



Evaluation & Planning for the Improvement of Performance (EPIP)

AS PE Booklet

Name: _____



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ADDITIONAL RESOURCE

PE Website

<http://aquinaspe.weebly.com/index.html>



This has clips of past students doing their oral exam which is an invaluable resource. It is worth watching, even if the clips are not of your sport.

AS PE – PRACTICAL

You are assessed in 2 sports and have an oral examination (Evaluation & Planning for the improvement of Performance – EPIP). This is worth 40% of your AS PE mark.

As mentioned previously those of you not training and playing a second sport outside of college for a team/club you will be assessed in Circuit Training for your 2nd sport.

For the next few weeks you will be doing 3 practical lessons (one of which will be Circuit Training - CT) and 2 theory (EPIP and CT logbook).

Outside of college you should still be completing your independent study (2 to 3 hours playing/training both practical sports and 2 to 3 hours preparing for your EPIP & completing your logbook).

Lesson = Day and Time	EPIP/CT/Practical
1 =	
2 =	
3 =	
4 =	
5 =	

Weekly plan for EPIP and Circuit Training

Week 1

EPIP – Introduction and Strengths & Weaknesses

CT - Write up tests results and set targets, use rationale and SPORT principles. Check programme (edit if necessary)

Week 2

EPIP – Action Plan

CT - Description of all 20 exercises

Week 3

EPIP – Opportunities and Health & Fitness benefits

CT - Warm Up & Cool Down and Health and Safety

Week 4

EPIP – Revision and mock EPIP

CT - Update programme – check there is progression (increase weight/reps/sets or decrease rest time) – add evaluations to justify changes to programme.

Week 5

EPIP – Mock

CT - Muscle fibres and energy systems

Week 6 (4/3)

EPIP ASSESSEMENTS

CT - Final evaluation and re-test

INTRODUCTION TO EVALUATION & PLANNING FOR THE IMPROVEMENT OF PERFORMANCE (EPIP)

This booklet is to help you with the EPIP (oral exam), the next few pages show the specification and the grading criteria. In summary you watch a live performance from your 1st choice sport and for an individual performer you:

- Identify their strengths and weaknesses
- Devise an action plan to improve their weakness
- Explain local and national opportunities to participate and progress in that activity
- Explain the health benefits of that activity

SPECIFICATION

Candidates are assessed in their ability to evaluate an individual's performance (rather than that of a team), create a viable action plan to improve that performance and discuss the opportunities for participation and progression as well as the health and fitness benefits of the activity.

Candidates will observe a live performance by a fellow candidate in one of their own assessed activities and then compare it to the factors that make for an effective and efficient performance. In this they will evaluate:

- The quality of the acquired and developed skills
- The success of the selection and application of skills, tactics/compositional ideas
- The fitness and health aspects of the activity observed

Candidates will give a detailed evaluative oral response using appropriate technical language, in which they discuss:

- The strengths of the performance observed in relation to skills, tactics/compositional ideas and fitness
- The weaknesses of the performance observed in relation to skills, tactics/compositional ideas and fitness
- The weaknesses of the performance observed which they would prioritise for improvement
- An action plan to improve one major weakness of the performance to include detailed coaching points, and detailed progressive practices and a timescale
- Opportunities locally and nationally for performers to participate and improve progress in the activity
- The health and fitness benefits of the activity observed

Candidates should observe a fellow candidate's performance in one of their two chosen activities. This performance should be one which is new to them and which they have not seen before. The candidate may, if they wish, make notes as the performance progresses in order to facilitate their response. Pre-prepared notes are not permitted and candidates should not be allowed time immediately after the observation to add to or re-structure the notes made during the performance.

The process should be continuous with the candidate observing the performance and commencing their response as soon as they feel that they have observed enough of the performance. There should NOT be a break for the candidate to prepare their response, which should be spontaneous.

The candidate should be directed to the performer or aspect of the performance they are to focus on and be reminded of the structure of their response by being given an opening statement such as:

'I would like you to observe the performance of..... I would like you to comment on:

- The strengths of the performance observed in relation to skills, tactics/compositional ideas and fitness
- The weaknesses of the performance observed in relation to skills, tactics/compositional ideas and fitness
- The weaknesses of the performance that you would prioritise for improvement
- Create a viable action plan to improve one major weakness of the performance to include detailed coaching points, detailed progressive practices and a timescale
- Describe opportunities locally and nationally for performers to participate and improve progress in the activity
- Describe the health and fitness benefits of the activity observed

If the candidate needs guidance during their evaluation then this should be done in the form of prompts which will allow the candidate to express their knowledge, understanding and opinions by directing them back to the area(s) which need to be covered. However it should be noted that the assessment criteria indicate that candidates who require prompting will be assessed in bands 3 or 4.

Examples of such prompts are:

- Describe the strengths of the skills applied in the performance you have observed Describe the strengths of the tactics/strategies applied in the performance you have observed
- Describe the strengths of the compositional ideas applied in the performance you have observed
- Describe the strengths of the performer's fitness you have observed

Candidates should have a clear structure to their response. As noted earlier, though, candidates should structure their evaluations themselves after the opening statement from the assessor; where prompting is required this indicates that candidates should be assessed in bands 3 and 4 as they have required assistance in structuring their response. This structure should be:

1. Describe the major strengths of the performance in relation to skills, tactics/compositional ideas and fitness.
2. Describe the major weaknesses of the performance in relation to skills, tactics/compositional ideas and fitness.

* 'Tactics/compositional ideas' - 'Compositional ideas' may only be appropriate in certain activities - so in dance, we would not really refer to 'tactics' in the way that one would in some sports, but an equivalent aspect to be considered may be compositional ideas. This could be the music which accompanies the dance (why it has been chosen, works for the style of dance, contributes to the theme etc...) or how the candidate expresses the themes or emotions which their dance is intended to. Similarly this could be applied to gymnastics, figure skating and so on.

Where the focus of an activity is artistic impression, compositional ideas would be like the employment of tactics, because it is through the successful use of compositional ideas that a quality outcome/performance is partly achieved.

3. Prioritise the areas of performance which need improvement.
4. Create a viable action plan to improve one major weakness which has; coaching points, progressive practices and a timescale.

* Coaching points - where the action plan relates to a component of fitness, details of the exercises to be performed, their relevance to the weakness identified, and implementation in terms of number of sessions, sets and repetitions over the timescale must be given.

5. Describe the opportunities for participation and progression both locally and nationally in the activity.
6. Describe the health and fitness benefits of the activity.

The following assessment criteria are used for the candidate's oral response:

GRADING CRITERIA

Band 1 (16-20)

- Accurately describes all the major strengths in relation to the skills, tactics/compositional ideas and fitness of the performance observed.
- Accurately describes all the major weaknesses in relation to the skills, tactics/compositional ideas and fitness of the performance observed.
- Accurately prioritises a major area of the performance which needs improvement.
- Creates a viable action plan to improve the major weakness which has been prioritised. The action plan contains detailed coaching points and a range of detailed progressive practices together with a timescale.
- Accurately describes the full range of opportunities both locally and nationally for participation and progression in the activity.
- Accurately describes all of the health and fitness benefits of the activity.

Band 2 (11-15)

- Accurately describes most of the major strengths in relation to the skills, tactics/compositional ideas and fitness of the performance observed.
- Accurately describes most of the weaknesses in relation to the skills, tactics/compositional ideas and fitness of the performance observed.
- Prioritises a major area of the performance which needs improvement.
- Creates a viable action plan to improve the major weakness which has been prioritised. The action plan contains detailed coaching points, detailed progressive practices and a timescale.
- Accurately describes most opportunities both locally and nationally for participation and progression in the activity.
- Accurately describes most of the health and fitness benefits of the activity.

