the clock is stopped.

Adult/professional games last 48 minutes (12 min quarters) however at school level a typical game lasts 24 to 40mins (6 to 10 min quarters). The game is fast moving and involves a lot of core skills such as running, sprinting, jumping, turning, sidestepping etc. The main technical skills required are dribbling, passing, shooting and rebounding –all which have to be carried out within the rules.



### **Basketball Basics**

You should be familiar with the basic rules of basketball such as Travel, Double Dribble and Contact. You will learn more rules as we progress through this block, however it is advised that you familiarise yourself with the rules and refereeing signals.

<http://www.breakthroughbasketball.com/basics/basics.html> - Basketball Basics

## AN INTRODUCTION TO THE 3 MAN FAST BREAK

The objective of the 3 Man Fast Break is to advance the ball up the court quickly for a high percentage shot, either by outnumbering the defence or by not allowing the defence to set up in time. It is played at speed as soon as the rebound is collected and can be used under the following situations;

1. After a rebound
2. After a steal
3. After a blocked shot
4. After a successful shot

There are **three phases** with the fast break:

Defensive Phase - Starting the break (rebound)

Transition Phase - Getting into position and driving the ball up the court (filling the lanes)

Attacking Phase - Finishing with the correct scoring option (lay-up shot)

### **Description**

- Strategy starts at high speed after winning a defensive rebound or an interception has been made. Centre usually makes the rebound and calls 'rebound' to initiate attack.
- The outlet pass is made quickly to the open side (the side the rebound is caught on) to the guard.
- Guard calls 'ball' and receives the pass in the outside lane (after moving from the key where he was actively defending).
- Guard 'dribbles the middle' with control and keeps the fast speed of attack by reading the game and making quick decisions.
- Guard should drive hard towards the defence making them commit and lose shape.
- Driving down the middle gives the guard an option of passing to both sides (depending on which player can receive the pass in good space) therefore increases the attacking options.
- While the guard dribbles down the middle, the forward and centre should fill the outside lanes ahead of the guard to provide him with options.
- Guard passes wide to the attacking forward, approximately half way down the court, or when the defender has been drawn out of position. Forward signals with hand to show when and where he wants the ball.
- Forward drives towards basket and performs lay-up shot as soon as the pass has been collected; the centre supports play and challenges rebound.
- A lay-up shot is the 1<sup>st</sup> option because it has a higher percentage chance of being scored. This is because the distance between the where the shot is taken and the basket is at its smallest.
- If the lay-up is unavailable because of good defending, an outlet pass should be made to the point guard at the top of the key for him to make the decision of shooting from which centre will rebound, or passing to the centre on the other side for a lay-up

### ADVANTAGES AND DISADVANTAGES OF THE 3 MAN FAST BREAK

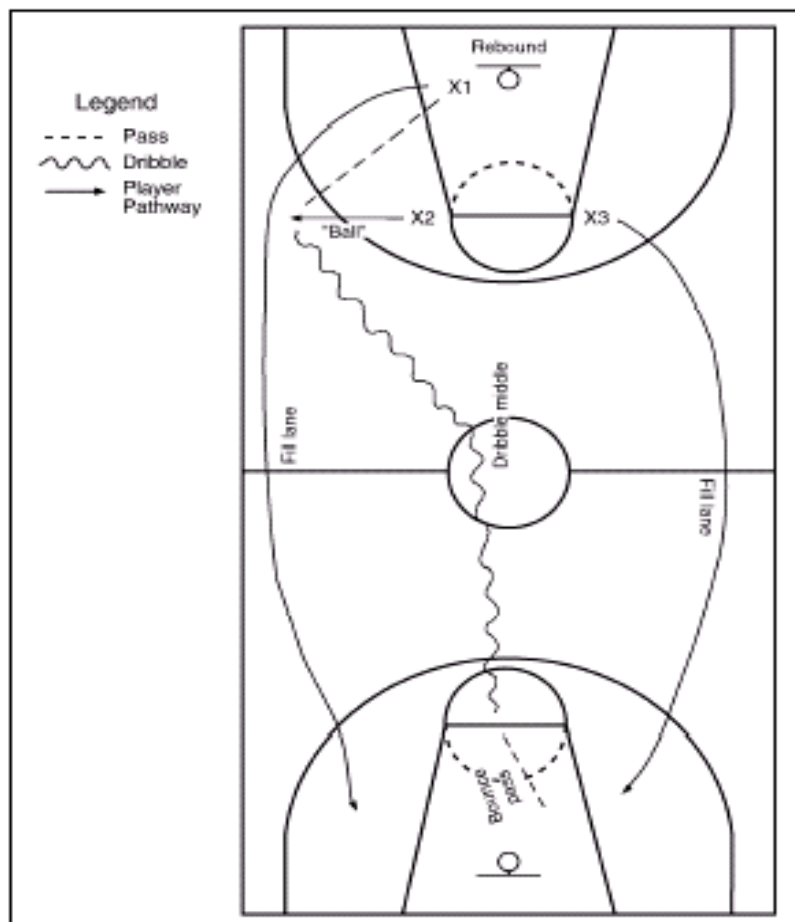
There are many advantages (benefits) and disadvantages (limitations) that teams must consider before using the fast break strategy.

