**Nat 4/5**

**Badminton Data Collection Sheets**

Sheet 1

**MATCH ANALYSIS**

This match analysis sheet will focus on the effectiveness of the performer’s skills within a game. The game will last 8 minutes and will be against an opponent of similar ability. This sheet can be completed through peer observation or the use of video footage with tallies marked under 3 categories of-very effective, fairly effective or ineffective.

**The criteria for each skill is as follows -**

‘Effective’ resulted in point/rally being won or opponent was put under pressure meaning the next shot was able to be executed easily.

‘Fairly Effective’ resulted in the rally being continued and opponent was able to return the shot.

‘Ineffective’ resulted in a direct loss of point/rally or opponent was able to play a winning shot.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **High Serve** | **Overhead Clear** | **Drop Shot** | **Smash** | **Net Shot** | **Total** | **%** |
| **Very Effective** |  |  |  |  |  |  |  |
| **Fairly Effective** |  |  |  |  |  |  |  |
| **Ineffective** |  |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |  |
| **% Very Effective** |  |  |  |  |  |  |  |
| **% Fairly Effective** |  |  |  |  |  |  |  |
| **% Ineffective** |  |  |  |  |  |  |  |

Sheet 2

**MATCH OBSERVATION SCHEDULE**

The physical factors impacting on performance are a combination of fitness, skills and tactics. The effectiveness of skills being performed can be influenced by a performer’s physical, skill-related and mental fitness especially as performers begin to get tired. This match analysis sheet will focus on the success rate of the performer’s skills over the first and second half of the game. The game will last 8 minutes and will be against an opponent of similar ability. This sheet can be completed through peer observation or the use of video footage with each shot marked a **√** for successful and **x** for unsuccessful.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Area of Game | High Serve | Overhead Clear | Drop Shot | Smash | Net Shot | Returns to Base |
| Fitness Requirements | PowerConcentration | PowerConcentration | PowerConcentration | PowerConcentration | BalanceConcentration | AgilityReaction TimeSpeed Endurance |
| Time in Minutes | 0-4 |  |  |  |  |  |  |
| 4-8 |  |  |  |  |  |  |

Sheet 3

**STANDARDISED FITNESS TESTS**

|  |  |  |
| --- | --- | --- |
| Aspect of Physical Fitness | Test | Score |
| Speed Endurance | Pyramid Run |  |
| Power | Vertical Jump |  |
| Balance | Stork |  |

|  |  |  |
| --- | --- | --- |
| Aspect of Skill-Related Fitness | Test | Score |
| Co-ordination | Throw and Catch |  |
| Agility | Illinois Agility Run |  |
| Reaction Time | Ruler Drop |  |

**Analysis of Results**

**Sheet 4**

**POOLE FOREHAND CLEAR TEST**

**STANDARDISED BADMINTON TEST**

**PURPOSE**

To evaluate the ability of a performer to hit a forehand clear shot from the back of the court.

**DIRECTIONS**

* The performer stands at the middle point of the backcourt tramline. The opponent stands on the target side of the net, in the middle of the court 11ft away from the net.
* The opponent must stand facing the net with their racquet held high above their head. The opponent shouts out “low” if the shuttle fails to pass over the height of the extended racquet.
* The performer holds the racquet head parallel to the floor. The shuttlecock is held by the rubber end with the feather end facing the floor. The performer throws the shuttlecock high in the air. As the shuttle begins to fall the performer hits a forehand overhead clear to the target side of the net.
* For the performer to score the shuttle cock must clear the net and the opponents extended racquet.

**SCORING**

The performer plays 12 overhead clear shots and earns the point value for the zone in which the shuttlecock lands.

To work out the final score only count the best 10 shots. A shuttlecock that lands on a line is given the higher point value.

A point is deducted for each shuttle that fails to clear the opponent’s extended racquet.

A perfect score is 40 points.

**SCORING SCALE**

**Preliminary Performance Final**

**Skill Test Level Skill Test**

20 and above good 24 and above

13 – 19 fair 16 – 23

0 – 12 poor 0 – 5

**SCORING**

The diagram below shows the value of points given to the different scoring zones.



