
S3 Elective Physical Education

Get fit... get skilled... get tactical

Be calm... be focused... be involved



Name: _____

Class: _____

Get Fit

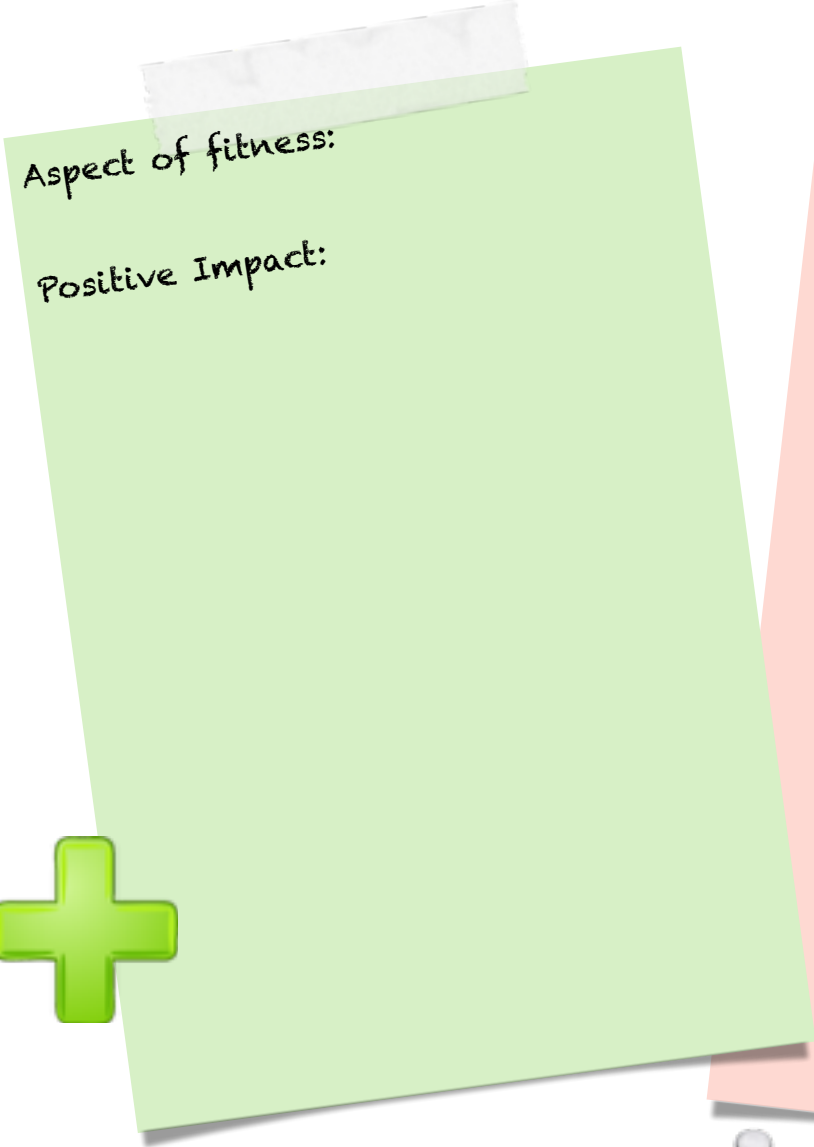
This unit looks at FITNESS as a physical factor affecting performance. Here are examples of how the different aspects of fitness may impact performance in various activities.

Aspect of fitness	Definition	Positive impact on performance	Negative impact on performance
cardio-respiratory endurance	The ability of the heart and lungs to transport oxygenated blood to the working muscles during exercise	In hockey I can make runs up the field to find space to support my team's attack. Even in the later stages of the game I can make myself available in good positions to score.	In basketball I tire quickly and often struggle to keep up with the player I'm marking. I am more likely to make sloppy and badly-timed tackles and risk committing fouls.
muscular endurance	The ability of groups of muscles to work together continuously during exercise	In trampolining I am able to keep a good shape with toes pointed and arms extended at every bounce throughout my whole sequence.	In volleyball I am no longer able to keep jumping to block the ball over the net as my muscles fatigue. This limits our defence to the opposition's attack.
speed	The time taken to cover a certain distance	In swimming I am able to pull my arms very quickly through the water and achieve competitive times in my event.	In badminton slow movement around the court prevents me from getting to the shuttle in time to play an effective return.
strength	The maximum force a group of muscles can exert in a one movement	In football I am able to hold off a defender and protect my possession of the ball until support is available.	In tennis I am unable to serve the ball hard enough to make it difficult for my opponent to return.
power	An explosive combination of speed and strength	In rugby I bend and push hard downwards before extending upwards quickly to gain maximum height when jumping to win the ball in a line-out.	In gymnastics poor speed in my run up and a weak springboard take-off prevent me from achieving the full height required to complete my vault.
flexibility	The range of movement around a joint	In cricket I am able to use a great deal of rotation at my shoulder to move my arm back and then over and forwards quickly to put maximum pace on my bowling.	In athletics poor hip flexibility limits how high I can lift my trail leg over the hurdles. Therefore I have to compensate by jumping higher which ultimately slows me down.