#### **Advantages**

- Fast break creates the easiest way to score (lay-up)
- Creates an easy opportunity to break through the defence (2v1 or 3v2 overload)
- Works well against zone defence as opponents have little time to set up zone
- A fast breaking team are better prepared to inbound the ball quickly
- A fast break team discourages opponents from sending to many players to the offensive board to rebound for fear of not having players to defend
- It motivates a team to play good defence and rebound
- A fast break can cause mismatches against player to player defence

#### **Disadvantages**

- Speed of attack puts pressure on players
- Ability levels of players must be high
- Could get caught in the opponents half if the ball is intercepted
- Might not be as effective against man-to-man defence
- Could create a mis-match in opponents favour



## **PHYSICAL FACTOR (TACTICS) – FEATURES, DEFINITIONS & IMPACT ON PERFORMANCE**

### **Feature: Role Related Demands**

#### **Definition**

Your role is the part you play in an activity e.g. performer or playing role (e.g. guard, centre, forward) or a non-playing role (referee, time-keeper, coach). Demands are the qualities required to fulfil the role effectively.

#### **Impact on Performance**

Role demands relate to your own personal strengths and weaknesses and whether these are suited to a certain playing or non-playing role. For example, the team captain must demonstrate leadership. As a captain you are expected to encourage, motivate and communicate with your team mates. A captain can also pass on tactical information from the coach/manager to those on the pitch. If the captain fails to do this then the team may be confused about their own role and positions they should be taking up during the game. You must consider your own personal strengths and weaknesses when choosing your role within the 3 Man Fast Break Strategy. Read the description on page 5 again along with the role related demands below before deciding on what your best role would be.

**The Guard** will usually be one of the smaller players in the team and will be responsible for bringing the ball up court to initiate the team's attack. Most of their scoring opportunities will come from either driving (dribbling) to the basket for a lay-up or shooting from outside the key area. They are the player most likely to attempt three point shots. A talented guard will be able to use their dribble to move close to the basket, not necessarily for a shot, but to draw the defence towards them so that they can pass the ball off to a team mate in a better position for the shot. This demands that they can also pass the ball and are able to 'read' the movements of team mates so they can pass at the right time. The player who takes the guard position is frequently one of the most experienced players because from this position they will direct their team's attacking play. For this reason they are often referred to as the 'playmaker'.

**The Centre** is usually the tallest player in the team as they play close to the basket both in defence and attack. The centre will be expected to make shots from close to the basket (usually under pressure from close marking opponents). They have good footwork so they can free themselves in the area under the basket to receive a pass before shooting. They are also good at winning defensive and offensive rebounds for the team.

**The Forward** plays on either the right or left hand side of the court. They will be among the taller players in the team and will be able to drive to the basket and perform accurate lay-ups. They will also be able to shoot from the corners and sides of the court. They must be prepared to set screens to help free a teammate for a drive or shot. A forward must also be prepared to move in to gain attacking rebounds should a shot be missed.



The table shows the order of importance of the different technical skills required within each role:

<b>Order of Importance</b>	<b>Guards</b>	<b>Centre</b>	<b>Forwards</b>
1	Dribbling	Rebounding	Shooting
2	Passing	Shooting	Rebounding
3	Shooting	Passing	Passing
4	Rebounding	Dribbling	Dribbling

### **Feature: Team Strengths and Weaknesses**

#### **Definition**

Team Strengths and Weaknesses should be considered before choosing a tactic within an activity. It is important to consider your opponent's strengths and weaknesses as well as your own strengths and weaknesses.

#### **Impact on Performance**

It is important to select a strategy that maximises your team strengths, minimises your team weaknesses, minimises your opponent's strengths and exploits your opponent's weaknesses. For example, the fast break strategy would be a good choice if you had quick players who could cope with performing skills at a fast pace or if a team were weak at breaking down defences. It would also be a good choice if your opponents had a strong defence and were weak at both shooting from long range and rebounding. It would also be sensible to consider the strengths and weaknesses of individual players and role related demands when analysing your own team's strengths and weaknesses.