Band 3 (6-10)

- Describes some of the major strengths in relation to the skills, tactics/compositional ideas and fitness of the performance observed.
- Describes some of weaknesses in relation to the skills, tactics/compositional ideas and fitness of the performance observed.
- Prioritises an area of the performance which needs improvement.
- Creates a viable action plan to improve the major weakness which has been prioritised. The action plan contains some detailed coaching points, some detailed progressive practices and a timescale.
- Describes some of the opportunities both locally and nationally for participation and progression in the activity.
- Describes some of the health and fitness benefits of the activity.

Band 4 (0-5)

- Identifies some of the major strengths in relation to the skills, tactics/compositional ideas and fitness of the performance observed.
- Identifies some of weaknesses in relation to the skills, tactics/compositional ideas and fitness of the performance observed.
- Prioritises an area which needs improvement.
- Creates a viable action plan to improve the major weakness which has been prioritised. The action plan contains few coaching points, few progressive practices and a limited timescale.
- Identifies some of the opportunities both locally and nationally for participation and progression in the activity.
- Identifies some of the health and fitness benefits of the activity.

PART 1

STRENGTHS & WEAKNESSES

Week 1 - Strengths & Weaknesses

Accurately identifies and describes in detail the strengths of the performance in relation to skills, tactics and strategies/compositional ideas and fitness.

Accurately identifies and describes in detail the major weaknesses of the performance in relation to skills, tactics and strategies/compositional ideas and fitness.

For your sport complete as many ideas as possible for the following;

- Skills
- Fitness Components
- Tactics and strategies/compositional ideas

For each strength or weakness you must say specially why it is a strength/weakness and it must be specifically to what you see. For example:

Strengths

Skills – *‘their chest pass is a strength as the pass was successful and their team-mate received the pass. Their hand placement has good as the fingers were spread behind the ball to generate power, control and direction. Their weight was transferred from back front to front foot as their arms extended to release the ball, they then moved into space to receive the next pass’.*

Fitness – *‘speed is a strength of theirs as they were able to accelerate quickly into space to receive the return pass in football’. Or ‘agility is a strength as they were able to quickly change direction under control to lose their marker’.*

Tactics/strategies – *‘they were able to set up a screen to allow their teammate the opportunity to drive into the basket’.*

Weaknesses

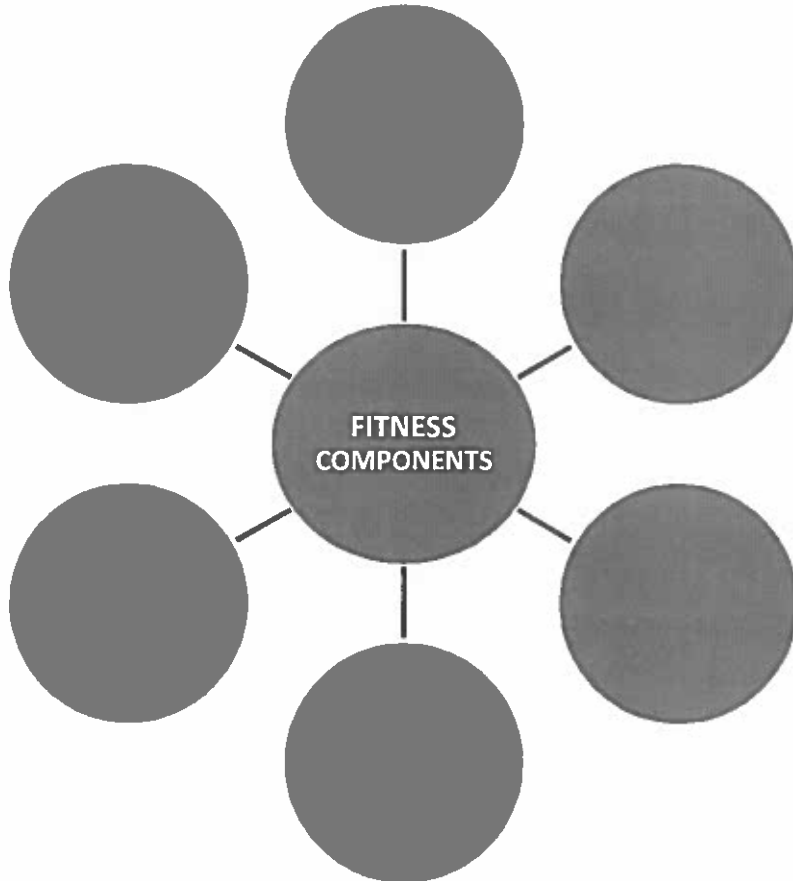
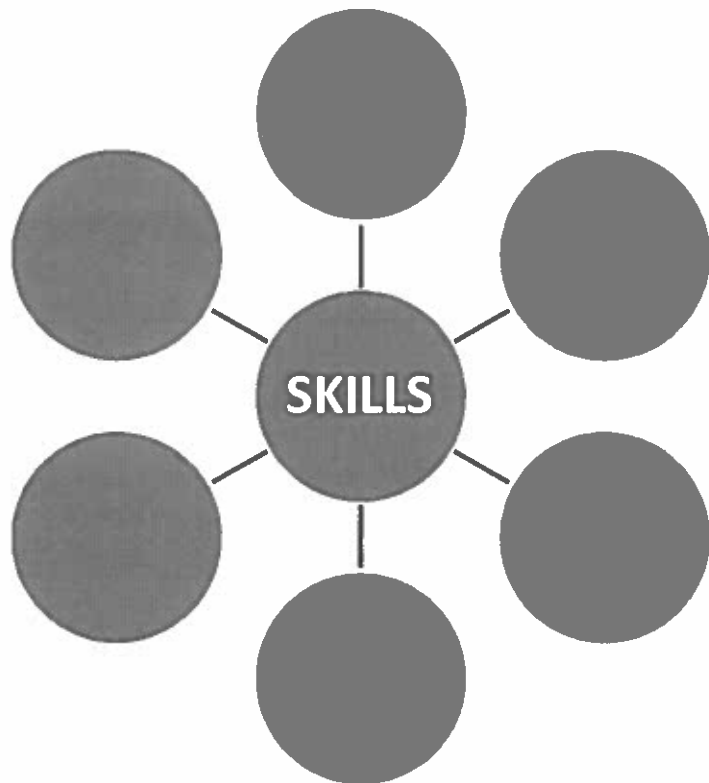
Skills – *‘their chest pass is a weakness as the pass was unsuccessful and the opposition intercepted the ball. Their hand placement has poor as the fingers were not spread out or behind the ball so no power was generated. They didn’t transfer their weight from back front to front foot as their arms extended they stayed flat footed’.*

Fitness – *‘speed is a weakness of theirs as they were slow to get into space to receive the return pass in football and they lost possession’. Or ‘agility is a weakness as they were unable to quickly change direction under control and they were unable to lose their marker’.*

Tactics/strategies – *‘they were unaware to set up a screen to allow their teammate the opportunity to drive into the basket, which resulted in their team losing possession’.*

You need to know all the coaching points (technical models) for all the techniques used in your sport, for strengths and weaknesses and in your action plan.

Complete the next 3 diagrams. List all the skills, fitness components and tactics used in your sport.



