

**Physical Education
Preparation of the Body
Student Workbook**

7893

Autumn 2000

HIGHER STILL

Physical Education

Preparation of the Body
Student Study Workbook
Intermediate 2 and Higher

Support Materials



Student Study Workbook

AREA 2: PREPARATION OF THE BODY

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NOTES

Student Study Workbook

Welcome to the **Preparation of the Body** student self study workbook. This booklet is designed to help you investigate relevant concepts involved in Physical Education at Intermediate 2 and Higher level. It should be used when reviewing information contained on the CD-ROM or when reflecting on your own performance.

To work through the task-sheets, you may work on your own or with a partner.

You may choose to work through the task-sheets in one of two ways. You can complete the worksheets on screen, compare your answer with the *exemplar answer* and print off a copy for your private study when completed.

OR

You can complete them in your workbook and ask your teacher to review your answers with you.

PLEASE NOTE! The exemplar answers are designed as a *self-check guide* to help you to compare your answer to the type of answer that could be expected in response to the question.

You may find that you that your answer differs from the exemplar answer. Do not worry. Your answer may still be correct. Often you will be able to add to the depth of answer and should always check with your teacher for clarification.

Working through the task-sheets should help you to:

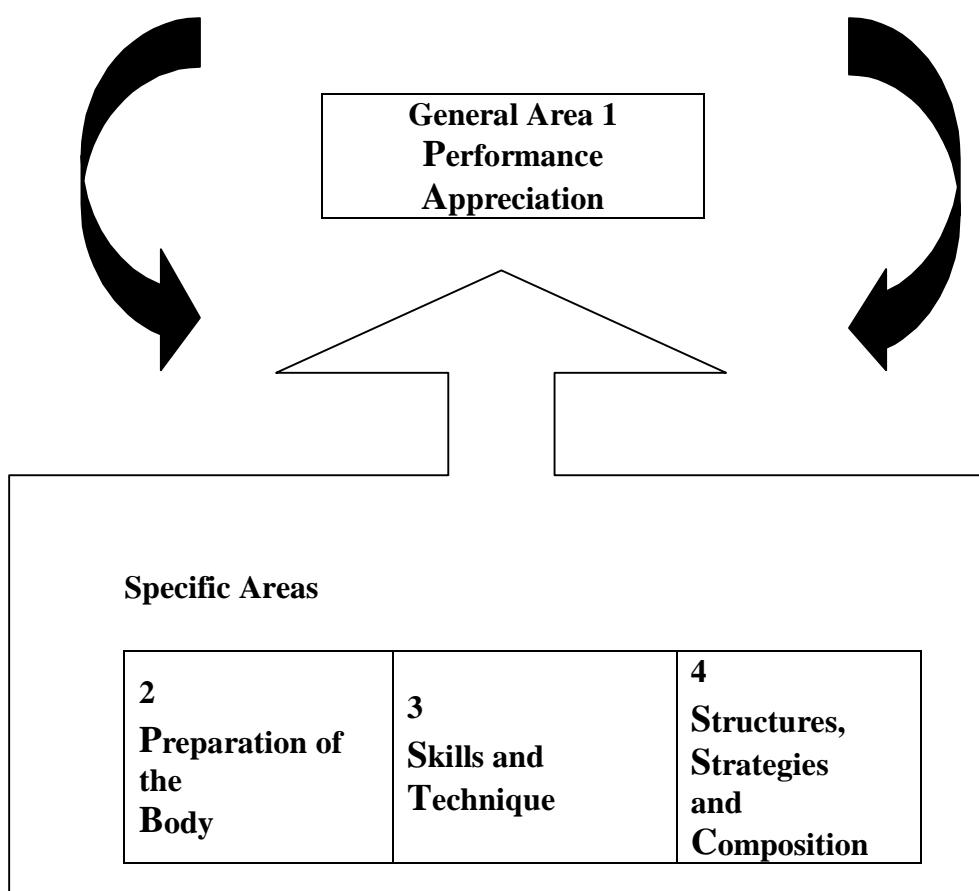
- **STUDY** performance in depth
- **ANALYSE** performance
- **EVALUATE** what you see
- **APPLY** your knowledge to suggest ways of improving what you see
- **IDENTIFY** strengths and weaknesses, qualities of action, strategy and composition,
- **MAKE INFORMED DECISIONS** about the relevance of skills, practices, training programmes, rehearsals, and routines.

