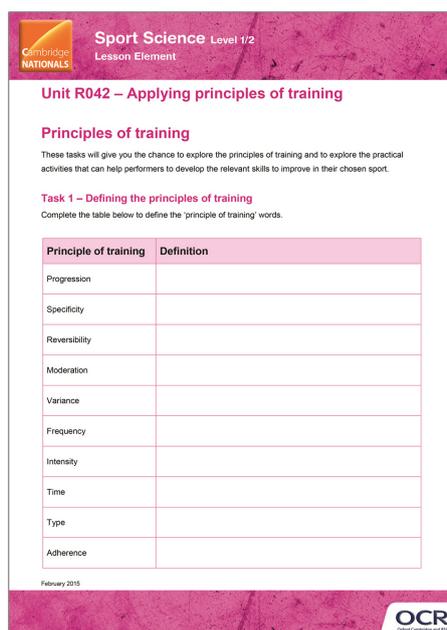


Unit R042 – Applying principles of training

Principles of training

Instructions and answers for teachers

These instructions should accompany the OCR resource ‘Principles of training’ activity which supports OCR Cambridge Nationals in Sport Science.



The screenshot shows the OCR resource 'Principles of training' activity sheet. It includes the Cambridge Nationals logo, the title 'Unit R042 – Applying principles of training', and the heading 'Principles of training'. Below this, there is a brief introduction and a task: 'Task 1 – Defining the principles of training'. The task asks students to complete a table defining the 'principle of training' words. The table has two columns: 'Principle of training' and 'Definition'. The principles listed are Progression, Specificity, Reversibility, Moderation, Variance, Frequency, Intensity, Time, Type, and Adherence. The OCR logo is visible in the bottom right corner of the screenshot.

Principle of training	Definition
Progression	
Specificity	
Reversibility	
Moderation	
Variance	
Frequency	
Intensity	
Time	
Type	
Adherence	

The Activity:

This resource comprises of 4 tasks.

These tasks will give learners the chance to explore the principles of training and to explore the practical activities that can help performers to develop the relevant skills to improve in their chosen sport.



This activity offers an opportunity for English skills development.

Associated materials:

‘Principles of training’ Lesson Element learner activity sheet.

Suggested timings:

Task 1: 30 minutes

Task 2: 1 hour 30 minutes

Task 3: 1 hour 30 minutes

Task 4: 30 minutes

Task 1 – Defining the principles of training

This activity could be done in a number of different ways depending on your learners' prior knowledge and ability. Give learners the 'Principle of training' words listed below and:

- Ask them to come up with and write in the table their own definitions for each word.
- Ask learners to use the internet and/or other resources to research and find definitions of each word.
- Give learners the definitions on slips of paper and ask them to stick the correct definition beside the corresponding word in the table.

Principle of training	Definition
Progression	You must continually but steadily overload your system by increasing the frequency, intensity, time and type of exercise you do.
Specificity	The type of training that is done should be specific to you and your sport. You should train the energy systems, skills and fitness components which are most important to your sport.
Reversibility	Use it or lose it! If you stop training then the improvements you have made will be lost.
Moderation	Making sure that the activities are appropriate for the age, ability, gender, environment and experience of the participants.
Variance	A change is as good as a rest! Varying your training will keep you interested and give your body different challenges.
Frequency	Increasing how often you train.
Intensity	Increasing the difficulty of the exercises you are doing.
Time	Increasing the length of time you are training for in a session.
Type	Adding increasingly demanding types of activities to your training programme.
Adherence	Sticking to the training programme over a concerted period of time.

Task 2 – Skill based specificity

Allocate learners (or pairs/groups) a specific sport or activity and ask them to think about which skills will be needed to participate successfully.

Learners can record their answers below and then suggest some drills/activities that could be used to improve a specific skill/group of skills that are relevant to their given sport.

If appropriate, learners could demonstrate and lead their peers through their suggested skills drills.

Sport or activity:

Skills that are needed to take part in this sport:

- Throwing
- Catching
- Running – short bursts, sudden stops, changes in speed
- Stopping - footwork
- Shooting
- Dodging

Drills/activities that could be used to improve skills that are needed for this sport:

(You might want to draw diagrams to show how the drill would work)

Task 3 – Physical specificity

Allocate learners (or pairs/groups) a specific sport or activity and ask them to think about which muscle groups will be used predominantly to participate successfully.

