






## Year 8 Cycle 3 Sport and PE Knowledge Organiser

Week 1 and 2	Week 3 and 4	Week 5 and 6	Week 7 and 8	Week 9 and 10	Week 11 & 12
<u>Goal setting – performance and outcome</u>	<u>SMART principles</u>	<u>Information processing</u>	<u>Guidance – visual, verbal, mechanical &amp; manual</u>	<u>Feedback – Intrinsic &amp; extrinsic</u>	<u>Application &amp; review</u>
<p>To improve, athletes and their coaches set goals to work towards. There are two types, performance goals and outcome goals.</p> <p>Setting goals help athletes physically &amp; mentally.</p> <p><b>Performance goals</b> – These are personal benchmarks that athletes use to improve small aspects of their own performance. e.g. A cyclist may try to change their position slightly to be more aerodynamic or a golfer may try to relax her/his grip ever so slightly in the swing.</p> <p><b>Outcome goals</b> – These form actual data, where the end result is all that matters. e.g. The actual time the athlete finished in or the distance the athlete threw. e.g. The actual % possession the team had in offence.</p> 	<p>Once goals are set, the following principles should be followed:</p> <p><b>S – Specific</b> – The goals should be targeted towards the actual sport, the actual skill needed or the type of fitness required.</p> <p><b>M – Measurable</b> – The goal will need to be recorded and compared against data to see if it is working?</p> <p><b>A – Accepted</b> – Do the athlete and coach agree to the goal?</p> <p><b>R – Realistic</b> – is it possible? Can the goal be completed in the time given?</p> <p><b>T – Time-bound</b> – There must be a time given to achieve this goal.</p> 	<p>Information processing – the process an athlete/performer goes through when they make and act upon a decision.</p> <p>There are 4 parts:</p> <ol style="list-style-type: none"> <li><b>Input</b> – this is what the performer sees, feels, hears from their environment. The performer ‘chooses’ which input to focus on.</li> <li><b>Decision-making</b> – the performer selects a response, a movement or a skill from memory.</li> <li><b>Output</b> – the skill/movement specific muscles are selected and activated.</li> <li><b>Feedback</b> – the performer feels, sees or receives the feedback from the output; was it successful or not?</li> </ol> 	<p>This is the method used to give information to the athlete/performer.</p> <p><b>Visual</b> – we can give information through videos, pictures, court/pitch markings or by live demonstrations.</p> <p><b>Verbal</b> – A coach or captain describes how to perform a skill or set of skills.</p> <p><b>Mechanical</b> – these are aids/tools used to help the performer e.g. harnesses in climbing or floats in swimming.</p> <p><b>Manual</b> – This is where the coach physically supports the athlete/performer to show them the correct movement pattern.</p> 	<p>Feedback is the information a performer/athlete receives during or after a performance.</p> <p><b>Intrinsic</b> – This is feedback the athlete receives from within i.e. he/she just ‘knows’ based on previous performances. This can be positive and/or negative.</p> <p><b>Extrinsic</b> – This is feedback received from coaches, fellow athletes, video or spectators.</p> 	<p>Athletes are motivated by different things, from within themselves and/or by external factors.</p> <p>Goal setting is the outcomes of SMART principles are dependent upon the athlete’s motivation to succeed. Coaches, team-mates and other support systems can help.</p> <p>As a performer becomes more experienced, he/she is able to draw upon more feedback to help the information processing (4 part) sequence.</p> 