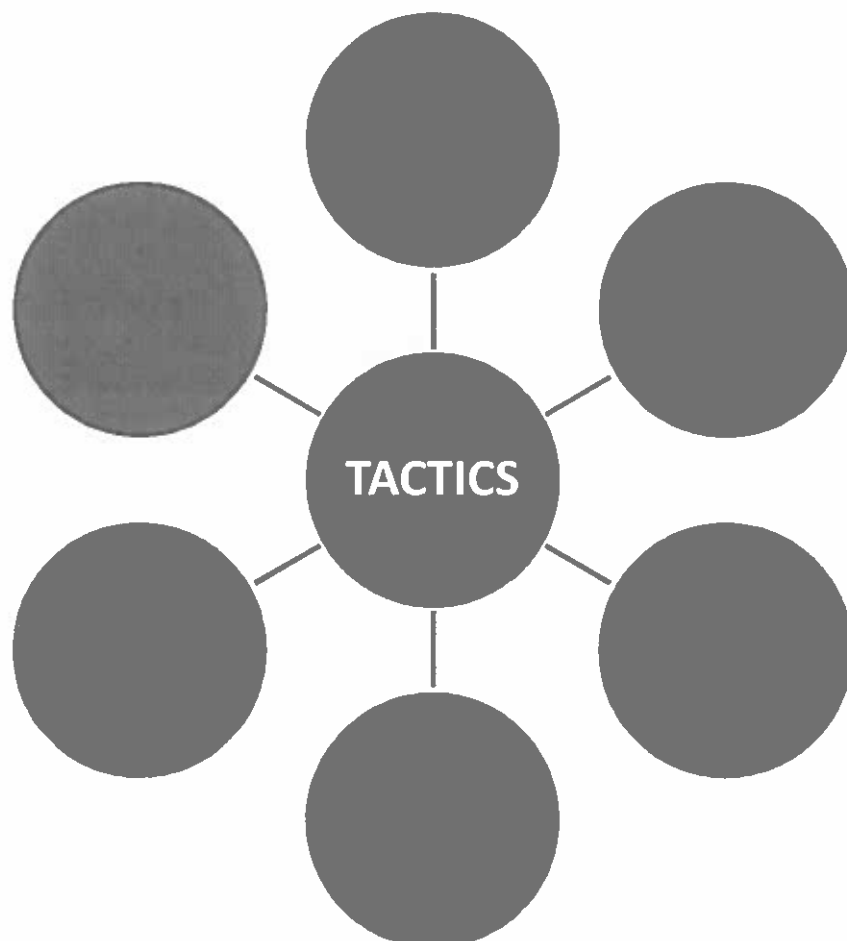
TACTICS

TACTICAL CONSIDERATIONS

Decision making / Perceptual awareness / Teamwork / Score / Possession / Team shape / Formation / Positions / Roles of players / Selection of appropriate skill / Strategy

When discussing tactics you should ask yourself some of the following questions.

Did the performers choose the correct shots / skills to use?	Were the correct tactics implemented for the stage of the game (e.g. in relation to score)?
Did the performers use or create space?	Did the performers communicate effectively?
Did the performers utilise their physical strengths?	Did the performers demonstrate good perceptual awareness?
Did a performer exploit their opponent's weaknesses?	Did the performers hold their own positions e.g. man to man marking or zonal defence?
How do performers cope with their weaknesses e.g. adapt play to avoid using their weaker foot?	Did the performers adopt an appropriate system of play?



***YOU DON'T HAVE TO TALK IN PHASES (in some sports it is easy to, if others it isn't)**

Add detail to above ideas;

- Coaching Points (think in terms of Preparation, Execution & Recovery) – see next page for examples
- When would they use the fitness components
- When would you use certain tactics or which positions – need certain tactics

Coaching Points – Skill _____

Preparation	Execution	Recovery

Coaching Points - Skill _____

Preparation	Execution	Recovery

Coaching Points - Skill _____

Preparation	Execution	Recovery

Coaching Points - Skill _____

Preparation	Execution	Recovery

SAMPLE COACHING POINTS

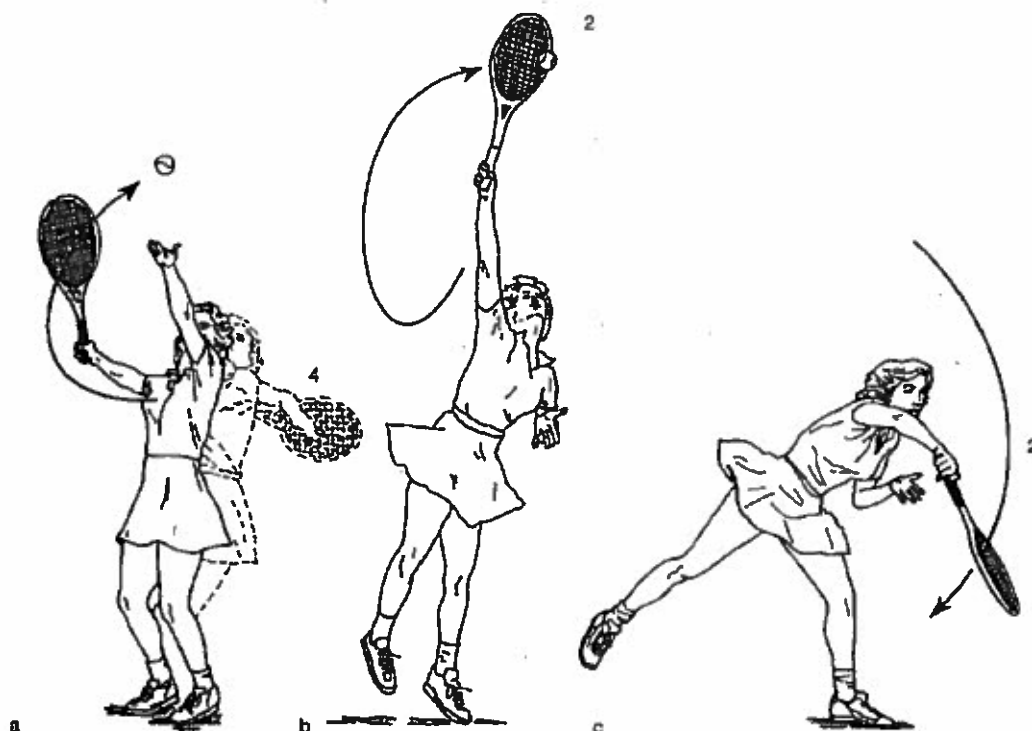
*See moodle for different sporting examples – use 'Step to Success' books

Example 1 - Tennis = Full-swing serve

Figure 3.2

KEYS TO SUCCESS

FULL-SWING SERVE



- T OSS**
1. Hands part going down ___
 2. Hands up at same time ___
 3. Lift ball upward, forward ___
 4. Back-scratch position ___

- H IT**
1. Lean forward ___
 2. Reach high to hit ___

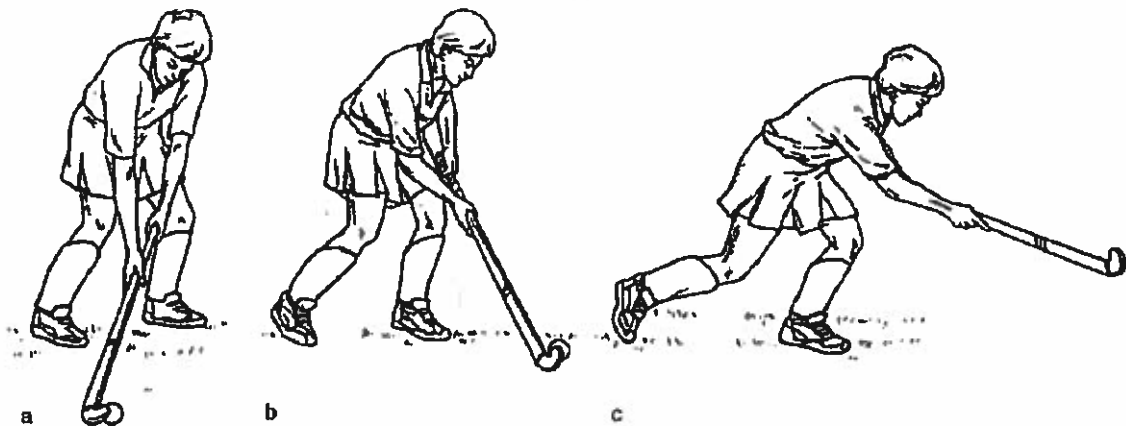
- F O L L O W - T H R O U G H**
1. Continue swing after hit ___
 2. Swing out, across, down ___

