

Effective Use of Video in the Throwing Events

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General Video Usefulness

- Video Across the generations
- Video in the video age

Watching Elite Models

- Commonality Approach
- Video Osmosis?
- Tennis Studies
(Source: Asad Raza, NY Times)

The “Mirror” Neuron

- Capoeira and Ballet Study-Identify Mirror Neurons
- Same region of brain used whether activity is Performed, Watched, Imagined
- Infant learning

Self Watch vs. Elite

- Effectiveness of each
- In concert with each other
- Utilize same verbiage

Integrating Mirror Neuron Use

- Most effective use/Application

Teaching With Video- Off Field

- Classroom Style
 - Auditory Learner vs. visual learner
 - Group vs. 1 on 1

Off Field Video: Timing of Video

- Timing of video session
 - Time between technical session and video
 - As a precursor to technical session



Off Field Video: Video Checklist

- Video Checklist Defined
- Usage

Teaching With Video- On the Field

- Ipad/tablet coaching
- Video provides instant feedback
- Importance of proper feedback

Specialist Certification: Augmented Feedback (Part

3)

- **Providing Feedback**
 - **Frequency**
 - **Feedback Strategies**
 - **Fading**
 - **Self-Selected**
 - **Bandwidth**
 - **Summary**



On Field Video Continued

- Frequency dictated by learning style
- Safety concerns

On Field Video Continued

- Matching feedback with video analysis

General Learning Principles

- Addressing multiple issues
- Motor learning discussion
- Stages of learning

How Do We Learn?

- **3 Major stages motor learning**
 - **Acquisition**
 - **Refinement**
 - **Stabilization or Diversification**

Periodization of Video Use

- Periodization
 - Training
 - Cue Systems
 - Corresponding Video Use

Periodization of Video Usage

- Cues used during video review
- Types of feedback accompanying video
- Amount of feedback accompanying video
- Amount of actual video usage

General Preparation Phase

- Limited video usage
 - Introduction to process
 - Little in way of technique
 - Drill sequences
 - Teaching progressions
 - Conditioning (Lifting, Sprint mechanics)
- General Cueing
 - Spatial Cues
 - Posture, rudimentary correctness
 - Introduction to skill acquisition

Specific Preparation Phase

- Video usage prevalent in teaching
 - Skill acquisition bleeds into refinement
- Cues change and become more specific
 - Spatial cues
 - Fragmentive cues (smaller part of big movement)

Precompetitive Phase

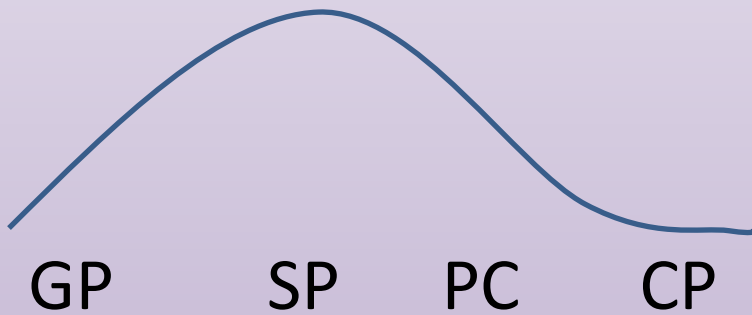
- Video used primarily to stabilize technical model with some refinement
- Verbiage is at height of specificity
 - Fragmentive, spatial and temporal cues utilized

Competitive Phase

- Video used primarily as competition review
- Cueing becomes very general
 - Holistic cues

Progression Illustrated

- Gross video usage:
- Accompanying Cue Systems



Simple → Complex → Simple

Video Angles

- Consistency in angles throughout annual plan
- Consistency to meet situations
- Imagery
 - “your mind doesn’t know that your body isn’t doing it”

Angles Continued

- SP/DT/JT
 - 90 degrees to throw
 - ie Posture, sequential firing, COM undulation, angle of release, etc
 - 180 degrees to throw
 - Shoulder/hip separation, direction of thrower, implement path, etc

Angles Continued

- Hammer/Weight
 - 180 degrees to throw
 - ie Separation, thrower's direction, correct foot movements, shape of orbit
 - 90 degrees to throw
 - ie posture, steepness of orbit, COM undulation

Questions?

Thank you and Happy Holidays!

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