REMEMBER! When you are using the CD-ROM it only forms part of your course. Much of what you learn from the tutorials and tasks devised by your teachers, and from your independent study can only be reinforced by:

COMPARISONS and **REFLECTIONS** on your own performance and that of others – in your group, school, in the local community and in national settings.

The **INDEX** indicates the related key concepts and task-sheets used.

What is Analysis of Performance?



Quite simply Analysis of Performance is all about improving your performance.

Throughout your course you will be trying to improve your whole performance. To help you do this you will study different **areas of analysis**, which will give you a deeper understanding and knowledge of how to go about this.

There are **4** areas of analysis, which relate to each other. Area 1 **Performance Appreciation** takes a **general** overview of features about performance whilst the other 3 areas of **Preparation of the Body, Skills & Technique, Structures, Strategies and Composition** take a more **specific** view of features about performance.

You will be expected to study at least **three** of these areas. To **simplify** this and help you to develop your knowledge and understanding, each area has been **sub-divided** into a number of **Key Concepts**. When working practically, these will give you a clearer picture of how to improve and monitor your performance. You will soon find out how helpful analysing your performance can be to the development of your **whole** performance.

Understanding Preparation of the Body.

In this area - **Preparation of the Body** - you will investigate the specific fitness demands of activities. You will learn about various training methods that will help you to improve **all** aspects of your fitness thus allowing you to perform more effectively in the activity. To improve your performance, it is important that you consider **all** aspects of fitness. This will include not **only** your physical fitness, (for example your cardio-respiratory endurance, speed, power, etc,) but your skill and mental related fitness needs, (for example, your ability to consistently perform skills whilst remaining calm under pressure). Importantly, you will learn to monitor your fitness by comparing your performance and that of others before, during and after training. By using a variety of testing and recording methods, you will be able to make evaluative judgements about how well you are doing and make suggestions about how to improve your performance through training.

When studying *Preparation of the Body*, your Analysis of Performance is likely to cover all the key concepts in this area of Analysis.

Area 2: Preparation of the Body (PB)

- types of performance-related fitness and specific applications to selected activities
- physical, skill-related and mental aspects of fitness
- fitness assessment in relation to personal performance and the demands of selected activities
- principles and methods of training
- planning and implementing training in pursuit of personal goals, through phases of training, training cycles and the monitoring of progress.

HOW TO USE THE CD-ROM

The CD-ROM is designed to help you to investigate relevant concepts involved in Physical Education at Intermediate 2 and Higher level. It is hoped that you will enhance your knowledge and understanding through an interactive and exciting approach.

The disc uses a vast compilation of multimedia techniques with full colour images, diagrams, text and video action that you have full control over.

A tutorial section is provided which will provide you with more information and clear descriptions of each key concept in the four areas of analysis. You may find this will give you useful references to help answer the task sheets provided.

HOW TO USE THE TASK SHEETS

These task sheets are designed to help you to investigate relevant concepts involved in Physical Education at Intermediate 2 and Higher level. It is hoped that you will enhance your knowledge and understanding by systematically working through the task sheets.

You may work on your own, or with a partner, to work through the task-sheets.

To get started

- load the CD-ROM disc into your computer's CD drive
- select the key concept that you wish to learn more about
- if you select task sheet, follow the on screen instructions.

NOTE! It is advisable to watch the video action **more** than once or at a slower speed before attempting your answer. You may also find it useful to study the tutorial section and take notes about your observations **before** attempting your answer.

Once you have completed the task sheet you can use the self-check guide to compare the quality of your answer. Alternatively, you could ask your teacher to review your answers.

If you select to complete the Personal Review Sheet you may find that you will need to complete some of the following before you can attempt your review:

- complete the tables with performance criteria relevant to your activity
- watch video action of your own performance OR have someone observe your performance.

