

Here are just a few sample slides – we hope you love them!

Both teacher and student slides are included (the latter will be supplied as PDF file for photocopying)

OCR Physical Education AS / A-Level Skill Acquisition PowerPoint Summaries

This resource has been written by John Ireland for Pefocus and has been designed to support teaching and learning of the 'new' OCR AS and GCE/A-Level PE specification for teaching from September 2016.

All content mirrors the OCR Skill Acquisition specification perfectly.

The resource comprises:

- ✓ Approx 40 full colour / fully animated teacher slides
- ✓ Student slides as PDFs – with gaps to fill
- ✓ Teacher slides as PDFs – with 'answers'

This resource can be used to present new work, for summing up topic areas and for consolidation at the end of the course.

We really hope that you and your learners will find it both engaging and helpful.

Skill Acquisition – student slides

The aim is for students to build their own bank of Skill Acquisition knowledge that can be used throughout the course as well as at the end for review.

A favoured layout is to print two slides per A3 sheet; this appeals to students who often find the large visual style manageable, engaging and valuable as a supplement to their other notes and resources.

Sets of these student slides (PDFs) can be given to students as they start a topic area. They can work on the set slide by slide as each element of work is completed (e.g. Newton's Laws); or as a whole topic area once it has been 'covered'. This can be done in class or as a homework / private study task

Student slides can be posted on secure areas of centres' intranet/moodle platforms for easy access and further assimilation.

It is highly recommended that students check the accuracy of their work/completed worksheets against a **printed** copy of the teacher slides. **(NB – agreed Terms and Conditions limit access to the full colour animated PowerPoint slides to staff only)**

2.1

Types and methods of practice - characteristics and uses of each.

Part practice

Skill broken into subroutines

Then, subroutines practiced separately

Then, subroutines put together

Uses...

but...

Good for closed skills and those of low organisation e.g. tennis serve or clean and jerk

Not suitable for skills of high organisation e.g. sprinting

Good at cognitive stage

Limits awareness of whole skill

Helps understanding

Limits kinaesthetic development

Gives early success

Transfer to whole skill may be difficult

Raises confidence & motivation

Can be de-motivating for high ability learners

Limits information to process

Takes time

Safer for learning dangerous skills

Whole practice

Not broken into subroutines

Skill learned in its complete form

Movement attempted holistically

Uses...

but...

Good for high organisation, continuous and simple skills e.g. sprinting or cycling

Unsuitable for complex skills e.g. triple jump

Gives holistic view of skill

Difficult for low abilities and those at the cognitive stage of learning

Saves time

Good for high ability learners or those at the autonomous stage

Too fast for some learners

Creates mental picture

Can be de-motivating if failure experienced

Encourages fluency



SAMPLE PE FOCUS MATERIAL

Types and methods of practice - characteristics and uses of each.

Part practice

Skill broken into subroutines
Then, subroutines practiced separately
Then, subroutines put together

Uses...	But...
Good for _____ skills and those of _____ organisation e.g. tennis serve or clean and jerk	Not suitable for skills of _____ organisation e.g. sprinting
Good at _____ stage of learning	Limits awareness of _____ skill
Helps understanding	Limits _____ development
Gives early success	Transfer to _____ skill may be difficult
Raises confidence & motivation	Can be _____ for high ability learners
Limits information to process	Takes time
Safer for learning _____ skills	

Whole practice

Not broken into subroutines
Skill learned in its complete form
Movement attempted holistically

Uses...	But...
Good for high _____, _____, continuous and _____ skills e.g. sprinting or cycling	Unsuitable for complex skills e.g. triple jump
Gives holistic view of skill	Difficult for low abilities and those at the _____ stage of learning
Saves _____	Too fast for some learners
Good for high ability learners or those at the _____ stage	Can be _____ if failure experienced
Creates mental picture	
Encourages fluency	

2.3 Types and methods of practice - characteristics and uses of each.



Massed practice

Practice is repetitive and continuous

No rest intervals

E.g. repetitive and continuous driving in golf or set shots in basketball



Distributed practice

Practice is in short bursts

Regular rest intervals

E.g. sprinting or swimming



Uses...

But...

Uses...

But...

