

Content area D.

Investigate fitness programming to improve fitness and sports performance

NAME:

TEACHER:

EVERYTHING SO FAR, PUT TO WORK

A training programme needs all four content areas at once. This is where they meet.

FROM AREA A

The components and principles

FROM AREA B

Your test results

FROM AREA C

The training methods

AREA D

**The programme and the
motivation**

The three parts of area D. Complete each heading as we work through:

Section	What it covers
D1 Personal information	
D2 Programme design	
D3 Motivation and goals	

THE INFORMATION YOU NEED FIRST

Four things to find out before designing anything. Complete each definition, then collect it from a real performer.

What to find out	What it means	Your performer's answer
Aims	details of what they would like to a _____ for the selected sport	
Objectives	h_____ they intend to meet their aims, naming a c_____ of fitness and a m_____ of training	
Lifestyle and physical activity history		
Attitudes, the mind and personal motivation		

The aim is WHAT they want to achieve. The objective is HOW, and it names a component and a method.

MY AIM AND MY OBJECTIVE

Use your own fitness test results from area B. The objective must name a component of fitness and a training method.

Performer and sport: _____

My aim:

My objective (name the component and the method):

The test result that justifies this objective:

What my lifestyle allows: how many sessions a week, and when?

DESIGNING THE PROGRAMME

Four things every programme design must do. Complete each, then use them to build the week on the next page.

What the design must do	What that means in practice for your performer
Use the personal information	
Select an appropriate training method for the component being improved	
Apply the FITT principles	
Apply the additional principles of training	
Name the seven additional principles you must check the programme against:	

MY TRAINING WEEK

One week of training. For every session: the method, the component it develops, and the FITT detail.

Day	Training method	Component developed	Intensity	Time
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Audit: does this week show progressive overload? _____ variation? _____ rest and recovery? _____ specificity? _____

Could your performer actually do this week, given their lifestyle? If not, what changes?

MOTIVATION

Motivation: the i_____ mechanisms and e_____ stimuli that a_____ and d_____ behaviour.

Intrinsic

From _____ the performer

Examples:

Extrinsic

From _____ the performer

Examples:

Four benefits of motivation for a sports performer:

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

How does goal setting influence motivation? Two things:

SMARTER GOALS

Seven letters in this specification. The last two are the ones people forget.

S	M	A	R	T	E	R
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

Weak goal: "I want to get fitter." Not specific, not measurable, no timescale.

SMARTER goal: "I will improve my bleep test score from level 7.4 to level 9.2 by the end of March, recorded in my training diary after each retest."

Now write your own, using your test results. Check it against all seven letters:

My short-term goal (between one day and one month):

My long-term goal (say the timescale):

SHORT-TERM AND LONG-TERM GOALS

Short-term goals

Set over a s _____ period of time: between _____ day and _____ month.

Long-term goals

What they want to achieve in the l _____ t _____, and the best way of doing this.

A real two-mark question. "Adam's coach has set him a short-term goal. Describe one other type of goal that Adam's coach could set." The mark scheme gave: "Long-term goals (1) are set over a long period of time or timescale (1)." It accepted an example with an appropriate timescale, such as a season, and **refused an example of a goal with no timescale at all.**

Your turn. Describe a long-term goal for a performer, and make sure the timescale is in it:

Mark your own: did you name the type of goal (1) and give the timescale (1)? **My mark:** / 2

THE COMPLETE PROGRAMME

Everything together, for one performer. This is the synoptic task: it needs all four content areas.

Section	Your programme
The performer, their sport and their aim	
Their test results, and the weakness you are targeting	
The methods you have chosen, and why those ones	
One short-term and one long-term goal, both with timescales	
How you will keep them motivated	

WHERE AREA D MARKS GO MISSING

The mistake	What to do instead
Describing a goal without a timescale	
Swapping the aim and the objective	
Stopping SMARTER at five letters	
Defining motivation loosely	

Exam practice. Answer these in full sentences:

(a) Describe one other type of goal a coach could set, other than a short-term goal. (2)

(b) Explain one benefit of motivation for a sports performer. (2)

SELF-TEST

Cover your notes. Mark it against the knowledge organiser on the next page.

1. What is the difference between an aim and an objective?

2. Name the four pieces of personal information needed to design a programme.

3. Define motivation, in specification words.

4. What is the difference between intrinsic and extrinsic motivation?

5. What do the seven letters of SMARTER stand for?

6. What timescale defines a short-term goal?

AREA D KNOWLEDGE ORGANISER

D1 and D2 Information and design

Personal information needed:

- aims: details of what they would like to achieve for the selected sport
- objectives: how they intend to meet their aims, using an appropriate component of fitness and method of training
- lifestyle and physical activity history
- attitudes, the mind and personal motivation for training.

Programme design:

- use the personal information to aid design
- select an appropriate training method or activity for improving or maintaining the selected components of physical or skill-related fitness
- apply the FITT principles and the additional principles of training.

D3 Motivation

Motivation: the internal mechanisms and external stimuli that arouse and direct behaviour.

Types: intrinsic, from within the performer, such as enjoyment, satisfaction and pride. Extrinsic, from outside, such as trophies, medals, prize money, praise and selection.

Benefits of motivation on the sports performer:

- increase participation
- maintain training and intensity
- increased fitness
- improved performance.

Influence of goal setting on motivation:

- provides direction for behaviour
- maintains focus on the task in hand.

D3 Goals

SMARTER:

- S specific
- M measurable
- A achievable
- R realistic
- T time-related
- E exciting
- R recorded

Short-term goals: set over a short period of time, between one day and one month.

Long-term goals: what they want to achieve in the long term, and the best way of doing this.

The examiner's warning: a goal described without a timescale is refused. Always give the timescale.

A programme needs all four areas: the components from A, your test results from B, the methods from C, and the goals and motivation from D.