### **Principles of Play**

#### **Feature: Width**

#### **Definition**

This is having a spread of players across the playing area and relates to the space between players across the pitch or court.

#### **Impact on performance**

When players create width in attack: they have more space and time in which to work and execute skills; it puts pressure on the defence by stretching them and creates holes in the defence called space; space provides more time and possibly more one v one situations and gaps for players to run through. This means that opposing players will have to work much harder, as they have to cover more space. Width in defence is important to ensure that there is a spread across the playing area to cover attacks through the middle or the wide areas. Within the fast break strategy width in attack is created by the supporting runs made by the forward and the centre as the guard dribbles up the middle of the court (Transition Phase). This drags opponents out of position, creates space and opens up gaps for attackers to run into or the ball to be played into.

## **Feature: Penetration**

### **Definition**

This is the ability to move into space, break through and/or get in behind a defence.

### **Impact on Performance**

This can be achieved by players moving into space or driving at defenders in 1v1 or overload situations. In basketball, forwards often use penetration when making a run in behind the defence to receive a pass close to the basket from their team-mate.

## **Feature: Depth**

### **Definition**

Depth involves having a player further back than the others and can be utilised in either defence or attack.

### **Impact on Performance**

Depth in defence, often referred to as lines of defence, has a player covering behind the defender so that if the 1st defender is beaten there is still another to get by before being through on goal/basket. For example, some football teams operate with a sweeper behind the back 3 or 4 to provide a second line of defence. Depth in attack is usually when a player drops further back from the goal/basket often to provide a passing option to retain possession. For example, within the fast break strategy depth is created by the positioning of the players in the attacking phase (Triangle Shape). In particular, the guard should stay at the top of the key after he/she plays the bounce pass to the forward. Depth provides support to the forward by providing passing/attacking alternatives should he/she be unable to perform the lay-up.

## **Feature: Support**

### **Definition**

Support can be similar to depth as it is mainly about providing options to teammates in attack and providing cover in defence. Support can also come from team-mates in front or in wide positions.

### **Impact on Performance**

Support is an important principle of play in team activities. For example, support play in Rugby involves helping the ball carrier advance the position of the ball. Options and support are vital to keeping the opponents guessing and to help your team break through the opposition defence. Support in basketball is also extremely important to provide cover in defence and more options in attack.

### **Feature: Delay**

#### **Definition**

Delay involves slowing down the opposition when defending or holding up an attack.

#### **Impact on Performance**

Delay in defence: The first priority when losing possession is usually to slow down or delay the attack so that the rest of the defence can get organised and sort back into position. This can be achieved by hustling and jockeying your opponent without over committing yourself. You can also reduce the time and space an opponent has by channelling them away from the danger area and into an area that is well defended or is difficult to attack from. Delay in attack: This is where the attacking player/ team deliberately slow down the pace of the attack to vary the tempo of the game or to hold up the ball. For example, slowing an attack down to maintain possession could be advantageous in order run down the clock when holding a lead.

### **Feature: Communication**

#### **Definition**

Communication is the ability to convey information to team mates/coach through the exchange of verbal speech, signals or actions.

#### **Impact on Performance**

Communication is vital for successful performance in many different physical activities both in practice and in competitive situations. Communication is used when receiving feedback or advice by a coach or team mate during practice and it must be clear, concise and accurate. Communication is also used before a competitive match to discuss tactics/strategies and to finalise roles and decisions for the team. During a match, players must be able to convey instructions, call set plays, offer advice and support other members of the team. Communication takes place in each phase of the fast break strategy. In the defensive phase, the centre uses verbal communication to signal the start of the fast break by shouting rebound. At the same time, the guard uses visual communication to show the centre where he/she wants the outlet pass played to. In the Transition phase, the forward uses verbal communication to let the guard know that he/she is making a supporting run and is available for a pass. In the attacking phase, the forward again uses verbal communication to let the guard know that he/she is available for a pass. The forward will also use visual communication, (hand outstretched) to let the guard know where the pass should be played to.



## **SOCIAL FACTOR – FEATURES, DEFINITIONS & IMPACT ON PERFORMANCE**

### **Feature: Team Dynamics**

Team Dynamics is the interaction of performers within a team or group. It is mainly to do with making the team more effective than the sum of its parts. The following features are all important in order to have 'Good Team Dynamics'.

- **Co-operating with others**

#### **Definition**

Co-operating is where you work together with others to achieve a common goal.

