

Improving Performance Week 7, Term 4 2015

Area of the syllabus covered in lessons this week:

Students learn about:	Students learn to:
<ul style="list-style-type: none">● strength training<ul style="list-style-type: none">– resistance training, eg elastic, hydraulic– weight training, eg plates, dumbbells– isometric training● aerobic training<ul style="list-style-type: none">– continuous/uniform– fartlek– long interval● anaerobic training (power and speed)<ul style="list-style-type: none">– developing power through resistance/weight training– plyometrics– short interval● flexibility training<ul style="list-style-type: none">– static– dynamic– ballistic● skill training<ul style="list-style-type: none">– drills practice– modified and small-sided games– games for specific outcomes, eg decision-making, tactical awareness.	<ul style="list-style-type: none">● analyse TWO of the training types by drawing on current and reliable sources of information to:<ul style="list-style-type: none">– examine the types of training methods and how they best suit specific performance requirements– design a training program– describe how training adaptations can be measured and monitored– identify safe and potentially harmful training procedures.

Homework

The following HSC question is to be handed in on Monday 23rd November. Use your class notes, text book and sample answers to guide your response..

- **2014 HSC Improving Performance Q32 part (a).**

Your own summary notes from the Outcomes text cover the following pages:

P450-461 - strength training
P461-p466 - aerobic training
P466-p473 - anaerobic training (power and speed)
P473-p478 - flexibility training
P478-p482 – skill training

Improving Performance Week 8 , Term 4 2015

Area of the syllabus covered in lessons this week:

What are the planning considerations for improving performance?

Students learn about:

- initial planning considerations
 - performance and fitness needs (individual, team)
 - schedule of events/competitions
 - climate and season
- planning a training year (periodisation)
 - phases of competition (pre-season, in-season and off-season phases)
 - subphases (macro and microcycles)
 - peaking
 - tapering
 - sport-specific subphases (fitness components, skill requirements)

Students learn to:

- describe the specific considerations of planning for performance in events/competitions. How would this planning differ for elite athletes and recreational/amateur participants?
- develop and justify a periodisation chart of the fitness and skill-specific requirements of a particular sport.

Homework

The following HSC question is to be handed in on Monday 30th November. Use your class notes, text book and sample answers to guide your response..

- **2011 Q30(a)(i)**
- **2011 Q30(a)(ii)**
- **2014 Q32(b)**

Your own summary notes from the Outcomes text cover the following pages:

P483-p484 - initial planning considerations

P485-p491 - planning a training year (periodisation)

Improving Performance Week 1&2 , Term 1 2016

Area of the syllabus covered in lessons this week:

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| <ul style="list-style-type: none">• elements to be considered when designing a training session<ul style="list-style-type: none">– health and safety considerations– providing an overview of the session to athletes (goal-specific)– warm up and cool down– skill instruction and practice– conditioning– evaluation• planning to avoid overtraining<ul style="list-style-type: none">– amount and intensity of training– physiological considerations, eg lethargy, injury– psychological considerations, eg loss of motivation. | <ul style="list-style-type: none">• examine different methods of structuring training sessions• design and implement a training session for a specific event. Evaluate the session by considering questions such as:<ul style="list-style-type: none">– did the activities match the abilities of the group?– what was the reaction of the group?– how could the session be modified?• analyse overtraining by considering questions such as:<ul style="list-style-type: none">– how much training is too much?– how do you identify an overtrained athlete?– what do you do if you identify an overtrained athlete?– how can overtraining be avoided? |
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Homework

The following HSC questions are to be handed in on Monday 8th February. Use your class notes, text book and sample answers to guide your response.

- 2013 Q32 (b)
- 2010 Q30 (b)
- 2012 Q32 (a)

Your own summary notes from the Outcomes text cover the following pages:

P491-495 – elements to be considered when designing a training session

P496-498 – planning to avoid overtraining

Improving Performance Week 3 , Term 1 2016

Area of the syllabus covered in lessons this week:

Students learn about:	Students learn to:
<ul style="list-style-type: none">• use of drugs<ul style="list-style-type: none">– the dangers of performance enhancing drug use, eg physical effects, loss of reputation, sponsorship and income– for strength (human growth hormone, anabolic steroids)– for aerobic performance (EPO)– to mask other drugs (diuretics, alcohol)– benefits and limitations of drug testing• use of technology<ul style="list-style-type: none">– training innovation, eg lactate threshold testing, biomechanical analysis– equipment advances, eg swimsuits, golf ball	<ul style="list-style-type: none">• justify the reasons drugs are considered to be unethical and carry a range of risks for the athlete• argue issues related to drug testing such as:<ul style="list-style-type: none">– at what level of competition should drug testing be introduced?– which drugs should be tested for?– what are the pros and cons of drug testing?– what should be the consequences of drug use?• describe how technology has been used to improve performance• argue ethical issues related to technology use in sport such as:<ul style="list-style-type: none">– has technology gone too far?– has access to technology created unfair competition?

Homework

The following HSC questions are to be handed in on Monday 15th January. Use your class notes, text book and sample answers to guide your response..

- 2010 Q30(a)(i)
- 2013Q32(a)
- 2011Q30(b)

Your own summary notes from the Outcomes text cover the following pages:

P498-p504 – use of drugs
P504-p509 – use of technology

Improving Performance Week 4 , Term 1 2016

Homework

You need to focus on your 3 essays for the assessment task on Thursday Periods 3 and 4.