## Cheatography

## PE NOTES; component 2 Cheat Sheet by Gabriela (gabrielah224) via cheatography.com/148876/cs/32414/

Dissection of skills of technical Thorndike's			Law; Learning			neories (cont)		Learning Theories (cont)				
elements;			Law of	Law of	Law of	A bell was	Skinners	Negative	referee	Examples	Punishm	
Prepar-	Execution	Recover	y <b>readiness</b>	effect - If	exercise	–rung at	theory of	Reinfo-	blowing	in sport	– This is	
ation	Phase;	Phase;	– The	the skill is	rehearsir	ngdinner	operant	rcement -	- the	are	used wh	
Phase			athlete	followed	(or exerc	i-times, just	condit-	Removal	whistle	situations	the action	
The initial	The main	The last	must be	by a	sing) the		ioning	of	signifying	such as	perform	
phase of	phase of a	phase of		pleasant	stimulus-	-their food	involves	unpleasa	ntthat play	football	is not	
movement	movement	moveme	mentally	reaction,	response	was	the	conseq-	should	shooting	desirabl	
when the	when the	when the		then the	(SR)	brought	correct	uence	stop is a	practice.	e.g. a	
limbs are	limbs are	limbs are	<sub>e</sub> physically	SR bond	connec-		response	from coad	chgood	The	player n	
moved	moved in	returned	teapable of	is further	tions help		to a	when	example.	coach	be sent	
into	order to	their	performing	streng-	-	enlong, the	situation	correct	The	may	for a	
position	complete	resting	the skill	thened. If	them and	-	or task	technique	athletes	direct the	reckless	
	the action	positions	efficiently	the	reinforce		being	is shown		players to	tackle -	
This will	his will	This will		following	the corre		rewarded	e.g. coacl		strike the	miss a	
vary	vary	vary		reaction is	skill	ating the		will stop	do	ball into	game, b	
between	between	between		negative,		bell with		shouting a		the right	fined or	
certain	certain	certain		then the		food and		the	having to	of the	lose thei	
skills.	skills.	skills.		SR bond		would		performer		goal. If	role in a	
Commonly	Commonly	Commor	nly	is		start		strengthe		this is	team	
coaches	coaches	coaches		weakened		salivating		SR bond		done they	Weaken	
will look at	will look at	will look	at	oorioo		at the		not repea	L	are	the SR	
the athlet-	the athlet-	the athle	Learning Th			sound of		this behaviou		rewarded.	Bond - le	
e/perf-	e/perf-	e/perf-	Classical	Operant	Positive	the bell, before		in the			likely to l repeated	
ormers:	ormers:	ormers:	Condit-	Condit-	Reinfo-	food was		future			the futur	
Head	Foot	Foot	ioning;	ioning;	rcement -	even		luture				
Position &	Position &	Position	Pavlov		Rewarding	presented						
Hand	Rhythm of	Effect or	came up		the correct	presentea.						
Position	Movement	the resul	with this		response							
			theory		with praise							
			having		or a treat -							
			performed		streng-							
			an		thens the							
			experiment		stimulus							
			using		response							
			dogs.		bond (S-R							
					Bond) likely to be							
					repeated							
					in the							
					future.							
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Coach and performer;			Coach and performer;	Coach and performer; (cont)			Coach and performer; (cont)			
Command;	Reciprocal	Guided Discover A	Thi <b>sPiyabatem</b> This type yof <b>Solving;</b> of style coaghing allows	This can be done through	<b>Spovtides</b> Ebeample: Jæwerle-	Sporting Example: Athletes/-	Sporting Example: Devising	-Specting tExteartplet: aDeciding	+ Can be used for mixed	+ Grea improve learner
A coaching style where the coach makes all the decisions, while the athlete is expected to follow directions	A coaching style where both the coach and the athlet- e/learner work together and have equal input to achieve mutual advantage	coaching style where th athlete is	g is tocoachingathletes ensure to work hepartionere a together is ipantroblem in small in safetyset groups withind the to sessionste/I-provide earner instant e. finds the feedback answer on skills.	questi- oning or tasks (trial & error) so that learners discover the answer through guidance.	n/athtate Petpon- sitsistyn for their own learning which can improve self-c- onf- idence and creati- vity.	learners working in pairs/- groups to work on their basketball set shot and provide feedback on technique after each repetition	tactics within team games for specific situations	pteamived astrategies daggerous &debididg fbow to tplayhong querfplem sakijkainst a certain opponent	ability groups	confide & Very effectiv with hig level learner athletes
		a solution through task experi- ences	n					- Can be boring and has no creativity	- Expert learners could coach wrong technique & Not good for complex skills	- Not suitable for beginn & Can time consur

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