

Student Workbook

Name: _____

Form: _____

Teacher: _____

End of unit test

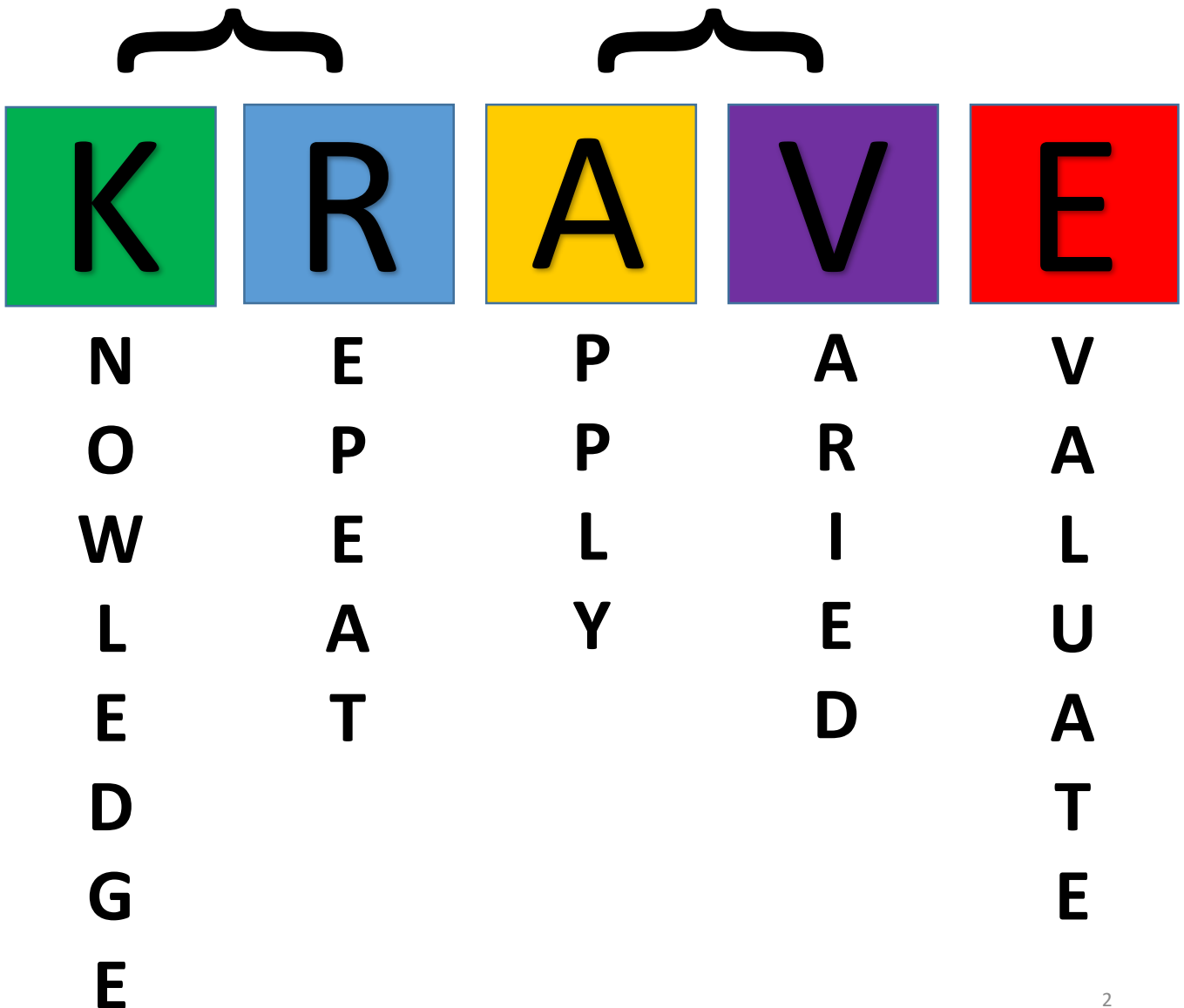
Target Grade: _____

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3

Physical training

Many questions you are asked in GCSE PE will require you to use the **KRAVE** anagram in your answer to enable you to gain maximum marks in your end of topic tests and exams at the end of year 11.