#### **Impact on Performance**

Co-operating with others is important when performing the Fast Break as players need to work together in order for the strategy to be successful. Co-operating with others is also important in defence, for example, when double marking an opponent or covering for a team-mate who is out of position. Co-operating with others can also be helpful in practice E.g. In basketball, my teammate helped me practice my lay-ups by feeding the ball when I was ready. Co-operating with others in practice situations makes learning skills easier as you are able to develop the skill to a competent level without added pressure.

- **Contributing to a team**

#### **Definition**

In any activity, where you work with at least one other person, you will be a member of a team. Within the team you will have to give (contribute) something that helps the team. Each member of the team is expected to contribute and this contribution can determine whether a team is to be successful.

#### **Impact on Performance**

Making a positive contribution to your team will have a positive effect on the overall performance. For example, in basketball a player may have an idea and suggest how a strategy could be developed in order to making the overall performance better. Also when playing, if your team-mates see that you are working hard and fulfilling your role then they may work harder to ensure that they are also fulfilling their roles. A negative contribution or failure to fulfil your role could result in a poor team performance. If you fail to work hard or perform poorly then your fellow players may also begin to lose faith in your performance.

- **Relationships**

#### **Definition**

Relationships are the way in which your team members regard and behave towards one another.

#### **Impact on performance**

Relationships can have a profound impact on the potential success of team performance. In basketball, you could have a group of exceptionally talented players that on paper should be successful, but if they have a poor relationship then they will almost certainly produce a weaker performance compared to a team who can work together using the strengths of all its members. Another area where relationships have a major impact is between the coach and player. If you do not get along or have different ideas it would become almost impossible to work effectively.

## Feature: Self-Conduct

### Definition

Self-Conduct relates to the behaviour of a performer and their social interactions with players, crowd and officials.

[https://www.youtube.com/watch?v=bAb4ZTnW\\_oA](https://www.youtube.com/watch?v=bAb4ZTnW_oA) Good Sportsmanship 1950

### Impact on performance

The conduct and behaviours of a performer can be very complex since it is often affected by relationships and interactions with others. For example a football player may feel intimidated or anxious by an aggressive crowd chanting for them to miss a penalty. A “weaker” referee may be more easily swayed to award free kicks or other decisions by the conduct of a home crowd throughout a match. There are written rules of conduct and codes of conduct for all parties to follow. Professionalism in sport has led to sportsmen/women and officials having to conduct themselves in a more “professional” manner. This can affect how they dress, how they train, how they behave throughout a performance, the things they may say and also how they behave in post performance interviews. Self-Conduct can be placed under a great deal of scrutiny by the general public as well as the media and since they often set an example to younger generations there are a number of expectations on how they must conduct themselves at all times. Failure to conduct themselves correctly can lead to punishment through the rules of the activity, financial fines, suspensions and even loss of their jobs. In golf, players generally conduct themselves very well. Despite having a deep desire to win most golfers will do all they can to behave in line with the rules and the codes of conduct. They may hope that their opponents don't hole their putt to win, but they would never cheer, fist pump or laugh when an opponent misses. Win or lose they will generally conduct themselves in a manner showing respect to their opponents, the officials and the crowds watching. Barcelona striker Luis Suarez is an example of a footballer with poor self-conduct. He has been banned three times in his career for biting an opponent and was also found guilty of racially abusing an opponent during a game. In basketball lessons, poor self-conduct would involve negative body language or verbal reaction towards a personal mistake, arguing with team-mates/opposition, contesting referee's decisions or committing intentional fouls. The use of positive praise and playing within the rules would be examples of good self-conduct.



## **PYHSICAL FACTOR - GATHERING AND ANALYSING DATA**

We are going to analyse our Tactics by using the following methods:

### **Video Analysis**

Recording your performance will allow you to concentrate on the game without having to think about the analysis during the action. You are then able to watch back your recording afterwards to analyse your performance in more depth.

### **Advantages**

- It is a reliable form of external feedback as once the performance is recorded it can be viewed over and over again, allowing the performer to focus on different points each time.
- The video also allows you to view the strategy from a different angle which may make it easier to analyse the principles of width and depth.
- As the fast break is carried out at a fast tempo, it may be difficult to analyse specific phases of the strategy, slow motion allows individual players and phases to be observed easily.
- It can be used to view a model performance and compare it to your own performance.

### **Match Analysis Sheets**

Match Analysis Sheets are used to record information about your performance during a match. They are usually completed by someone who is watching your performance, however, you can also video your performance and then watch it back to carry out your own analysis.

