The interrelationship of **stability, balance and feedback** were successful in helping me to improve my squash forehand drive. I know this because the principle (stability and balance) was a major factor in my improvement and development as a squash player. This principle states that the lower the centre of gravity the more stable you will be. For example, by bending my knees and widening my stance, I was able to achieve a higher level of balance and therefore achieving a better outcome when rotating through and hitting the ball. The principle also states that the broader the base-support the better the balance. It is evident that by widening your stance you are able to produce a shot which is both accurate and powerful. To achieve a sturdy shot there must be a balance between the mind and the body. When both the body and the mind are in control the shot will be more accurate and will be more effective. When one body part moves away from the line of gravity another part moves to compensate for it so that the balance is maintained. This compensation is related to squash in terms of the forehand drive because in order to maintain balance when the arm is extended the body has to compensate by either extending the opposite leg backwards or pushing the hips out behind. This is important in any position and requires core strength to do so. When considering the line of gravity it generally means that the 'line of gravity' is above the centre of the base support.

The principle was applied when an athlete is playing squash. In order for the player to be successful they have to be able to master the art of stability and the balance which is in fact an umbrella term for different principles surrounding the idea and concept of the line of gravity. Stability and balance are applied when the squash player is either receiving, counteracting/defending the shot played by the opponent. (In order for the player to hit a strong shot accurately they need to easily sustain balance). However, it is worth noting that the faster the individual moves at game speed the higher level of skill they must have in terms of stability and balance. The athlete must have a great concept of understanding the line of gravity to be able to use the knowledge to an advantage during a game situation. An example of the importance of balance and stability occurred when I was first learning how to play squash. I would hit the ball with my stance in close range. At the time I thought I was pretty good. However, later I learned that it is important to have a wider stance creating a higher level of stability in order for me to hit the ball with more power therefore making the ball bounce faster off the wall. By widening my stance my centre of gravity was lower and therefore resulting in an increase in my personal performance on the court.

The principle is important in the learning the skill of the forehand drive because it requires a wider stance. By have a stable hit during the forehand drive the shot will be faster and therefore more powerful, the opponent will then find it harder to counter-attack a shot. Because squash is so reliant on the opposing persons skills, the better and more accurate the individual can place their shot the better chance an individual has to gain the upper hand of the match and could have a better chance of winning. Because the forehand drive is a rotational movement it requires a wider base. To ensure the centre of gravity is lower, my stance will need to be broader. This is done by widening the distance between my feet and bending at the knees. Because the knee is a hinge joint, it has limited movement so therefore there is less side to side movement and less rotation giving more stability. The forehand drive, ……a great deal of impact by the fast moving ball, the principle that would need to be applied in this case is that of compensation. The body would need to compensate for the impact and extended limbs. The body compensates for the impact by tensing specific muscle groups such as the abdominal muscles and the biceps. By tensing particular muscle groups the body is preparing for the impact of the ball. The main body position would be compact and stable ready to receive the shot. The right bicep would be positioned next to the right ear with the racket parallel to the back. To compensate for this movement the stance would be widened as well as to enhance the rate of performance the individual would need to have the left foot forward. By having this off set

stance the body is compensating for the movement of the right arm. All in all this position is a fine balance and therefore is stable.

The principle works with feedback. In order to apply the physical action of being stable, the athlete would need to gain knowledge of their performance by getting feedback. This feedback usually relates to the strengths and weaknesses of one's performance from both peers and coaches. In order to improve and grow as an athlete you need a considerable amount of feedback for your skills to be enhanced.

I will improve the application of applying stability and balance principles to help me learn the forehand drive better by using my time effectively. In my breaks, as well as before and after class I will make sure I receive both criticism and constructive feedback from those around me. I will ask for feedback from both, my classmates as well as our Coach. This feedback will make me think about what I am doing and how I can/could change specific aspects of my forehand drive. An example of the feedback I could receive would be to widen my stance and step forward into the oncoming shot. I would then take this criticism and work on them until they were no longer applicable.

The improvement that I need to make in the area of applying stability and balance would be by accepting and then applying feedback presented to me into physical practice. It is one thing to receive feedback however it is something else to be able to apply the feedback to the next shot/ movement. I find by being shown visually how to do something I am able to relate to the area of improvement better, rather than being explained verbally. An example of this was when I was struggling to understand how to step forward into the shot, during the first phase of the forehand drive. Paul demonstrated the movements with his body, by being able to see what he was doing I was then able to mirror his actions until I could successfully step forward confidently by myself. This improvement will therefore help me perform to a much higher standard.