Ideal for discrete skills e.g. golf drive or basketball set shot

Can be too exhausting and/or boring

Ideal for high energy continuous skills e.g. sprinting or swimming

Rest intervals may disjoint the practice, causing learning to be hindered

Good for simple or short duration skills e.g. netball shooting

Could cause drive reduction or mental fatigue

Good for complex and dangerous skills e.g. trampolining

Good at the autonomous phase

Errors could increase due to the repetitive and continuous nature of practice

Good at the cognitive stage or for less fit performers

Can be hard to regain intensity of practice or concentration after a break

Good for experienced or older or more motivated performers

Helps understanding at the associative & autonomous stages

Helps to groove or overlearn the skill

Can lead to overuse injuries

Time for rest, mental rehearsal, reinforcement & feedback

Long or frequent breaks can be demotivating

Helps to form S-R bonds, develop kinesthesia and schema

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Uses...

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But...

Ideal for discrete skills e.g. golf drive or basketball set shot	Can be too _____ and/or boring	Ideal for high energy continuous skills e.g. _____ or swimming	Rest intervals may disjoint the practice, causing learning to be hindered
Good for simple or short duration skills e.g. netball shooting	Could cause drive reduction or mental _____	Good for complex and _____ skills e.g. trampolining	
Good at the _____ phase	Errors could increase due to the repetitive and continuous nature of practice	Good at the _____ stage or for less fit performers	Can be hard to regain intensity of practice or _____ after a break
Good for experienced or older or more _____ performers		Helps understanding at the associative & _____ stages	
Helps to groove or _____ the skill	Can lead to chronic or _____ injuries	Time for _____, mental rehearsal, reinforcement & _____	Long or frequent breaks can be demotivating
Helps to form _____, develop kinesthesia and schema		Helps to form S-R bonds, develop kinesthesia and _____	



Cognitive learning theory involves

Practical examples of how cognitive theory helps the learning of movement skill include....

The coach giving the learner the whole problem to solve

the dancer needs to think about the situation before working out how to perform the movement

the Gestalt approach to learning; or considering the problem as a whole (not in parts)

by considering factors such as theme and rhythm, the dancer would produce an effective solution

optimising learning through thinking

working out an effective solution adds to the dancer's experience

perception or intelligence

the dancer understands how to interpret the music and spirit of the dance

intervening variables ... this means... drawing together the different aspects of the problem

a judo player would consider the opponent's preferred speed, skill and throws before deciding on strategy

using past experiences to solve the problem

movements from previous judo matches may be transferred to help the learning of new movement

insight or intuitive learning

both the dancer and the judo player would understand what needs to be done to solve their respective problems

Theories of learning movement skills. Cognitive theory of learning



Cognitive learning theory involves

Practical examples of how cognitive theory helps the learning of movement skill include....

The coach giving the learner the _____ problem to _____

the Gestalt approach to learning; or considering the problem as a _____ (not in _____)

optimising learning through thinking

_____ or intelligence

_____ variables ... this means... drawing together the different aspects of the _____

using past _____ to _____ the problem

_____ or intuitive learning

the dancer needs to think about the situation before working out how to perform the movement

by considering factors such as theme and rhythm, the dancer would produce an effective solution

working out an effective solution adds to the dancer's _____

the dancer understands how to interpret the music and spirit of the dance

a judo player would consider the opponent's preferred speed, skill and throws before deciding on strategy

movements from previous judo matches may be _____ to help the learning of new movement

both the dancer and the judo player would _____ what needs to be done to _____ their respective _____

6.1 Types and uses of guidance

Visual guidance



The learner watches a model to form a mental image

A demonstration, and also ...

...pictures, charts. DVDs, boxes or guidance lines

E.g. demonstration of a pass in rugby

Verbal guidance



The learner is told what to do

Spoken instruction

Good for feedback

E.g. telling the player which tactics to use

Manual guidance



The learner is given physical support by the teacher

Moving the joints or limbs through the movement

Manipulating the learner's body to try to develop kinesthesia

E.g. physical support during a forehand shot in tennis

Mechanical guidance



The learner uses equipment or apparatus to help performance

Supporting the body through the movement using apparatus to develop confidence

E.g. using a harness in trampolining

6.1 Types and uses of guidance

Visual guidance



The learner watches a model to form a _____ image

Often a _____, but could also be ...