Example 2 - Hockey = Forehand push pass

FIGURE
2.1

KEYS TO SUCCESS

FOREHAND PUSH PASSING



Preparation

1. See receiver(s) and opponent(s) _____
2. Quick footwork _____
3. Left foot and shoulder point to target _____
4. Shake hands grip _____
5. Weight balanced over balls of feet; head steady over ball _____
6. Stick next to lower half of ball; face of stick closed slightly _____
7. Ball in control box; focus on ball _____

Execution

1. Transfer weight forward _____
2. Maintain stick next to ball _____
3. Left hand pulls stick forward _____
4. Push through lower half of the ball _____
5. Right hand exerts pressure and direction _____
6. Head steady over path of ball _____
7. Extend arms as left hand goes past left foot _____

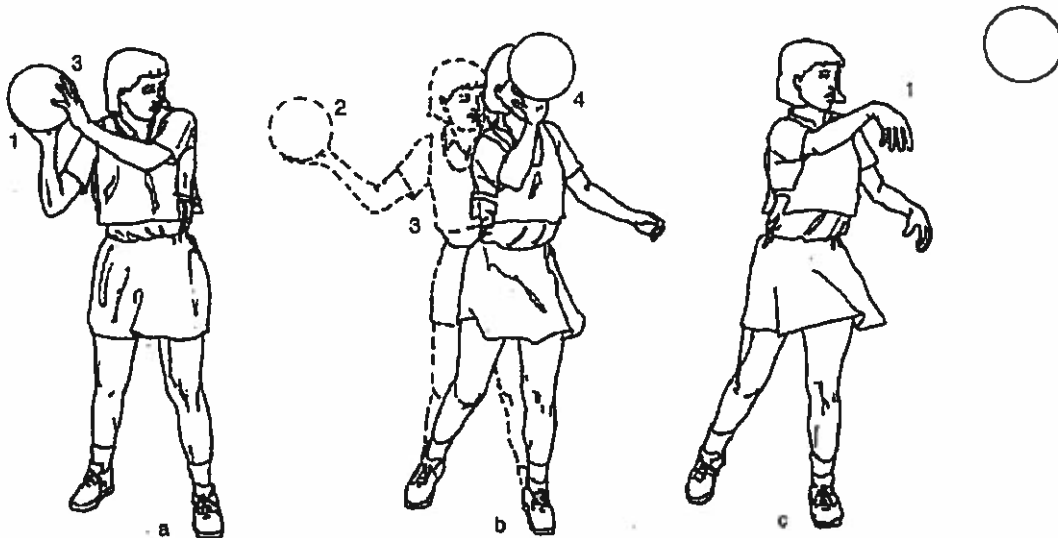
Follow-Through

1. Generate momentum through the ball _____
2. Transfer weight through front leg _____
3. Finish with stick/arms extended to target _____
4. Return to ready position _____

Example 4 - Netball = Shoulder pass

FIGURE 2.5 KEYS TO SUCCESS

SHOULDER PASS



Preparation

1. Hand behind ball ____
2. Ball on fingertips ____
3. Ball protected by non-throwing hand ____
4. Weight down, knees slightly bent ____
5. Opposite foot forward ____

Execution

1. Shoulder open ____
2. Provide speed with arm and body ____
3. Release non-throwing hand ____
4. Extend arm to help guide throw ____
5. Propel with wrist ____
6. Direct with fingers ____
7. Eyes on target ____

Follow-Through

1. Follow ball with throwing hand ____
2. Move back foot through ____
3. Transfer weight forward ____

NOTES:

FITNESS COMPONENTS

TACTICS/COMPOSITIONAL IDEAS

PART 2

ACTION PLAN

Action Plan

- The weaknesses of the performance observed in relation to skills, tactics/compositional ideas and fitness
- The weaknesses of the performance that you would prioritise for improvement
- Create a viable action plan to improve one major weakness of the performance to include detailed coaching points, detailed progressive practices and a timescale

Watch sample EPIP clips from last year – see how much detail is needed for an Action Plan.

Design a detailed action plan for 2 of the weaknesses identified in Week 1

Prompts.... Consider....

Complete the boxes below

Why was it the major weakness? Detailed coaching points of technique, Aims of Action Plan

Time scales (no. of weeks, no. of times per week, length of sessions)

Test at start of week 1 & re test end of week 6 to see improvement

Possible tests (video analysis)

Progressive practices (use next page) As much detail as possible, when do you progress to next practice? Include game related drills, small sided games

Re-test

NOTES

PROGRESSIVE PRATICES

* EXAMPLE

Progressive Practices

Your progressive practices must be linked to your coaching points. In other words whatever skill you choose to formulate your coaching points for, the progressive practices must be done for the same skill.

For Example

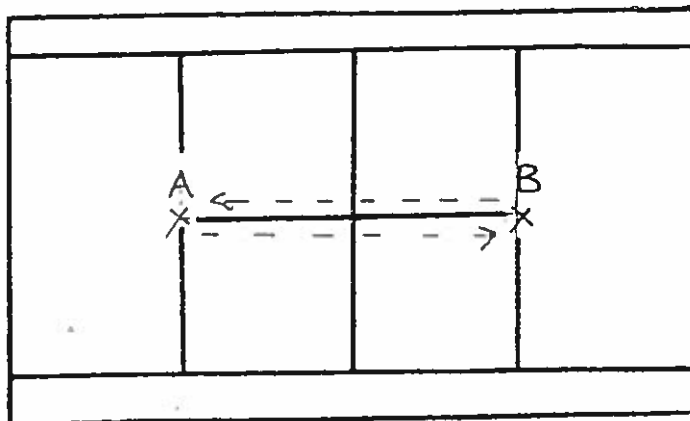
I chose to formulate my coaching points for the backhand in Tennis, therefore I must do the progressive practices for this skill also.

Progressive Practices for the Backhand in tennis

1. *Ground stroke Service Court Rally*

For this practice a partner is needed. The players should stand on or just behind the service line. Drop the ball and hit a backhand to the player on the other side. You must hit all shots so that they bounce into the other service court. The goal is to hit 20 consecutive backhands between you and your partner. When this is reached the target can be increased, the players can move three steps backwards and continue hitting backhands only.

