

### (a) Skill instruction $\rightarrow$ skill practice

$\hookrightarrow$  acquisition of skill  $\rightarrow$  how <sup>well</sup> it is performed

$\hookrightarrow$  Data gathering and analysis.

$\hookrightarrow$  video analysis

$\hookrightarrow$  amount of errors made

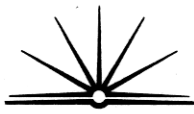
$\hookrightarrow$  motivation of athletes

$\hookrightarrow$  concentration during the stage.

$\hookrightarrow$  Feedback  
 $\hookrightarrow$  Stage of Learning  
 $\hookrightarrow$  Cyclic process.

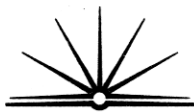
In the skill instruction phase of a training session, the coach demonstrates and discusses the skills ~~to be~~ that are going to be practiced. Through the use of distributed practice, the athlete is able to clearly be shown how a particular skill should be executed. The concentration of an athlete whilst the coach is explaining the skills will demonstrate the efficiency and acquisition of a skill when they begin to perform it in the skills practice phase.

The coach uses a variety of skills practices shown in hockey where the coach will set up different stations such as hitting and pushing, Indian dribbling and tackling.



The athlete when participating in each of the skill stations can gain feedback from the coach however for eg: positive, negative, concurrent or delayed. From the coaches perspective depending on the stage of the learner for example cognitive, associative or autonomous, the coach can see through the amount of errors made whilst practising, how effective the skill instructions were.

If the athlete can clearly understand the skills, it is obvious to the coach that he has effectively communicated and demonstrated the skills. By speaking clearly, loudly, and using terminology the athlete can understand, the athlete should be able to gain a firm grasp on the skills required. The athletes reaction to the various tasks i.e. Confusion can demonstrate to the coach whether the skills he has explained have been clearly interpreted. This is effectively shown in the cyclic process of learning where the athlete perceives the task, decides and acts. eg: The coach demonstrates a set move in touch football known as a switch. At first



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the athlete can see how it can be executed and  
~~visually~~ visually places the sequence of skills  
together. If the athlete can effectively do this, the  
coaches skills instructions have been communicated  
efficiently.