3

Physical training contents



3.1 Health and fitness	☐	☐	☐
3.2 The components of fitness	☐	☐	☐
3.3 Fitness testing	☐	☐	☐
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3.5 The Stork Balance Test	☐	☐	☐
3.6 The Multi Stage Fitness Test	☐	☐	☐
3.7 The Wall Toss Test	☐	☐	☐
3.8 The Sit and Reach Test	☐	☐	☐
3.9 The Sit-Up Bleep Test	☐	☐	☐
3.10 The Vertical Jump Test	☐	☐	☐
3.11 The Ruler Drop Test	☐	☐	☐
3.12 One Rep Max Test	☐	☐	☐
3.13 30 Metre Sprint Test	☐	☐	☐
3.14 The Handgrip Dynamometer Test	☐	☐	☐
3.15 Principles of training	☐	☐	☐
3.16 Applying the principles of training	☐	☐	☐
3.17 Training thresholds	☐	☐	☐
3.18 Types of training	☐	☐	☐
3.19 Applying types of training	☐	☐	☐
3.20 Exam practice: components of fitness, fitness testing and principles of fitness	☐	☐	☐
3.21 Types of training: extended writing answer analysis	☐	☐	☐
3.22 Preventing injury	☐	☐	☐
3.23 Training seasons concept spiral	☐	☐	☐
3.24 Warming up	☐	☐	☐
3.25 Cooling down	☐	☐	☐

3.1/
3.2

Health & fitness

The components of fitness

Date: ____/____/____

Learning Objectives



Link components of fitness to particular sports, explaining why the sport requires that particular component of fitness



Recall all 10 components of fitness



Define the meaning of both health and fitness

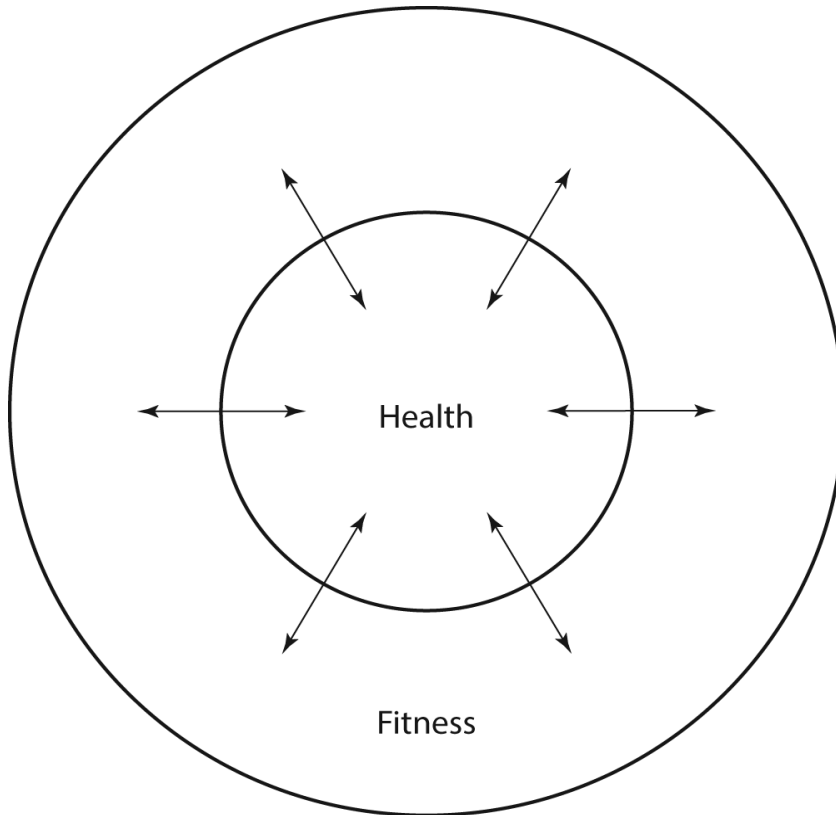
Health & fitness/ The components of fitness	
Start of the lesson	End of the lesson
1. Define the term 'Fitness.'	
2. List the 10 components of fitness	
3. Identify 3 components of fitness a footballer needs	
4. Identify 2 components of fitness required by a gymnast.	
Start of the lesson: DOWNLOAD BAR Shade in the download bar to show how many questions you could answer 0%25%50%75%100% Downloading....	End of the lesson (Actual %): DOWNLOAD BAR Shade in the download bar to show your progress in the lesson 0%25%50%75%100% Downloading....

3.1

Health & fitness

Use this image to help you explain, in your own words, the relationship between health and fitness.

R



Health is

Fitness is

When you are fit you are also When you are healthy you are able to train to increase your

When you are unhealthy, and too ill to train, yourwill reduce.

However, being unhealthy doesn't necessarily mean you are

Sometimes it is possible to train when you are unhealthy, to increase your

as long as the training is

3.2

The components of fitness

R

B

Definition

Which performers would benefit?

C

Definition

Which performers would benefit?

C

Definition

Which performers would benefit?

A

Definition

Which performers would benefit?

Components of fitness

F

Definition

Which performers would benefit?

