

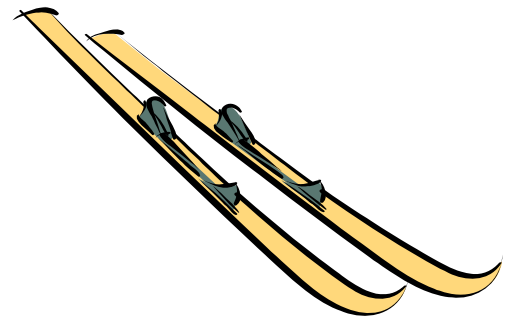
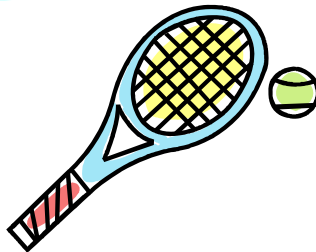
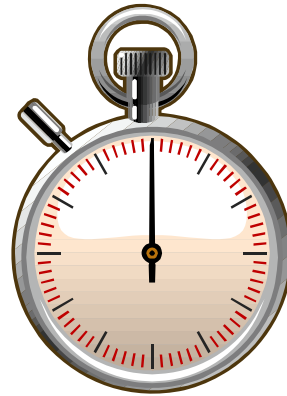
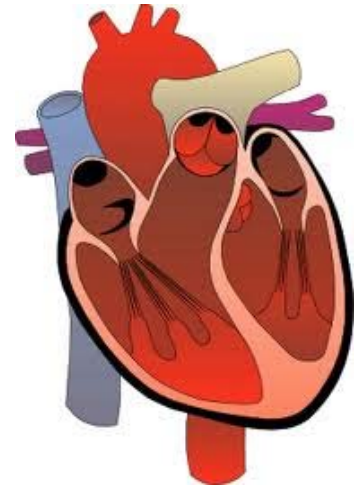
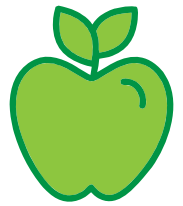
St LUKES
SCIENCE AND SPORTS COLLEGE



GCSE P.E.

Short Course

REVISION BOOKLET



Name:

How many mice, like the one above, can you find in this revision booklet?!

GCSE PE Revision!

Dear Student,

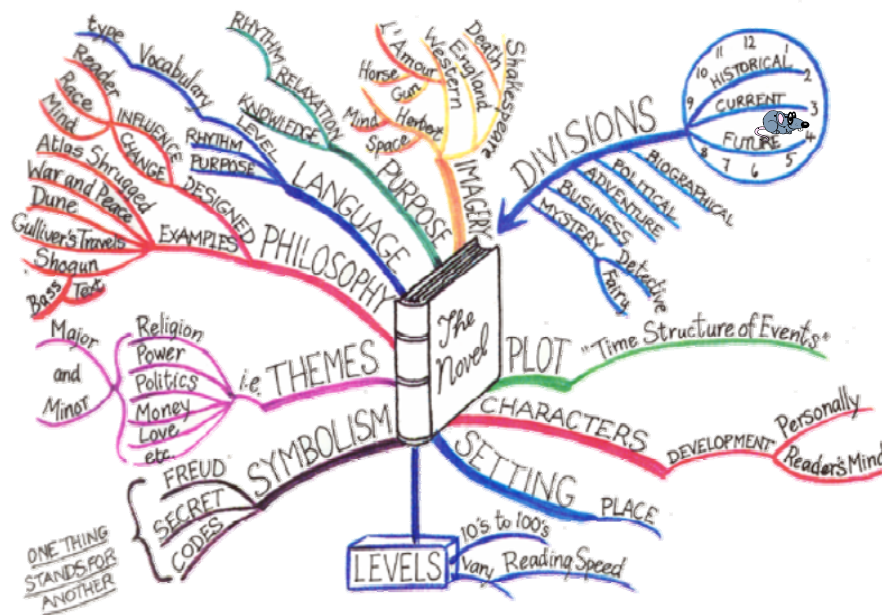
Here are a few ideas to help you to revise in a way that best suits you... revision can be fun!!