Once you have completed the task sheet you should ask your teacher to review your answers.

AREA 2: PREPARATION OF THE BODY

Task 1:

Your task is to assess the type of fitness required by each of the performers. Watch the video action and then answer the following questions to help you analyse the fitness demands of each activity.

You can pause or replay the video, as you find it necessary to complete the task. Some examples have been included for you.

| Does the performer | SWIMMING | | HOCKEY | | BADMINTON | |
|--|----------|-----------------|----------|-----------------|-----------|-----------------|
| | YES / NO | TYPE OF FITNESS | YES / NO | TYPE OF FITNESS | YES / NO | TYPE OF FITNESS |
| 1. need to change direction regularly? | YES / NO | | YES / NO | | YES / NO | |
| 2. need to work to at maximum pace? | YES / NO | | YES / NO | | YES / NO | |
| 3. need to maintain balance? | YES / NO | | YES / NO | | YES / NO | |
| 4. need to repeatedly sprint? | YES / NO | | YES / NO | | YES / NO | |
| 5. need to handle pressure? | YES / NO | | YES / NO | | YES / NO | |
| 6. need to change pace? | YES / NO | | YES / NO | | YES / NO | |
| 7. need to jump? | YES / NO | | YES / NO | | YES / NO | |
| 8. need to concentrate for long periods of time? | YES / NO | | YES / NO | | YES / NO | |
| 9. need to cover long distances? | YES / NO | | YES / NO | | YES / NO | |
| 10. need to make physical contact? | YES / NO | | YES / NO | | YES / NO | |
| 11. need to co-operate with others? | YES / NO | | YES / NO | | YES / NO | |
| 12. need to make powerful actions? | YES / NO | | YES / NO | | YES / NO | |
| 13. need to time moves? | YES / NO | | YES / NO | | YES / NO | |
| 14. need to make quick decisions? | YES / NO | | YES / NO | | YES / NO | |
| 15. need rest periods? | YES / NO | | YES / NO | | YES / NO | |

Cont'd

Cont'd

2. Using the information gathered, select one activity and explain your short and long term targets to improve performance.

| Short term targets. | Long term targets |
|----------------------------|--------------------------|
| | |

3. Explain why target setting is important in a training programme?

AREA 2: PREPARATION OF THE BODY

Task 2

Select **two** activities that you have experience in and assess the type of fitness demands you require when participating in the activity.

Use the key to grade your effectiveness VS =Very satisfactory, S = Satisfactory, P= Poor

| Do I? | 1 ST ACTIVITY = | | | 2 ND ACTIVITY = | | |
|--|----------------------------|-------|--|----------------------------|-------|--|
| | TYPE OF FITNESS | Grade | | TYPE OF FITNESS | Grade | |
| 1. need to change direction regularly? | YES / NO | | | YES / NO | | |
| 2. need to work to at maximum pace? | YES / NO | | | YES / NO | | |
| 3. need to maintain balance? | YES / NO | | | YES / NO | | |
| 4. need to repeatedly sprint? | YES / NO | | | YES / NO | | |
| 5. need to handle pressure | YES / NO | | | YES / NO | | |
| 6. need to change pace? | YES / NO | | | YES / NO | | |
| 7. need to jump? | YES / NO | | | YES / NO | | |
| 8. need to concentrate for long periods of time? | YES / NO | | | YES / NO | | |
| 9. need to cover long distances? | YES / NO | | | YES / NO | | |
| 10. need to make physical contact? | YES / NO | | | YES / NO | | |
| 11. need to co-operate with others | YES / NO | | | YES / NO | | |
| 12. need to make powerful actions? | YES / NO | | | YES / NO | | |
| 13. need to time moves | YES / NO | | | YES / NO | | |
| 14. need to make quick decisions | YES / NO | | | YES / NO | | |

2. Chose **one** of your activities, and give a brief explanation of how a specific conditioning training programme would benefit your performance.