3.2

The components of fitness

S

Definition

Which performers would benefit?

Revision technique: spider diagrams

Spider diagrams help to organise your notes in a concise, structured way and your memory can often recall a spider diagram more easily than a page of notes.

Do you like this technique? Does it work for you? 😞 😐 😊

S

Definition

Which performers would benefit?

R

Definition

Which performers would benefit?

P

Definition

Which performers would benefit?

M

Definition

Which performers would benefit?

3.3

Fitness testing

R

Using the template below, create a flashcard summarising the key reasons for carrying out fitness testing and the key limitations to fitness testing.

Think carefully about what you will be assessed on, so that you only include the information that you absolutely must know.

Fitness testing

Reasons for fitness testing

Limitations to fitness testing

Revision technique: flashcards

Summarising one topic on a flashcard helps you condense all the information you have been given into a format that you can then memorise. The process of choosing which information to include and which information to leave out is also the first step in memorising it.

Do you like this technique? Does it work for you? 😞 😐 😊

3.4

The Illinois Agility Test

The Illinois Agility Test measures

R

In your own words, and using diagrams where appropriate, describe the procedure for carrying out a valid and reliable Illinois Agility Test. Remember to include a list of the equipment you need to carry out the test and the units of measurement used to record the quantitative data collected.

Objective:

Equipment required:

Method/ procedure:

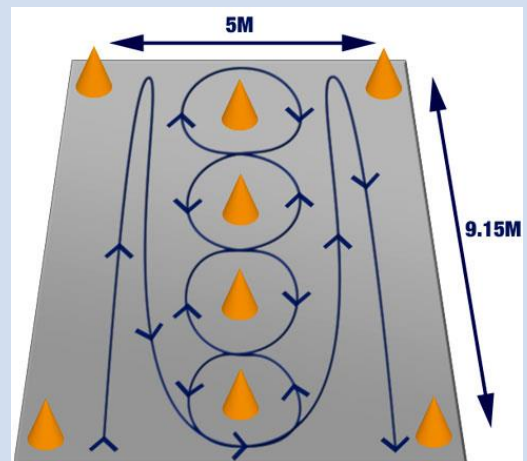
Lie down on your front with your head towards the starting line and your hands by your shoulders.

When your assistant says 'GO' and starts the stopwatch, get up as quickly as possible and run around the course in the direction shown.

Your assistant will stop the stopwatch as soon as you cross the finish line.

Record the number of seconds it took you to complete the course.

Diagram:



My Results:

Normative Data:

		Above		Below	
	Excellent	average	Average	average	Poor
Male	<15.2 sec	16.1-15.2	18.1-16.2	18.3-18.2	>18.3 sec
Female	<17.0 sec	17.9-17.0	21.7-18.0	23.0-21.8	>23.0 sec

3.5

The Stork Balance Test

The Stork Balance Test measures

R

In your own words, and using diagrams where appropriate, describe the procedure for carrying out a valid and reliable Stork Balance Test. Remember to include a list of the equipment you need to carry out the test and the units of measurement used to record the quantitative data collected.

Objective:

Equipment required:

Method/ procedure:

Start by standing on both feet with your hands on your hips.

Lift one leg and place the toes of your raised foot against the knee of your standing leg.

Raise the heel of your standing leg so that you are standing on your tiptoes.

Balance for as long as possible without letting your heel touch the ground or other foot move away from your knee.

Your assistant will record the time in seconds that you can maintain the balance.

Diagram:



My Results:

Normative Data:

		Above		Below	
	Excellent	average	Average	average	Poor
Male	>50 sec	41-50 sec	31-40 sec	20-30 sec	<20 sec
Female	>30 sec	23-30 sec	16-22 sec	10-15 sec	<10 sec

3.6

The Multi Stage Fitness Test

The Multi Stage Fitness Test measures

R

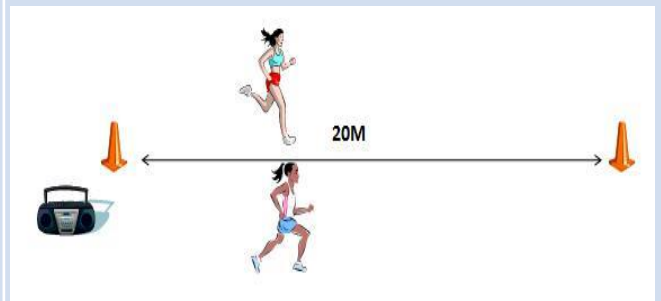
In your own words, and using diagrams where appropriate, describe the procedure for carrying out a valid and reliable Multi Stage Fitness Test. Remember to include a list of the equipment you need to carry out the test and the units of measurement used to record the quantitative data collected.