GROUND-
STROKE
SERVICE COURT
RALLY

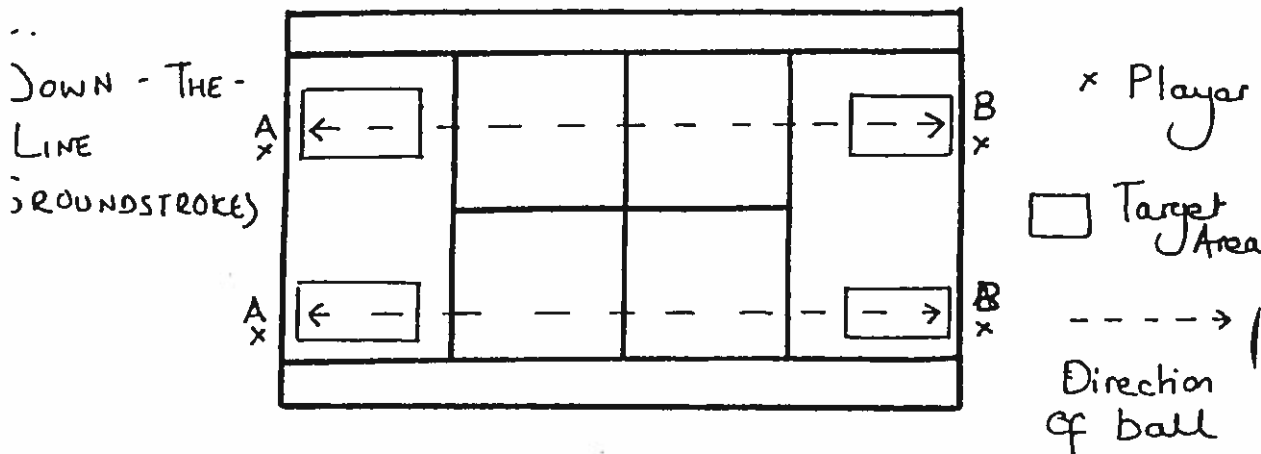


x Player

-----> Direction
of ball

2. Down-The-Line Ground Strokes

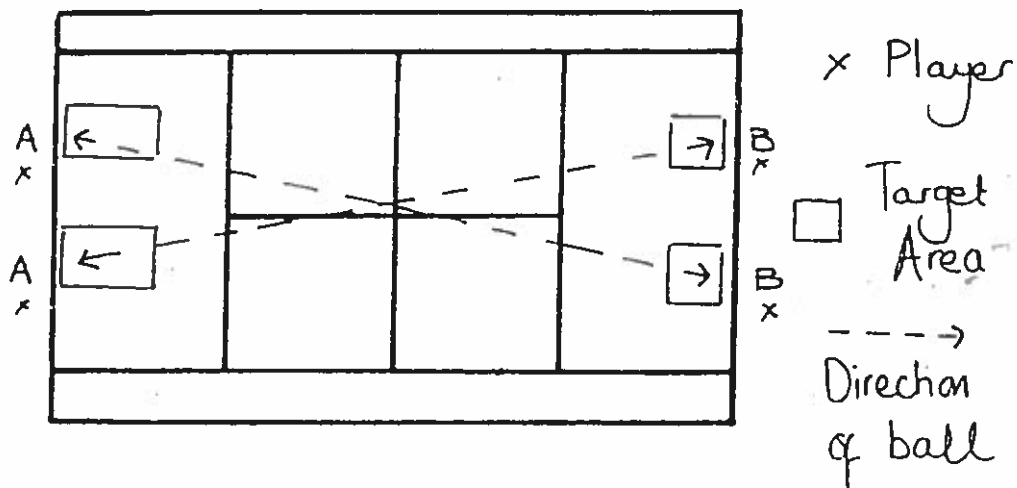
Keep the ball in play from the baseline area, hitting only down-the-line groundstrokes to your partner. There should be 100 total attempts between you and your partner (50 shots per player). To increase the difficulty, set success goals of 10, 20, 30, 40 in shots rather than attempted shots.



3. Cross Court Ground Strokes

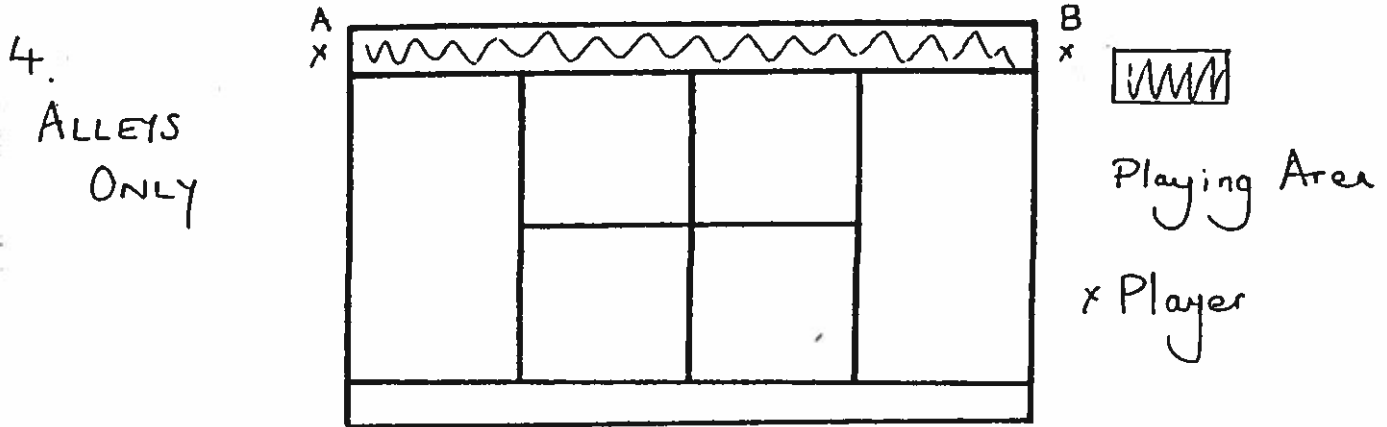
Start towards the centre mark, keep the ball in play using cross-court shots only. Change positions where possible. After the target has been reached, move towards the corners of the court, a little bit each time. 100 total attempts should be the target. When this is successful, try to hit every shot so that it bounces between the opposite service line and baseline.

CROSSCOURT GROUND-STROKES



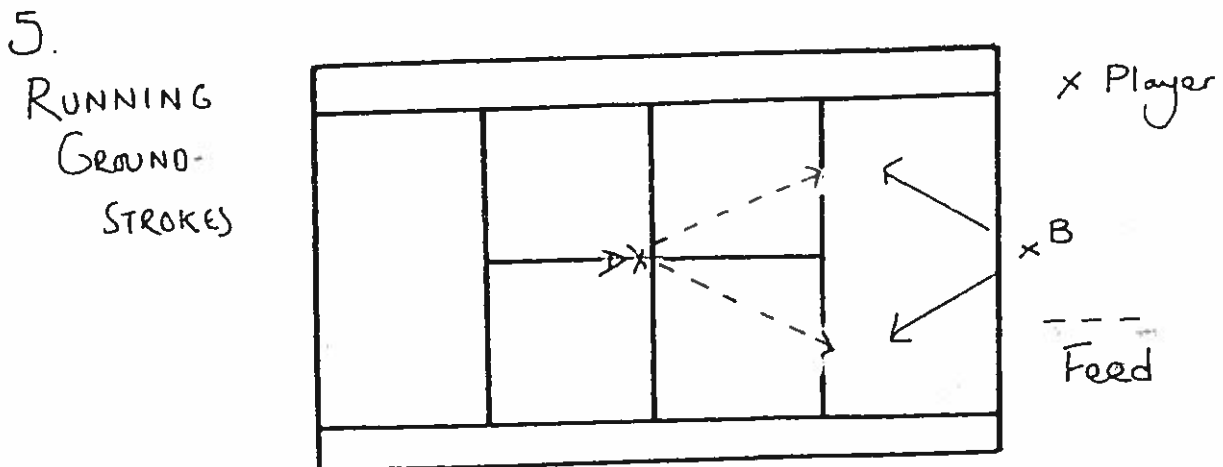
4. Alleys Only

Stand in the alley with your partner at opposite ends of the court and keep the ball in play with a combination of forehand and backhands, trying to make shots land in your partners alley. The goal is to get 5 shots that bounce in the alley. Then you can hit alternate forehand and backhand shots or 5 shots into the target area in one minute.