The interrelationship of **distributed practice and knowledge of performance** were successful in helping me to improve my squash forehand drive. I know this because by applying the two principles together I was able to balance my time spent on each phase of the forehand drive.

The skill learning principle of distributed practice was important to me when learning the forehand drive. Distributed practice is when you learn something over several shorter sessions, rather than in one big session and can be applied to study as well as sport. Distributed practice helps to refocus the mind and it allows the body to recharge. By taking breaks in the trainings I am able to ask for feedback on my performance. The breaks also allow time to regroup, to improve concentration. For example, having a drink of water to cool the body and rehydrate after a loss in body fluid is often a good way to refocus. The principle of distributed practice states that by performing the skill with rest breaks in between the skill is learned more effectively. This is because the breaks allow time for the information to be absorbed into the brain. The body works best when there is oxygen in the bloodstream and by having these breaks the individuals body is also able to repair and strengthen it's self between workouts. Distributed practice is often the preferred method of training when in the early stages of learning, energy demands are high, skill is complex, performer is not motivated, and the task is boring.

Distributed practice was applied when we were learning how to play squash, I was participating in a rally with my friend -----. We would play one set and then take a small break to give each other feedback. This distributed practice was a great opportunity for us to improve the skill of both receiving and giving feedback. The skill of being able to give feedback was the specific skill that we were working on at the time. The use of distributed practice enabled us to practice the physiological

skills as well as the physical skills that each of us was working on at the time, such as motivation or feedback, skill learning and self improvement. A specific example was when, ------ said to me "-----, swing your arm higher" so for the next while I focused on my arm and how high m shoulder was in relation to the oncoming shot. In this example ------- was demonstrating constructive feedback. The simple instruction was enough to make me display a more accurate shot. By ------- saying this I was able to focus on a different aspect of my shot. We both found distributed practice to be a great technique as we both needed the rest time to critique each other from the previous match/exercise, as well as this it allowed us a chance to recharge and refocus. The idea of taking your mind of the current exercise allows you to take a step back from the situation and analyse what you are doing from a different perspective. This can lead you to refocus your energy on specific aspects of your game and can boost morale of the group through this refocus.

The principle of distributed precise is important in the skill learning process because it gives variety and structure. It also allows for feedback and refocusing of the body and mind. Again by taking the time to refocus, the body can rest. It is proven that the body works 25% better when the athlete has had a break to refuel. When the body is working at a higher intensity (eg. dramatic heart rate increase) the body becomes dehydrated due to overheating and loss of fluid through sweat. Due to general fatigue mistakes become more frequent and therefore it is important that that the athlete is aware of their body and its limitations. Here is where distributed practice would be most effective. When specifically speaking in terms of the forehand drive I found that I was constantly getting frustrated with myself and my abilities. The distributed practice technique had a really positive influence on me. Mentally, I found it extremely hard to be getting things correct, especially being sport. I could not get the hang of stepping into my shots off the wall. By taking short breaks I was able to clear my head and refocus myself which really helped me to focus and not get as frustrated. This had a positive effect on the wider group in which I was working with, as I was able to help my group positively and constructively without being so frustrated with my own performance

The principle that worked well with distributed practice is knowledge of performance feedback. Knowledge of performance feedback is feedback gained about the actual performance of a skill, in other words it involves direct and constructive feedback. The two interrelate because during the breaks of distributed practice you can give and receive knowledge of performance feedback.

I will improve the application of distributed practice by listening to the feedback that I receive during the breaks in training. Listening to the feedback in the breaks will help me perfect my forehand drive. By understanding the feedback given to me during my training sessions I will be able to record and monitor my improvements. When listening to both my coaches and my peers I was able to gain valuable feedback which will help me develop in the future. For example, during one of my breaks the teacher advised me to bend my knees to get my centre of gravity lower, she said; "Amy your shot will be a great deal stronger if you bend your knees and widen your stance" For the next ten minutes I was solely focused on what my teacher told me. Because my concentration span is not immense I personally found it hard to concentrate for longer periods of time. The use of the effect of distributed practice is dependant of the individual using it and the way in which they use the practice technique to suit their needs as an athlete giving a sense of personalization. The improvement of getting feedback from my partner about preparation of the swing is beneficial because it allows me to provide better shots (meaning they are more powerful as well as using the correct technique) and increasing my chance of winning a rally.

