

# St. Joseph's College, Gregory Terrace

## Health and Physical Education

### Year 7 Term 3 'How can I Improve'



**Due Date :** Week 8, Term 3

**Conditions:** Multi-modal presentation (oral + visual presentation)

Feedback is information that an athlete receives about the performance of a skill, either during the performance or at its completion. Research suggests that feedback is integral to the learning process of attaining skills in sport.

#### *Your Task*

Using video analysis, you will be required to analyse and explain how your Basketball free-throw has changed through the term.

#### Conditions:

- Your presentation must be between 2-3 minutes in length
- You must have at least 5 slides in your presentation
- Presentation slides are to be presented in SUMMARY form only (i.e. dot-point with no long sentences or paragraphs)
- You may use palm cards when presenting. No full pages of notes allowed.
- You must include footage of your performance. Freeze frames, slow motion footage and other visual aids to assist in your explanation.

#### Submit to teacher:

- Submit the following to your teacher:
  - a) A copy of your script
  - b) Printed presentation slides (one slide per page, stapled together).

### **Presentation Structure Recommendation**

#### **Introduction (30seconds)**

1. Briefly describe what have you been learning about in HPE this term?
2. What will you be discussing in your presentation?

#### **Body (1.5 – 2minutes)**

1. Describe what correct free-throw technique looks like? Provide an explanation using the B-E-E-F framework. (approx. 30 seconds)
2. Analyse your Week 3 video. Discuss what you were doing well and provide examples of points for improvement. (approx. 30 seconds)
3. Analyse your Week 6 video. What aspects of my technique stayed the same? What aspects of my technique did I change? (approx. 30 seconds)

#### **Conclusion (15-30 seconds)**

1. Would you recommend video analysis for athletes who want to improve their performance? Why/why not?

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Assessable Elements	Standard A	Standard B	Standard C	Standard D	Standard E
Knowledge and understanding	<b>Comprehensive</b> knowledge and understanding of concepts, facts and procedures with relation to information processing in Basketball	<b>Thorough</b> knowledge and understanding of concepts, facts and procedures with relation to information processing in Basketball	<b>Satisfactory</b> knowledge and understanding of concepts, facts and procedures with relation to information processing in Basketball	<b>Variable</b> knowledge and understanding of concepts, facts and procedures with relation to information processing in Basketball	<b>Rudimentary</b> knowledge and understanding of concepts, facts and procedures with relation to information processing in Basketball
Reflection on performance	<b>Perceptive</b> reflection on influencing factors, actions and learning	<b>Informed</b> reflection on influencing factors, actions and learning	<b>Relevant</b> reflection on influencing factors, actions and learning	<b>Superficial</b> reflection on influencing factors, actions and learning	<b>Cursory</b> reflection on influencing factors, actions and learning
Categorisation, reasoning and language	<b>Well-structured</b> presentation with <b>excellent</b> references to the video.	<b>Appropriately</b> structured presentation with <b>suitable</b> references to the video	<b>Some errors</b> in the presentation with <b>little</b> references made to the video.	<b>Regular errors</b> in structure and language which affected the presentation	Under direction, attempts communication
	<b>Successfully</b> sustains use of a wide range of spoken language features including: <ul style="list-style-type: none"> <li>• intonation;</li> <li>• pausing for emphasis and effect;</li> <li>• pace;</li> <li>• volume;</li> <li>• stance and gestures</li> </ul>	Uses of a <b>wide range</b> of spoken language features including: <ul style="list-style-type: none"> <li>• intonation;</li> <li>• pausing for emphasis and effect;</li> <li>• pace;</li> <li>• volume;</li> <li>• stance and gestures.</li> </ul>	Uses, with occasional lapses, a <b>range</b> of spoken language features including: <ul style="list-style-type: none"> <li>• intonation;</li> <li>• pausing for emphasis and effect;</li> <li>• pace;</li> <li>• volume;</li> <li>• stance and gestures.</li> </ul>	<b>Sometimes</b> uses spoken language features for effect including: <ul style="list-style-type: none"> <li>• intonation;</li> <li>• pausing for emphasis and effect;</li> <li>• pace;</li> <li>• volume;</li> <li>• stance and gestures.</li> </ul>	<b>Uses some</b> spoken language features including: <ul style="list-style-type: none"> <li>• intonation;</li> <li>• pausing for emphasis and effect;</li> <li>• pace;</li> <li>• volume;</li> <li>• stance and gestures.</li> </ul>

**Overall Achievement:**

**Teacher Comment:**