



Unit 29: Technical and Tactical Skills in Sport

Delivery guidance

Approaching the unit

This unit has a focus both on elite sports performance as well as the learners' own individual performance. It provides learners with an understanding of the technical and tactical demands of sport, the importance of each of these and the ability to recognise and review technical and tactical demands in real-life sporting situations.

Learners will explore the difference between technical and tactical demands within different sports. They will go on to look at the technical and tactical ability of elite sports performers, exploring the different methods of observation. Once completed, they will carry out a formal assessment of a selected elite sports performer using their chosen observation checklist. Finally, learners will use their observation checklist to review their own performance, with the focus on strengths and areas for improvement.

Throughout this unit, there are opportunities to bring in real-life examples from the internet or other media sources to demonstrate elite level performance. Learners will also use their own performance and therefore practical activity will be required in abundance.

Delivering the learning aims

For **learning aim A**, you could ask learners to share their knowledge of sport, making a list of the different technical and tactical demands of the sport(s) that they have a clear understanding of. Whilst carrying this out, learners could discuss with peers the similarities and differences in the technical and tactical demands between their sport and other sports.

Several practical lessons could be undertaken here in order to demonstrate to learners the technical and tactical demands for the different sports they may participate in. It is important that learners understand the difference between continuous, serial and discrete skills. It would be beneficial to explain the difference between those technical skills that are generic and those that are sport-specific, highlighting whether these are continuous, serial or discrete.

The tactical skills used in many sports can be experienced physically as well as visually through the use of YouTube clips of different sports in action. Learners could watch several sports clips and notes the different tactics that they are able to see, leading to class discussion.

For **learning aim B**, it may be useful to start with a discussion about elite level performers: what are the characteristics that make them elite level? Learners could brainstorm names of elite performers in the different categories listed in the specification content for B2.

Then introduce the topic of observation checklists and ask learners to use a tutor-provided checklist to carry out an observation of an athlete via a video clip. This could generate a class discussion as to how an observation checklist makes the process of observation easier. Then go on to introduce learners to performance profiling and what this should include to be effective before allowing learners to create their own observation checklist/performance profiling document.

The tutor could take learners to a sports for learners to use their observation checklist/performance profiling document on one sportsperson, for example a football match, learners select one player and focus on their performance. After returning to the classroom, the tutor could explain how to use the completed observation checklist in order to assess performance with a focus on strengths, areas for improvement and suggestions for development.



Learning aim C could be introduced practically with learners participating in a competitive situation in a sport as selected by the tutor. Following this, learners could use their previously created observation checklist/performance profiling document to carry out an assessment of their own performance. Once completed, learners should swap their document with a peer who should add their own comments, thus providing the learner with a wider range of strengths, areas for improvement and suggested ways to improve.

Next the tutor should introduce what a logbook is and the importance of this in tracking progress from the start of any improvement process through to the end. Learners could research different formats of logbook and what may go into one. Learners could practise maintaining a logbook of their activity over a short period of time (as defined by the tutor).

Finally, learning aim C could conclude with learners exploring development plans and how these are used in order to support self-improvement. The tutor could introduce learners to SMART targets and lead discussions into how to improve technical weakness as well as tactical awareness. Learners could carry out some research into how they can support their own development with the use of different resources, courses, coaching and competitions before creating their own development plan that they could use to help them improve in their selected sport.



Assessment model

Learning aim	Key content areas	Assessment approach
A Explore the technical and tactical skills demanded by selected sports	A1 Types of technical skills A2 Types of tactical skills	A presentation focusing on the technical skills and tactical strategies within three sports, using specific sporting examples to analyse the similarities and differences in application of technical skills and tactical components.
B Investigate the technical and tactical ability of elite sports performers	B1 Observation checklist B2 Elite performers B3 Assessment and performance profiling	An observation checklist used to evaluate the technical and tactical skills of an elite sports performer.
C Review own technical and tactical ability for a selected sport	C1 Assessment and development of own performance C2 Logbook C3 Development plan	A self-reflection journal of activities completed to assess learner performance levels. A development plan that targets areas for technical and tactical improvement and identifies goals and SMART targets that can improve performance levels.

