

PERFORMANCE

PLANNING AND PREPARING FOR PERFORMANCE 1

PERFORMANCE: AN INTRODUCTION

Making up 60% of your final grade, the performance unit is a major area of the course. It is important to possess and understand the knowledge which helps you develop your own performance but you are also able to apply this knowledge and understanding into practice in a more pressurised setting. For your practical assessment you will be required to:

- Plan and prepare for your performance
- Perform
- Evaluate your performance

In order to help you achieve the best mark possible in your performance unit there are a number of areas included in this chapter that will provide you with knowledge and understanding about:

- Planning and preparing for performance
- The nature and demands of a performance
- Information about skilled performance
- Breaking skills down
- Classifying skills
- The demands of a performance
- Feedback

Planning and preparing for a performance is important to ensure you are physically, mentally and technically ready to perform to the highest level you possibly can. As well as this, you need to ensure you (and your team) have selected the correct tactics, structures, strategies or compositions that play to your strengths.

DON'T FORGET +

- Physical warm up is used to:
- Raise the heart rate.
 - Increase the flow of oxygenated blood to the muscles.
 - Minimise the risk of injury occurring.
 - Prepare the body for activity.



WARM UP

Physical warm up

Physical warm ups take many forms depending on the nature and demands of the activity. Most physical warm ups start with a form of light aerobic exercise, for example jogging, cycling, rowing or swimming. Once an aerobic warm up has been carried out, athletes usually carry out a series of stretches. Stretching can either be done on the move (dynamic) or standing still (static).

Dynamic stretching is particularly popular amongst athletes as the movements are done on the move and can be adapted to mirror movements similar to those which the athlete is about to perform.

Technical warm up

Technical warm ups are designed to focus on specific skills applicable to the activity an athlete is about to take part in. During a technical warm up, athletes will take part in practices or drills that help remind the body of specific movements and movement patterns.

EXAMPLE

A footballer will take part in a technical warm up before a match. This technical warm up might focus on giving and receiving passes in order to develop their 'touch' before a game.

Before a competition, a dancer would practice isolated movements to prepare the body for the type of movements they will be using during their routine.



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SAMPLE PAGES – N5 PHYSICAL EDUCATION

Mental warm up

A mental warm up can serve many purposes for an athlete. Prior to a performance an athlete needs to:

- Raise their level of arousal (motivate themselves)
- Low their level of arousal (calm themselves down)
- Focus on their whole performance or certain parts
- Mentally rehearse a specific routine

Certain approaches suit different individuals. The table below outlines some examples of methods athletes use to mentally warm up (you may be able to think of more yourself).

Method	Effect
Listening to music	This can be used to calm an athlete down before a performance if they are nervous, or can be used to raise motivation levels.
Mental rehearsal	Athletes often imagine performing certain skills in order to focus their mind on the task they are about to perform. This can involve a single movement or a series of movements linked together.
Set Routine	Athletes may have a routine they carry out prior to every performance. This can range from carrying out specific actions before performing a skill to eating the same food before every performance. The goal of a routine is to focus the mind on the task in hand.
Positive self-talk	Positive self-talk is used to raise an athlete's self-confidence. Prior to a performance an athlete would use positive self-talk to ensure there are no negative thoughts or doubts in their mind.
Team talk	Prior to a performance, it is common for a coach or manager to speak to an athlete or team. Team talks are designed to focus players before a performance and motivate the performer(s) to perform to the best of their ability.
Breathing Techniques	An athlete might use breathing techniques to reduce anxiety levels by regulating heart rate and to help counter act the negative effects of adrenaline.



VIDEO LINK

Head to www.brightredbooks.net/N5PE and watch as Jonny Wilkinson demonstrates his pre kicking routine.

THINGS TO DO AND THINK ABOUT

Think about sports you have watched on TV. Can you list examples of set routines professional sports people have?

ONLINE TEST

Take the 'Planning and preparing for performance' test at www.brightredbooks.net/N5PE.

PERFORMANCE

NATURE AND DEMANDS OF ACTIVITIES

INDIVIDUAL AND TEAM ACTIVITIES

Within PE and sport there are lots of different types of activities that we can participate in. Often these sports can be split into individual and team activities. An individual activity is one where the activity is performed by one person like Singles Tennis. A team activity involves you working as part of a group, for example, Basketball.