- In class, we used two different types of Match Analysis; initial and focussed data sheets, both of which involved comparing our performance against model criteria.
- The Initial data sheet allowed us to focus on the three main phases of the fast break by identifying if they were successful or in need of improvement.

E.g. From the information we were able to identify that phase was performed well but phase 2 and 3 was where the problems occurred, this is when the guard dribbles the middle and passes to the forward who attempts to perform a lay-up shot.

- With this information we then used a focused data sheet to collect further information about our specific weakness within the attacking phase (phase 3).
- The focused data sheet allowed us to analyse key principles of play within the attacking phase allowing us to pin point exactly where and why our strategy was failing.

E.g. From this information we were able to identify that our specific weakness was a lack of penetration in the transition phase / lack of width in the attacking phase.

### **Advantages**

- It can be used in conjunction with video analysis to make data more reliable
- It useful for identifying strengths and weaknesses
- Information collected can be used to help plan a development programme
- It is a permanent record of performance which can be used to monitor/evaluate progress

### **Knowledge of Results**

Counting the number of successful attempts provides allows you to easily measure your success rate as a percentage of overall attempts made.

### **Advantages**

- Again, this is a permanent record of performance which can be used for monitoring and evaluating performance both during and after a development programme is carried out.

### MATCH ANALYSIS - INITIAL DATA SHEET

Analyse how effective your team is at executing the fast break strategy in a 3v3 game of basketball against a similar standard of opposition.

Attempt	Defensive Phase	Transition Phase	Attacking Phase	KOR (basket scored)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

✓ = Successful X = Needs improvement

#### Criteria

##### **Defensive Phase** - Rebound

- Fast, accurate outlet pass played to the Guard

##### **Transition Phase** - Dribble the middle

- Accurate bounce pass played to the Forward

##### **Attacking Phase** - Forward just in front of Guard

- Pass collected and lay-up shot taken

### MATCH ANALYSIS - FOCUSED DATA SHEET

Analyse the transition and attacking phases of the 3 Man Fast Break in more depth to identify specific weaknesses within the strategy.

Attempt	Width in Attack	Penetration	Depth in Attack
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

✓ = Successful    X = Needs improvement

#### Criteria

##### Width in Attack

##### Penetration

##### Depth in Attack

- Both Centre and Forward are in wide positions just in front of Guard
- Guard dribbles the ball down the middle of the court at pace committing any opposing defenders.
- Forward (or Centre) receives pass and has space to drive towards basket and perform lay-up
- Guard remains at the top of the key to provide support



## **GATHERING AND ANALYSING DATA - STRENGTHS AND WEAKNESSES**

### **Strengths**

#### **Delay in defence**

In defence, my team showed that we consistently were able to delay the opposition's attack after we lost possession of the ball. We slowed the opposition's attack down by 'jockeying' them and putting them under pressure. This allowed my team-mates time to recover and return to their defensive positions thus preventing the opposition from scoring.

#### **Communication**

In the defensive phase, the centre communicates well to signal the start of the fast break by shouting rebound. The guard also uses good communication to show the centre where he/she wants the outlet pass played to by holding his/her hands up. The forward also uses visual communication to let the guard know where the pass should be played to in the attacking phase by signalling with their hand.

### **Weaknesses**

#### **Lack of width**

Our forward and centre did not provide enough width by being just in front of the guard. They often made their run too early which meant that the passing lane to the forward was cut off by a defender.

#### **Lack of penetration**

The timing of the forwards run was not helped by the guard who often did not penetrate the space down the middle of the court quick enough again causing our forward to be in position too early.

#### **Lack of Depth**

In attack, we often failed to support our team when they had possession of the ball. In the attacking phase of the fast break our guard did not stay at the top of the key to provide a passing option to the forward if they were unable to lay-up.



## **SOCIAL - GATHERING AND ANALYSING DATA**

### **Questionnaires**

Questionnaires can be used to record thoughts and feelings on social factors impacting on a performance.

### **Team Dynamics Questionnaire**

This is a questionnaire that is used to measure Team Dynamics. In this questionnaire the performer must read 10 statements related to the different features of team dynamics -working with others, contributing to a team and relationships. They then have to circle a number between 1 and 9 to show how strongly they agree with each statement.

In order to identify strengths and weaknesses the performer must reflect on their results and summarise the most significant statements.

### **Advantages**

- The statements in the questionnaire are easy to understand and it takes little time to complete.
- Scoring between 1 and 9 makes it easy to identify strengths and weaknesses.
- Questionnaires give you a permanent record of your performance which allows you to look back and compare your results to check for improvement during and after your training programme.