Understanding: Your brain will not memorise something it does not understand. Therefore it is vital that you know what everything means before you start to revise. Step 1. Read it... Step 2. Make sense of it... Step 3. Summarise it! Ask your teachers and friends for help, or use recommended websites if you don't understand.

Revision: "Studying without revision is like running a bath without the plug in!" Plan when you will revise; 20 - 30 minute sessions, taking 5 minute breaks in-between. This will avoid overloading yourself! Remember, up to 80% of new memorising is lost in the first 24 hours, so keep going over and over the information. The more times you revise, the quicker it will be to recall, which means you will have to spend less time revising!!

Summarising: Identify exactly what you need to remember...

Mind Maps: Mind Maps summarise and link information. They start with the THEME and then show our MAIN IDEAS, our SECONDARY IDEAS and our TERTIARY IDEAS. Information must be written on the lines.



Mnemonics: Mnemonics should be **imaginative, creative and fun**. Take the **first** letter of each word you are trying to remember and create a sentence from those letters. These are good for remembering lists of information. For example:

Components of Health Related Fitness



Cardio Vascular Endurance

Cool

Muscular Endurance

Mums

Muscular Strength

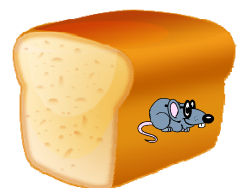
Make

Flexibility

Fantastic

Body Composition

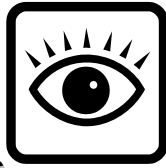
Bread



How do you prefer to learn? Try all three!

Visually:

Learn best by seeing pictures, diagrams, etc.



- Draw pictures and diagrams
- Colour code your work
- Use different colour paper and pens
- Use your own system of symbols, etc.
- Create images or scenes in your mind.

Auditory:

Learn best by hearing and speaking



- Say your work out loud – give presentations to an imaginary audience.
- Record notes (etc.) on tape.
- Use silly noises to remember things.
- Hear the information in your mind.
- Play instrumental music.

Kinaesthetic:

Learn best by doing, moving, experiencing.



- Do actions when learning key facts.
- Walk about when learning.
- No need to sit at a desk.
- Add emotions and textures to exaggerate information.
- Try to **experience** what you are learning.

The two sides of your brain

Language

Logic

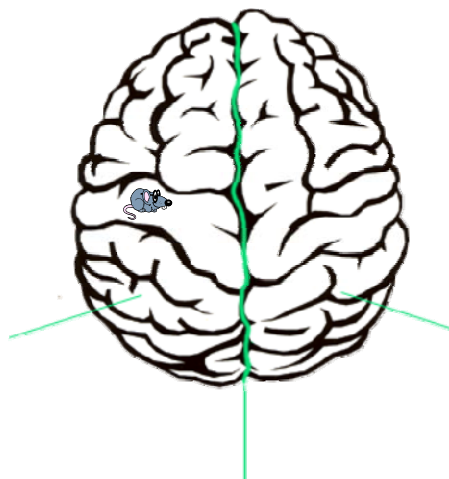
Numbers

Sequence

Words

Order

(The left side)



