

S3 Elective Home Learning Task week beginning 1st March

Support Notes:

1. Use the 'Methods of Gathering Data' PowerPoint from [S3 – Elective PE – w.b 15.2.21](#) on the Home Learning Hub to support you understanding this task.
2. Follow the steps to complete each data gathering method.
3. Compare your results to the normative data provided.
4. Describe the process:

DESCRIBE: “Paint a Picture”

- Aim to pick up **a mark in every sentence.**
- Keep sentences **short and sharp** without justifying anything.
- *Imagine you have a programme on Sky+ on pause; paint the picture: what is on the screen? How does something look or how is it step up? NOW, hit play: how is something completed in chronological order?*
- In Court, the Judge will ask you to present your case to the jury by painting a picture, so that members of the jury can imagine they witnessed an accurate representation of events to provide a fair verdict.
- This is the same process for answering a **Describe** question.

E.g. Q2. Describe a method for gathering data on the Physical Factor.

A. The Multistage Fitness Test is set up with 2 cones, 20 metres apart. (1 mark) Participants run between these cones before hearing the bleep. (1 mark) As the test goes on, the beep gets faster... (1 mark)

Wester Hailes



PE Department



S3 Elective Home Learning Task week beginning 1st March:

Gathering Data on Performance

When we are looking to develop our performance in an activity, we first need to know what our strengths and areas for development are. What are we good at? What do we need to improve?

Throughout this task, there are a range of tests to complete, which may help you identify strengths and areas for development for Physical, Mental and Emotional Factors.



1. 30m Sprint Test

The purpose of this test is to determine acceleration, maximum running speed and speed endurance, depending on the distance run.



How to test:

- The test involves running a single maximum sprint over a set distance, with time recorded. After a standardized warm up, the test is conducted over a certain distance, 30 metres.
- You will have a 10 meter 'flying start'
- Partner starts stopwatch when your trunk passes the start line
- Stopping when the athlete's trunk passes the finish line.
- The starting position should be standardised, starting from a stationary position with a foot behind the flying starting line, with no rocking movements.
- The athletes an adequate warm-up and practice first, and some encouragement to continue running hard past the finish line.

Equipment needed:

- Measuring tape
- Stopwatch
- Cone markers
- Pen
- Record Sheet

Results:

1st attempt (before PDP)

2nd attempt (after PDP)

Date completed:

Normative Data

Gender	Excellent	Above Average	Average	Below Average	Poor
Male	<4.0 seconds	4.0-4.2 seconds	4.3 seconds - 4.4 seconds	4.5 - 4.6 seconds	>4.6 seconds
Female	<4.5 seconds	4.5 - 4.6 seconds	4.7-4.8 seconds	4.9-5.0 seconds	>5.0 seconds

16-19 year olds

Identify sub-factor:

Identify sub-factor as strength or area of development:

2. Standing Broad Jump Test

The Standing long jump, also called the Broad Jump, is a common and easy to administer test of explosive leg power.



How to test:

- The athlete stands behind a line marked on the ground with feet slightly apart.
- A two foot take-off and landing is used, with swinging of the arms and bending of the knees to provide forward drive.
- The subject attempts to jump as far as possible, landing on both feet without falling backwards.
- Three attempts are allowed.
- The measurement is taken from take-off line to the nearest point of contact on the landing (back of the heels).
- Record the longest distance jumped, the best of three attempts.

