**National 5 -Football Course Revision Notes**

**Factors Impacting Performance (MEPS)**

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| --- | --- | --- | --- |
| **MENTAL** | **EMOTIONAL** | **PHYSICAL** | **SOCIAL** |
| Concentration  Decision Making  Motivation  Level of Arousal | Anger  Fear  Anxiety  Confidence | **SKILLS**  Passing  Shooting  Dribbling  Tackling  **FITNESS**  Agility  Power  CRE | Communication  Cooperation  Role/ Responsibility  Team dynamics |

**Explaining the Impact of Factors Impacting on Performance**

Think - **POINT - EXAMPLE – IMPACT** = 1 mark

Activity: Football Factor: Physical Feature: CRE

CRE impacts my performance positively as my stamina levels stay high for the full length of a game **(Point).** This means in the later stages of a game my skill level is high and my passing remains accurate **(Example).** Meaning that I am able to continue building attacks through keeping possession of the ball for my team **(Impact).**

Activity: Volleyball Factor: Social Feature: Communication

Communication has a negative impact on my team’s performance in volleyball **(Point).** When receiving service we often forget to call our name or shout for the ball **(Example).** This means that two players go for the same ball and collide, causing the ball to hit the ground and lose our team points **(Impact).**

There are many challenges when gathering valid and reliable information on your performance:

* **Game length** – is it long enough to see a full performance and gather valid information on your full skill set?
* **Opponents** – did you play opposition of similar ability so you were fairly challenged and could demonstrate an accurate representation of your skills?
* **Setting** – Was it in a competitive setting? Did this give a realistic view of your skills under proper pressure?
* **Understanding** – Did the observer understand how to complete the method and did he understand the game? Was he able to complete the schedule properly?
* **Focus** – Was the observer focussed on the performance? Did he miss any shots? Was he able to gather fully reliable and accurate information?
* **Feelings** – Was it completed with effort and honesty? Was it biased? Did this impact the validity of the results?
* **Time of Completion** – Was it completed straight after a game? Does this make results more reliable?

**Challenges to gathering information**

**Describing a method used to gather information**

* What activity / what area were you in?
* When did you complete it? – Before, during or after games?
* What did it look like? - Give examples
* Who was involved?
* How long did it last?
* How was it completed? - Tick or Cross? Circle a number?
* What did you do with the results?

**Explaining Why We Chose Sports Completion and Anxiety (SCAT) Test– Emotional Factor**

* It can allow you to gather information on **a wide range of feelings and emotions** – meaning you can make training appropriate to develop on weakest areas.
* It is **simple** to complete and easy to understand – meaning that it is completed correctly with no mistakes
* It is not time consuming and is **quick** to complete – meaning that training time is not wasted and it can be used quickly to monitor progress

**Explaining Why We Chose the Cooper Test– Physical Factor**

* Allows you **to identify your strengths and weaknesses** – meaning you can create a training programme to improve your weakness
* Provides **numerical evidence** – meaning that targets can easily be set and monitoring progress is simple
* Can be compared to **norms and averages** – meaning that you can compare against a large sample of results – giving you a better indication of your fitness
* Uses **limited equipment** and follows **set rules** – meaning that it is quickly set up and results can be compared fairly

**Explaining Why We Chose Observation Schedule – Physical Factor**

* Allows you **to identify your strengths and weaknesses** – meaning you can create a training programme to improve your weakness
* Provides **objective evidence** – information gathered is true and not based on opinion
* **Simple and easy** to understand – means it is quick to complete and doesn’t waste valuable time
* Provides a **permanent record** – it can be used in the future to make comparisons to check for improvements

**Explain = Point and Impact**

**Describe = Paint a picture/ What exactly did you do?/ Step by step**

**Methods of Gathering Information**

**Target Setting**

**Why should you set targets?**

* Creates an **aim** for training – meaning that you will have increased focus, effort and determination during training sessions
* Allows you to **monitor progress** – meaning that you can check if you are reaching targets – meaning that you can then alter training and set new targets to make it harder or easier
* Improves **confidence and motivation** – meaning that if you see that you have reached targets you will feel good about your progress and be even more motivated to continue doing well