Get Fit Task 1:

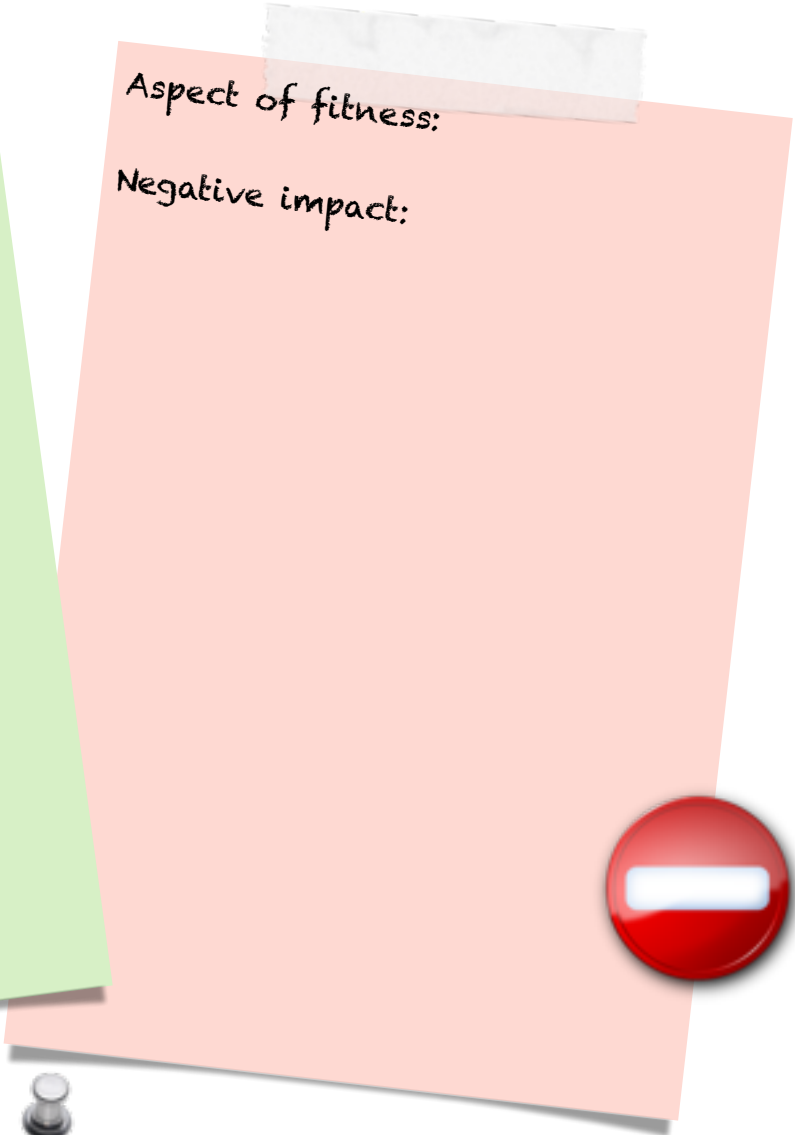
Name the activity you are currently performing in PE: _____

Select one aspect of fitness that you feel impacts you POSITIVELY and one different aspect that impacts you NEGATIVELY in this activity. Explain the impact they have on your performance.



Aspect of fitness:

Positive Impact:



Aspect of fitness:

Negative impact:

There are also aspects of SKILL-RELATED FITNESS which may impact your performance:

AGILITY - the ability to change direction quickly

BALANCE - the ability to distribute weight to remain in a steady position

REACTION TIME - the time taken to respond to a stimulus

COORDINATION - the ability to use different parts of the body together smoothly and efficiently

Get Fit... How fit am I?

To discover how 'fit' you are it is useful to collect data/information relating to each of the aspects of fitness. STANDARDISED FITNESS TESTS are a great method to use to highlight your personal strengths and weaknesses. You can fill in your own scores in the table below and then compare each to the national norm for each test.

Aspect of fitness	Standardised test	Score	Comparison to national norms (see below)
cardio-respiratory endurance	Cooper 12 minute run / multistage fitness (bleep) test		
muscular endurance	30 second sit up test		
speed	35 metre sprint test		
agility	Illinois agility test		
strength	Hand grip dynamometer		
power	Standing broad jump / sergeant (vertical) jump		
flexibility	Sit and reach test		

Standardised test	Poor	Fair	Average	Good	Excellent
Cooper 12 minute run	<2100m <1500m	2100-2199m 1500-1599m	2200-2399m 1600-1899m	2400-2700m 1900-2000m	>2700m male >2000m female
Multistage fitness test	<L6 S6 <L4 S7	L7 S1 L5 S1	L8 S9 L6 S7	L11 S2 L9 S1	>L12 S7 male >L10 S9 female
30 second sit up test	<17 <9	17-19 9-14	20-25 15-20	26-30 21-25	>30 male >25 female
35 metre sprint test	>5.60 >6.20	5.30-5.60 5.90-6.20	5.10-5.29 5.60-5.89	4.80-5.09 5.30-5.59	<4.80 male <5.30 female
Illinois agility test	>19.3s >23.0s	18.2-19.3s 21.8-23.0s	16.2-18.1s 18.0-21.7s	15.2-16.1s 17.0-17.9s	<15.2s male <17.0s female
Hand grip dynamometer	<39 <19	39-44 19-24	45-50 25-30	51-56 31-36	>56 male >36 female
Standing broad jump	<1.68m <1.47m	1.84-1.68m 1.59-1.47m	1.95-1.85m 1.72-1.60m	2.11-1.96m 1.91-1.73m	>2.11m male >1.91m female
Sergeant (vertical) jump	<40cm <35cm	40-49cm 35-40cm	50-55cm 41-50cm	56-65cm 51-60cm	>65cm male >60cm female
Sit and reach	<4 <4	6.9-4.0 6.9-4.0	10.9-7.0 11.9-7.0	14.0-11.0 15.0-12.0	>14 male >15 female

Get Fit... How can I develop my fitness?