The interrelationship of **motivation and confidence** were successful in helping me to improve my squash forehand drive. I know this because the mental attitude of an athlete is extremely important. The principle states that 'Motivation is thought to be a combination of the drive within us to achieve

our aims and the outside factors which affect it.' Within this in mind, motivation has the following two forms, intrinsic motivation (which is the internal desire to perform a particular task and people do activities because it gives them pleasure.) and extrinsic motivation (factors which are external to the individual and are unrelated to the task at hand. Examples include, money and rewards).

The principle was applied by our coach. When I had given up on my shots and I could not seem to hit them in the right place, the coach came up to me and told me that I can do much better than this and he encouraged me and motivated me to pull myself back together and play better. He said to me, "I've seen you play much better than this ----, where's the fight gone?" I responded well to this direct comment and I decided work harder to prove to him that I was a good squash player. This need to prove myself is a form of intrinsic motivation being an internal desire to prove to the coach I am a good player. I was very grateful for this motivation and I never had a bad day of playing squash since.

The principle of motivation is important in the learning of the skill because by being motivated the individual wants to achieve at the highest level they think for themselves is possible. Motivation is the thing that makes the athlete want to do well or makes them want to succeed. Motivation can come within (internally) as well as externally. When you are self motivated you feel like you could do anything or conquer any mountain by yourself or with your team. When the motivation comes from an external source you want to succeed both for yourself and for an external reason. For example during the Olympics many of the Olympians had external motivation which encouraged them to want to be successful. Such as Olympian Rower Mahe Drisdale, he had New Zealand motivating to do well. Mahe wanted to make his country proud. Motivation is vital is important in sports people all over the world. In terms of squash, it was motivation that got me through a hard match. The encouragement from my supporting classmates boosted my confidence and made me want to make them proud of me. For example, ------ said to me "you can do it -----!!" I really took this comment on board and I like to think that it was because of ------ that I won my match that day.

The principle of motivation works with confidence. Confidence is the feeling of pride in you, as both a person and an athlete. In terms of squash, the factor of confidence kicks in when the individual is not afraid to hit the ball at the wall with all of their might and power. It comes into wanting to win the match. Confidence results from the comparison an athlete makes between the goal and their ability, for example if an athlete wants to win a match they will do whatever it takes to meet the goal which they have set, in this case it is the goal that is motivating the athlete. The athlete will have self confidence if they believe they can achieve their goal. When an athlete has self confidence they will tend to persevere even when things are not going to plan, showing enthusiasm, being positive in their approach and taking their share of the responsibility in success and failure. By having the confidence in yourself to want to do well and win the match the athlete had more potential in succeeding their goals. Motivation has a flow on effect and that is confidence. By being motivated in the task at hand you gain confidence in what you are doing. The trick is not to gain too much confidence because then the individual gets arrogant and this display of emotion could hinder the athlete's performance. In relation to squash having confidence becomes helpful because the more confident you are the more aggressive and smart you play. By being motivated to play smart as well as gaining the confidence to play with more aggression you can become a better player all together.

To improve the application of motivation to help me learn the forehand drive I will need to be open to all types of motivation whether it be 'wanting' to win or simply having a good day. I need to make sure I am also accepting of motivation through feedback from my peers as well as my coach and teacher, because they are all trying to help me succeed and so well. Motivation is an internal energy force that determined many aspects of our behavior; in squash for example, wanting to beat your

opponent. It also impacts on how we think, feel and interact with others. In sport, high motivation is widely accepted as an essential part in accessing an athlete's full potential.

This improvement of motivation will help me to be a better player as well as this will help me to enjoy the sport even more as I continue play squash. Motivation and confidence is what I would need to become a better player and a better sportswoman. The skills that I have learnt during the unit have taught me to motivate myself and also my peers. Being able to motivate others and help them to achieve is also a skill which I am actively learning as time goes on. I think that it takes a lot more to genuinely motivate someone than to take and accept motivation yourself. I will improve my squash skills y allowing myself to have more confidence in myself to be able to motivate myself internally, as well as motivate others externally.