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Critical Reflection on Content and Pedagogy for a Dive Roll Warm Up

This assignment involves creating a warm up that is specific for the skill of a dive roll. The goals and aims of this warm up is to prepare the body physically and mentally for the dive roll. Our warm up design starts with a fun cardiovascular activity involving running, then we move on to more dive roll specific exercises and then finish with some static and dynamic stretches. A well thought-out warm is crucial as it can set up the tone for the class and establish the tempo and motivation for the rest of the session (Mcfarland, 2007). It is important to include in an athlete's preparation for a physical activity if you want to do well and perform at your best. Warm up must be done straight before the physical activity to be the most effective otherwise the body will cool down and not perform at its maximal level due to warm-up decrement (Anshel, 1985).

The first activity that we did was a cardiovascular running drill where the participants had to run around in circles around the gym. Then we would clap and the participants had to change direction, then if we did two claps they would have to jump with their hands above their head like they would jump if they were doing a dive roll. The safety precautions that we took during this exercise was warning the participants about not going off the edge of the mat as it was wooden and could be quite slippery. We also told the participants to be careful around low hanging ropes from the roof that were on the side of the gym as they could've ran into them if they were quite tall. Plus we instructed the participants to take off their shoes but they could leave on their socks as the mat was material (like their socks) so leaving them on actually created more friction and they would be less likely to slip over. We took into consideration the sociological factor in this drill as they had to communicate with each other when changing directions and jumping so they wouldn't run into each other and it got them all working together as a group. The purpose of this first activity was to get the blood circulating around their bodies which delivered oxygen to the working muscles like their quadriceps, gastrocnemius, deltoids, triceps and biceps which are used in crucial parts of the dive roll.

The second drill was focused on preparing the participants specifically for the dive roll, this was when we got everyone into four lines and did different activities down the mat. The first activity that we did was bunny hops and then scorpions which both warmed up the participants wrists. Making sure that the participants wrists were properly warmed up was really important for preparing for a dive roll as the wrists are the first part of the landing and they have to bear a big load. Without warming the wrists up well, it could lead to injury such as a wrist sprain or the landing could go wrong and you could injure your neck/shoulder/back. The scorpion activity also worked on the participant's leg drive which is needed to get good rotation in the dive roll. The next activities got progressively more complex as they became more and more like a dive roll, these activities were roly-pollys, handstands and the handstands into a roll out. The safety precautions we took during this was making sure that everyone was tucking their heads in so they didn't injure their necks and offering a helper to spot the handstands and handstand rolls. Some of these activities are quite physically demanding so it still kept the participants heart rate up.

The Next activity we did was group stretching, where we all got into a circle facing inwards towards each other. The sociological aspect of all sitting towards each other on the same level means that participants feel included and part of the group. It also takes away the separation from leader and learner as they are all sitting down together which makes participants feel more comfortable. Static stretching is important as it increases flexibility and releases muscle tension but dynamic stretching is also important as it increases core body temperature, enhances motor units and further develops key movement patterns. For these reasons in our warm up we included both static and dynamic stretches. We stretched the high impact points such as neck, ankles and wrist then we also stretched other muscles that are used during the dive roll such as deltoids, abdomen, back, quadriceps, hamstrings, gluteus maximus and gastrocnemius. We included a mix of static and

dynamic stretches so we could stretch each muscle really well and get a full range of motion.

Psychologically stretching allowed the participants to feel well prepared and ready to go and therefore more confident. With more confidence the participants will be able to back themselves and believe in themselves to do the dive role resulting in more successful dive rolls.

We used the pedagogical strategy of modelling in all of the drills that we used during our warm up. Modelling can be defined as the behavioural, cognitive and affective changes in an individual that result from watching models (Cassidy, 2008). The type of modeling we used was direct modelling which means the model demonstrates the desired outcome in person. An example of this could be seen when Ella was the model and demonstrated how to do a handstand roll to the participants. This meant that everyone could see exactly what needed to be done and cleared up any confusion of what was being asked of them. Using modeling is really helpful for visual learners as they can see what they need to do but we would also verbally explained what to do for aural learners as well. We also used the pedagogical strategy of feedback in the second activity when we got the participants to do dive roll specific exercises. Feedback as a pedagogical strategy can be defined as when information is given to a learner from an external force that describes the quality or outcome of the performance (Cassidy, 2004). An example of us giving feedback was when the participants were doing roly pollys up and down the mat and we would give positive encouragement. For example “That’s a nice one Georgia!” or “Perfect Jade!”. We would also give feedback to people who weren’t doing them correctly for example “Tuck your head in a little more Ashley!” to prevent people from hurting themselves and to get the correct technique.

In conclusion, our games and activities that we were used in the warm up were interactive and engaging and we provided a safe and comfortable environment for all participants. All our drills kept the participants interested and entertained as there was clear instructions and interactive

activities. We worked well as a team creating a well designed warm up that was specific for the skill of a dive roll. We changed and improved our warm up design after receiving feedback from our tutor and we also took safety precautions into consideration. Our warm up had some quite difficult exercises like the handstand roll and involved tasks that needed to have a certain skill level. Therefore if we were to do this warm up to suit primary school aged children we would take out some of these harder tasks until we knew they had the appropriate skill level. We would also include more games and less complex instructions so that they can understand what is being asked of them more easily.

References

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