After identifying a weak aspect of fitness you can set yourself training goals and begin to create an appropriate programme of work to meet these. First select a TRAINING METHOD which is specific to your fitness need and then begin to apply the PRINCIPLES OF TRAINING. Below are some commonly used training methods.

conditioning



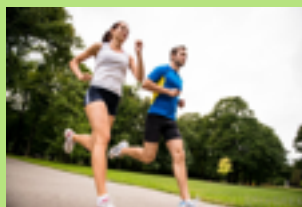
training through the activity to develop skills and fitness together

fartlek



'speed play' or varied-pace running to develop endurance while replicating the movement patterns found in many activities

continuous



steady pace training keeping heart rate within training zone for a sustained period of time

interval



periods of exercise, often shorter more intense bursts, broken up by periods of rest to create appropriate work:rest ratio

weights/resistance



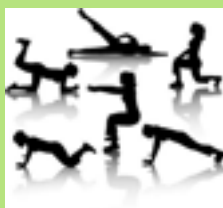
using weights or resistance to develop muscle mass or muscular endurance by setting appropriate weight/ reps/ sets

stretching



a series of static or dynamic stretches to increase range of movement

circuits



rotating around several stations designed to develop specific or more general fitness needs

Here are the PRINCIPLES OF TRAINING you will need to consider when creating and adapting your training programme.

S	pecificity	training must be specific to your fitness need, your fitness level and your activity
P	rogressive	important to make training gradually harder as you become fitter <i>see OVERLOAD</i>
O	verload	achieve progression by overloading/increasing the frequency, intensity or duration of training
R	eversibility	use it or lose it' principle - if you stop training for any reason your fitness level will quickly drop
T	edium	use a variety of training methods or exercises to avoid boredom
F	requency	how often you train, eg. 3 sessions a week
I	ntensity	how hard you train, eg. 30kg x 15reps x 3 sets, with 1 minute rest between sets
T	ime	<i>also referred to as DURATION</i> how long you train for, e.g. 40 minutes

'SPORT FIT' is a useful memory aid for the principles of training. Keep these in mind while creating, implementing and adapting your training programme.

Get Fit Task 2:

Which aspect of fitness have you trained to develop? _____

Name a training method you used: _____

Describe one training session that you carried out. Include a diagram if helpful. Give details of the INTENSITY and DURATION of the session.



Identify 3 ways in which you could use PROGRESSIVE OVERLOAD to make this training session more difficult.

-
-
-

Personal Assessment Record - Get Fit		Pupil			Teacher		
Date	Criteria	G	A	R	G	A	R
	I can gather information about my FITNESS in an activity and describe the method I used to do this.						
	I can identify my personal strengths and weaknesses within my FITNESS and describe what impact they have on my performance.						
	I can create and carry out a programme of work to develop the weak aspect(s) of my FITNESS.						
	I can monitor and evaluate how effective my training has been to develop my FITNESS.						

GREEN	I am confident at doing this
AMBER	I am beginning to do this well
RED	I need to spend more time on this

What I enjoyed about 'get fit'...

- 1.
- 2.

'Skills for life' I developed...

- 1.
- 2.

Get Skilled

This unit looks at SKILL as a physical factor affecting performance. You will have watched skilled performers in a variety of activities. Andy Murray, Lionel Messi, Jessica Ennis-Hill and LeBron James are all skilled performers in their chosen activities. But what makes them 'skilled'?




- They are in complete control of their actions
- Actions are refined and precise/accurate
- Actions seem effortless - no energy wasted
- They have a large repertoire of skills
- Skills can be linked into complex combinations
- Correct actions are selected for appropriate situations
- Flair and creativity are used to overcome opponents
- Skills can be carried out automatically
- High success rate of the outcome of their actions



MAXIMUM EFFICIENCY
WITH MINIMUM
EFFORT!

Skilled performers are often referred to as MODEL PERFORMERS. We can observe them to inspire, motivate, teach and provide feedback on our own performances. A model performer could be a professional, a coach, a teacher or even a talented classmate.

- Give you a clear picture of what you are striving to achieve
- Show different qualities and consistencies in their actions
- Useful to watch their actions in slow-motion through video recording
- Allows you to compare and contrast your own performance against model
- Opportunity to set yourself targets for improvement
- Motivates you to keep trying to improve
- Allows you to see whether any improvement is being made



BENEFITS OF USING A
MODEL
PERFORMER

When watching a model performer demonstrating a specific skill it can be useful to break down and describe it in terms of its PREPARATION, ACTION and RECOVERY phases.

- Preparation ➡ Get ready to perform the skill
 Action ➡ Carry out the performance of the skill
 Recovery ➡ Get ready to carry out the next skill

Activity and skill	Preparation	Action	Recovery
EXAMPLE: Volleyball - volley pass	Judging the flight of the ball move into position just behind it with fingers spread, hands at forehead, knees bent and feet apart	Straighten the legs and extend the arms to meet the ball, push ball up with fingertips	Follow through with the arms forward and transfer weight forward, move into ready position for next shot
EXAMPLE: Badminton - overhead clear	Move into position under the shuttle, stand side-on to net, hold non-hitting arm up pointing at the shuttle and racket behind the head	Transfer weight from back to front foot, swing the racket forward, arm straight to strike the shuttle	Follow through down and across the body and move forward back to the ready position, watch shuttle, ready for next shot
ADD YOUR OWN:			

Get Skilled... How skilled am I?

To discover how 'skilled' you are it is useful to collect data/information relating to the skills and techniques required in the activity. There are different methods you can use to gather this FEEDBACK on your skill performance.

Get Skilled Task 1:

Name the activity you are currently performing in PE: _____


Select one method of data collection below (circle it!) and ***describe*** how you used it to gather information about your skill in this activity. Include a table or diagram if helpful.

observation schedule

PAR checklist

scatter graph

digital analysis



What did you learn from this data?

What impact does this have on your performance in your activity?

Whenever you practice a specific skill you need to consider which STAGE OF LEARNING you are currently performing it at. Being able to determine your stage of learning will allow you to select the most appropriate practice and receive appropriate feedback.