**Approaches to Develop Performance**

**Describe = Paint a picture/ What exactly did you do?/ Step by step**

**Explain = Point and Impact**

**Approaches used to develop performance**

* Physical
  + **Continuous** Training – running with no stopping
  + **Fartlek** Training – working at different speeds
  + **Interval** Training – working at periods of high intensity and then rest
  + **Game Related** Training – games with a focus on developing particular aspects
* Emotional
  + **Deep Breathing** – step away, inhale then exhale slowly, repeat 5 times or until ‘in control’

**Describing an approach used to develop performance**

**Give a step-by-step guide of how exactly it was carried out**

* What were you trying to improve?
* Where did it take place?
* Who was involved?
* Where did you stand?
* What were the rules?
* Where did you run? How did you run?
* How many times did you do it? How long did it last?
* What had you to do? What did the approach performed perfectly look like?
* How did you know if you were successful?

**Explaining Benefits and Limitations of using Fartlek Training**

* **Can easily be changed** to meet the needs of the performer – meaning training can be made harder or easier based on development to ensure performer is being challenged appropriately
* Requires **no specialist equipment** – suitable for use within schools and can be completed almost anywhere
* Includes **various changes of pace** – mimics same movements as football whilst developing CRE meaning performers can cope with full game demands better
* **Easy to skip hard parts** – meaning –performer might not be pushing themselves and therefore not developing as quickly
* **Boring** – performer may lose interest and stop trying

**Explaining Benefits and Limitations of using Game Related Training**

* **Improves skills and fitness** – saves training time and helps develop whole performance
* **Enjoyable** – improves performers motivation and effort levels
* **Skill level of team mates** – practices may break down due to skill level of team mates
* **Requires team mates** – approach can only be carried out when suitable numbers of participants are available

**Explaining Benefits and Limitations of using Deep Breathing**

* **Quick to perform** – emotions can be controlled immediately during performances
* **No equipment** – suitable for schools and can be practiced and used anytime
* **Difficult to take seriously/ remember to use** – approach might be ineffective
* **Requires a lot of practice** – performers will be unable to use it effectively during games unless practiced often enough

**Decisions you make to plan a Personal Development Plan**

* **Length of PDP** – how long did you make your PDP? Was it long enough for you to gather information, monitor your development, and improve your performance?
* **Duration** of sessions – did you increase the duration of your sessions so you could challenge yourself more?
* **Number** of sessions – did you increase the amount of sessions you participated in per week to include developing a second factor?
* **Conditions** – Where did you train? Was this beneficial to your training?
* **Partners/ Opponents** – Why did you train with and play against people with similar ability? Why was this beneficial to your training?
* **Approaches** – Did you use different approaches as training went on? Did this help to challenge you more and save boredom?

**Monitoring Performance**

**Feedback**

* **Visual (iPad video)**
  + A game is recorded – watch the video as soon as game finishes and focus on weakness – play a second game immediately after watching video
  + Allows you to see your weakness and make changes instantly while the information is still fresh in your mind
* **Verbal (teacher)**
  + Feedback given consistently throughout practices and games
  + Teacher has subject knowledge so information is reliable and true and means that any changes you make will be beneficial
  + Positive feedback lets you know you are improving and increases your confidence

**Why do you monitor your training?**

* Allows you to **track your progress** – meaning that you can check for improvements and to see if your training is working
* Allows you to **compare against previous results** – meaning that you can see if you have reached your targets – allowing you to then set new targets and make your training easier or harder if necessary
* Provides **motivation** – meaning that if you see improvements in your performance you will get a boost in confidence – this could further increase your motivation to do well and continue improving