Learners can record their answers below and then suggest some activities/exercises that could be used to improve specific muscle groups that are relevant to their given sport.

If appropriate, learners could demonstrate and lead their peers through their suggested activities/exercises.

Sport or activity:

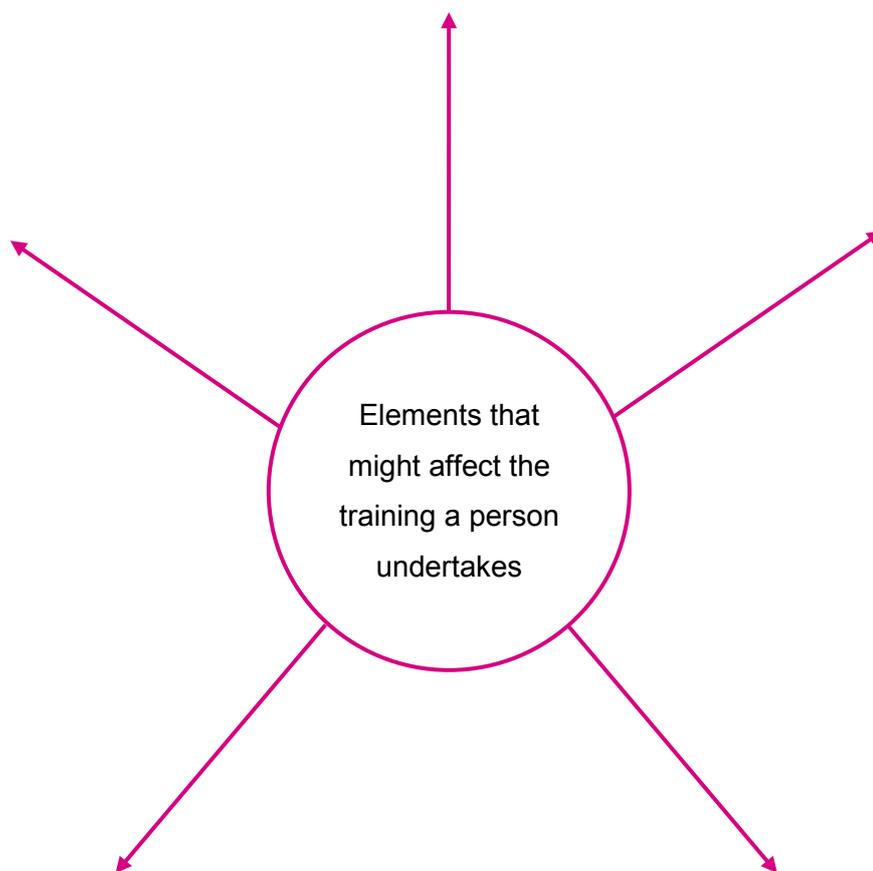
Main muscle groups that are used when participating in this sport:

- Quads
- Hamstrings
- Gastrocnemius
- Biceps
- Triceps

Activities/exercises that could be used to strengthen/condition the muscles that are needed for this sport:
(You might want to draw diagrams to show how the drill would work)

Task 4 – Everything in moderation

Ask learners to mind map the different aspects that might affect the type of training that a person undertakes. Then learners can list the factors, suggest why/how these might affect training and recommend ways in which training can be safe and effective despite these variations.



Element that might affect training	How/why this might affect training	Steps that can be taken to ensure training is safe and appropriate
Age	May affect fitness levels and which activities are appropriate/contraindicated.	Ensure planned activities are age appropriate.
Ability	Training should be challenging but achievable.	Ensure planned activities are not too hard but not too easy – baseline assessment needed!
Previous experience	Will affect ability and expectations.	Nothing should be assumed – all activities should be fully explained and demonstrated.
Gender	May affect strength, speed, ability levels.	Activities adjusted where necessary.
Fitness levels	Linked to ability – not too easy, not too hard, not demanding too much, risk of injury.	Need to ensure progressive overload.
Aims	Aim of session will determine contents.	Create SMART goals before session starts.
Environment	Inside/outside, weather, facilities etc will affect session planning.	Know where the session is before you plan. Be aware of external factors when planning, have a plan B.
Equipment	See environment.	
Likes/dislikes	Adherence will be affected by enjoyment.	Make it fun and enjoyable in order to increase levels of adherence.



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