Rhyme

Rhythm and music

Pictures

Patterns

Creativity

Imagination

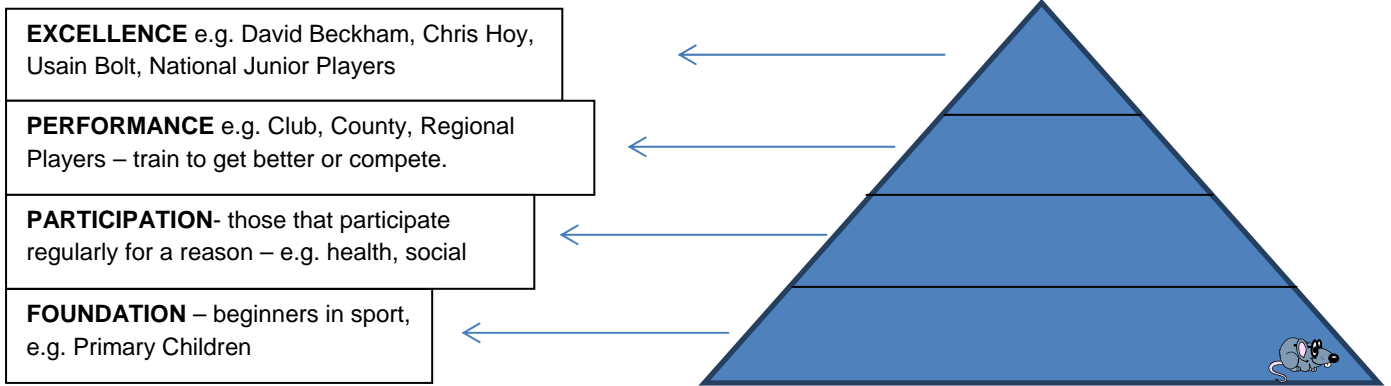
(The right side)

Be fair... get both sides involved! Learning is most effective when it's fun!

Good luck with your revision... and remember if you need help, all you need to do is ask!

1.1.2: Influences on your Healthy, Active Lifestyle

Sports Development Pyramid:



Organisations involved in sport:

- **Youth Sport Trust** – Support School Sport including Participation, Leadership and Volunteering, Competition, Gifted and Talented
- **Sport England** – Support Community Sport for all ages through clubs.
- **UK Sport** – Support Elite Sport and our talented athletes.
- **National Governing Bodies**, e.g. FA – Supports all levels of pyramid for a particular sport.

National Sports Strategies:

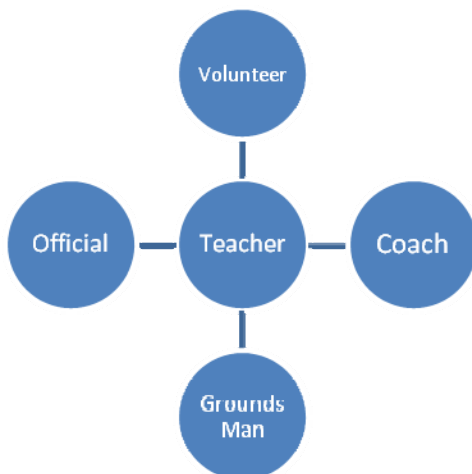
PESSYP – Physical Education and Sports Strategy for Young People

SSP's – School Sports Partnerships with Sports Colleges as hubs, Mr. Upston is your School Sport Co-ordinator.

What can prevent people from participating in sport or make them give up?

Prevent Participation	Things that make people give up
Disability e.g. access to facilities and equipment	Peer Pressure
Illness or health problems	Image portrayed in media
Lack of money/cost	Lack of time
Time	Lack of money
Availability of activities	Fatigue – no energy!
Cultural barriers	
Family commitments, e.g. Young Carers	

What other roles can people play in sport apart from playing?



Volunteer Roles = Treasurer, Chairperson, Secretary, Web-Designer, Coach, Team Manager

Official = Referee, Linesman, Table Official, Judge, Scorer, Timekeeper

Coach – Could be paid or voluntary depending on club. Person responsible for leading players to develop skills.

Grounds Man – Could be paid or volunteer

1.1.3: Exercise and Fitness



DEFINITIONS:

HEALTH	A STATE OF COMPLETE PHYSICAL, MENTAL AND SOCIAL WELL-BEING AND NOT MERELY THE ABSENCE OF DISEASE OR INFIRMITY
FITNESS	THE ABILITY TO MEET THE DEMANDS OF THE ENVIRONMENT
EXERCISE	A FORM OF PHYSICAL ACTIVITY DONE TO MAINTAIN OR IMPROVE HEALTH AND/OR FITNESS
PHYSICAL ACTIVITY	ANY FORM OF EXERCISE OR MOVEMENT
LIFESTYLE	THE WAY YOU LIVE YOUR LIFE

A COUPLE OF HANDY TIPS....