In addition, some individual activities can be performed by one person, completely alone, for example Golf. With team activities, the team may only consist of two people or players, for, example, doubles in table tennis. Or the team may consist of many members, as in a football team.



A Golfer



A Table Tennis Team



A Football Team

COMPETITIVE AND NON-COMPETITIVE

As well as being defined as individual or team, activities can also be categorised into competitive or non-competitive. Competitive activities usually involve a **contest** between two or more rivals, with each rival trying to win. Whilst non-competitive activities are usually performed or played for the purpose of self-satisfaction. People also participate in non-competitive activities for health benefits or perhaps for social reasons.

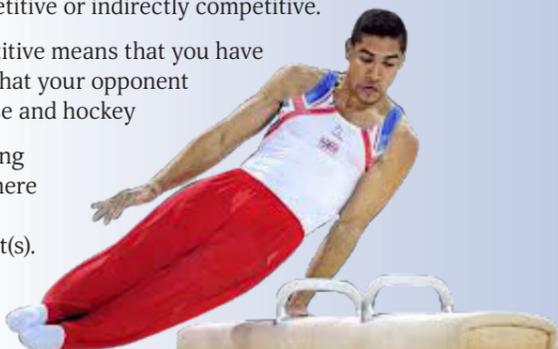
- *Self-Satisfaction* – participating for the thrill of the sport, enjoyment
- *Health Benefits* – keeping themselves fit, to relieve stress and tension (especially if they lead a hectic life)
- *Social aspects* – meeting new people or friends

Contests

Contests are either directly competitive or indirectly competitive.

Activities that are directly competitive means that you have a direct bearing or influence on what your opponent does. For example: netball, lacrosse and hockey

Activities which are classed as being indirectly competitive are ones where your performance does not affect the performance of your opponent(s). For example: gymnastics, golf or skiing



SAMPLE PAGES – NS PHYSICAL EDUCATION

THE DEMANDS OF ACTIVITIES

The physical, mental, social and emotional demands that are put on individuals when they participate in sport are often dependant on the type of activity that they are participating in. Someone that is participating in a non-competitive individual activity, for example, jogging, may not feel the mental pressures and strain that someone participating in a competitive activity may feel.

So what are the demands that we are faced with when participating in sport?

Physical Demands

- How fit we are.
- How demanding the activity is.
- Is the activity that you are participating in for health benefits or is it of a more competitive nature?

Mental and emotional demands

- Do we have to mentally prepare before participating in sport?
- How can we mentally prepare?
- Anxiety – does it have a positive or negative effect on your performance?
- Managing our emotions.
- Concentration.

Social Demands

- Relationships – is the purpose of participating in a specific activity to meet new friends?
- Interaction with other people.
- Is the reason we participate in specific sports due to our gender or stereotypes?
- The initial expense of starting a new activity.

For more on this, refer to Appendix 1, the table highlighting factors impacting on performance, at the end of this Study Guide.

+ DON'T FORGET

An individual's reasons for participating in a particular sport will vary from one person the next. We must consider whether they want to play competitively, recreationally or socially. Do they want to play in a team or pursue more individual sports? Can they afford to travel to and from venues for training? Can they afford the correct equipment to participate? Are they influenced by stereotypical views towards some sports which prevent them from playing them?

✓ ONLINE TEST

How well have you learned about the nature and demands of activities? Go online and test yourself at www.brightredbooks.net/NSPE

➔ ONLINE

For more on the different reasons why people might take part in sport, follow the 'Benefits of sport' link at www.brightredbooks.net/NSPE

THINGS TO DO AND THINK ABOUT

- 1 List as many individual and team activities as you can in the table below:

Individual Activity	Totally alone 'on my own'	<i>Golf,</i> <i>Table tennis,</i>
Team Activity	Lots of team mates 2, 3 or 4 team mates	<i>Football,</i> <i>Tennis Doubles,</i>

- 2 Think about the definitions of individual/team, non-competitive and directly/indirectly competitive activities described in this topic. Complete the table below by filling in examples and descriptions of your own.

Type Of Activity	Example	Description
Individual Non-competitive	Aerobics	Alone, performed for the health and social benefits.
Individual directly competitive		
Individual Indirectly competitive		
Team non-competitive		
Team Directly competitive	Football	11v11, involving tactical strategies. Attacking and defending and visa versa.
Team Indirectly competitive		