Name of activity _____

Area of strength e.g. physical related fitness _____

Explanation

AREA 2: PREPARATION OF THE BODY

Task 3: Peer Observation Schedule

1. Consider the performance related fitness demands of this Gymnast's routine and record your observations in the box. Evaluate her strengths and weaknesses to enable you to set appropriate short and long term training targets.

| PERFORMANCE RELATED FITNESS | Observations |
|--|---------------------|
| PHYSICAL e.g. power, speed, strength | |
| SKILL e.g. agility, timing, balance | |
| MENTAL e.g. determined, motivated | |

2. Give an account of a specific conditioning training programme that would benefit performance.

| |
|-------------|
| Explanation |
|-------------|

3. What improvements in performance would you expect to see as a result of training?

| |
|--|
| |
|--|

AREA 2: PREPARATION OF THE BODY

Task 4: Setting Targets

PERSONAL REVIEW

1. Consider the performance related fitness demands of your own performance in an activity.
Evaluate your strengths and weaknesses to enable you to set appropriate short and long term training targets.

| PERFORMANCE RELATED FITNESS | Observations |
|--|---------------------|
| PHYSICAL e.g. power, speed, strength | |
| SKILL e.g. agility, timing, balance | |
| MENTAL e.g. determined, motivated | |

2. Give examples of how a specific conditioning training programme would benefit your performance.

Name of activity _____ Aspect of fitness _____

| |
|-------------|
| Explanation |
|-------------|

3. What improvements in performance would you expect to see as a result of training?

| |
|--|
| |
|--|

AREA 2: PREPARATION OF THE BODY

Task 5

Fitness assessment involves collecting information about your **overall** fitness. This information can relate to your physical, skill related and mental fitness.

Watch the video sequence and suggest appropriate methods of assessing the performer's fitness for each aspect of fitness.

1. Method of assessing **physical related** fitness aspects.

2. Method of assessing **skill related** fitness aspects.

3. Method of assessing **mental related** fitness aspects.

4. Evaluate the usefulness of gathering data about fitness.

5. Identify some problems associated with fitness assessment.

AREA 2: PREPARATION OF THE BODY

Task 6

Fitness assessment involves collecting information about your **overall** fitness. This information can relate to your physical, skill related and mental fitness.

Reflect on your own performance in an activity. For each aspect of fitness, explain in detail the methods you could use when assessing your fitness demands.

1. Method of assessing **physical related** fitness aspects.

2. Method of assessing **skill related** fitness aspects.

3. Method of assessing **mental related** fitness aspects.

4. Evaluate the usefulness of gathering data about your fitness, identifying some of the problems associated with fitness assessment.

AREA 2: PREPARATION OF THE BODY

Task 7

Watch this 2 v 2 cross-court game and consider the potential of practice situations for developing specific fitness demands.

Potential of 2 v 2 games for developing:

1. the endurance demands of Basketball

2. the speed requirements of Basketball

3. power for Basketball

4. refining technique under degrees of pressure

AREA 2: PREPARATION OF THE BODY

Task 8

In an activity of your choice give examples of practice situations where you would be able to train for the specific fitness requirements of the activity while refining your technique.

For **each** situation give an example of a **specific physical benefit** and a **specific technical benefit** that you would hope to gain as a result of the practice situation.

1. A repetition practice on your own

2. A repetition practice with a partner or partners

3. A practice with a high physical demand but with a lower technical demand

4. A practice with a high technical demand but lower physical demand

AREA 2 PREPARATION OF THE BODY

Task 9

Use the table below to identify **one** particular area for which you intend to collect data about this Football player's (white top) performance-related fitness.

You can select to collect data on the player's **physical** related, **skill** related or **mental** related aspects of fitness.