To keep a good level of general fitness you should;

- exercise 3-5 times a week
- increase your heart rate to above 60% of your maximum heart rate (220 minus your age)
- keep your heart rate raised for 20mins + in each session



HEALTH COMPONENTS:

- Fitness is to do with the physical wellbeing part of health.
- The mental part of health is to do with well you concentrate and think things through.
- The social part of health is to do with how you interact, cooperate and deal with other people.


THE EFFECTS OF LACK OF EXERCISE:

- You may gain weight because you're not burning as many calories.
- You lose flexibility because your joints are not used as frequently.
- You lose your breath sooner.
- You'll get tired very quickly when you do exercise because your body will not be used to transporting oxygen to the muscles during exercise.
- You'll lose strength because reduced stress on the muscles makes them weaker.

COMPONENTS OF FITNESS:

Below are the components of fitness. They divided into 2 separate sections – HEALTH-related and SKILL-related fitness. For each component, a sport has been provided.

HEALTH-RELATED FITNESS (Cool Mums Make Fantastic Bread)

Cardiovascular Fitness	<i>The ability to exercise the entire body for long periods of time</i>	Marathon running
Muscular strength	<i>The amount of force a muscle can exert against a resistance</i>	Weight lifting
Muscular endurance	<i>The ability to use muscles many times without getting tired</i>	Swimming
Flexibility	<i>The ability of your joints to move through their full range</i>	Gymnastics
Body Composition 	<i>The percentage of body weight which is fat, muscle and bone</i>	Sumo wrestler = big Horse jockey = small

SKILL-RELATED FITNESS (RSPCAB):

Reaction Time	<i>The time it takes to react to a stimulus</i>	Formula 1
Speed	<i>The ability to cover a distance quickly in a period of time</i>	100m Sprinting
Power	<i>The ability to perform strength quickly</i>	Shot put
Coordination	<i>The ability to use 2 or more body parts together</i>	Table tennis
Agility	<i>The ability to change the position of the body quickly</i>	Rugby & Netball
Balance	<i>The ability to keep the body's centre of mass above the base of support</i>	Surfing & Gymnastics

1.1.4 Physical Activity as part of a Healthy Lifestyle

Check out these bullet points to help with your revision:

1. METHODS OF TRAINING.....CCCWIF

1. Circuit training...stations of different activities
2. Continuous training... training without a break
3. Cross training... doing a variety of activities
4. Weight training... using the gym
5. Interval training... training with rest breaks
6. Fartlek training... training on different terrains with speed changes

2. AN EXERCISE SESSION includes.

A warm up

The main activity or game

A cool down



3. WARM UPS (3 phases)

1. Pulse raising - jogging to raise your pulse
2. Stretching and mobility - individual muscle/joint stretches
3. Sport related to the activity you are playing - practice the game you will be playing

Why? To prepare your mind and body for exercise and to reduce the possibility of injury

4. COOL DOWNS

Why? To reduce the possibility of a build up of *lactic acid* following hard exercise. A cool down allows the acid to be taken away from your muscles by your blood. A cool down reduces the possibility of stiffness later on.

5. LINKS BETWEEN TRAINING AND SPECIFIC PHYSICAL ACTIVITIES

Each method of training can be best suited to a particular sport or activity...for example:

1. A long distance runner might choose continuous training
2. A shot putter might choose weight training
3. A rugby player might choose circuit training where each station helps build his fitness and rugby skills



6. AEROBIC EXERCISE

Exercise where you need OXYGEN for your muscles to work.. for example jogging or playing netball.

7. ANAEROBIC EXERCISE

Exercise where you work at maximum effort for a short period of time. Your muscles do not have time to utilize oxygen so they work without it. You cannot keep up this max effort for very long. You will produce lactic acid as a by product of anaerobic exercise

8. RESTING HEART RATE, WORKING HEART RATE AND RECOVERY RATE.

When you exercise, your heart rate will change according to your work rate.

RESTING HEART RATE between 60 and 70 bpm.

WORKING HEART RATE your heart rate will rise rapidly as you exercise. Your maximum heart rate would be 220 minus your age. If you are 14 years old this would mean a max rate of 206 bpm. Taking your heart rate will show how hard you are working.