Use the table below to calculate your score.

|  |  |  |  |
| --- | --- | --- | --- |
| Scoring zone | \*Tally of score | \*\*Tally of fails | Overall score |
| 1 |  |  |  |
| 2 |  |
| 3 |  |
| 4 |  |

\*Remember to deduct your 2 lowest scores.

\*\* Minus 1 point for every shuttle that fails to go over opponent’s racquet.

Sheet 5

**SPORT EMOTION QUESTIONNAIRE**

Below you will find a list of words that describe a range of feelings that sport performers may experience. Please read each one carefully and indicate on the scale next to each item how you feel **right now, at this moment, in relation to the *upcoming* competition**. There are no right or wrong answers. Do not spend too much time on any one item, but choose the answer which best describes your feelings right now in relation to the upcoming competition.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Not at all | A little | Moderately | Quite a bit | Extremely |
| Uneasy | 0 | 1 | 2 | 3 | 4 |
| Upset | 0 | 1 | 2 | 3 | 4 |
| Exhilarated | 0 | 1 | 2 | 3 | 4 |
| Irritated | 0 | 1 | 2 | 3 | 4 |
| Pleased | 0 | 1 | 2 | 3 | 4 |
| Tense | 0 | 1 | 2 | 3 | 4 |
| Sad | 0 | 1 | 2 | 3 | 4 |
| Excited | 0 | 1 | 2 | 3 | 4 |
| Furious | 0 | 1 | 2 | 3 | 4 |
| Joyful | 0 | 1 | 2 | 3 | 4 |
| Nervous | 0 | 1 | 2 | 3 | 4 |
| Unhappy | 0 | 1 | 2 | 3 | 4 |
| Enthusiastic | 0 | 1 | 2 | 3 | 4 |
| Annoyed | 0 | 1 | 2 | 3 | 4 |
| Cheerful | 0 | 1 | 2 | 3 | 4 |
| Apprehensive | 0 | 1 | 2 | 3 | 4 |
| Disappointed | 0 | 1 | 2 | 3 | 4 |
| Angry | 0 | 1 | 2 | 3 | 4 |
| Energetic | 0 | 1 | 2 | 3 | 4 |
| Happy | 0 | 1 | 2 | 3 | 4 |
| Anxious | 0 | 1 | 2 | 3 | 4 |
| Dejected | 0 | 1 | 2 | 3 | 4 |

*Scoring Instructions:*

**Anxiety** = (uneasy + tense + nervous + apprehensive + anxious)/5 = \_\_\_\_\_\_\_\_

**Dejection** = (upset + sad + unhappy + disappointed + dejected)/5 = \_\_\_\_\_\_\_\_\_

**Excitement** = (exhilarated + excited + enthusiastic + energetic)/4 = \_\_\_\_\_\_\_\_\_

**Anger** = (irritated + furious + annoyed + angry)/4 = \_\_\_\_\_\_\_\_\_

**Happiness** = (pleased + joyful + cheerful + happy)/4 = \_\_\_\_\_\_\_\_

The response stem can be changed to refer to ***current*** or ***previous*** competition as required although the SEQ has only been currently validated for pre-competition use.

Sheet 6

**Emotional Self-Reflection Record**

Please answer the following questions honestly and as accurately as you can.

Do you think you are positive or negative to your team mates?

Do you think you are positive or negative towards your opponents?

Do you think you are positive or negative towards the match officials?

Do you think you are positive or negative towards yourself?

What do you think was the strongest emotion you felt during **today’s** performance? (Name more than one if necessary)

How do you think this emotion(s) affected your performance **today?**

Sheet 7

**SCATTER DIAGRAM**

This diagrammeasures the effectiveness of each shot attempt by showing where the shuttle lands. The feeder will play 30 high serves while the performer should attempt to hit the shuttle to the target area. The observer should mark a cross where the shuttle lands. Put a cross on the table each time the shuttle lands (try to be as accurate as possible).

Note: The serve must have crossed the halfway mark (marked with cones) for the serve to be valid. Also, if you have a target zone please highlight this on the court diagram.