Describe in detail what information you will need to collect; how you will collect and record it and how you could use the information to plan for improvement in performance.

| | |
|--|--|
| AREA FOR INVESTIGATION | |
| INFORMATION TO BE COLLECTED | |
| SELECTED METHOD OF DATA COLLECTION e.g. quantitative/ qualitative objective/ subjective | |
| USING THE DATA TO IMPROVE FITNESS AND PERFORMANCE | |

AREA 2 PREPARATION OF THE BODY

Task 10

Name _____ Date _____

1. Describe an occasion when you will need to produce a peak performance.

2. Suggest the steps you could take to prepare for this performance.

HOW TO USE THE SELF-CHECK GUIDE EXEMPLAR ANSWERS

These exemplar answers are designed to help you to compare the quality of your answer. The content of the exemplar answers reflects the type of answer that could be expected in response to the question.

Due to the nature of this exercise and depending on your own experience you may find that your answer varies from the exemplar answer. On many occasions you may be able to add to the depth of the answer.

To gain the most benefit from this exercise the following suggestions are made:

- check your answer with the exemplar answer, note any differences and take notes
- check your answer with a partner (s). Discuss any differences in observations made. Add to your own answer any observations offered by your partner (s) that improve the quality of your answer.
- check with your teacher for further clarification
- keep a copy of your corrected task-sheet for reference.

AREA 2: PREPARATION OF THE BODY

Task 1

Exemplar Answers

The purpose of this review is to provide you with a self-check guide about the type of observations that could be offered in response to the task. When comparing your observations you may find that you will be able to add to the comments contained below.

If you are unsure about any aspects of this task you should ask your teacher for further explanation.

Your task is to assess the type of fitness required by each of the performers. Watch the video action and then answer the following questions to help you analyse the fitness demands of each activity. You can pause or replay the video, as you find it necessary to complete the task. Some examples have been included for you.

| Does the performer | SWIMMING | | HOCKEY | | BADMINTON | |
|--|---------------------|-------------------------|---------------------|-------------------------|---------------------|-------------------------|
| | | TYPE OF FITNESS | | TYPE OF FITNESS | | TYPE OF FITNESS |
| 1. need to change direction regularly? | YES / NO | | YES / NO | <i>Skill related</i> | YES / NO | <i>Skill related</i> |
| 2. need to work to at maximum pace? | YES / NO | <i>Physical related</i> | YES / NO | <i>Physical related</i> | YES / NO | <i>Physical related</i> |
| 3. need to maintain balance? | YES / NO | <i>Skill related</i> | YES / NO | <i>Skill related</i> | YES / NO | <i>Skill related</i> |
| 4. need to repeatedly sprint? | YES / NO | | YES / NO | <i>Physical related</i> | YES / NO | <i>Physical related</i> |
| 5. need to handle pressure? | YES / NO | <i>Mental related</i> | YES / NO | <i>Mental related</i> | YES / NO | <i>Mental related</i> |
| 6. need to change pace? | YES / NO | <i>Physical related</i> | YES / NO | <i>Physical related</i> | YES / NO | <i>Physical related</i> |
| 7. need to jump? | YES / NO | | YES / NO | | YES / NO | |
| 8. need to concentrate for long periods of time? | YES / NO | | YES / NO | <i>Mental related</i> | YES / NO | <i>Mental related</i> |
| 9. need to cover long distances? | YES / NO | | YES / NO | <i>Physical related</i> | YES / NO | |
| 10. need to make physical contact? | YES / NO | | YES / NO | <i>Physical related</i> | YES / NO | |
| 11. need to co-operate with others? | YES / NO | | YES / NO | <i>Mental related</i> | YES / NO | |
| 12. need to make powerful actions? | YES / NO | <i>Physical related</i> | YES / NO | <i>Physical related</i> | YES / NO | <i>Physical related</i> |
| 13. need to time moves? | YES / NO | <i>Skill related</i> | YES / NO | <i>Skill related</i> | YES / NO | <i>Skill related</i> |
| 14. need to make quick decisions? | YES / NO | <i>Mental related</i> | YES / NO | <i>Mental related</i> | YES / NO | <i>Mental related</i> |
| 15. need to take rest periods? | YES / NO | | YES / NO | <i>Physical related</i> | YES / NO | <i>Physical related</i> |

2. Using the information gathered, select **one** activity and explain what short and longer-term considerations you would make to improve performance.