Stage of learning	What is involved?
planning / cognitive	<ul style="list-style-type: none">• learn a new skill or go back to re-examine a previously learned skill• break down the skill to its most simple form (often PAR) to establish movement or correct any errors• receive lots of external feedback
practice / associative	<ul style="list-style-type: none">• the skill is now more comfortable and consistent and fewer errors are made• practice the skill over and over again to groove the action into your motor memory• lots of external feedback still required to refine the technique
automatic	<ul style="list-style-type: none">• now able to perform the skill without giving it too much thought• able to self-regulate and detect any errors yourself as internal feedback• more time to focus on other aspects of your performance

Practice doesn't make perfect...

correct practice makes perfect!









Don't practice until you can get it right...

practice until you can't get it wrong!

FEEDBACK is any information you receive about your performance. It can come from within (INTERNAL) and from other sources (EXTERNAL). As you can see from the stages of learning above, new learners rely heavily on external feedback, while more skilled performers learn to be effective at using their own internal feedback.

Get Skilled... How can I develop my skills?

After identifying a skill you would like to develop and your current stage of learning, you can set yourself training goals and begin to create an appropriate programme of work to meet these. First select a PRACTICE METHOD which is specific to your skill level and then begin to apply the PRINCIPLES OF EFFECTIVE PRACTICE.

shadow		a repetitive action mimicking a specific skill, often used in isolation without the distraction of equipment or opposition
feeder		using a partner (or machine) to feed the ball or shuttle to you in the position needed to practice your skill
repetition drills		performing the same motion over and over again to groove the action into your motor memory
pressure		adding an element of game-like pressure to your skill practice eg. targets, time constraints, opposition
whole-part-whole		performing the full skill and identifying a weak area, practicing the isolated weakness, then performing the full skill again to check for improvement
gradual build-up		learning a skill bit-by-bit with each stage getting progressively harder as you achieve success
combination drills		performing your skill within a range of other skills as it may appear in a game situation
conditioned games		adapting the rules/playing area/ opposition to encourage you to perform in a certain way

Here are the PRINCIPLES OF EFFECTIVE PRACTICE which you will need to consider when creating and adapting your programme of work.

V

varied

use a variety of practices to maintain motivation and concentration throughout each training session

P

rogressive

practices must become gradually harder as your skill level improves

S

pecific

practices must be related to you, your activity and your skill level (stage of learning)

M

easurable

gauge your success by measuring the outcome in practice sessions

A

chievable

training goals and practices must be challenging, yet within your reach, otherwise you may lose motivation

R

ealistic

you must have the ability, time and resources to realistic achieve the goals you set yourself

T

imed

practices should be set at an appropriate work-to-rest ratio to maintain motivation and avoid fatigue

E

xciting

your training goals should drive you to practice hard and give a sense of accomplishment as you experience success

R

ecorded

record and monitor progress to ensure practice is effective and allow changes to be made when necessary

'VP SMARTER' is a useful memory aid for the principles of effective practice.


(Do not confuse with the SPORT FIT principles of training for fitness!)

Get Skilled Task 2:

Name a skill have you been practicing in your activity: _____

Name a practice method you used: _____

Describe a specific practice that you carried out to develop the skill. Include a diagram if helpful.



Identify two different ways in which you received FEEDBACK that allowed you to monitor your skill development. What did each method tell you?



Personal Assessment Record - Get Skilled		Pupil			Teacher		
Date	Criteria	G	A	R	G	A	R
	I can gather information about my SKILLS in an activity and describe the method I used to do this.						
	I can identify my personal strengths and weaknesses within my SKILLS and describe what impact they have on my performance.						
	I can create and carry out a programme of work to develop the weak aspect(s) of my SKILLS.						
	I can monitor and evaluate how effective my training has been to develop my SKILLS.						

GREEN	I am confident at doing this
AMBER	I am beginning to do this well
RED	I need to spend more time on this

What I enjoyed about 'get skilled'...

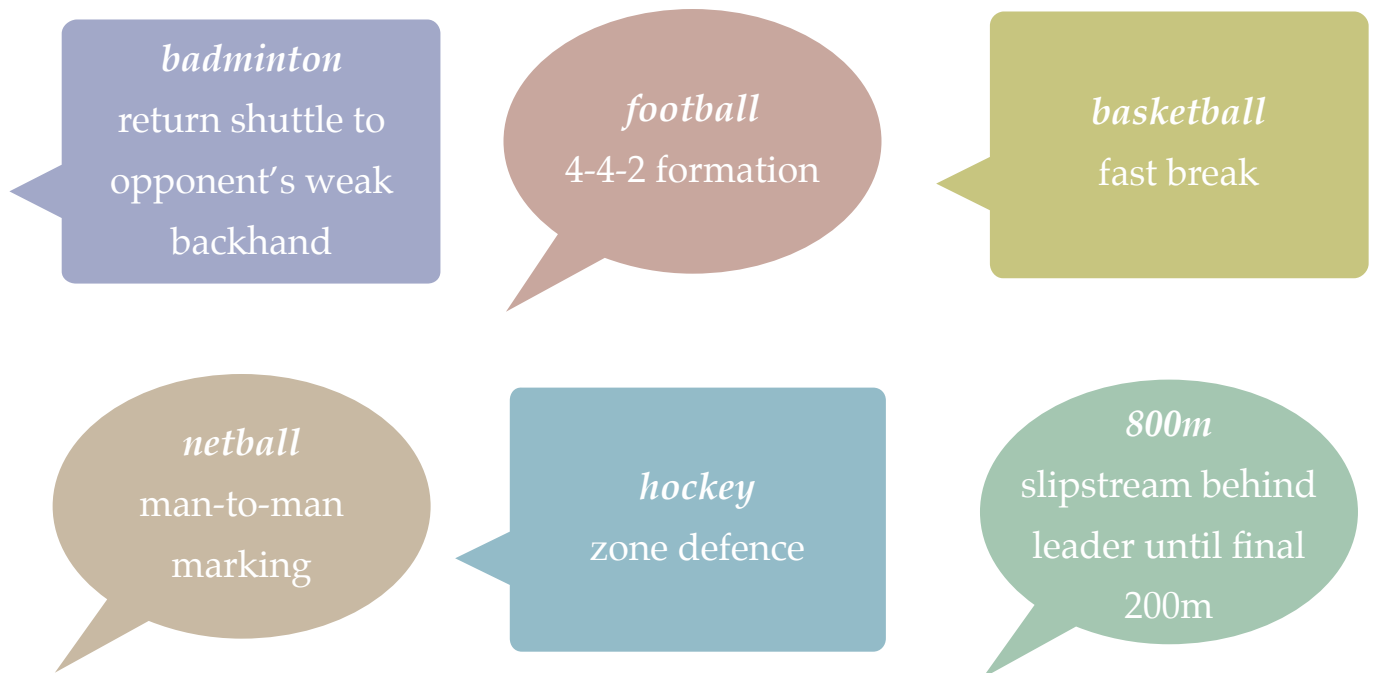
- 1.
- 2.

