

GP 3.2

Question
number

Assessor's
use only

- ④ you "evaluate" the performance, seeing if any improvements could be made in the future, and "reflecting" on what you did, how you did it and what you ~~learned~~ learned from the experience.

So as you can see, health promotion wouldn't work as well and as fluidly if the 'Taking Action Process' wasn't followed. My experiences with the success attained from usage leaves me to conclude that although not crucial, the 'Taking Action Process' for Health Promotion is highly recommended in order to be a witness to projected results.

QUESTION THREE

- ③ The resource given, as described in a nutshell describes the establishment of motor-skills and through natural subconsciousness and second nature can be further implemented and in turn enhanced with the intervening of a teacher; who's presence can even lead to "fixing" and "unskilled" person.

I immediately agree with the resource given and its statement that physical teachers can improve the "unskilled" individual; something cannot. Referring to my Performance Improvement Programme (PIP) that I

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③ committed to during this, I ~~was~~ was given a set goal by my teacher Ms Boubee to reach a Autonomous Stage of ~~learning~~ Learning with both a Badminton Forehand Smash as well as tactical game sense. I was currently (at the time) at an Associative Stage which meant I was capable of performing the required techniques, just not at a subconscious level that Autonomous encompasses. To achieve these goals, Ms Boubee set a 10-session DIP programme that would either see improvement of stationary results by the 10th and final session. Her presence in both setting my two ~~goals~~ goals and establishing a limit to my performance enhancement/improvement sessions automatically set in motion the ability to teach me things I had not yet achieved.

The same goes for an 'unskilled individual'; Nature has taught them and provided them the motor skills needed to get through life, but the presence of a teacher has that added factor of accelerating methods of enhancement to ultimately 'fix' the individuals 'unskilled' abilities. For me, nature allowed me to grow and establish a sense of Associative badminton skill, but Ms Boubee's intervening in nature's process would ultimately accelerate that process and allow me to improve in a 10

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③ Session time frame.

Contrasting views may beg to differ as they may see the teachers ~~presence~~^{influence} as a mere tool in establishing what needs to be done, but then nature still acts out the improvement of the aspects established by the teacher. For example, Ms Bonbee may say she can "improve your tactical footwork" and "feedback on yourself", but physically she may fail^(negative) and nature's process will pick up again and slowly, gradually improve my footwork and feedback abilities as I develop through life. I however still believe that a teacher CAN^{positively} accelerate what nature can only establish.

My baseline test had me Forehand Smash 20 shuttlecocks in a quick succession to simulate the game; I managed to hit 13 shuttles, and over the next 10 sessions Ms Bonbee critiqued my effort, pointed out my lack of ~~B~~ force summation patterns, ~~at~~ lever usage and had me mimic her Autonomous Forehand Smash so that I was capable of maneuvering my body position to the necessary way that an Autonomous Smasher such as herself is capable of performing. This provides evidence that

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③ a teacher's presence has the physical and social ability to accelerate natural performance. Supporting my claim earlier, after only 5 sessions, my Forehand smash checkpoint came upon me and I successfully smashed 19 shuttles, thus improving my smash clearance and improving my associative FH Smash to an ~~an~~ Autonomous ^{level} smash because of Ms Boubel's aid and ability to improve my progression at a faster rate. Her statement of improving skill by "evaluating and discriminating" aided me into improvement, as her secondary feedback ~~it~~ acted as a faster means of improvement than ~~was~~ the natural way of self-evaluation of skills would over extensive time.

On the otherhand, another individual who experienced the same improvements as me could have improved more-so due to self-talk and primary feedback rather a ~~secondary~~ teacher's secondary opinion. The acceleration process considered in the given resource could have alternative impacts on different people, but I ~~firmly~~ ~~believe~~ firmly believe that an individual lacking skill can be "fixed" through skill learning theory, and I further believe the presence of a teacher and/or expert 'intensifies' this 'acceleration'

- ③ as their skill and knowledge can be both physically and mentally passed on to a person who (currently) lacks efficient skill.

The application of skill theory can well indeed "fix" an unskilled person. I stand by ^{my} earlier claim that I immediately agree with the given resources statement, as ~~it~~ my own personal experiences through Badminton DIP sessions ~~has~~ taught me that, although nature has acted as a provision to necessary motor learning skills that come subconsciously ~~and~~ through the "thoughtless, unconscious process of observation, recognition, imitation and experimentation", skill learning theory and teacher influence can accelerate these "subconscious" motor skills: ~~the~~ "observing" the teachers expertise and ability, "recognising" the differences between you and your teacher; "imitating" their body position, stance, footwork etc. (like I did) and then ~~the~~ "experimenting" these ~~aspects~~ aspects and performing to an ability that was once thought unreachable. ~~THAT is why~~ how I suggest ~~an unskilled person has the accelerated ability to be fixed.~~ THAT is how I suggest an unskilled person (at ANYTHING for that matter) has the accelerated ability to be fixed.

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