Name of activity **Swimming**

| Short term targets | Long term targets |
|--|---|
| <p><i>Identify fitness -priority for example,</i></p> <ul style="list-style-type: none"> • <i>Physical related -Power in leg action. Some focus on stronger leg kick. Emphasis on power from hips. Emphasis on stronger finish</i> • <i>Skill related – Reaction time – at start of race. Timing – to improve efficiency of turn</i> • <i>Mental related – Focus on reach for faster turn</i> | <ul style="list-style-type: none"> • <i>To prepare for Championship events, with an aim to improve personal best times.</i> • <i>To have a more efficient and fluent stroke technique with an improved personal best time</i> • <i>Select an appropriate training programme to address long target e.g., interval / fartlek training.</i> • <i>During season, monitor progress and adapt programme as required.</i> |

3. Explain why target setting is important in a training programme?

Target setting is important as it helps to identify performance and training priorities. As performance level improves, new targets can be set to ensure further progress.

Setting targets is important because it helps to direct training efforts across a range of performance fitness related targets.

Setting targets allows data to be collected which helps with monitoring and evaluating improvements.

Long-term targets ensure that fitness levels are maintained.

It is a motivating way to monitor performance improvement.

2. Using the information gathered, select **one** activity and explain what short and longer-term considerations you would make to improve performance.

Name of activity **Hockey**

| Short term targets | Long term targets |
|---|---|
| <p><i>Identify fitness priority- for example</i></p> <ul style="list-style-type: none"> • <i>Physical related –maintain general fitness levels in relation to role responsibility</i> • <i>Skill related – continue to develop agility. As a competent performer this player should use a conditioning approach to training. Use of pressurised drills in 2v1 and 3v1 situations to put him under more pressure in getting free, creating options etc. Finish with conditioned games.</i> | <ul style="list-style-type: none"> • <i>To prepare for Championship event or advance to Senior level</i> • <i>Plan to use a conditioning training programme. To improve / peak for events.</i> • <i>Address any weakness in relation to physical, skill or mental fitness. This approach will develop technique; refine skills whilst developing specific fitness requirements.</i> • <i>During season, monitor progress and adapt programme as required.</i> |

Cont'd

3. Explain why target setting is important in a training programme?

Target setting is important as it helps to identify performance and training priorities. As performance level improves, new targets can be set to ensure further progress.

Setting targets is important because it helps to direct training efforts across a range of performance fitness related targets.

Setting targets allows data to be collected which helps with monitoring and evaluating improvements.

Long-term targets ensure that fitness levels are maintained.

It is a motivating way to monitor performance improvement.

2. Using the information gathered, select **one** activity and explain what short and longer-term considerations you would make to improve performance.

Name of activity **Badminton**

| Short term targets | Long term targets |
|--|--|
| <p><i>Identify fitness priority, for example,</i></p> <ul style="list-style-type: none"> • <i>Physical related –maintain general fitness levels.</i> • <i>Skill related – Anticipation. Use conditioning approach. For example-pressurised drills-to improve covering of shots played to backhand. Feeder drills to sharpen footwork. Aim to sharpen strategic play and attack opponent.</i> • <i>Personal target to beat this opponent by a greater score.</i> | <ul style="list-style-type: none"> • <i>To prepare for Championship finals - maintain Rank ratings.</i> • <i>To peak for finals. Identify any apparent weakness and train for improvements. This is a competent player therefore a conditioning approach that targets skill refinement whilst maintaining general fitness would be appropriate.</i> • <i>During season, monitor progress and adapt programme as required.</i> |

3. Explain why target setting is important in a training programme?

Target setting is important as it helps to identify performance and training priorities. As performance level improves, new targets can be set to ensure further progress.

Setting targets is important because it helps to direct training efforts across a range of performance fitness related targets.

Setting targets allows data to be collected which helps with monitoring and evaluating improvements.

Long-term targets ensure that fitness levels are maintained.

It is a motivating way to monitor performance improvement.