**Methods used to monitor training**

**You must be able to describe how you would use these to monitor your training – how often would it be completed, how would you carry it out, etc**

* **Physical**
  + Observation Schedule – weeks 1, 3 & 6 – using exact same conditions
  + Checking HR – during practices and resting – if getting lower CRE is improving
* **Emotional**
  + Training Diary – comments during and after training – based on how you felt – used to then check progress and plan for next sessions
  + SCAT Test – weeks 1, 3 & 6 – using exact same conditions

**Evaluation of your Personal Development Plan**

**What parts were effective? What parts were not effective?**

* Using **different approaches** - Did this improve your motivation and enjoyment?
* **Changes to games** - Did you ever change opponents or the size of games? Did this challenge you more or improve your motivation?
* **Continuous training –** did you ever find it boring? Did you find training on your own helpful?
* **Fartlek training** – was it easy to cheat?
* **Interval training** – did the weather ever affect your training?
* **Game related training** – was it fun and enjoyable? Did team mates ever let you down?
* **Deep breathing** – did walking away and going to quiet areas help? Did you practice it enough? Did you take it seriously?

**Development of Weaknesses**

**Have you improved on your weaknesses? What are you now like in games compared to what you were like before?**

* **Physical**
  + CRE
    - Can you now last 90 minutes?
    - Has your focus improved?
    - Can you track runs better?
    - Can you constantly support attacks?
* **Emotional**
  + Anger
    - Can you deal with mistakes better?
    - Do you deal with frustration better (e.g. poor referee decisions)?
  + Nerves
    - Are you more confident?
    - Do you take the ball under pressure now?

**Future Performance**

**After carrying out a full training programme– what would you now consider if continuing with training?**

* Maintain training 3 times per week – keep up fitness/ avoid plateau
* Use more pressure drills/ game related training – continue improving skills and fitness under game like pressure – leads to increased confidence also
* Change partner/ team – ensure at the same level or better – give you appropriate level of challenge
* Identify new skill to be improved – use practices with no pressure to build confidence
* Identify new factor – add more practices to sessions/ more sessions

**Command Words**

**Pay close attention to the wording of each question. Failing to answer in accordance to the correct command word will result in zero marks.**

* **IDENTIFY**
  + Simply state what is being asked
  + Q - Identify a method used to gather information on the social factor. A – Questionnaire.
* **DESCRIBE**
  + Paint a picture/ What exactly did you do?/ Step by step/ What exactly did it look like?
  + Q – Describe a method used to gather information on the social factor. A – A questionnaire had 10 questions and each was completed in a 1 to 10 scale.
* **EXPLAIN**
  + Make a point and include an example of its impact (Point and Impact)
  + Q – Explain why you would use this method. A – A questionnaire allows me to gather a wide range of information on my social factor (Point). This allows me to identify my weaknesses and form a training programme (Impact/ Example).
* **EXPLAIN FACTORS IMPACTING PERFORMANCE**
  + Make a point, give an example, and state the impact (Point, Example, Impact)
  + Q – Explain how the physical factor impacts on your performance. A – I am strong which has a positive impact on my performance (Point). When running next to opponents I am able to use my shoulder to move opponents out the way (Example). This means I am able to win possession of the ball and build attacks for my team (Impact)
* **JUSTIFY**
  + Make a point and then provide reason
  + Q – Justify decisions you made when creating a training programme. A – I chose to train for 6 weeks (point) as it was a long enough time to improve my performance (reason).
* **EVALUATE**
  + Make a judgement then provide evidence and impact (Judgement, Example, Impact)
  + Evidence can be an example of your performance, example of what happened in training, an opinion, results from gathering data, and feedback
  + Q – Evaluate the success of your training programme. A – Using fartlek training was sometimes not effective as it was easy to cheat (Judgement). When running around the circuit it was easy to cheat and cut corners as it was marked out using only small cones (Example). This meant I wasn’t fully pushing myself and therefore not improving as fast as I could (Impact).