Objective:

Equipment required:

Method/ procedure:

Diagram:



My Results:

Normative Data:

		Above		Below	
	Excellent	average	Average	average	Poor
Male	Level 12	Level 11	Level 8	Level 7	< Level 6
Female	Level 10	Level 9	Level 6	Level 5	< Level 4

3.7

The Wall Toss Test

The Wall Toss Test measures

R

In your own words, and using diagrams where appropriate, describe the procedure for carrying out a valid and reliable Wall Toss Test. Remember to include a list of the equipment you need to carry out the test and the units of measurement used to record the quantitative data collected.

Objective:

Equipment required:

Method/ procedure:

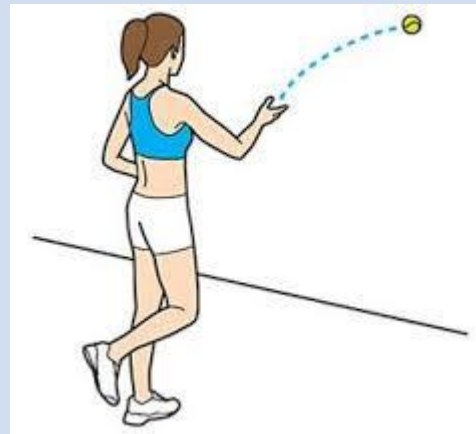
Measure two metres from a wall and mark a line. Stand behind the line and face the wall.

Throw the ball against the wall with your left hand, using and underarm action, and catch it with your right hand.

Throw the ball against the wall with your right hand, again using an underarm action, and catch it with your left.

Continue this process for 30 seconds, counting the number of successful catches.

Diagram:



My Results:

Normative Data:

		Above		Below	
	Excellent	average	Average	average	Poor
Score (in 30 sec)	> 35	30-35	25-29	20-24	< 20

3.8

The Sit and Reach Test

The Sit and Reach Test measures

R In your own words, and using diagrams where appropriate, describe the procedure for carrying out a valid and reliable Sit and Reach Test. Remember to include a list of the equipment you need to carry out the test and the units of measurement used to record the quantitative data collected.

Objective:

Equipment required:

Method/ procedure:

Put the soles of your feet, shoulder width apart, against the box/table.

Make sure your knees are straight, as this is what determines hamstring flexibility. If your knees bend during the test, the results will be inaccurate.

With your hands stretched towards your feet, lean forwards and reach as far as possible with your fingertips. If possible, reach beyond the end of your toes and over the top of the box. You must make sure, however, that there are no jerky movements while doing this and that you are able to hold the reach for at least two seconds.

You get three chances to stretch forwards and then the fourth stretch is measured.

The distance that your fingers touch on the measuring tape/sit and reach table will be your score, showing the distance you were from 0 cm.

Diagram:



My Results:

Normative Data:

		Above		Below	
	Excellent	average	Average	average	Poor
Male	> 14cm	14 – 11cm	10.9 – 7cm	6.9 – 4cm	< 4cm
Female	> 15cm	15 – 12cm	11.9 – 7cm	6.9 – 4cm	< 4cm

3.9

The Sit-up Bleep Test

R

The Sit-Up Bleep Test measures

In your own words, and using diagrams where appropriate, describe the procedure for carrying out a valid and reliable Sit-Up Bleep Test. Remember to include a list of the equipment you need to carry out the test and the units of measurement used to record the quantitative data collected.

Objective:

Equipment required:

Method/ procedure:

Lie down on the mat with your knees bent and your feet flat on the ground.

Your assistant will start the bleep test recording when you are ready.

Perform a series of sit ups in time to the bleeps. The time between the bleeps will get shorter.

The test is over when you can no longer keep up with the bleeps or use the correct technique. Record the total number of sit-ups and compare with national averages.

Diagram:



My Results:

Normative Data:

Stage	1	2	3	4	5	6	7	8
Total sit-ups	20	42	64	89	116	146	180	217
Male	Poor	Poor	Fair	Fair	Good	Good	Excellent	Excellent
Female	Poor	Fair	Fair	Good	Good	Very Good	Excellent	Excellent

3.10

The Vertical Jump Test

R

The Vertical Jump Test measures

In your own words, and using diagrams where appropriate, describe the procedure for carrying out a valid and reliable Vertical Jump Test. Remember to include a list of the equipment you need to carry out the test and the units of measurement used to record the quantitative data collected.

Objective:

Equipment required:

Method/ procedure:

Stand side-on to a wall and reach up with the hand closest to the wall. Keeping your feet flat on the ground, your assistant should mark or measure the point on the wall where the top of the fingertip of your longest finger touches. This is your standing reach.