Shot \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Performer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Feeder \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |  |
|  |  |  |  |

**Analysis of Results**

Sheet 8

**MOVEMENT ANALYSIS**

**HIGH SERVE OBSERVATION SCHEDULE**

This observation schedule will focus on the performance of a specific skill. This will be completed through peer observation of a performer in comparison to model performance criteria which is broken down into preparation, action and recovery.

|  |  |  |
| --- | --- | --- |
| **Phase of Action** | **Features of a Model Performance** | **Performed****√ X ?** |
| Preparation | * Stance is side-on to net
* Feet about shoulder width apart
* Non-racket foot forward, close to service line
* Weight is on the back foot
* Racket is held up & back
* Hand is cocked at the wrist
* Shuttle is held out in front of body
 |  |
| Action  | * Shuttle is dropped
* Racket arm swings forward at speed
* Shuttle is struck below waist height & whole of the racket head is below the hand at impact
* Action at impact is whip-like
* Weight is transferred from back foot to front foot
* Body weight shifts to front foot at impact
* Hips rotate to face the net
* Some part of both feet stay in contact with the floor
 |  |
| Recovery | * Racket swing finishes up
* Weight is on front foot
* Arm crosses in front of body close to non-racket shoulder
* Ready position & base are recovered
 |  |

√ = successfully x = unsuccessfully

1. Main strengths identified:
2. Main weaknesses identified:

Sheet 8

**MOVEMENT ANALYSIS**

**OVERHEAD CLEAR OBSERVATION SCHEDULE**

This observation schedule will focus on the performance of a specific skill. This will be completed through peer observation of a performer in comparison to model performance criteria which is broken down into preparation, action and recovery.

|  |  |  |
| --- | --- | --- |
| **Phase of Action** | **Features of a model performance** | **Performed****√ X ?** |
| Preparation | * Split step – right foot forwards & left back – turn just after opponent has hit the shuttle
* Turn & push off left foot to chasse in sideways stance to rear of the court
* Begin to elevate the front (non-racket) arm
* Take the racket back with the racket facing down with relaxed forehand grip
* Create a position with elbows & shoulders in a line
* Look over the front arm
* Rear foot is parallel to back line
* Weight on back foot & leg
 |  |
| Action | * Drive the right hip upwards & forwards
* Drive the racket arm upwards above racket shoulder
* Contact the shuttle with a straight arm at the highest point
* Tighten grip as you contact the shuttle
* Pull front arm in to control body rotation
 |  |
| Recovery | * Follow through forwards & downwards with racket arm
* Land with a wide stance
* Back foot (left) & front foot (right) in quick succession
* Back foot turned outwards
* Chasse forwards to base – right foot leading
 |  |

√ = successfully x = unsuccessfully

1. Main strengths identified:
2. Main weaknesses identified:

Sheet 8

**MOVEMENT ANALYSIS**

**DROP SHOT OBSERVATION SCHEDULE**

This observation schedule will focus on the performance of a specific skill. This will be completed through peer observation of a performer in comparison to model performance criteria which is broken down into preparation, action and recovery.

|  |  |  |
| --- | --- | --- |
| **Phase of Action** | **Features of a model performance** | **Performed****√ X ?** |
| Preparation | * Split step – right foot forwards & left back – turn just after opponent has hit the shuttle
* Turn & push off left foot to chasse in sideways stance to rear of the court
* Begin to elevate the front (non-racket) arm
* Take the racket back with the racket facing down with relaxed forehand grip
* Create a position with elbows & shoulders in a line & look over the front arm
* Rear foot is parallel to back line
* Create a wide stance
* Weight on back foot
 |  |
| Action | * Rotate body forwards
* Drive the racket arm upwards above racket shoulder
* Contact the shuttle with the racket face parallel to the net & relaxed arm
 |  |
| Recovery | * After impact, relax & pronate racket arm
* Follow through forwards & downwards with racket arm
* Land with a wide stance
* Back foot (left) & front foot (right) in quick succession
* Back foot turned outwards
* Chasse forwards to base – right foot leading
 |  |

√ = successfully x = unsuccessfully

1. Main strengths identified:
2. Main weaknesses identified:

Sheet 8

**MOVEMENT ANALYSIS**

**SMASH OBSERVATION SCHEDULE**

This observation schedule will focus on the performance of a specific skill. This will be completed through peer observation of a performer in comparison to model performance criteria which is broken down into preparation, action and recovery.