### **Disadvantages**

- As questionnaires rely on a performer's thoughts and feelings the information can only be reliable if the responses are honest. You may have a clouded view of yourself depending on your own view of yourself (we all know someone who thinks they are just great when in reality they have flaws like everyone else).

### **Discipline Record**

Keeping a discipline record is an appropriate method for gathering information on Self Conduct. An observer records information on the actions/behaviours of the performer by marking tally marks against statements which relate to displays of both poor and good self-conduct. For example, the observer would make a note of both negative verbal remarks and the use of positive praise made during a game of basketball. Results can then be compared with other team-mates and members of the class.

### **Advantages**

- Getting a partner to complete the discipline record will make the data more reliable as they should provide an unbiased view.
- Completing the discipline record provides a permanent record of performance which allows you to look back and compare your results in order to monitor progress.



### Analysis of Results

Look at your completed Questionnaire and write up your teams' strengths and weaknesses. Consider the example answers below.

<p>Strengths:</p> <ul style="list-style-type: none"><li>- Most of my team shares the same commitment to our teams' goals.</li><li>- We sometimes work well together as a team.</li><li>- I am sometimes happy with my teams desire to succeed.</li><li>- Most players within my team get along with each other.</li></ul>	<p>Strengths:</p>
<p>Weaknesses:</p> <ul style="list-style-type: none"><li>- As a team we are not always on the same page.</li><li>- We are not always all given equal opportunities.</li><li>- We know our roles but not everyone makes a positive contribution.</li><li>- Some players put more effort in than others</li></ul>	<p>Weaknesses:</p>

### Conclusion

From the evidence I have collected we can conclude that from the SOCIAL factor we need to improve our Team Dynamics. To do this we must improve our relationships and learn how to co-operate with each other.

## DISCIPLINE RECORD

Name:

Game length:

Score:

	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
Negative body language to personal mistake				
Negative body language to team mistake				
Negative verbal reaction to personal mistake				
Arguing with team				
Arguing with the other team				
Contesting referee's decision				
Decrease in effort				
Foul				
Cynical Foul				
Off the ball incident				
Use of positive praise				
Act of sportsmanship				

Major incidents that affect discipline:

## **PHYSICAL FACTOR – APPROACHES TO PERFORMANCE DEVELOPMENT**

### **'Wingers Game' (Width in attack)**

Cones are used to create 2 channels down either side of the court. The defending team are not allowed in these channels. The team in possession are therefore able to pass the ball into these channels in order to open up play.

Advantages:

- Encourages the ball to be played out wide away from the 'busy' middle.
- Allows the player in possession to dribble the ball forward into space.
- Drags defence out wide which creates gaps allowing for penetrating runs.

### **'Boxed Out Game' (Width in attack)**

Players cannot receive the ball in the coned off area in the middle of the court. The game starts with a small box and the size of the box can be increased to make the game more difficult.

Advantages:

- Encourages the ball to be played out wide.
- Builds communication as players have to signal for passes to be played through the middle zone.

Other Advantages:

- Conditioned games are fun
- Conditioned games encourage a team to focus on specific parts of their performance

### **'Rugby Basketball' – (Penetration and Depth in attack)**

Players are not allowed to pass the ball forwards. To advance the ball up the court players must dribble forward and pass backwards. This encourages team-mates to support attack by providing depth behind the ball. It is best to start with small sided games to encourage everyone to get involved. This will mean that there are fewer options for passing which will force all players to move to support team-mates.

## **PHYSICAL / SOCIAL FACTOR - APPROACHES TO PERFORMANCE DEVELOPMENT**

### **Walk/Run through rehearsals, Opposed / Unopposed practice and Group work**

Walk/Run through rehearsals and Opposed / Unopposed practice are both recognised methods for developing Role Related Demands (Physical)

Partner or Group Work is also a recognised method for improving Team Dynamics (Social)

#### **1. Unopposed Play (3V0)**

##### Description

Players walk through the Fast Break getting a feel for their roles and responsibilities. Teacher/coach instructs each player where they should be. The drill is repeated over and over with the speed being gradually increased until the team can perform the strategy at game speed unopposed with consistent success.

##### Explanation

This method allows players to become familiar and understand their role and become confident in it. The teacher/coach talks through the strategy and explains what is expected in each role. This increases each player's understanding of each other's roles and how they relate to each other. This drill develops player confidence as there should be a high success rate with no opposition. The pace of the strategy can also be increased or slowed down when required.