Put a little chalk on your fingertips. Stand away from the wall and jump vertically as high as possible using both your arms and your legs to help you project your body upwards. Touch the wall at the highest point of the jump and have this marked or recorded.

The difference in distance between the standing reach height and the jump height is your score.

Diagram:



My Results:

Normative Data:

		Above		Below	
	Excellent	average	Average	average	Poor
Male	> 65cm	50 - 65cm	40 - 49cm	30 - 39cm	< 30cm
Female	> 58cm	47 - 58cm	36 - 46cm	26 - 35cm	< 26cm

3.11

The Ruler Drop Test

The Ruler Drop Test measures

R In your own words, and using diagrams where appropriate, describe the procedure for carrying out a valid and reliable Ruler Drop Test. Remember to include a list of the equipment you need to carry out the test and the units of measurement used to record the quantitative data collected.

Objective:

Equipment required:

Method/ procedure:

Your assistant holds the ruler between the outstretched index finger and thumb of your dominant hand.

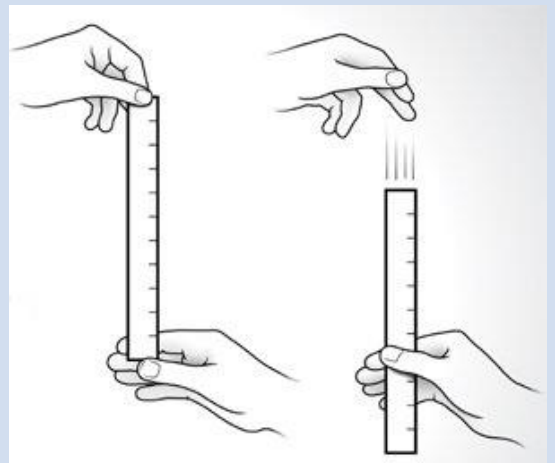
The top of your thumb should be level with the 0 centimetre line of the ruler.

Your assistant drops the ruler and you catch it as soon as possible after it has been dropped.

Record the distance in from the 0 cm to the top of your thumb.

Complete 3 times and take the best result.

Diagram:



My Results:

Normative Data:

		Above		Below	
	Excellent	average	Average	average	Poor
	> 7.5cm	7.5 – 15.9cm	15.9–20.4 cm	20.4 – 28cm	< 28cm

3.12

The One Rep Max Test

The One Rep Max Test measures

R In your own words, and using diagrams where appropriate, describe the procedure for carrying out a valid and reliable One Rep Max Test. Remember to include a list of the equipment you need to carry out the test and the units of measurement used to record the quantitative data collected.

Objective:

Equipment required:

Method/ procedure:

Diagram:



My Results:

Normative Data:			Above		Below		
		Excellent	average	Average	average	Poor	Very Poor
	Score (per body weight)	> 1.60	1.30 – 1.60	1.15 – 1.29	1.00 – 1.14	0.91 – 0.99	< 0.90

3.13

The 30 Metre Sprint Test

The 30 Metre Sprint Test measures

R In your own words, and using diagrams where appropriate, describe the procedure for carrying out a valid and reliable 30 Metre Sprint Test. Remember to include a list of the equipment you need to carry out the test and the units of measurement used to record the quantitative data collected.

Objective:

Equipment required:

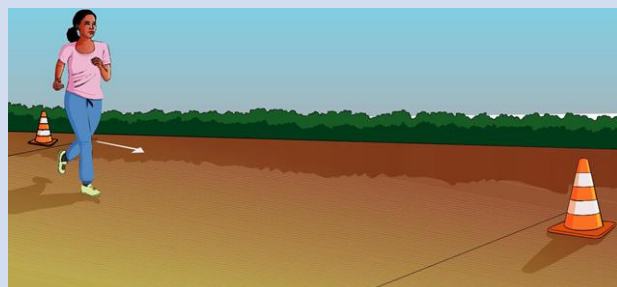
Method/ procedure:

Start from a stationary position, with one foot in front of the other and with the front foot on or behind the starting line. Hold the position for at least two seconds before starting, and do not rock backwards and forwards.

Run, as fast as you can, to the finish line. Your assistant should time you. The timing starts from your first movement and finishes when your chest crosses the finish line.

You have two attempts and the best time is recorded in seconds, to one decimal place.

Diagram:



My Results:

Normative Data:

		Above		Below	
	Excellent	average	Average	average	Poor
Male	< 4 sec	4.2 – 4 sec	4.4 – 4.3 sec	4.6 – 4.5 sec	> 4.6 sec
Female	< 4.5 sec	4.6 – 4.5 sec	4.8 – 4.7 sec	5 – 4.9 sec	> 5 sec

3.14

The Handgrip Dynamometer Test

The Handgrip Dynamometer Test measures

R In your own words, and using diagrams where appropriate, describe the procedure for carrying out a valid and reliable Handgrip Dynamometer Test. Remember to include a list of the equipment you need to carry out the test and the units of measurement used to record the quantitative data collected.