5. Running Ground Strokes

When the players become confident with their groundstrokes, they can be moved out of court so that they have to play groundstrokes while on the run. A partner should stand at the net with a basket of balls and toss or hit balls alternately to your forehand and backhand. Count the number of consecutive shots to the target area. To increase the difficulty, set up designated target areas, which need to be aimed for. Have your partner hit shots randomly to either side (rather than alternately) and increase the consecutive number by 5 each time until they reach 50.

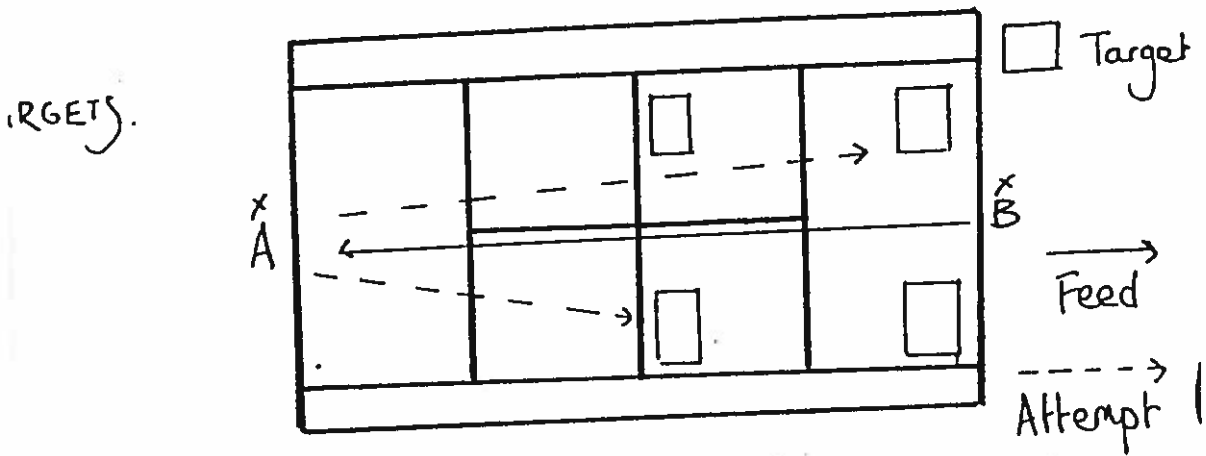


—
Movement to meet ball

6. Targets

Set up different target areas around the court and hit 10 consecutive shots to the targets (for bigger targets). Make the targets bigger or smaller depending on the success rate or hit the targets 10 times out of 20 as another goal.

All of these practices could be done for either the forehand or the backhand, but we have focused on progressing the backhand skills.



PART 3

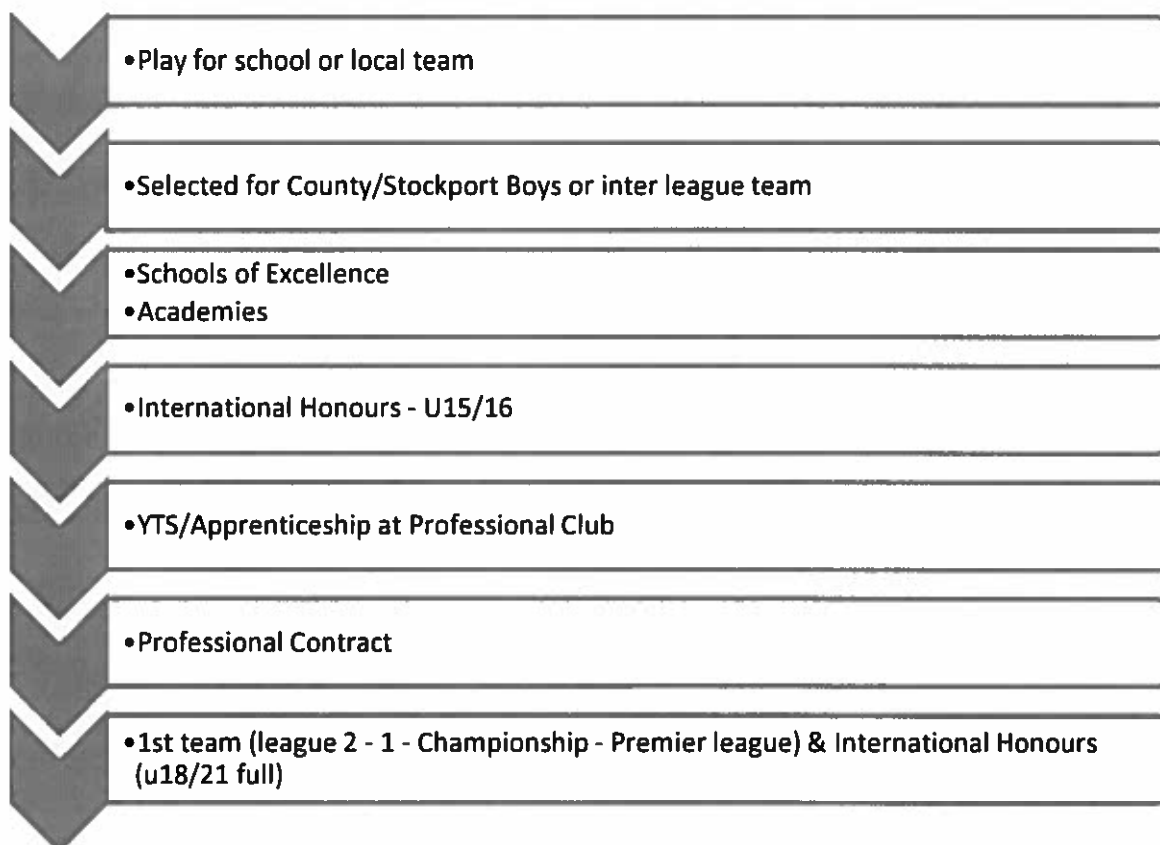
OPPORTUNITIES

Describe opportunities locally and nationally for performers to participate and improve progress in the activity

List all the places you can play you sport

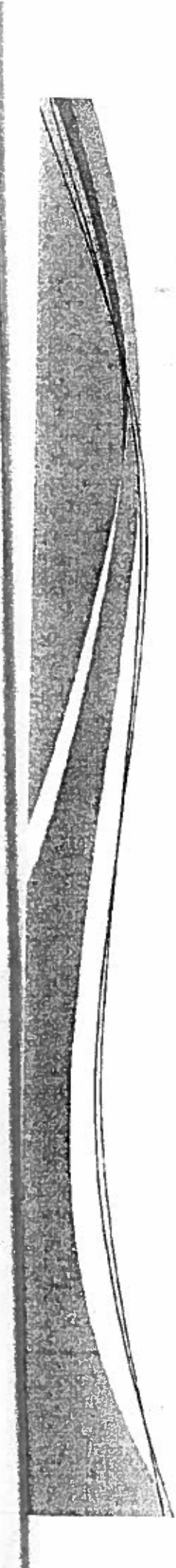
Locally	Nationally

How can you progress in your sport? For example.....



There is also the opportunity to play non-league (semi-professional) and work the way up the non league pyramid (conference) and be selected for professional teams.

Your Sport pathway



Local Opportunities - access to facilities/ cost / clubs / leagues / competitions / school curriculum / extra curricular / grass route schemes by governing bodies/ opportunities for coaching & officiating/ Amateur sports.

National Opportunities – County/ Regional/ National representation, elite training camps, higher level leagues/competitions e.g. superleague, national centres of excellence/ specialist facilities, coaching, additional sport science support/ pathways to excellence in your sport.