'Skills for Life' I developed...

- 1.
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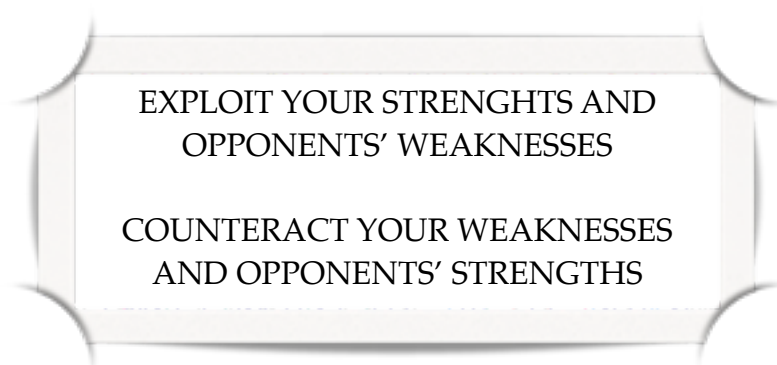
Get Tactical

This unit looks at TACTICS as a physical factor affecting performance. A tactic is a plan of action an individual or a team may use to achieve a specific goal. In your performance you must always have a plan for how you can perform at your best with the aim of winning. Your tactics may take the form of a specific strategy to be played whenever possible during the activity, or as a chosen formation to give the game the shape for the kind of play you want. Below are some examples of tactics from different activities.



Identification of strengths and weaknesses is crucial to the formation of a tactic, strategy or formation. You will need to take into consideration the following factors:

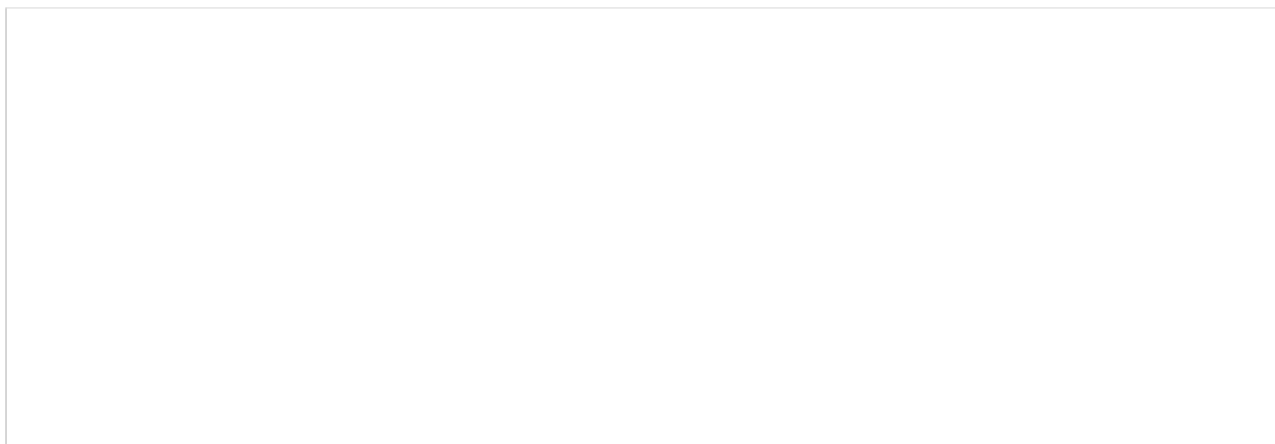
- your/your teams strengths
- your/your teams weaknesses
- your opponents' strengths
- your opponents' weaknesses



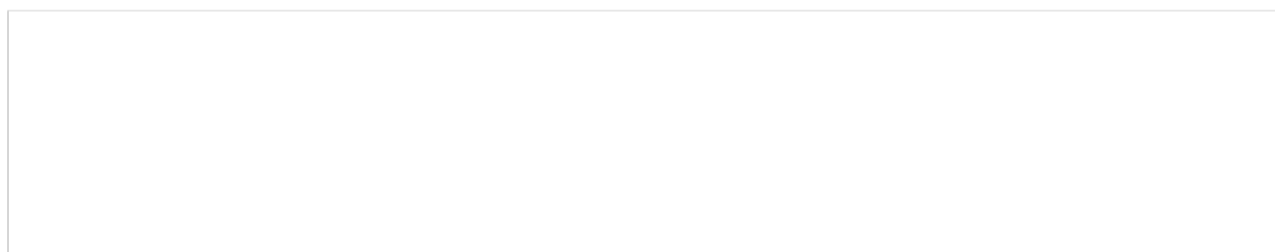
Get Tactical Task 1:

Name the activity you are currently performing in PE: _____

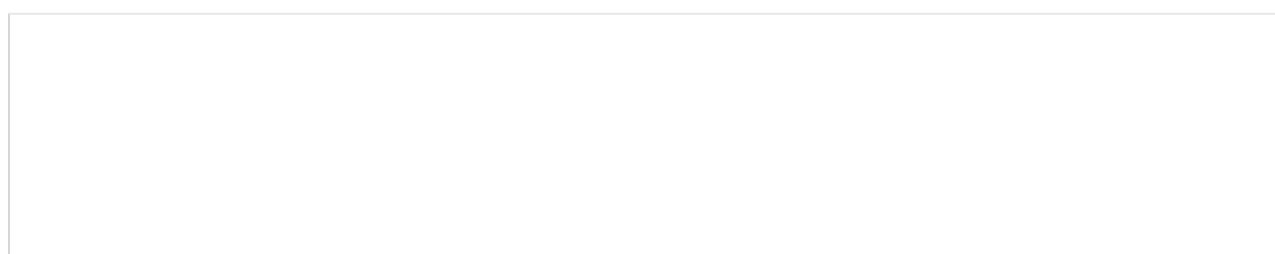
Describe 1 tactic you have used in this activity.



Explain the BENEFITS of using this tactic. How do these impact POSITIVELY on your performance?



Explain the LIMITATIONS of using this tactic. How do these impact NEGATIVELY on your performance?



When preparing for and carrying out your tactic, strategy or formation in team games you should consider how applying the PRINCIPLES OF PLAY can have an impact on your performance. Here are some of the fundamental principles of play in ATTACK and DEFENCE.

width in attack



Being able to use the full width of your playing area will give you attacking options. Spreading your players across the area will create space; this will in turn spread the defence and open up gaps to attack through.

depth in attack



Having players in a position behind the attackers to support play will allow more cover and potentially create another attacking option.

mobility



In your attack if you are able to move easily using different speed of runs you will be able to draw opponents out of position giving you more attacking opportunities. Good mobility will also allow quick transitions between attack and defence when there is a change of possession.

support



Whether in attacking or defending situations there should always be an option of support from your teammates. In attack players may need a player to offload the ball to. In defence teammates may need to offer support if the first line of defence breaks down.

delay in defence

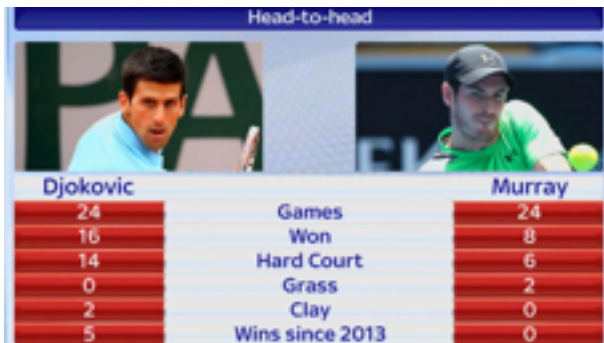


Being able to 'jockey' or slow down your opponents' attack will allow you to take more control of the game. Closing opponents down and applying pressure could disrupt the attack and will also give your teammates time to get back and help defend.

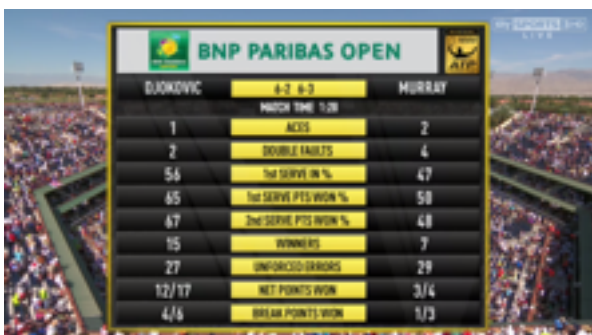
Get Tactical... How tactical am I?

To discover how 'tactical' you are it is useful to collect data relating to your chosen tactic, strategy or formation. There are different methods you may chose to use to provide meaningful information to inform performance development.

KNOWLEDGE OF RESULTS is very useful as a measurement of performance. Knowing your final score within a game is in itself an indication of success in the activity. You may not always win, but you may notice the scoreline tightening against the same opponent suggesting that your tactics are proving effective.



For a more detailed examination of performance a MATCH ANALYSIS can look more closely at the key points of your strategy and allows you to gather information on its key strengths and weaknesses. DIGITAL ANALYSIS often enables this data to be collected.



SCATTERPLOTS are another useful method used to get visual and statistical feedback on placement and accuracy of play. This information can be used effectually to inform tactical decisions.

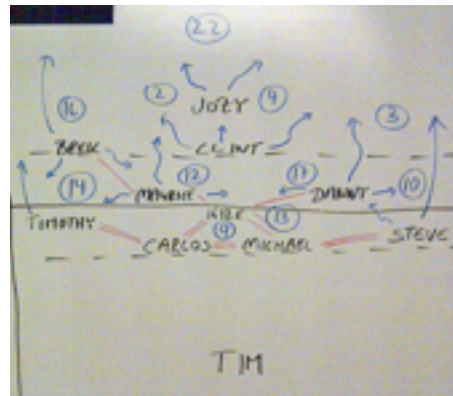


Get Tactical... How can I develop my tactics?

If you have discovered that your tactics are having a limited impact on your performance it is time to ADAPT them or PRACTICE them.