Objective:

Equipment required:

Method/ procedure:

Use a grip dynamometer to measure grip strength.

Record the maximum reading from three attempts using your dominant hand.

Allow one-minute recovery time between each attempt.

Grip strength is usually measured in kilograms (kg).

Diagram:



My Results:

Normative Data:

		Above		Below	
	Excellent	average	Average	average	Poor
Male	> 56kg	51 – 56kg	45 – 50kg	39 – 44kg	< 39kg
Female	> 36kg	31 – 36kg	25 – 30kg	19 – 24kg	< 19kg

3.14

Components of Fitness Fitness Testing

Q1. Julie is a 17-year-old footballer. She has just taken the Illinois Agility Test. She completes the course in 17.5 seconds. Using the table below, identify the correct rating for Julie.

(1 mark)

		Above average	Average	Below average	Poor
Male	<15.2 sec	16.1-15.2	18.1-16.2	18.3-18.2	>18.3 sec
Female	<17.0 sec	17.9-17.0	21.7-18.0	23.0-21.8	>23.0 sec

A

Julie's rating _____

Q2. Suggest **two benefits** and **two limitations** of using fitness tests.

(4 marks)

V

Q3. Would an Illinois Agility Test be appropriate for a netball player? **Justify** your answer.

(3 marks)

E

3.15/
3.16

Principles of training

Date: ____/____/____

Learning Objectives



Apply the four principles of training and the FITT overload principles to a training program of a specific sports performer.



Describe the FITT principle used to progressively overload



Define principles of training and recall the 4 principles of training

Chapter 3 – Physical Training	
Start of the lesson	End of the lesson
1. Describe what is meant by principles of training.	
2. Principles of training can be remembered as SPORT. Using this, list the four principles of training.	
3. Define Specificity as one of the principles of training.	
4. Progressive overload has four basic principles and can be remembered as FITT. List these below.	
Start of the lesson: DOWNLOAD BAR Shade in the download bar to show how many questions you could answer 0% 25% 50% 75% 100% Downloading....	End of the lesson (Actual %): DOWNLOAD BAR Shade in the download bar to show your progress in the lesson 0% 25% 50% 75% 100% Downloading....

Principles of training:	Principles of Progressive Overload:
S P R T	F I T T

3.15

Principles of training

Complete the spider diagram to give you a complete overview of the principles of training.

R

Principles of training

Definition: Guidelines that, if applied, ensure that training is effective and results in adaptations to your body. The principles of training can be remembered using the mnemonic 'SPORT'.

Specificity

Definition:

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How does it make training more effective?

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For example:

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Progressive Overload

Definition:

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How does it make training more effective?

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For example:

.....

The FITT principle should be used to ensure an exercise programme delivers progressive overload.

Frequency is:

For example:

.....

Intensity is:

For example:

.....

Time is:

For example:

.....

Type is:

For example:

.....

Revision technique: spider diagrams

Spider diagrams help to organise your notes in a concise, structured way and your memory can often recall a spider diagram more easily than a page of notes.

Do you like this technique? Does it work for you? 😞 😐 😊

Reversibility

Definition:

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How does it make training more effective?

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For example:

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Tedium

Definition:

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How does it make training more effective?

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For example:

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3.16

Applying the principles of training

R

Choose a sport or physical activity that you train in:

Explain how you would apply the four principles of training and the FITT principle to your training programme in your chosen sport or physical activity. Make sure you use all the words in the box below.

frequency

specificity

time

progressive overload

intensity

type

tedium

reversibility

3.16

Applying the principles of training

R

Choose a sport or physical activity that you train in:

Explain how you would apply the four principles of training and the FITT principle to your training programme in your chosen sport or physical activity.

I am going to explain how the principles of training and the FITT principle apply to

a training programme.

I would apply specificity to my training programme by

I would do this because

I would apply progressive overload to my training programme by

I would do this because

I would apply the FITT principle to my training programme by

I would do this because

I would consider reversibility by

I would do this because

I would consider tedium by

I would do this because

Training thresholds

One of the most effective ways to measure intensity and to ensure you are working hard enough to make fitness gains is to calculate your minimum and maximum thresholds of training and ensure you work within your target training zone. Read the following scenario:

R

Tasha is a 16-year-old female hockey player who wants to use interval training to improve her cardiovascular endurance, in order to beat opponents to the ball and last the duration of the game. She has come to you for advice. Her resting heart rate is 60 bpm.

