

**Prevention of injury - Risk Assessments**

The technique by which you identify hazards, measure the chances of an accident happening, anticipate what the consequences would be and plan actions to prevent it.

**Top tip:** the following hazards/risks can be used as answers to exam questions in all of the different sporting places you need to consider; Equipment left out, damaged equipment, wet or slippery surface, walls/fence boundaries, overcrowding, completion of a warm up.

**Sports Hall – Hazards:**

Hazard	Risk	Preventative measure
Exercise / gym equipment left out,	Trip resulting in injury	Put away all unused equipment
Damaged equipment,	Could fall and cause a head injury	Repair / replace / remove damaged equipment
Wet slippery floor.	Slip hazard resulting in a head injury.	Dry/clear spillages
Walls/open doors,	Head injury from running into open door	Close all doors, safe run off areas
hard floor,	Knee injury from a fall	Warn participants, suitable personal protective equipment, use of mats.
other participants / overcrowding	Head injury from participants colliding	Prevent overcrowding, limit number of people in the session.

**Fitness Centre – Hazards:**

Hazard	Risk	Preventative measure
Exercise / gym equipment left out,	Trip resulting in injury	Put away all unused equipment
Damaged equipment,	Could fall and cause a head injury	Repair / replace / remove damaged equipment
Wet slippery floor.	Slip hazard resulting in a head injury.	Dry/clear spillages
Heavy free weights,	Being dropped on a foot/body part	Supervision of participants. Use of appropriate weight. Spotters used to support participant.
Incorrect lifting techniques	Could result in a back injury	To teach participants correct lifting technique.

**Swimming pool – Hazards:**

Hazard	Risk	Preventative measure
Exercise / gym equipment left out,	Trip resulting in injury	Put away all unused equipment
Damaged equipment,	Could fall and cause a head injury	Repair / replace / remove damaged equipment
Deep water,	Drowning	Warning signs, active lifeguard, adult supervision of children
Swimming pool chemicals	Eye and skin damage	Keep chemical in a secure location.
Running around the pool area	Slip hazard resulting in a head injury.	Walking only, warning signs
Broken tiles	Cut foot / body part	Replace / repair tiles
Weather (if outdoors), other participants	Sun burn  Hypothermia	Waterproof sun cream Suitable PPE/wetsuit/ heated pool

**Playing field and Artificial outdoor areas– hazards:**

Hazard	Risk	Preventative measure
Exercise / gym equipment left out,	Trip resulting in injury	Put away all unused equipment
Damaged equipment,	Could fall and cause a head injury	Repair / replace / remove damaged equipment
Wet slippery floor.	Slip hazard resulting in a head injury.	Dry/clear spillages
Litter (including broken bottles and animal feces)	Cutting a body part	Visual check of the area and safe removal of litter.
other participants / overcrowding	Head injury from participants colliding	Prevent overcrowding, limit number of people in the session.
Uneven ground / surface	Sprained ankle	Fill in holes with mud / sand.

**Key terms:**

**Hazard** – something this has the possibility to cause harm  
**Risk** – the chance of and type of injury that could occur  
**Preventative measure** – the thing which is put in place to reduce the risk.  
**Exam tip.** Many of the hazards are the same across the different sporting areas. Therefore these answers could be used regardless of the scenario.

**Exam question preparation:** Which risks hazards above can be used to answer a question regardless of the location?

**Exam Questions: (challenge) when attempting these questions can you try to not use the same answer twice?)**

Describe **two** potential hazards that might be found in an artificial outdoor area and suggest a way to reduce the risk of each hazard (4 marks)

Describe **four** potential hazards that might be found in an fitness suite/gym and suggest a way to reduce the risk of each hazard (4 marks)

Describe **two** potential hazards that might be found in a swimming pool area and suggest a way to reduce the risk of each hazard (4 marks)

Describe **two** potential hazards that might be found in an sports hall and suggest a way to reduce the risk of each hazard (4 marks)

Describe **two** potential hazards that might be found on a public playing field and suggest a way to reduce the risk of each hazard (4 marks)

**SMART Targets**

- Specific** – very clear and relate directly to the sport, position or area of interest for the individual. Eg improve muscle endurance.
- Measurable** –Using data/numbers to measure improvements in fitness against a goal eg. To be able to run 5000m in 25 minutes.
- Achievable** – realistic, not too hard but not too easy, challenging but within the performer's capacity.
- Recorded** – write it down by keeping a log or training diary
- Time bound** – state when it will be achieved, set a time limit for completion eg. This target will be achieved in 6 weeks

**Planes of movement**

Sagittal plane	Transverse plane	Frontal Plane
Flexion and extension	Rotation	Adduction and abduction
<ul style="list-style-type: none"> <li>Bicep curl</li> <li>Forward roll in gymnastics</li> <li>Front summersault in trampolining.</li> </ul>	<ul style="list-style-type: none"> <li>Golf swing</li> <li>Pirouette in ballet</li> </ul>	<ul style="list-style-type: none"> <li>Star jump in gymnastics</li> <li>Cartwheel in gymnastics</li> </ul>

**Possible Exam Questions**

- Give an example of a movement along the Sagittal plane (1 mark)
- Give an example of a movement along the Frontal plane (1 mark)
- Give an example of a movement along the Transverse plane (1 mark)
- Name the plane/axis of movement used when performing a golf swing (1 mark)
- Name the plane/axis of movement used when performing a cartwheel in gymnastics (1 mark)
- Name the plane/axis of movement used when performing a somersault in gymnastics (1 mark)
- Name the plane/axis of movement used when performing a golf swing (1 mark)
- Using a practical example, explain SMART targets (5 marks)
- Place a rugby tackle / free kick in football / playing a pull in cricket / competing in a high jump competition on the environmental continuum. (1 mark each)
- Place a football slide tackle / a chip shot in golf / shot in netball / gymnastic beam routine on the difficulty continuum. (1 mark each)

**Axis of movement**

Transverse axis	Longitudinal axis	Frontal axis
<ul style="list-style-type: none"> <li>Bicep curl</li> <li>Forward roll in gymnastics</li> <li>Front summersault in trampolining.</li> </ul>	<ul style="list-style-type: none"> <li>Golf swing</li> <li>Pirouette in ballet</li> </ul>	<ul style="list-style-type: none"> <li>Cartwheel in gymnastics</li> </ul>

**Environmental continuum (Open – Closed)**



Performing a set shot – basketball.

**Closed**

Why is the free throw a closed skill?

What does the tackler have to consider about his environment?



Making a slide tackle in football

**Open**

Can be practised time and time again with very few conditions changing. Not impacted by things in the environment

Eg. No opposition, no changes in weather, no change in height, no time restriction, no change in distance, no change in ball size, no change in hoop size, no change in back board.

The exact situation can not be replicated due to lots of changes in the environment.

Eg. Speed, ball position, changes in surface, size and strength of opposition, opposition ability, amount of time, position on the pitch, weather etc.

**Difficulty continuum (simple – complex)**



Running action – 5000m

**SIMPLE**



Lay up - basketball

**COMPLEX**

Simple skill: very few decisions to make OR a very simple action.

Complex skill: many stimuli to process / lots of information to process e.g. a basketball player performing a layup in a game situation. OR a skill with more or many subroutines e.g. hitting a return in tennis