It is very unlikely that you will use the same tactics, strategy or formation throughout your performances. Being able to ADAPT during play or at set game intervals can have a positive impact on your performance. There are many reasons why you may want to change your tactics, for example:

- you are winning by a comfortable margin
- you are losing late in the game
- your opponents have changed their tactics
- substitutions or bookings have occurred
- you are tiring and struggling with the current strategy



The alternative to changing your tactics is to use PRACTICE them in training to make the weak parts stronger. You may wish to consider using a progressive approach:

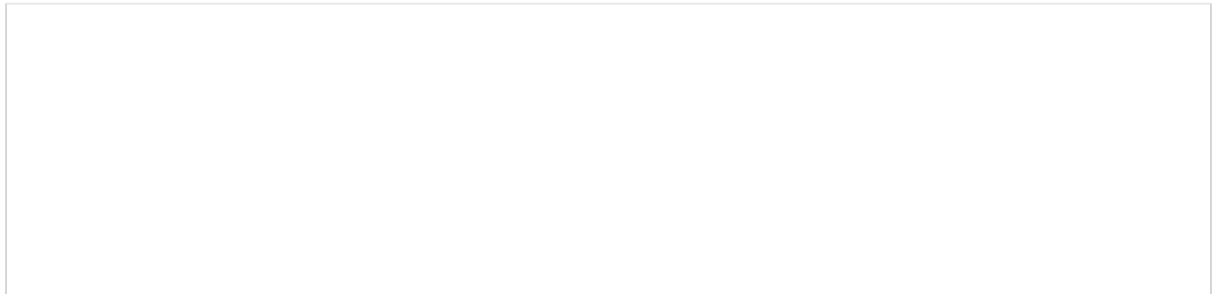
- slowing the strategy down
- walking it through
- unopposed practice
- passive defenders
- active defenders



Get Tactical Task 2:

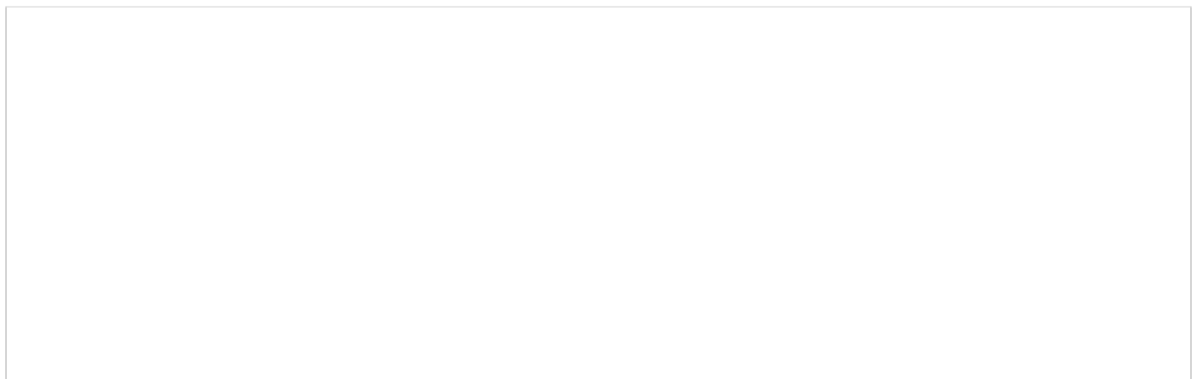
Name a tactic you have used in your activity: _____

Describe a situation where this tactic was not working.

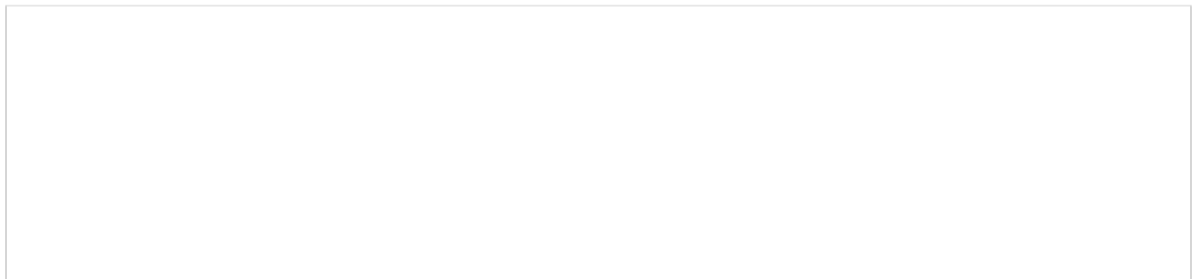


How did you address the problem? Circle one... ADAPT PRACTICE

Explain what you did.



Evaluate what you did. Was the change successful? How did you know?



Personal Assessment Record - Get Tactical		Pupil			Teacher		
Date	Criteria	G	A	R	G	A	R
	I can gather information about my TACTICS in an activity and describe the method I used to do this.						
	I can identify my personal strengths and weaknesses within my TACTICS and describe what impact they have on my performance.						
	I can create and carry out a programme of work to develop the weak aspect(s) of my TACTICS.						
	I can monitor and evaluate how effective my training has been to develop my TACTICS.						

GREEN	I am confident at doing this
AMBER	I am beginning to do this well
RED	I need to spend more time on this

What I enjoyed about 'get tactical'...

- 1.
- 2.

'Skills for life' I developed...

- 1.
- 2.

Be Calm

Along with the PHYSICAL factors, there are also EMOTIONAL factors affecting performance. Being able to remain calm in high-pressure situations is essential for a successful performance. A number of positive and negative emotions can impact on our ability to perform effectively and 2 of these are CONFIDENCE and ANGER.

CONFIDENCE is being willing to try because you believe in your own ability.

ANGER is a showing a strong feeling of frustration, annoyance or injustice.



Be Calm Task:

Select an activity: _____

Complete the table giving examples of possible positive and negative impacts of CONFIDENCE and ANGER on your performance in this activity.

