

PAPER 2

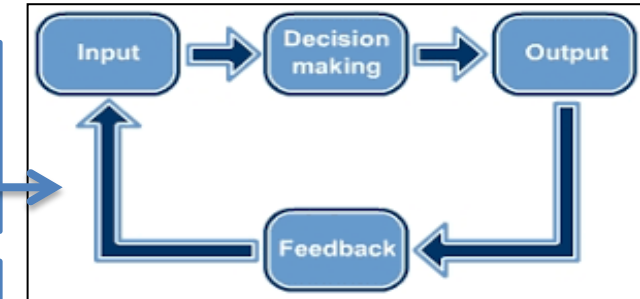
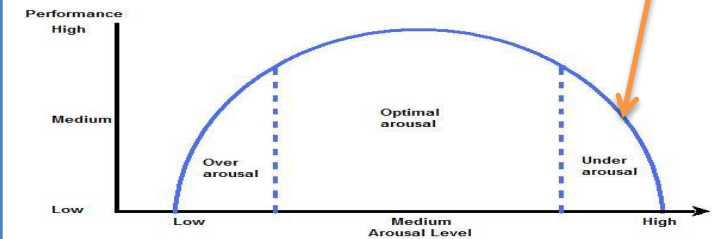
Arousal

The inverted U Theory of Arousal

- As arousal increases so does performance up to the optimal/perfect level.
- If arousal increases further performance will decrease.

Methods of controlling arousal

1. Deep Breathing
2. Mental Rehearsal
3. Positive self talk



Social Groups Affected

- Gender
- Race/religion and culture
- Age
- Family/friends/peers
- Disability

Factors/Barriers to Participation

- Role Models
- Accessibility
- Media Coverage
- Sexism/stereotyping
- Culture/religion/religious festivals
- Family commitments
- Available leisure time
- Familiarity
- Education
- Socio-economic factors/disposable income
- Adaptability/inclusiveness

Goal Setting

Performance goal: The performer compares their performance against what they have already done. No comparison with other performers.

Outcome Goal: Focus on the end result

- Specific
- Measurable
- Accepted
- Realistic
- Time Bound

Types of Guidance

In order to acquire skill, performers often need additional guidance

Visual

- Seeing a demonstration, example or even watching their own performance played back

Verbal

- Being told what needs to be done, what went well or what needs improvement through constructive criticism.

Manual/Mechanic

- Being physically guided through something, such as being helped with a hand stand

Information Processing Model

Input: Performer takes in information

Decision making: performer selects an appropriate response

Output: decision chosen is sent

Feedback: feedback given

Types of Feedback

A performer finds out how good their performance was through:

Knowledge of results

- This is a form of terminal feedback at the end of a performance and could be as simple as winning or losing.

Knowledge of Performance

- This relates to how well the performance was carried out rather than just the end result

The most common ways of feedback are:

Intrinsic: this is sensed or felt by the performer while they are actually performing

Extrinsic: this comes from sources other than the performer themselves, such as sounds or things they can see.

Remember!!!! The majority of the factors affecting participation affect most social groups. Learn the groups and how each factor could affect participation

Basic Skill

Complex Skill

Few decisions to be made

Complex decision making

Few decisions actually affect the success of the movement eg walking

Lots of decisions to be made in order to be successful

Open Skill

Closed Skill

Unstable environment

Stable environment

The way skill performed is affected by people around you

Way you perform skills is not affected by people around you

Skill may change due to environment, what your opponents are doing

Skill performed the same way every time eg a summersault

Self-Paced

Externally-Paced

Start of movement is controlled by the performer

Start of the movement is controlled by external factors

Long Jump – Choose when to perform run up

When receiving a badminton serve, you only start your returning shot after your opponent has performed their serve

Gross Skill

Fine Skill

Involves big movements of the body

Involves small, precise movements

Involves the use of large muscle groups

Involves the use of small muscle groups

Personality Types

1. Introvert (shy quite, thoughtful and solitary, play individual sports)
2. Extrovert (Enthusiastic, enthusiastic, talkative and prone to boredom. Team Sports)

Health Fitness and Well Being Key Words: Sedentary Lifestyle, Health, Fitness and Obesity.

Consequences of a sedentary lifestyle

Physical: Obesity, buildup of cholesterol, heart disease, heart attack, high blood pressure, type 2 diabetes, some form of cancers

Mental: depression, loss of confidence, anxiety

Social: struggle to leave the house, lack of friends and social interaction