

The information below is to help you format and structure the **fifth** section of the NEA (coursework). Please note that you should use your own wording as much as possible and research online for as much information as possible. Lastly, you must read the exemplar PDF to support your understanding.

### [Evaluation - Section 5 - Exemplar.pdf](#)

#### Section 5: Suitable training type

**AO1** - Knowledge, **AO2** - Application, **AO3** - Evaluation/Justification

#### **Paragraph 1: Identify your training method (AO1)**

This paragraph is short (see exemplar). However, the research that will go into selecting your **training method** will require a lot of thought. Get it wrong and you'll struggle to evaluate effectively, meaning your justification will lose credibility.

1. Scroll back up to your second section (fitness weakness) and re-read your analysis. Ask yourself the following questions:
  - a. What was your fitness weakness?
  - b. How did this weakness negatively impact your performance?
  - c. What would be the benefits to improving this weakness?
2. Summarise and define your fitness weakness in a few sentences (see exemplar)
3. Now that you have recapped your fitness weakness, identify the correct training method that can address this weakness - [Training Method Research](#) **See table on page 2**
4. Now define your selected training method
  - a. State the components of fitness (CoF) that this training method improve(s)
  - b. State the characteristics of this training method. How does it achieve its goals?

#### **Paragraph 2: Ensure training is specific to the component of fitness (AO2)**

This paragraph must include **detailed online research** on the training intensities required to develop your fitness weakness (see exemplar). The second part of this paragraph must reflect on the impact your fitness weakness had on your performance (see exemplar). All research must be written in your own words, please remember that the plagiarism check is on, cross checking your work against all sources online including other submissions.

1. Outline the correct training intensity to improve your fitness weakness - [Training Method Research](#)
2. Now you must reflect on the impact your fitness weakness had on your performance. You can go back to section 2 and summarise your analysis. It doesn't matter if you end up copy and pasting your work, just make sure you reduce it into 2-3 sentences.
3. Ensure that training exercises are specific to the sporting actions involved in your position/sport (see exemplar).

#### **Paragraph 4: Additional benefits/negatives to weight training (AO3)**

This paragraph must include **detailed online research** into the benefits/negatives of your chosen training method. This is called evaluation.

1. Outline two-three benefits associated with your training method. Justify how these benefits will help improve your fitness weakness - [Training Method Research](#)
2. Outline two-three negatives associated with your training method. Justify how you will overcome these weakness to help prevent reversibility - [Training Method Research](#) (see exemplar).

#### **Paragraph 5: Additional benefits to weight training (AO3)**

Although you've just justified why your training method is appropriate, you must now suggest other suitable training methods that also improve your fitness weakness.

### **KINDNESS - EXCELLENCE - RESPECT**

"Please note that this is a basic level response and that you should write all responses in your own words and in as much sport specific and GCSE PE detail as possible - use best fit level descriptors."

# Nea S Teacher Evaluation Resource Guide

**Anthony S. Fauci**



## Nea S Teacher Evaluation Resource Guide:

Resources in Education ,1980      *Mathematics Teacher Resource Handbook* ,1993      *Environmental Education Teacher Resource Handbook* Richard J. Wilke,1993 From the Preface The Environmental Education Teacher Resource Handbook is one of a series of practical references for curriculum developers education faculty veteran teachers and student teachers The handbook is designed to provide information on the background of environmental education EE curriculum as well as current comprehensive information on publications standards and special materials for K 12 EE Think of this handbook as the first place to look when you are revising or developing your EE curriculum or if you need resource information on EE any time of the year This handbook does not seek to prescribe any particular form of curriculum nor does it follow any set of standards or guidelines Instead the book provides a general grounding in the EE curriculum so that you can use this information and then proceed in the direction best suited for your budget your school and your district What this handbook gives you is a sense of the numerous options that are available it is up to you to use the information to develop the appropriate curriculum or program for your situation      *A Resource Guide for Teaching* Richard Dean Kellough,1997 Practical and thorough this engaging resource guide truly practices what it preaches hands on activities rich research based performance driven teaching Coverage integrates the best ideas from a broad spectrum of instructional approaches into an eclectic teaching model that the author characterizes as multilevel instruction This is truly one of the most comprehensive books on the market today made even better in this latest edition Coverage includes the relationship among curriculum standards assessment and high stakes testing what s need to establish and maintain a supportive learning environment and updated information on outstanding school programs For professionals in the field of teaching      Resources in Education ,1993      **Homemaking Teachers' Resource Guide for Working with Adults** Floy Eugenia Whitehead,1949      Teaching Composition with the Prentice Hall Guide for College Writers. Resource Manual with Background Readings Stephen Reid,1998      **Illinois Teachers Bicentennial Resource Guide** Wilma Lund,Olive S. Foster,1975      Becoming a Teacher Forrest W. Parkay,Beverly Hardcastle,1997-07      **Resource Guide for Field Study** Felicia E. West,1974      NEA Journal National Education Association of the United States,1958      **Resource Guide for Field Study of the Cedar Keys Area on Florida's Gulf Coast** Felicia E. West,1974      **Resources for School Leaders** Debra Grieb,1991      Science Curriculum Resource Handbook ,1992      **Social Service Organizations and Agencies Directory** Anthony Thomas Kruzas,1982 Approximately 6700 entries covering a broad spectrum of social concerns e g death and dying child abuse and neglect and civil rights Entries are grouped according to sponsorship Each entry gives address telephone number person in charge and descriptive information about the organization Name and keyword index      **Educators Negotiating Service** ,1980      **Social Science Record** ,1985      *The Elementary School Library Collection, Phases 1-2-3* ,1994      **Today's Education** ,1982      **NABE.** ,1976-05

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