#### **2. Passive Defence (3v1 and 3v2)**

##### Description

Players perform the Fast Break as normal at game speed. The guard must drive towards the free throw line to commit the first defender. The defender closes down the guard but takes on a passive role (not full out defending but enough to put slight pressure on decision making). The guard then makes an appropriate pass to the forward for an uncontested lay-up. The drill is then repeated until the team can perform the strategy with consistent success. A second passive defender can be added behind the first defender. They will move towards either the oncoming forward or centre in anticipation of a pass being made. This will encourage the guard to make a quick decision on whom to pass to.

##### Explanation

This method is appropriate as each player can practice their role and face situations similar to what they will experience in a game. The defence is passive so it gives players time to make effective decisions and work cooperatively which in turn will raise players' confidence in themselves and in their team. This drill is also repeated many times which provides the opportunity for players to practice situations over and over again. The teacher/coach is available to provide feedback on performance.

#### **3. Pressure Drill (3v2 and 3v3)**

##### Description

Players perform the Fast Break as normal at game speed. As the centre initiates the Fast Break by shouting, "rebound", two defenders run from the opposite corners of the baseline and become active. The defenders decide who to track. The Guard, who would have received a quick outlet pass from the centre, would then need to make quick decisions based on the actions of the defensive players. The drill is continued until a basket is scored or

defence intercept the ball. The drill is then repeated until the team can perform the strategy with consistent success. A third defender can be added as soon as the guard crosses the halfway line. This defender is positioned at the half way line and they must touch the centre circle with on foot before becoming an active defender.

Explanation:

This method is appropriate as the teams players can practice primarily in their role and face situations similar to what they will experience in a game. The defence is active which allows players to develop their problem solving and decision making skills. The drill only uses two defenders which will develop the teams' cooperation and mobility further as it creates a 3v2 overload. The attacking team need to work together to take advantage of this. By doing so and achieving success will not only increase the players' confidence but will develop the teams' dynamics. By monitoring the success of the strategy, the team can easily monitor how effective they have been in cooperating with each other.

## **SOCIAL FACTOR - APPROACHES TO PERFORMANCE DEVELOPMENT**

### **Role Models**

True role models are those who possess the qualities that we would like to have, and those who have affected us in a way that makes us want to be better people. Role models can therefore be used to motivate us to improve our own behaviour and self conduct. Role Models can come from the performers own activity or from another activity as it is their personal qualities and behaviours that a performer may take inspiration from.

Examples

Andy Murray's relaxed demeanour off the court but die-hard attitude on the court makes him an excellent role model. Murray shows excellent discipline on court by never giving up in matches and not letting losses in previous games affect his performances in the next tournament. Murray's rival Novak Djokovic also displays excellent self-conduct by playing fairly at all times. Watch the video below of Djokovic's act of sportsmanship when he awards his opponent a point after a wrong call from a line judge.

<https://www.youtube.com/watch?v=cPvlqjxFQqs> -Djokovic's Act of Sportsmanship



Physical & Social



## **MONITORING PERFORMANCE DEVELOPMENT**

Recording and monitoring your personal development is essential in order to check progress and make changes to your course of action as you go along.

This can be done through:

- Monitoring the reaction of the defence
- Using knowledge of results – keeping a record of the number of baskets scored from a fast break
- Receiving verbal feedback from teacher or coach on your progress during practice and in games
- Completing a training diary after each session to record your thoughts and feelings
- Setting short and long term goals and checking whether they are being met.

Advantages of Monitoring Performance

- Monitoring the reaction of the defence will ensure any changes remain effective. If the opposition are coping or adapt their defensive strategy to counteract your new /improved strategy then further changes may be necessary
- Knowledge of Results provides a quick and easy way to check progress
- Achieving goals may improve confidence and aid motivation
- Monitoring will allow a comparison with previous information gathered in order to assess whether your personal development programme is appropriate
- You will be able to make changes/adaptations to your programme based on information gathered
- You can identify any new strengths/weaknesses.

## **EVALUATING PERFORMANCE DEVELOPMENT**

When evaluating your personal development programme it is essential to identify your current level of performance and compare this against your initial performance. For example, carrying out video/match analysis and using knowledge of results - counting the number of baskets scored from a fast break and comparing this information to data gathered before performance development. Goal setting and receiving verbal feedback from your teacher or coach may also be a useful method of evaluating your performance.

Advantages of Evaluating Performance

- Repeating the same methods of analysis used before the course of action was carried out allows a comparison of results to be made
- As the fast break is carried out at a fast tempo, video is useful when completing data sheets as slow motion allows individual players and phases to be observed easily
- Match Analysis is an objective and reliable method for monitoring performance development as it provides statistical evidence of performance. If results are improving, practice is working.
- Knowledge of results allows a quick and easy measurement of our success rate
- Achieving goals may improve confidence and aid motivation for further performance development programmes
- After evaluating your performance development you will be able to identify your future development needs.