Interval training consists of periods of work in the anaerobic training zone and periods of active recovery in the aerobic training zone.

Explain the importance of working at the correct intensity to Tasha. Show her how to calculate her maximum and minimum thresholds of training for the aerobic training zone and the anaerobic training zone.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

3.17

Training thresholds

R

One of the most effective ways to measure intensity and to ensure you are working hard enough to make fitness gains is to calculate your minimum and maximum thresholds of training and ensure you work within your target training zone.

Read the following scenario:

Tasha is a 16-year-old female hockey player who wants to use interval training to improve her cardiovascular endurance, in order to beat opponents to the ball and last the duration of the game. She has come to you for advice. Her resting heart rate is 60 bpm.

Explain the importance of working at the correct intensity to Tasha. Show her how to calculate her maximum and minimum thresholds of training for the aerobic training zone and the anaerobic training zone.

In hockey, having good cardiovascular endurance is important because

.....

.....

Cardiovascular endurance is also known as

Interval training consists of periods of work in the anaerobic training zone and periods of active work in the aerobic training zone.

The anaerobic training target zone is

The aerobic training target zone is

Maximum heart rate (MHR) is $220 - \text{age}$. Tasha's MHR is

Tasha's minimum threshold of training for the aerobic training zone is bpm.

Tasha's maximum threshold of training for the aerobic training zone is bpm.

Tasha's minimum threshold of training for the anaerobic training zone is bpm.

Tasha's maximum threshold of training for the anaerobic training zone is bpm.

3.18

Types of training

Date: ____/____/____

Learning Objectives



Describe advantages, disadvantages and the performer it would benefit for each training type.



Identify the components of fitness each training type trains



Recall four of the eight types of training that a sports performer can use

Types of Training (1)	
Start of the lesson	End of the lesson
1. List four types of training	
2. What is circuit training?	
3. Which components of fitness do circuit training and continuous training train?	
Circuit training:	Circuit training:
Continuous training:	Continuous training:
4. Identify two advantages/ benefits of using circuit training.	
Start of the lesson: DOWNLOAD BAR Shade in the download bar to show how many questions you could answer 0%25%50%75%100% Downloading....	End of the lesson (Actual %): DOWNLOAD BAR Shade in the download bar to show your progress in the lesson 0%25%50%75%100% Downloading....

List as many **Types of Training** as you can. Next to each, state which **Component of Fitness** you think it will train.

3.18

Types of training

Circuit Training**Component of fitness trained:**

Description:

Who is it for?

Advantages:

Disadvantages:

Continuous Training**Component of fitness trained:**

Description:

Who is it for?

Advantages:

Disadvantages:

3.18

Types of training

Interval Training

Component of fitness trained:

Description:

Who is it for?

Advantages:

Disadvantages:

Fartlek Training

Component of fitness trained:

Description:

Who is it for?

Advantages:

Disadvantages:

QUESTION:

Explain the difference between continuous training and interval training. Which training method would you recommend for a long-distance runner?

[9 marks]

Step 1: Read the question

What are the command words and what do they mean?

Step 2: Organise your thoughts

What knowledge and understanding is required (AO1)? Note down what you know about continuous training and interval training.

How can you apply your knowledge and understanding to the example of a long-distance runner (AO2)? What type of activities does long-distance running involve?

Explanation: what conclusion can you draw (AO3)?

What component of fitness is most important to a long-distance runner? Is it trained by continuous training and/or interval training?

Why would continuous training help a long-distance runner?

Why would interval training help a long-distance runner?

Would you recommend continuous training or interval training to a long-distance runner? Or a combination of both? Why? Note down your ideas.

Step 3: Write your answer

Use a separate sheet of paper to write down your answer.

Step 4: Proofread your answer

Check your spelling, punctuation and grammar and make any necessary corrections as clearly as possible.

Step 5: Check you have met the criteria

Read the question again and make sure you have answered it fully. Have you made enough points to be awarded all the available marks? Make any additions you think are required as clearly as possible.

Step 6: Finished!

It's time to move on to the next question!

3.18

Types of training

Date: ____/____/____

Learning Objectives



Describe advantages, disadvantages and the performer it would benefit for each training type.



Identify the components of fitness each training type trains



Recall the remaining four of the eight types of training that a sports performer can use

List as many **Types of Training** as you can. Next to each, state which **Component of Fitness** you think it will train.

3.18

Types of training

Static Stretching**Component of fitness trained:**

Description:

Who is it for?

Advantages:

Disadvantages:

Weight Training**Component of fitness trained:**

Description:

Who is it for?