PART 4

HEALTH & FITNESS BENEFITS

Health and Fitness benefits of the activity

See pages 210-215 in your text book. List all the health and fitness benefits below:

-
-
-
-
-
-
-
-
-
-
-
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-
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-
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-
-
-
-



Health Benefits

• Positive

- CV better
- Less high cholesterol
- Muscle hypertrophy
- Osteoporosis
- Alveoli
- Strength res muscles
- Confidence
- Social
- Fun
- Stress release
- Morals
- Discipline
- Communication / team work

• Negative

- Immune system – open window
- Injuries – cruciate
- arthritis

Band one Top

4. Describe the health and fitness benefits of the activity.

- Consider all the areas you have studied in class:
 1. Heart – Blood pressure, CHD – Angina, Heart attack, atherosclerosis, Arteriosclerosis.
 2. Lungs – Asthma, increased alveoli.
 3. Muscles – Hypertrophy.
 4. Bones – Reduced risk of osteoporosis/ osteoarthritis
 5. Social – Fun/ Making friends/ Communication/ Teamwork/Leadership/ Decision making/ Morals/ Discipline
 6. Emotional – Stress relieve/ Self Esteem/ Confidence
 7. General improvements – Stamina/ speed/ lose weight.

PART 5

REVISION

NOTES

AND SAMPLE ASSESSMENT SHEET

EPIP SPORT

STRENGTHS

Skills

Fitness

Tactics

WEAKNESSES

Skills

Fitness

Tactics

Prioritise 3 areas for improvement in order: "after observing the performance I feel the main 3 weaknesses in order are

1) 2) and 3)

Area for improvement:

ACTION PLAN

Timescale: (consider overall number of sessions, how many sessions per week, how many weeks in total, length per session.)

! will complete*

Coaching Points:

Progressive Practices: 6 practices, starting simple, adding pressure leading to conditioned small sided match / game situation

OPPORTUNITIES

Local:

National:

HEALTH AND FITNESS BENEFITS

Physical:

Social:

Emotional:

EPIP Plan

TASK:

Find a you tube clip relevant to your sport

Strengths

Skill (refer to CPs)

Tactics (refer to positional play)

Fitness (fitness components)

Weaknesses

Skill

Tactics

Fitness

You **MUST** only talk about **ONE** performer

Action plan: The major weakness is.....

Timescale: 6 weeks

How many sessions?

Length of time?

Test pre and post?

Cps focus on major weakness

Progressive practice (easy>hard)

If fitness talk about sets/ reps/ weights/ rest

Health benefits:

Opportunities for participation:

Opportunities for performance:

AS PHYSICAL EDUCATION – EPIP

Candidate's name		Candidate's centre					
Teacher's name		Sport					
Assessment Criteria				B A N D			
Evaluation & Planning for the Improvement of Performance.				1 16 to 20	2 11 to 15	3 6 to 10	4 0 to 5
Strengths & Weaknesses	Strengths Skills Tactics Fitness						
	Weaknesses Skills Tactics Fitness						
Prioritise Weaknesses							
Action Plan	Coaching Points						
	Detailed Practices (progressive)						
	Time Scale						
Provision for mass participation locally/ nationally							
Provision for excellence locally/ nationally							
Health benefits							
EPIP MARK	/20	Band 1 16 - 20	Band 2 15 - 11	Band 3 10 - 6	Band 4 0 - 5		

AS PHYSICAL EDUCATION – EPIP

Candidate's name				Candidate's centre					
Teacher's name				Sport					
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Provision for excellence locally/ nationally									
Health benefits									
EPIP MARK		/20	Band 1 16 - 20	Band 2 15 - 11	Band 3 10 - 6	Band 4 0 - 5			

Notes

Notes

EPIP Script

I have picked... (E.g. which player)

Strengths:

Skills: The player I picked had good short ground pass, every time apart from once the player had the correct position on the ball to take the pass with balance and static foot was placed next to ball pointing in the direction of where he was playing the ball. Each time, the player had the right amount of power on the ball, using the centre of the ball each time. The player also won most of his challenges. The player had correct timing when tackling and most of the time got the ball. His body was positioned side on, which made the opposition go down the left side as he made it hard to cut inside. This allowed the player to use his stronger foot to tackle and win the ball. As the player was also good in the air, when the ball was played over, the player although being small, headed the ball clear every time. His Timing was accurate when jumping and had a good technique which allowed him to jump higher than the opposition. His positioning when heading was good as he managed to reach the ball every time.

Tactics: When heading the ball, the timing of the performer was very accurate. This allowed the performer to win the ball when defending and also scoring a goal when attacking. Also his ability to read play allowed intercepting through balls which helped his team to win the game as the defence didn't stretch, also this helped as he could intercept over the top balls which helped his heading. His defending tactics were also good. When defending he organised his defence so it was tight and not stretched so the defenders could work as a unit to block the attackers, as a result the opposition did not score.

Fitness: The Strength of the performer also helped his game. The performer won most jostles and in air battles.

Weaknesses:

Skills: The performers lofted passes were poor. When winning the ball back, his vision was good but his execution was poor.

Tactics: The aggression of the performer gave away fouls. Although his tackling was good, when he missed a challenge he always gave away fouls. His arousal was obviously too high. Also his tracking back in the second half was poor which made the defence struggle.

Fitness: The stamina of the performer allowed the opposition's wingers to attack more. When moving forward the performer in the second half struggled to get back.

Action Plan:

Coaching Points: The skill I am going to use to improve his game is lofted passes. This can be achieved from the second leg placed next to the ball pointing to where it will be played, bringing the leading leg back, bring arms out for balance. The swing leading leg forward and place weight on the second leg, contact with ball with inside of the foot underneath the centre of the ball, lean slightly backwards to lift the ball and use arms for balance. Continue swinging forward with leading leg and regain balance.

Test: Place two standing targets and one moving target and see if the performer can loft pass the ball without it touching the floor and hit the targets. This is to see how good the performer is.

No. Of weeks: 4 weeks, twice a week

Length of session: 20 minutes warm up and 40 minutes practice

Progressive Practice: Starting at simple lofted passes to standing targets (team mates) in the first week and cross bar challenge, gradually build into moving targets and static targets in the second week with mini game which has to include a lofted pass to score. In the third week, get rid of static targets and include wing movement on a full pitch so the performer has to play a lofted throw ball. In the fourth week gradually build up to a real game situation and have 2 attackers which are being marked and the performer has to find them, also include cross bar challenge if the skill is successfully done. In the 5-6 week gradually add more players until the team has 11 players and 11 oppositions.

Health Benefits:

Positive:

- Cardio vascular fitness would improve
- Cholesterol levels would decrease
- Hypertrophy
- Meet new people
- Relieves Stress
- Maintain a healthy body weight
- Enjoyable, having fun
- Reduces risk of arthritis
- Less chance of becoming injured
- Heart becomes more efficient...stroke volume and cardiac output increases
- Blood pressure decrease
- Resting heart rate becomes decreases

Negative: Chance of Injury

Opportunities(Path way):

- Play for school team

- Play for Local Team
- Selected for Stockport Boys or inter league team
- School of excellence/Academies
- International Honours U15/16
- YTS/Apprenticeship at Professional club
- Professional Contract
- 1st team (league 2 – 1 – Championship – Premier league) & International Honours (u18/21 full)

Local:

- School
- College
- Local Park/Rec
- Power League
- Sports Halls
- Astro turf
- 3/4g pitches

Nationally:

- Metro Leagues in every county
- Professional clubs in every city and local teams

EPIP Script

I have selected Nathan palmer the striker for the reds.