AREA 2: PREPARATION OF THE BODY

Task 3

Exemplar Answers

The purpose of this review is to provide you with a self-check guide about the type of observations that could be offered in response to the task. When comparing your observations you may find that you will be able to add to the comments contained below.

If you are unsure about any aspects of this task you should ask your teacher for further explanation.

1. Consider the performance related fitness demands of this Gymnast's routine. Evaluate her strengths and weaknesses to enable you to plan a conditioning training programme.

| PERFORMANCE RELATED FITNESS | Observations |
|--|---|
| PHYSICAL e.g. power, speed, strength | <i>An energetic and demanding sequence. Therefore, a level of cardio-respiratory fitness is required. Some actions are fast and powerful e.g. the cartwheel, her jumps and when she changes direction to link skills.</i> <i>Upper body strength is required to maintain tension in her balancing skills. A high level of flexibility is needed to allow good range of movement, e.g. in the splits and when travelling and linking movements.</i> <i>She shows a high degree of fitness with many actions fluent and well controlled. There is a need to maintain greater stillness in her balances and gain more height in her jumps.</i> |
| SKILL e.g. agility, timing, balance | <i>All actions require high levels of agility, co-ordination, balance and timing. In particular as she moves out of one movement into the next.</i> |
| MENTAL e.g. determined, motivated | <i>High levels of concentration are needed to ensure that she remembers her sequence. She has to remain focussed so that her movements look polished and effortless.</i> |

2. Give an account of a specific conditioning training programme that would benefit her performance.

Explanation

As this performer is already a competent Gymnast, a conditioning programme which combines specific aspects of fitness and skill at the same time would be best.

Using a series of specific repetition drills, she could develop her strength thus helping her to hold balances steadier and for longer while refining her balancing technique. This works because the drills used develop the specific muscle groups used in her actions. She could then progress onto combination drills which included repeated powerful actions like preparation runs into cartwheels and round offs.

This would ensure overload, developing her power, upper body strength, and technique. She will also be able to develop her concentration skills as she attempts each drill.

This is intense practice and as there is a high anaerobic demand practice would need to be short to avoid strain or injury.

At the end of her sessions she could evaluate her progress and reset new targets for improvement.

3. What improvements in performance would you expect to see as a result of training?

I would expect to see better body tension in her balances. Greater elevation in her jumps and linking sequences. Perhaps even adding in some new or more complex skills

I would also expect to see slightly greater control and fluency in her linking skills.

AREA 2: PREPARATION OF THE BODY

Task 5

Exemplar Answers

Fitness assessment involves measuring the components of Physical Fitness.

Watch the video sequence and suggest appropriate methods of assessing the performer's fitness for each area of fitness.

1. Method of assessing physical fitness aspects.

- i) *External feedback, provide the player with information about how well he coped with aspects of fitness, e.g. did he look comfortable throughout long rallies? Show him a video etc.*
- ii) *Internal feedback, ask his opinion. —How did he feel? This helps to set targets.*
- iii) *Observation schedule, divided into specific categories, e.g. attack /defence times involved in moving forwards, sideways and backwards, lunging, etc.*
- iv) *Use of standardised test, e.g. the Leger test to measure cardio-respiratory efficiency. Compare against norms.*

2. Description of method of assessing skill related fitness aspects.

- i) *Use of standardised test, e.g. the Illinois agility test to measure ability to change direction quickly (measure agility and speed).*
- ii) *Test reaction time via Shuttle runs.*
- iii) *Use specific feeder drill. Record number of successful shots place at target stations 1-8. Player moves from base to receive high feed places shot and returns to base – this investigates anticipation.*
- iv) *Movement analysis divided into specific categories to examine - ability to cover court, movement anticipation, timing etc.*

3. Description of method of assessing mental related fitness aspects.

- i) *External feedback, provide the player with information about how well he coped with demands of the game, e.g. did he look focused throughout the game?*
- ii) *Did he concentrate before placing service?*
- iii) *Internal feedback, ask his opinion. - Did you stay alert? Did you maintain concentration during long rallies?*
- iv) *Observation sheet indicating control of emotions, e.g. reaction to continuous loss of service or run of lost points, inaccurate call by umpire, etc.*