Advantages:

Disadvantages:

3.18

Types of training

Plyometric Training**Component of fitness trained:**

Description:

Who is it for?

Advantages:

Disadvantages:

High Altitude Training**Component of fitness trained:**

Description:

Who is it for?

Advantages:

Disadvantages:

Applying types of training

Identify a component of fitness that is essential to success in your chosen sport:

Choose a type of training that will train this component of fitness and explain why you have chosen it.

Explain how you would apply the principles of training to this type of training.

3.19

Applying types of training

A

V

Look back at Activity 3.16 on pages 24 and 25.

Identify a component of fitness that is essential to success in your chosen sport:

Choose a type of training that will train this component of fitness and explain why you have chosen it.

I have chosen _____ because it trains _____.

This component of fitness is important for my sport because _____

The advantages of this method of training are _____

Explain how you would apply the principles of training to this type training.

I would apply specificity to my training programme by _____

I would do this because _____

I would apply progressive overload to my training programme by _____

I would do this because _____

I would apply the FITT principle to my training programme by _____

I would do this because _____

I would consider reversibility by _____

I would do this because _____

I would consider tedium by _____

I would do this because _____

3.19

Applying types of training

Here is a chance to practice some exam questions. Make sure you consider the command words used and look at how many marks the questions are worth.

0 1 Which **one** of the following is **not** an example of a training method that can be used for improving cardiovascular fitness?

- A Continuous training ☐
- B Weight training ☐
- C Fartlek training ☐
- D Interval training ☐

[1 mark]

0 2 A 50 m sprint swimmer wants to improve his time in a race and his coach has included weight training in his training programme to help him do this.

Using the FITT principle, explain how the swimmer's coach would apply frequency and intensity to the weight-training programme in order to increase fitness levels.

[4 marks]

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3.20/
3.21

Preventing injury & Training seasons

Date: ____/____/____

Learning Objectives



Apply your knowledge of preventing injury and training seasons to link each to your chosen sport/ activity.



Describe the three seasons that make up a typical training season.



Identify nine rules that can be used to optimise training and avoid injury.

Preventing injury & Training seasons	
Start of the lesson	End of the lesson
1. List four of the nine rules to optimize training and avoid injury	
2. Identify the 3 seasons making up a training season	
3. State one area a performer will focus on in Pre-season/ preparation season.	
4. What is expected of a performer during Post-season/ closed season/ transition?	
Start of the lesson: DOWNLOAD BAR Shade in the download bar to show how many questions you could answer 0% 25% 50% 75% 100% Downloaded _____	End of the lesson (Actual %): DOWNLOAD BAR Shade in the download bar to show your progress in the lesson 0% 25% 50% 75% 100% Downloaded _____

3.20

Preventing injury

Use the space below to design a poster to alert other performers to factors they should take into consideration to reduce the risk of injuries.

Revision technique: poster

By creating a poster you're working to get lots of information on one page, using colours, images and design features. This enables you to condense your revision notes and make them memorable.

Do you like this technique? Does it work for you? 😞 😐 😊

3.21

Training seasons

Pre-season/ preparation

Competitive/ peak/ playing season

Post-season/ closed season/ transition

3.22/
3.23

Warming up and cooling down

Date: ____/____/____

Learning Objectives

-  **Apply knowledge to design a suitable warm up and cool down for an athlete or sports performer in your chosen sport.**
-  **Describe the four stages of an effective warm up and two stages of an effective cool down**
-  **State why a warm up and cool down are important to a sports performer**

Warming up and cooling down	
Start of the lesson	End of the lesson
1. Describe why a warm up is important to a sports performer.	
2. List three things that an effective warm up will do to the body	
3. List two things that an effective cool down will do to the body	
4. Why is 'pulse lowering' a vital part of an effective cool down?	
Start of the lesson: DOWNLOAD BAR Shade in the download bar to show how many questions you could answer 0%25%50%75%100% Downloading....	End of the lesson (Actual %): DOWNLOAD BAR Shade in the download bar to show your progress in the lesson 0%25%50%75%100% Downloading....

Why is it important to warm up before exercise?

Choose a sport or physical activity that you regularly take part in: _____

Identify the activities that could form each stage of a warm up in your chosen sport or physical activity and explain why you have chosen them.

Stage 1: Pulse raising

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Stage 2: Stretching

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Stage 3: Skills practice

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Stage 4: Mental preparation

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3.23

Cooling down

Why is it important to cool down after exercise?

Choose a sport or physical activity that you regularly take part in: _____

Identify the activities that could form each stage of a cool down in your chosen sport or physical activity and explain why you have chosen them.

Stage 1: Pulse lowering

Stage 2: Stretching