Strengths

The first of Nathans strengths is shooting. He is good at this as he uses the correct technique to shoot, he places his foot next to the ball keeps his head and knee over the ball to keep it down and keeps his arms out to balance. This means he is able to generate a lot of power when shooting and is accurate as his foot is placed next to the ball in the direction he wants to shoot. He consequently scores goals in the clip as well as hitting the crossbar.

The second of Nathans strengths is his speed. He is quick across the ground meaning he beats the defenders to the ball and has more time when he has the ball as he gets to the ball fast. This can mean he gains a big advantage as balls over the top are effective as he can run onto them, out pacing the defender leaving him through on goal and have a chance to shoot.

Nathans final strength is the way he sits on the shoulder of the last man, he uses his pace effectively as balls over the top are good and mean he gets a lot of chances this way, such as seen in the clip.

Weaknesses

One of Nathans weaknesses is his long passing. He gave the ball away many times trying to do this as it didn't go to in the direction he intended to. Sometimes he didn't get enough elevation so it couldn't by pass the defender and this gave the opposition possession. He uses a poor technique when attempting a long pass. He didn't get his body in the correct place. His run up is to square on meaning he can't get underneath the ball and his foot doesn't go beside the ball. This means he doesn't make contact with the ball with his laces and more the end of his foot. This means he isn't in control of the ball and it could fly off in any direction.

Nathans endurance is another problem. He isn't fit enough to make runs and be an option for the midfielders. Consequently this means the midfielder's don't have anyone to pass to and the ball gets given away because he is being lazy and just standing about after making runs. This has left him offside as well as he doesn't get back onside after making a run and this gives the other team possession.

Final weakness is his movement, Nathan just consistency sits on the last man, he is too repetitive with this and if he did it for the whole game defenders would become used to this and would be able to cope with this easily. He doesn't move and give the rest of the team an option to maintain possession of the ball, move up the pitch and create chances for the team to score. This means he is quite selfish in a way as he only wants to score himself and does not bring others into the game.

Action plan

My action plan will be done on improving Nathans long passing over a 6 week period. He will train 2 times a week for a one hour period. I will take tests at the start middle of end to show Nathans improvement over the 6 weeks. I will show Nathans improvement by his test results. I will test him by seeing how many times he gets the ball through a gate 30m away and the ball must be aerial at the point it travels through the gate.

The main coaching points for the long pass are:

Make contact with the ball just below centre

Lean slightly back for elevation

Arms out so you can balance

Foot planted at the side of the ball at the intended target

Full swing of leg to generate power so the ball travels far enough

Week 1

Bring gate to 20m, just make Nathan get the ball through the gate whether it be rolling or aerial, however he must use the correct technique which he wasn't in the clip.

Week 2

Put a net in between Nathan and the gate so he gets the ball aerial, this will act like a defender.

Week 3

Move the gate further away to 30m and then 40m in the second session. This will mean Nathan will have to strike the ball well as it's a good distance away from him and he will become more accurate and realise his capabilities when using the correct technique.

Week 4

Re-test Nathan to see his improvement

Health benefits

- Cardio vascular fitness would improve
- Cholesterol levels would decrease
- Hypertrophy
- Meet new people

- Relieves stress
- Maintain a healthy bodyweight
- Enjoyable, have fun doing it
- Reduces risk of arthritis
- Less chance of becoming injured
- Heart becomes more efficient... stroke volume and cardiac output increase
- Blood pressure decreases
- Heart beats slower

Opportunities

Locally

- School
- College
- Power league
- Local clubs
- On the street
- Park pitches/playing fields
- Sports hall
- Astro turf/3g

Nationally

- Academies
- Pro clubs
- Area/ District teams
- County team
- International honours
- YT

Pathways

- Play for school or local team eg Whaley bridge fc, marple hall
- Selected for county/Stockport boys or inter league team. Derbyshire or metro team
- Schools of excellence/ Academies eg man united, Macclesfield, Blackburn
- International Honours
- YTS/ Apprenticeship at professional club
- Professional contract
- 1st team at professional standard. League 2 or 1. Championship. Premier league and international honours u18/21 full honours.

By James Gemmell

EPIP Script

I have picked _____ to complete my EPIP on.

Strengths and weaknesses:

Skills (Strengths):

Skills (Weaknesses):

Fitness (Strengths):

Fitness (Weaknesses):

Tactics (Strength):

Tactics (Weaknesses):

Action Plan:

Weakness:

Coaching Points:

Test:

Time-Scale:

Progressive Practise:

Health Benefits:

- CV better
- Less high cholesterol
- Muscle hypertrophy
- Osteoporosis
- Alveoli
- Strength res muscles
- Confidence
- Social
- Fun
- Stress release

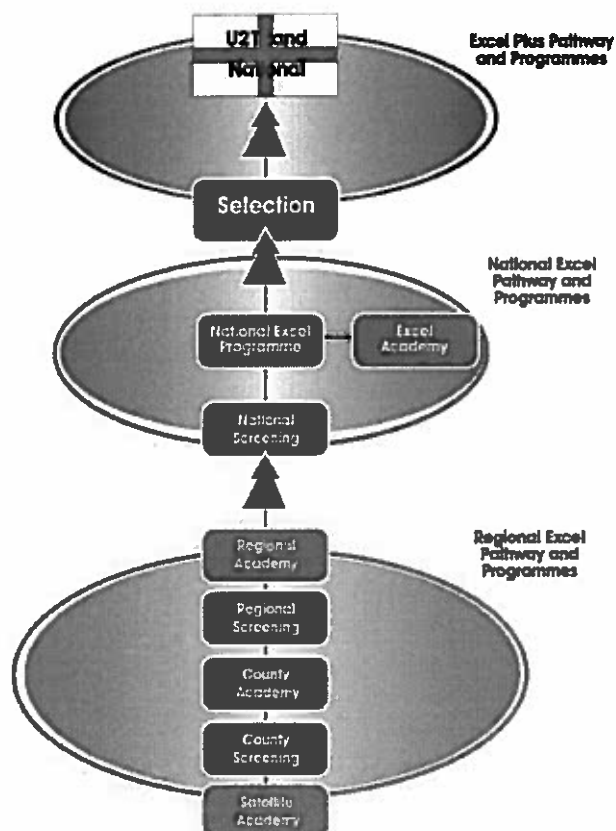
- Morals
- Discipline
- Communication / team work

Negative:

- Immune system – open window
- Injuries
- High impact

Oppurtunities:

Many people begin netball through school teams. During junior school (age 8-11) you focus on an adapted version of netball called "High-5". This is different from traditional netball in the way that there are 5 positions, not 7 and each player follows a position rotation system during the game in order to gain a feel for each position.



- 1) School
- 2) Club
- 3) County
- 4) JRPC

1 – Manchester, Leeds, Durham. – tournaments between the teams over 2 days

2 – CCC coach picks a team from the three teams to go to high pac (high performance assessment camp) or futures cup (U16, U18) 18 players for FC. 16 players for HP. Future held at Cannock hockey club – 3 day for U16 plus training day, 4 day for U18 plus training day. Pennine pumas, Mercia links, Saxon tigers, Wessex leopards. High pac (weekend) before futures.

- 5) England coaches of the age groups go to HP and FC to choose 30-40 people out of the 100+ to go to an assessment camp usually held at Lilleshall.
- 6) From the assessment camp 26 players (3 goalies, 23 outfield)
- 7) Series of tournaments (4 nations main) (bi annual European U18) throughout the season matches against other teams.
(U16, U18, U21 and senior) the GB team is picked from the age groups.

If after 21 not on the senior team you can be picked from a club.