Assessment guidance

This unit is internally assessed. There is a maximum number of two summative assignments for this unit. Tutors should refer to the assessment guidance in the specification for specific detail, particularly in relation to the requirements for Pass, Merit and Distinction grades.

It is suggested that **learning aims A and B** are assessed together and require a presentation that focuses on the technical skills and tactical strategies used within three contrasting sports. Specific examples are required to support an analysis of the similarities and differences in the application of the technical skills and tactical components of the sports. Learners are also required to create an observation checklist and use this to evaluate an elite level sports performer of their choice. Learners should focus this evaluation on the technical and tactical skills that the elite performer uses.

To support learners with their evidence for these learning aims, they should provide clear headings and present in a logical manner.

Learning aim C is assessed through a self-reflection journal that includes the different activities that the learner has completed in order to assess their own performance. This should be followed with a development plan in order to target the technical and tactical areas for improvement. Learners should set clearly identified goals and SMART targets that they are able to use in order to improve their own levels of performance.



Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Introduction

You will find it useful to introduce this unit by discussing different sports and the 'skills' that learners believe are needed to be successful. It would be beneficial to gauge learner understanding here of what they understand as being a technical skill and a tactic skill.

Learning aim A: Explore the technical and tactical skills demanded by selected sports

- Introduce learning aim A by asking learners to create lists of the technical and tactical demands in the sport or sports that they play. This could be followed by small-group discussion on the similarities and differences between their sport and other sports. This could feed into a whole-class discussion to pull out the most common technical and tactical skills that are used in many sports and those that are specific to each sport.
- Use YouTube clips to allow learners to see technical and tactical skills in action in order to understand how these look and what is actually meant by the terms 'technical' and 'tactical'.
- For A1, learners could participate in several practical lessons led by the tutor. This could focus on many different sports – one per lesson maybe – in order to allow learners to experience a wide range of technical skills.
- The tutor could lead a theory lesson on different types of technical skill. Learners could categorise the technical skills that they have attempted practically into the three types – continuous, serial and discrete – before sharing their work with a peer to discuss their reasons behind each categorisation and to ensure all fully understand how technical skills fall within the different types.
- For A2, learners could also participate in practical lessons led by the tutor in order to allow learners to experience a wide range of tactical skills.
- The tutor could discuss different types of tactical skill. Learners then explain the tactical skills that they may have seen used regularly in their own sport. Learners could then be shown a variety of sports video clips and make notes on different types of tactic that they are able to observe. This could then generate a whole-class discussion about the success of different tactical skills and possible reasoning for this.
- It would be worth revising this learning aim with learners to ensure that their notes are sufficient and misconceptions between the types of technical and tactical skill are dealt with.

Learning aim B: Investigate the technical and tactical ability of elite sports performers

- Learning aim B could be introduced by learners watching a video clip of a sporting event. Half of the learners could be asked to complete an observation checklist at the same time whilst the other half are simply asked to watch the clip. A class discussion could then be carried out into what was seen and if there are any differences in how making specific and focused notes assisted in making the overall observation process easier.



- For B1, introduce learners to the different elements of performance profiling through an observation checklist. Learners could be provided with the opportunity to create their own checklist that they will use later on in this unit.
- For B2, ask learners to make a list of elite level performers. They should consider the characteristics that make an elite level performer before discussing with their peers who has made their list. Ensure that learners understand the differences between the different categories of elite performer listed.
- For B3, the tutor could arrange for learners to attend a real-life sporting fixture, e.g. a football match, an ice hockey match, a basketball match or similar. Learners could take their previously produced observation checklist and use this to observe one elite level athlete from the fixture.
- Back at the centre, the tutor could introduce learners to using an observation checklist/performance profiling document to highlight strengths, areas for improvement and suggested ways to develop. Learners could carry out an assessment of the athlete that they observed during the fixture, sharing their overall findings with a peer.

