

Student 6: High Not Achieved

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The observation of a student via photos and taking notes of observed technique steps and ideal technique steps of the underhand serve and biomechanics of the underhand serve meant that I had a great platform of knowledge for helping in the teaching and learning process. My observations and notes gave a good indication of what needs to be improved.

The biophysical skills aspects of exercise science, functional anatomy, biomechanics, skill learning and sport psychology all help and work together to make the learning process better and improved.

My knowledge of functional anatomy helped me with one of the activities /skills which was using an open hand during an underhand serve. My strength was that I was able to apply and pass my knowledge of functional anatomy to the student's activity to help him learn. Which was that he had to open his hand to perform the skill/activity properly which I was able to show him. I also showed him that he could get more power if he used his legs more, starting off low and then standing up before hitting the ball.

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I applied biomechanics to help with performing the activity/skill of serving into the court of play using the underhand serve. For example, the student was overcoming the inertia of the ball too much, resulting in the ball going over the court or he was not overcoming the inertia of the ball enough resulting in the ball not going over the net. I then passed on and applied my knowledge of the biomechanical principle of force to the activity / skill. I passed on that the student had the right amount of force, so he made his arms faster or slower, so that the ball does not go out of the court of play; this helped the students to achieve more consistency, consistency of getting the ball into the court of play using an underhand serve.

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One of the skill learning principles I used was massed practice. I applied this to the activity of not moving his feet during an under hand serve. I got him to repeat the serve over and over again till he got the ideas of the activity, and had few breaks in-between. This helped him learn the skill by experience and lots of practice of the skill over and over again which is how massed practice works. He was at the cognitive stage of learning so I thought this was a good way to learn.