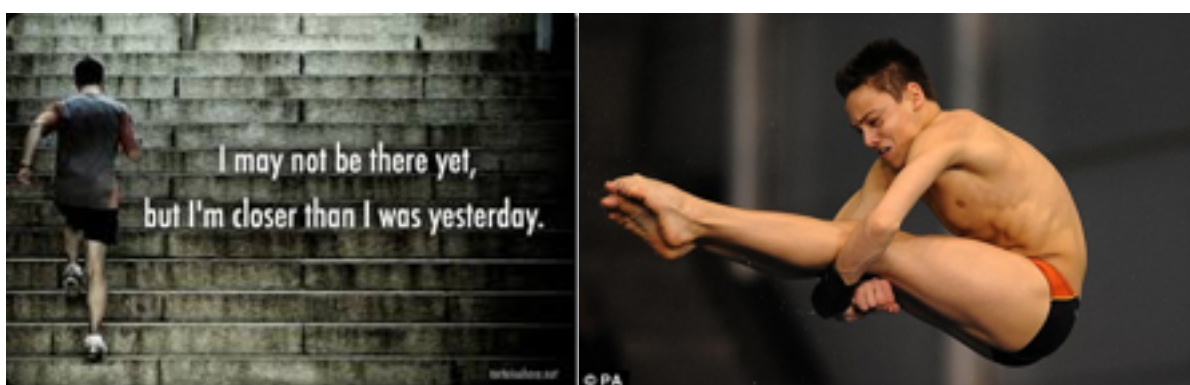
Emotional Factor	Positive impact on performance	Negative impact on performance
confidence		
anger		

Be Focused

Along with the PHYSICAL factors, there are also MENTAL factors affecting performance. Mental toughness is vital for blocking out harmful thoughts and re-focusing your mind on the task at hand. Many cognitive thought-processes can impact on our ability to perform effectively and 2 of these are LEVEL OF AROUSAL and CONCENTRATION.

LEVEL OF AROUSAL is your attitude to performing - if you are 'up for it' or not.

CONCENTRATION is your brain's ability to focus on your performance situation.



Be Focused Task:

Select an activity: _____

Complete the table giving examples of possible positive and negative impacts of LEVEL OF AROUSAL and CONCENTRATION on your performance in this activity.

Mental Factor	Positive impact on performance	Negative impact on performance
level of arousal		
concentration		

Be Involved

Along with the PHYSICAL factors, there are also SOCIAL factors affecting performance. Sport has always had sociable element to it, and it is more enjoyable for all involved if performers adopt their role while remembering their responsibilities. A number of things can impact the social dynamic during our performances and 2 of these are ETIQUETTE and COOPERATION.

ETIQUETTE is the 'unwritten rules' or 'code of conduct' ensuring good sportsmanship.

COOPERATION is a team feeling secure to work together, even when mistakes are made.



Be Involved Task:

Select an activity: _____

Complete the table giving examples of possible positive and negative impacts of ETIQUETTE and COOPERATION on your performance in this activity.

Social Factor	Positive impact on performance	Negative impact on performance
etiquette		
cooperation		

Be Calm, Focused and Involved... How am I doing?

To discover how CALM, FOCUSED and INVOLVED you are in your activity it is useful to complete a PERSONAL REFLECTIONS DIARY. This allows you to record how you feel before, during and after training or an event. By identifying the different circumstances and environments in which your performance takes place you will be able to begin to link these to how calm, focused or involved you feel you are.

Here is an example extract from a reflective diary looking at confidence in swimming. You can use the space below it to record a performance in an activity of your choice.

Date	Type of performance	Feelings before the event	Feelings during the event	Feelings after the event	I think I need to try to...
18th May	District swim gala Parents, friends and coaches observing	I feel quite nervous and that I will never be able to win. I think all the other girls are better than me, stronger and fitter and even more confident.	My legs were wobbly and I felt sick with nerves as I stood on the block. Once in the water I forgot to focus on my breathing rhythm and instead I tried to keep up with the swimmer next to me.	I felt quite good as I came 4th and I beat the girl who I watched at the beginning of the race! I was angry at myself for not getting into my stroke pattern quicker as I now see that when I did some of the feelings of doubt and panic went away.	Not watch the others warm up. Get into my own stroke pattern quicker.

Date	Type of performance	Feelings before the event	Feelings during the event	Feelings after the event	I think I need to try to...

Completing a reflective training diary is also a very effective method used to monitor improvements in your fitness, skill or tactical development.

Be Calm, Focused and Involved... How can I develop?

To develop your emotional, mental and social factors there are several approaches you can use. These could be used alone, or within a fitness, skills or tactics training programme.

deep breathing		<p>The technique of filling the lungs completely then releasing the air very slowly while concentrating on controlling the breathing muscles.</p> <p><i>Recognised approach to help manage anger and fear.</i></p>
visualisation <i>also referred to as imagery or mental rehearsal</i>		<p>Run through the performance in your head and visualise yourself carrying out the sequences perfectly. Shut out all other distractions.</p> <p><i>Encourages confidence and self-belief.</i></p>
positive self-talk		<p>Develop alternate positive responses to negative triggers. This could be saying key words to yourself or repeating a phrase designed to help you re-focus.</p> <p><i>Can help combat anger and increase concentration and motivation.</i></p>
team-building		<p>Fun and challenging activities intended to get everyone involved, relaxed and open to communicate with each other. Everyone should feel valued as success is experienced.</p> <p><i>Builds team dynamics of unity and cooperation.</i></p>
positive role models		<p>Think of top performers who demonstrate and are admired for their fair play and sportsmanship. Keep them in mind as you strive to achieve your goals.</p> <p><i>Reinforces positive etiquette and respect for others.</i></p>