Learning aim C: Review own technical and tactical ability for a selected sport

- To introduce learning aim C, allow learners to participate in a competitive sport (selected by the tutor) and discuss their performance. Allow learners to use their previously produced observation checklist/performance profiling document to assess their own performance (this could be set for homework if necessary).
- For C1, following the competitive situation and completion of the observation checklist/performance profiling document, learners could provide peer comments on strengths, areas for improvement and suggested ways to improve.
- For C2, the tutor could introduce the topic of logbooks, what they are and their importance in supporting and tracking progress. Learners could explore maintaining a logbook, how to analyse competition and how they could improve before creating their own personal logbook.
- Learners could use their own logbook over a two-week period to help them focus on improving small aspects of their performance. After this time has elapsed, they could consider the impact of keeping a logbook and how they can use it to better notice their improvements.
- For C3, learners could explore different development plans and how these are used in order to support self-improvement. They could create their own development plan pro-forma that they can use later on in order to set their own targets to improve.
- The tutor could go on to introduce learners to SMART targets and lead a discussion into how to improve technical weakness as well as tactical awareness. Using this, learners could be allowed to set themselves SMART targets that focus on their technical and tactical skills.
- Learners could carry out some research into how they can support their own development with the use of different resources, courses, coaching and competitions before creating their own 'official' development plan, using their findings, that they could use in order to improve in their selected sport.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 16: Applied Coaching Skills
- Unit 35: Practical Sports Performance.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International L3 Qualifications in Sport. Check the Pearson website at: (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

ASEP, Ash R, *Coaching Football: Technical and Tactical Skills*, (Human Kinetics Publishers, 30th June 2006), ISBN978-0736051842. Information on the technical and tactical skills of American football.

ASEP, McGee K, *Coaching Basketball: Technical and Tactical Skills*, (Human Kinetics (ADVANTAGE) (Consignment), 1st January 2007), ISBN 978-0736047050. Information on the technical and tactical skills of basketball.

ASEP, *Coaching Tennis: Technical and Tactical Skills*, (Human Kinetics Europe Ltd, 1st July 2009), ISBN 978-0736053808. Information on the the technical and tactical skills of tennis.

American Sport Education Programme, *Coaching Softball: Technical and Tactical Skills*, (Human Kinetics Publishers, 1st January 1747), ASIN BO1FKRPKZM (electronic book). Information on technical and tactical skills of softball.

American Sport Education Programme, *Coaching Volleyball: Technical and Tactical Skills*, (Human Kinetics Publishers, 16th May 2011), ISBN 978-0736053846. Information on the technical and tactical skills of volleyball.

Azimos M, *50 Advanced Soccer Tutorials and Kids*, (Independently Published, 7th April 2020), ISBN 979-8637030095. Information on the technical and tactical skills in football.

Videos

There are many video clips that could be used to develop learner understanding and to allow visual demonstration of technical and tactical skills. These will be sport-dependant, but below are a variety of suggested clips.

<https://www.youtube.com/watch?v=4E3Uqc7HfIQ>

Tactics for singles players in badminton.

<https://www.youtube.com/watch?v=EeWABDrIma8>

Badminton tactics for doubles and mixed doubles.

<https://www.youtube.com/watch?v=2lbgUCLAhnQ>

Tactics in football.

<https://www.youtube.com/watch?v=jErgO64g31Y>

Jurgen Klopp's tactics at Liverpool (the pressing game).



https://www.youtube.com/watch?v=AKvAP_m7Y80
Skills of volleyball.

<https://www.youtube.com/watch?v=n3CCzpY6-Es>
Essential swimming skills to master.

https://www.youtube.com/watch?v=Ce0_Sl-vwUk
Technical soccer drills.

Websites

There are many websites that could be used to develop learner understanding and to allow visual demonstration of technical and tactical skills. These will be sport dependant. However, below are a few suggested sites.

<https://www.juniorsoccercoach.com/public/769.cfm>
Suggested skills for football.

<https://us.humankinetics.com/blogs/excerpt/smart-volleyball-players-know-both-the-technical-and-tactical-skills>
Technical and tactical skills with a focus on volleyball.

<https://sarahansboury.com/the-technical-and-the-tactical-knowing-the-difference/>
The difference between technical and tactical skills.

<https://www.strengthminded.com/discrete-skills-closed-skills-continuous-and-more-in-motor-learning/#:~:text=%20Discrete%20Skills%2C%20Serial%20Skills%2C%20and%20Continuous%20Skills,is%20carried%20out%20in%20such%20a...%20More%20>
Types of technical skill.

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.