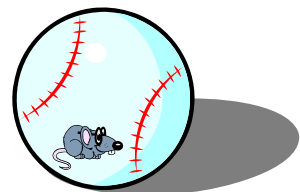
RECOVERY RATE when you stop exercising, your heart rate will drop. The fitter you are the quicker it will return to its resting rate.

9. TARGET ZONES AND TRAINING THRESHOLDS

Athletes need to know if they are working hard enough. Their heart rate will tell them:

60 % of their max heart rate = Aerobic training, 80 % of their max heart rate = Anaerobic training

Between 60 and 80 % of their max heart rate is called a **target zone**. A **training threshold** is when they work over an aerobic or anaerobic level.



1.1.4 Physical Activity as part of a Healthy Lifestyle (2)

The FITT principle

Is used to guide you in planning an exercise programme, to get the most out of it as safely as possible.

F - Frequency means planning how often to train.

I - Intensity means how hard someone trains.

T - Time means how long each session must last in order to be of any benefit and to improve.

T - Type means the method(s) of training chosen to achieve a person's particular goals.



Setting SMART goals

SMART goal setting is used widely in sport, work and leisure to help make people's goals easier to achieve.

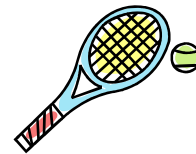
S - Specific means knowing exactly what the goal is.

M - Measurable means that it will be easy to know when a goal has been achieved.

A - Achievable. Running an extra 100m in the Cooper's run test after six weeks' training may well be achievable, however, running a marathon after four weeks of running 2 miles probably will not.

R - Realistic. A goal may well be achievable in theory, but if it is to be achievable in practice it is necessary to have the time and resources to complete it.

T - Time-bound. Does the goal have an end point? If not, it is easy to put off achieving it indefinitely.



Principles of Training

Individual needs/differences

When planning a personal Exercise Programme (PEP) individual needs must be taken into account. Using someone else's personal exercise programme will not work because every athlete has different needs and training should be focused on these.

Specificity

Specificity means matching training to the requirements of an activity. Every sport has its own specialist needs: divers and long distance runners obviously train differently.

Progressive overload

Progressive overload means gradually increasing the amount of overload so as to gain fitness without the risk of injury.

Rest and Recovery

Rest: the period of time allotted to recovery.

Recovery: the time required to repair damage to the body caused by training or competition.



1.1.4 Physical Activity as part of a Healthy Lifestyle (3)

This covers : Know what is meant by PAR-Q

Be able to assess Health-related exercise & Skill Related Exercise

PAR-Q (Physical Activity Readiness Questionnaire)

A Questionnaire to check the suitability of someone undertaking a new fitness regime, you need to know your own health and medical History.

Questions like:

Have you any medical conditions e.g. Heart Condition?

Do you experience Chest Pains?

Do you have any ongoing injuries?

Do you have high/low blood pressure?

Do you Have diabetes?

Do you have athsma?

Have you been ill in the past 4 weeks?

Is there any other reason why you should not do physical activity?




You have to be able to answer no honestly to the above questions to start. People should start LOW and GRADUALLY increase the **Frequency, Intensity, Time of activity**.

HRF & SRF Fitness Testing

To understand the tests for different types of fitness.

Fitness is splint into 2 areas, **Health Related** and **Skill Related Fitness**:

<u>Skill Related Fitness</u>		<u>Health Related Fitness</u> 	
Fitness	Test	Fitness	Test
<u>R</u> reaction	Ruler Drop Test	<u>C</u> ardiovascular	Cooper 12 minute Run
<u>S</u> peed	30-metre Sprint	<u>M</u> uscular Strength	Hand Grip Strength
<u>P</u> ower	Sergeant Jump Test	<u>M</u> uscular Endurance	Harvard Step Test
<u>C</u> oordination	Three Ball Juggle	<u>F</u> lexibility	Sit and Reach
<u>A</u> gility	Illinois Agility Run	<u>B</u> ody Type	No Test
<u>B</u> alance	Standing Stork Test		

The Tests are used as benchmarks as a starter or to review someone's fitness. These tests need to be done in a safe and measurable manor to make them fair and repeatable.