|  |  |  |
| --- | --- | --- |
| **Phase of Action** | **Features of a model performance** | **Performed****√ X ?** |
| Preparation | * Turn & push off left foot to chasse in sideways stance to rear of the court
* Rear foot is parallel to back line
* Wide stance
* Begin to elevate the front (non-racket) arm for balance
* Take the racket back with the strings facing down with relaxed forehand grip
* Create a position with elbows & shoulders in a line
* Look over the front arm
* Weight on back foot with leg bent to generate power
 |  |
| Action | * Drive the right hip upwards & forwards
* Drive the racket arm upwards & forwards
* Contact the shuttle in front of body
* Tighten grip as you contact the shuttle
 |  |
| Recovery | * Follow through downwards & across body with racket arm
* Land with a wide stance
* Back foot (left) & front foot (right) in quick succession
* Back foot turned outwards
* Chasse forwards to base – right foot leading
 |  |

√ = successfully x = unsuccessfully

1. Main strengths identified:
2. Main weaknesses identified:

Sheet 8

**MOVEMENT ANALYSIS**

**NET SHOT OBSERVATION SCHEDULE**

This observation schedule will focus on the performance of a specific skill. This will be completed through peer observation of a performer in comparison to model performance criteria which is broken down into preparation, action and recovery.

|  |  |  |
| --- | --- | --- |
| **Phase of Action** | **Features of a model performance** | **Performed****√ X ?** |
| Preparation | * Split step – left foot forwards & right back – turn just after opponent has hit the shuttle
* Push off left foot to chasse in sideways stance to front of the court
* Make a lunge to the net with racket foot & knee aligned
* Present the racket face to the shuttle
* Bend the wrist back allowing the racket face to position itself below the hand
* Reach forward but without locking out the elbow
 |  |
| Action | * Contact the shuttle at the highest point possible (i.e. as close to top of the net as possible)
* Push the shuttle over the net
 |  |
| Recovery | * After impact, relax the racket arm so there is no follow through upwards
* Push off front foot strongly
* Chasse backwards to base – left foot leading
 |  |

√ = successfully x = unsuccessfully

1. Main strengths identified:
2. Main weaknesses identified:

Sheet 9

**ANALYSIS OF RESULTS**

Firstly, I analysed my match analysis sheet to help me identify my strengths and weaknesses. This provided me with statistics telling me what shots were effective and which ones were ineffective.

My strengths were: This helped my game because:

|  |  |
| --- | --- |
| 1. |  |
| 2. |  |

My main weakness was: This was a big disadvantage because:

|  |  |
| --- | --- |
| 1. |  |

I then took focused data on my \_\_\_\_\_\_\_\_\_\_ by completing a movement analysis observation schedule. This showed that in:

The ‘preparation’ phase… My \_\_\_\_\_\_\_\_\_ therefore had…

|  |  |
| --- | --- |
| I was  |  |
| I was also able to |  |
| I was unable to |  |

In the ‘action’ stage phase … My \_\_\_\_\_\_\_\_\_ therefore had…

|  |  |
| --- | --- |
| I was  |  |
| I was also able to |  |
| I was unable to |  |
| I was unable to |  |

In the recovery phase… My \_\_\_\_\_\_\_\_\_ therefore had…

|  |  |
| --- | --- |
| I was  |  |
| I was also able to |  |

My match observation schedule shows that… \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My standardised fitness tests results show that… \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My knowledge of results show that… \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My future development needs are therefore...

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sheet 10

**ANALYSIS OF RESULTS**

Analyse your results for each method of data collection you used. Once you identify areas of strength and areas of weakness it may be worth completing more focused methods of data collection in order to pinpoint specific areas for development that will improve performance.

|  |  |  |  |
| --- | --- | --- | --- |
| Data Collection Sheet | Initial | Mid | End |
| **Strengths**  | **Weaknesses** | **Strengths**  | **Weaknesses** | **Strengths**  | **Weaknesses** |
| **1** |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |
| **4** |  |  |  |  |  |  |
| **5** |  |  |  |  |  |  |
| **6** |  |  |  |  |  |  |
| **7** |  |  |  |  |  |  |
| **8** |  |  |  |  |  |  |