...pictures, charts. DVDs, boxes or guidance lines

E.g. _____

Verbal guidance



The learner is told what to do

Spoken instruction

Good for _____

E.g. _____

Manual guidance



The learner is given _____ support by the teacher

Moving the joints or _____ through the movement

Manipulating the learner's body to try to develop

E.g. _____

Mechanical guidance



The learner uses equipment or apparatus to help performance

Supporting the body through the movement using apparatus to develop _____

E.g. _____

8.7 Craik and Lockhart's level of processing model

GCE/A level only

Learning and performing physical activity skills

Deep processing = longer lasting memories

Recognising and understanding
the meaning of stimuli

Deep Processing from
Elaborative rehearsal



Shallow Processing from
Maintenance rehearsal



Recognising physical / sensory features of a
stimulus – seeing shapes / hearing sounds

Shallow processing = shorter lasting memories

8.7 _____ and _____'s level of processing model

Learning and performing physical activity skills

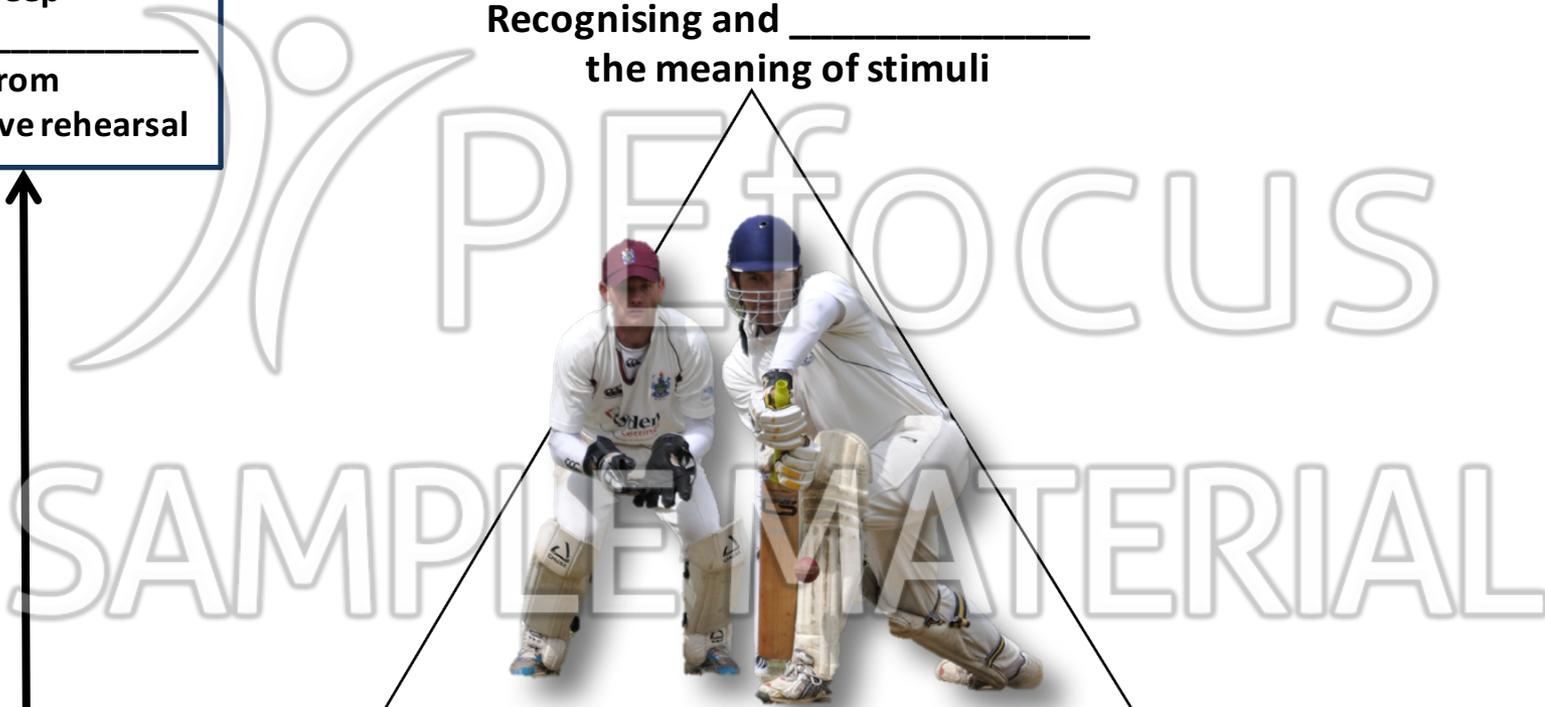
GCE/A level only

_____ processing = longer lasting memories

Deep

from
Elaborative rehearsal

Recognising and _____
the meaning of stimuli



_____ Processing
from
Maintenance rehearsal

Recognising _____ or sensory features of a
stimulus – seeing _____ / hearing _____

_____ processing = shorter lasting _____