### My Future Development Needs

Following your process of monitoring and evaluating the success of your approaches to development, you may be able to identify next steps or future needs.

By retesting and evaluating the process you have completed you will be able to identify any features within the factors that still require focus.

- You may decide to continue to work on the same factor
- Change to another factor or particular feature of that factor (See Section A). For example, it may be that it is your decision making (Mental Factor) that is now impacting on your performance. Information on this feature has been included at the end of this resource.



## EXTRA INFORMATION – MENTAL FACTOR (DECISION MAKING)

During the game, circumstances may occur which may require you to make decisions and adapt your strategy. For example, the defence will eventually counter your fast break by tightly/double marking your forward. Your team will then be forced to change your strategy by making decisions to ensure your strategy remains successful (see diagrams on following pages). Circumstances may also involve changing your strategy altogether. An alternative attacking strategy used in basketball is the Screen and Roll strategy. This strategy allows the team to perform a pre-rehearsed set play in front of the opponent's basket. It allows the game to slow down and it is therefore a more controlled transition of the ball into attack.

### Description of the Screen and Roll Strategy

- The guard retains possession of the ball allowing the centre and forward to run ahead and position themselves in front of the opponent's basket.
- The forward creates space to receive a pass from the guard by performing a v-cut.
- Once the ball is passed to the forward, the centre sets a screen on the forwards defender blocking the defender's path.
- The forward penetrates the space and the centre rolls towards the basket giving the forward another option in attack.
- The forward can either drive towards the basket to perform an unopposed lay-up or pass to the rolling centre.

### Individual Roles within Screen and Roll Strategy

#### Guard

- To slow play down to allow offense to set up.
- To bring ball up the court and select correct passing option.
- To provide depth in attack if team-mates are unable to penetrate space.
- To defend basket if offense breaks down.

#### Forward

- To provide width in attack by being positioned outwith the key.
- To create space to receive a pass from guard by performing v-cuts.
- To drive towards basket and perform lay-up or pass to rolling centre.

#### Centre

- To create space for forward by setting screens away from the ball.
- To roll to the basket to provide another attacking option for forward.

### Advantages

- Excellent way of creating space against man to man defence
- Good to use as an alternative strategy as slower tempo allows team to regain energy
- Can be used to slow the game down if team is winning with little time remaining
- Good to use when team is better (man to man) than their opponents

### Disadvantages

- Due to the amount of movement required, it is crucial that each individual knows their role and responsibilities
- Vital that timing of screens / cuts to basket are correct in order to create space
- Requires good decision making skills and for each individual to select the correct pass.

## **UNIT AND COURSE ASSESSMENT HELP**

### **Command Words**

Throughout the Factors Impacting Performance Unit you will be asked to demonstrate your understanding of the course through responding to the following command words:

**Analyse** – This requires critical thinking by exploring various concepts related to the course. For example, you will be asked to analyse different methods of gathering information on different factors. To answer this you should provide the advantages and any disadvantages of these methods and draw conclusions based on your analysis.

**Evaluate** – This involves making informed judgements supported by findings from your own experience, personal feelings and any other types of evidence. For example, you will be asked to evaluate the effectiveness of your development plan. To answer this you will need to comment on the effectiveness of your programme by highlighting any positive or negative effects it has had on your performance.

**Explain** – This requires you to demonstrate your understanding through reasoning. For example, you will be asked to explain the relevance of using certain approaches to develop performance. This involves making clear the main points and reasons why selected approaches are chosen to develop performance (advantages of method).

**Justify** – This is similar to explain although more evidence may be required to support reasons. For example, you will be asked to justify why a particular factor requires development. You could justify this by referring to data you have collected on your performance.

These command words will also feature in the final course assessment as part of both the single performance and the question paper.

### **Single Performance**

Here you are required to explain the relevance of two challenges you will face in the single performance and explain how you will prepare to meet these challenges.

Following your performance you will be required to analyse the effectiveness of your preparation for the two challenges and evaluate your strengths and areas for development from your performance. 40 marks are awarded for your single performance. 20 marks are awarded for Preparation and Evaluation of your performance.

### **Question Paper**

The question paper will have two sections. The first section will contain 3 questions which are worth a total of 24 marks. These questions will be similar to the types of questions you have answered in the FIP unit workbook. The second section will involve a scenario question worth 16 marks. You will need to apply your knowledge and understanding of the coursework across the Swimming, Basketball and Table Tennis to other sports and performance situations in order to access high end marks.