

NON-NEGOITIABLES

Create folders in your student drive for each Unit 1, 2, 3.
Document called: YOURNAME-U2LACv1
Unit details and student detail included.
Page numbers.
Titles for each main section.
Subtitles for each subsection.
The same font throughout.
Referencing for all information/pictures diagrams that you get from the internet.
You need videos/pictures of you performing skills.

Do one sport then do the other sport. Keep a logical order:

Checklist - skills/fitness/tactics

Strengths and weaknesses - skills/fitness/tactics

Targets to improve - skills/fitness/tactics

Activities to improve (including diagrams) - skills/fitness/tactics

Why did you choose these activities? What difference would they make to your performance?

STRUCTURE

U2 LAC OBSERVATION CHECKLIST

To gain a LEVEL 1 PASS you would be making a LIST

To gain a LEVEL 2 PASS you would be DESCRIBING the things in the list

To gain a LEVEL 2 MERIT you would then explain why they happened

To gain a LEVEL 2 DISTINCTION you would then ANALYSE the effect they have

Skills - these are the actions that make up the game - the ability to perform an action with determined results. E.g. side foot pass.

Fitness - Components of fitness - what are they and why do you need them for that sport? E.g. Speed is.....so you can....

Tactics - formations, presses, ways of marking, patterns of play, long ball etc

BRIEF SUMMARY

MUST USE THE SAME TWO SPORTS AS LAB!

CREATE AN OBSERVATION CHECKLIST TO ANALYSE PERFORMANCE

USE THIS TO IDENTIFY YOUR STRENGTHS AND WEAKNESSES

PLAN A TRAINING PROGRAMME TO IMPROVE

SMARTER Goal setting

Specific - e.g. improve by 10%, get 5/10

Measurable - you must be able to test it. E.g. level on MSFT

Achievable - it has to be something you can do.

Realistic - it has to be possible!

Time-related - e.g. by the end of 6 weeks.

Evaluated - should test / check at the end to see if you reach it

Recognized/rewarded - e.g. praise from your coach.

UNIT CONTENT