

Unit 8 SPORTS TRAINING

"Hard training, easy combat; easy training, hard combat"
Marshal Suvorov, Russian General

"Everyone has the desire to win, but only champions have the desire to prepare."
Overheard during the 1997 Boston Marathon

Keywords: training, training unit, training session, macrocycle, mesocycle, microcycle, training schedule, fitness principles, athlete assessment

Training unit, training session, training schedule

A *training unit* is a single activity (e.g. 6 × 60 metres at 90% effort with 2 minutes recovery) with a set objective (e.g. develop specific endurance). A *training session* is made up of one or more training units. A *training schedule* (microcycle) comprises a number of training units that can span from 7 to 30 days.

Q: What units should every training session include?

e.g.
.....*technique drills unit*.....
.....
.....

How to develop a training plan?

The purpose of a training plan is to identify the work to be carried out to achieve agreed objectives. Training plans should be drawn up to identify long term (4 years) objectives as well as short term plans for the forthcoming season. The process of creating a training program to help develop an individual's level of fitness comprises 6 stages:

Stage 1

The first stage is to gather details about the individual's background.

Q: What is the essential information about an athlete when designing a training program?

e.g.
.....*previous injuries*.....
.....
.....
.....

Stage 2

The second stage is to determine which components of fitness they need to improve. This could depend upon what the individual wants to get fit for. This could be to improve general fitness, get fit enough to play in the Saturday hockey league, run a local 5 km fun run or compete in next year's London Marathon.

Q: What are the components of fitness we have to identify?

e.g.
.....*agility (such as ZigZag running)*.....

.....
.....
.....
.....

Stage 3

The next stage is to identify appropriate tests that can be used to initially determine the individual's level of fitness and then to monitor progress during the training. Identified test should be conducted and the results recorded.

Stage 4

We now know the individual's background, objectives and current level of fitness. We now need to conduct a *gap analysis* of the current fitness levels (from test results at stage 3) and target fitness levels (identified at stage 2). The results of this process will assist in the design of the training program so that each component of fitness is improved to the desired level.

Stage 5

The next stage is to prepare a training program using the results of the gap analysis and FITT principles.

- F – f..... - how **often** should the individual exercise?
- I – i..... - how **hard** should the individual exercise?
- T – t..... - how **long** should each session last?
- T – t..... *activity* - **what exercise** or training activity will help achieve the individual's fitness goals?

Q: What do the letters FITT stand for? Fill in the words above.

Stage 6

The program has now been agreed and the individual can undertake the program. Every 4 weeks meet and discuss with the individual:

- how the training has gone
- the test results
- progress towards target fitness levels
- adjustments to the training program

ANALYSIS OF THE LAST PROGRAM

If this is not the first program you have generated with the athlete then an important activity to conduct is a **SWOT** analysis of the last training program.

Q: Explain what the items in a SWOT analysis mean in training plan development.

S

W

O

Threats *What may **prevent us** achieving the short and long term objectives?*

<http://www.brianmac.co.uk/plan.htm>
<http://www.brianmac.co.uk/articles/scni27a6.htm>

OVERTRAINING

Task 1.1 Complete the text with the most suitable word.

exhaustion inability susceptibility rest occur stress immediate combination carries

A basic principle of training is to _____, or overload, the physiological systems. Positive overloads cause the body to respond with, for example, increases in strength, muscular endurance, or cardiorespiratory capacity.

The basic training principle of using progressive increases in overload or intensity _____ a risk of overtraining. Overtraining is a combination of stress that is experienced through work, home, social interactions, and training load. It can lead to _____ and injury. You must avoid overtraining the client by first placing work and recovery cycles into the plan and then altering the training program when it becomes apparent that the client is overtrained or at risk of becoming overtrained.

_____ to overtraining can result from a combination of a hard-driving trainer and a client who is extremely motivated. The underlying causes of overtraining are a _____ of emotional and physical factors. Hans Selye (1978) in his book *The Stress of Life* noted that a breakdown in tolerance of stress can _____ as often from a sudden increase in anxiety as from an increase in physical distress.

Although the symptoms of overtraining may vary greatly from one individual to another, the most common are feelings of heaviness and the _____ to perform well and concentrate.

Working out is no longer a joy. If you believe this situation exists, it is time to make some _____ changes in the program.

Relief from overtraining usually comes from a significant reduction in training intensity, a change of activity or complete _____.

Task 1.2 Which of the following are the causes(C) and which are the symptoms(S) of overtraining?

- Improper nutrition
- Fatigue during workout and throughout the day
- Anxiety and irritability
- Excess of competition with maximum demands
- Disturbances in rhythm and flow of movement
- Elevated resting heart rate, blood pressure, or both
- Recovery is neglected
- Oversensitivity to criticism
- Demands are increased too quickly
- Inappropriate increase in frequency of training
- Unusual muscle soreness after training

THIRD CONDITIONAL

The Third Conditional is used to talk about imaginary situations in the past. You can describe what you would have done differently or how something could have happened differently if circumstances had been different.

Examples:

- If I **had owned** a car, I **would have driven** to work. But I didn't own one, so I took the bus.
- She **would have travelled** around the world if she **had had** more money. But she didn't have much money, so she never travelled.
- I **would have read** more as a child if I **hadn't watched** so much TV. Unfortunately, I did watch a lot of TV, so I never read for entertainment.
- Mary **would have gotten** the job and **moved** to Japan if she **had studied** Japanese in school instead of French.
- If Jack **had worked** harder, he **would have earned** more money. Unfortunately, he was lazy and he didn't earn much.

MIXED CONDITIONAL

Sometimes we make sentences which mix **second** and **third conditionals**, especially when a past event has an effect in the present:

Examples:

- If I **had won** the lottery, I **would be** rich.
But I didn't win the lottery in the past and I am not rich now.
- If I **had taken** French in high school, I **would have** more job opportunities.
But I didn't take French in high school and I don't have many job opportunities.
- If she **had been born** in the United States, she **wouldn't need** a visa to work here.
But she wasn't born in the United States and she does need a visa now to work here.

Task 2.1 Using the words in parentheses, complete the text below with the appropriate conditional form

1. If I (have)enough money, I (backpack)around Europe. But, unfortunately, I am broke.
2. If I (have)enough money in my twenties, I (backpack)around Europe. But, unfortunately, I was broke.
3. She would have been here earlier if she (miss, not)the train.
4. If I exercised more, I (be)much more fit and I (have, not)so many health problems.
5. My business trip to California was only two days. If the trip (be)longer, I (visit) my friends in Los Angeles.
7. I'm sorry, I didn't know you were allergic to chocolate. If I (know), I (make)you a vanilla birthday cake.