4. Evaluate the usefulness of gathering data about fitness.

- *Identifies the strengths and weaknesses of the performer*
- *Relates well to the concept of setting personal fitness targets*
- *Comparisons against norms which allows informed judgments to be made*
- *Informative and motivational*
- *Allows you to set longer term targets*
- *Gives immediate feedback*
- *Allows the performer to take responsibility for future progress.*

5. Identify the problems or limitations associated with fitness assessment.

- *Over reliance on one particular test*
- *Issues of validity and reliability*
- *Problems associated with inexperienced recorders*
- *Description about the data and recording procedures not always clear or fully explained*
- *Requires sound knowledge and good analytical skills.*
- *Sometimes gives conflict of opinions*
- *Time implications*

AREA 2: PREPARATION OF THE BODY

Task 7

Exemplar Answers

The purpose of this review is to provide you with a self-check guide about the type of observations that could be offered in response to the task. When comparing your observations you may find that you will be able to add to the comments contained below.

If you are unsure about any aspects of this task you should ask your teacher for further explanation.

Watch this 2 v 2 cross-court game and consider the potential of practice situations for developing the specific fitness demands of

- a) the physical related aspects of endurance, speed and power
- b) the skill related aspect of agility and reaction time
- c) the mental related aspects of maintaining concentration, remaining calm and thinking clearly under pressure.

1. The endurance demands of Basketball

High levels of cardio-respiratory endurance to cope with the intense demands of transition between offence and defence.

Speed endurance- to cope with strong penetrative runs on and off the ball for the duration of the game.

Muscular endurance- to cope with repeated defending movements.

Small numbers means that all players are involved at a high intensity with little or no rest periods.

2. The speed requirements of Basketball

Varied change of pace and direction to create options in both offence and defence.

Speed on and off the ball to assist play.

More space available to run powerfully up court when steal or break in the game occurs.

3. The power requirements of Basketball

Repeated explosive jumps to challenge for high balls and rebounding.

In fast explosive actions such as outlet pass at fastbreak.

To change direction and vary pace for example, when dribbling and getting free from defender.

4. Agility and reaction time

Constant need to weave past defender, disguise intent in fake go/pass/shoot actions.

The constant demands to react to ball / player /option quickly will improve reaction time.

5. For maintaining concentration when under degrees of pressure.

Constant involvement, intense pressure, enhances application of technique and decision making skills.

Reinforces need to remain calm and cope with pressure.

AREA 2: PREPARATION OF THE BODY

Task 9

Exemplar Answers

The purpose of this review is to provide you with a self-check guide about the type of observations that could be offered in response to the task. When comparing your observations you may find that you will be able to add to the comments contained below.

If you are unsure about any aspects of this task you should ask your teacher for further explanation.

Use the table below to identify **one** particular area for which you intend to collect data about this football player's performance-related fitness. Describe in detail what information you need to collect; how you will collect and record it; and how you could use the information to plan for improvement in performance.

| | |
|--|---|
| AREA FOR INVESTIGATION | <i>Physical related fitness Aspect = cardio-respiratory endurance</i> |
| INFORMATION TO BE COLLECTED | <i>Role within the game Previous experience Present involvement- e.g. maintaining first team place Knowledge about current level of fitness in relation to position. Identification of strengths and weaknesses, such as number of tackles made Whether fitness levels are maintained till the end of the game.</i> |
| SELECTED METHOD OF DATA COLLECTION e.g. quantitative/ qualitative objective/ subjective | <i>Quantifiable data obtained in match analysis sheet or personal profile sheet. OR use of other standard tests out with the game Qualitative data in relation observation schedule supported with use of video Objective data, such as feedback offered from teacher or team-mates.</i> |
| USING THE DATA TO IMPROVE FITNESS AND PERFORMANCE | <i>Plan for short term e.g. immediate targets for next match Select an appropriate training method Apply principles of training to programme and plan a programme Set achievable targets Monitor progress, evaluate improvements, revise programme Set longer term targets if appropriate.</i> |

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