Equipment needed:

- Measuring tape
- Cone markers
- Pen
- Record Sheet

Results:

1st attempt (before PDP)

2nd attempt (after PDP)

Date completed:

Normative Data

Gender	Age	Excellent	Above Average	Average	Below Average	Poor
Male	14	> 2.11m	2.11 - 1.96m	1.95 - 1.85m	1.84 - 1.68m	<1.68m
Female		>1.91m	1.91 - 1.73m	1.72 - 1.60m	1.59 - 1.47m	<1.47m
Male	15	>2.26m	1.26 - 2.11m	2.10 - 1.98m	1.97 - 1.85m	<1.85m
Female		>1.85m	1.84 - 1.73m	1.72 - 1.60m	1.59 - 1.50m	<1.50m
Male	16	>2.36m	2.36 - 2.21m	2.20 - 2.11m	2.10 - 1.98m	<1.98m
Female		>1.83m	1.83 - 1.68m	1.67 - 1.58m	1.57 - 1.45m	<1.45m
Male	>16	>2.44m	2.44 - 2.29m	2.28 - 2.16m	2.15 - 1.98m	<1.98m
Female		>1.91m	1.91 - 1.78m	1.77 - 1.63m	1.62 - 1.50m	<1.50m

Identify sub-factor:

Identify sub-factor as strength or area of development:

3. The Press Up Test

The purpose of this test is to measure the muscular endurance of your upper body muscles.



<p>How to test:</p>	<p>Equipment needed:</p>
<ul style="list-style-type: none"> • This test requires the athlete to perform as many press-ups as possible in 1 minute. • Take up the starting position, with your arms straight, elbows locked, body straight, hands placed slightly wider than shoulder-width apart (with fingers pointing forward) and both feet on the floor. • From the starting position, on the command 'GO', start the press-up by bending your elbows and lowering your body until the shoulders drop below the level of the elbows. Then return to starting position. Pausing to rest is only permitted in the starting position. • Your partner should count how many full press ups are completed in one minute or up to the point where the performer retires from the test. • Females have the additional option of performing the press-up on knees. 	<ul style="list-style-type: none"> • Exercise mat • Stopwatch • Pen • Record Sheet
<p>Results:</p>	<p>Date completed:</p>
<p>1st attempt (before PDP)</p>	
<p>2nd attempt (after PDP)</p>	

Normative Data

Gender	Age	Excellent	Good	Above Average	Average	Fair	Poor
Male	17-19	>56	47-56	35-46	19-34	11-18	<11
Female		>35	27-35	21-26	11-20	6-10	<6
Male	20-29	>47	39-47	30-38	17 - 29	10 - 16	<10
Female		>36	30-36	23-29	12-22	7-11	<7

Identify sub-factor:

Identify sub-factor as strength or area of development:

Task: Select one of the tests (i.e. method of gathering data) completed across pages 3 - 8 and DESCRIBE how you completed it (4 marks).

Method:

Description:

Remember to 'Paint a Picture' in your description.

Gathering Data on Performance (Mental)

Measuring Motivational Behaviour

Do you show high or low motivational behaviour when performing? Before you perform, answer the following questions.

Questions of Behaviour	Not at all 1	Slightly 2	Quite a bit 3	Very much 4
I hate performing in front of people				
I feel nervous				
I feel relaxed				
I have self-doubts				
I feel jittery				
I feel comfortable				
I think I may not do as well as I could				
My body is all tense				
I feel self-confident				
I think I'll look stupid				
I feel secure				
My body feels relaxed				
I'm confident I can meet my challenge				
I think I'm going to perform poorly				
My heart is racing				
I'm confident about performing well				
I feel my stomach is sinking				
I feel mentally relaxed				
My hands are sweaty				
I'm not going to be able to concentrate				
I'm confident of coping with pressure				
I feel the audience will be let down				

If your total score is less than 50, you have high motivation.

TOTAL = _____

Gathering Data on Performance (Emotional)

SPORT EMOTION QUESTIONNAIRE

Below you will find a list of words that describe a range of feelings that sport performers may experience. Please read each one carefully and indicate on the scale next to each item how you feel **right now, at this moment, in relation to the upcoming competition**. There are no right or wrong answers. Do not spend too much time on any one item, but choose the answer which best describes your feelings right now in relation to the upcoming competition.

	Not at all	A little	Moderately	Quite a bit	Extremely
Uneasy	0	1	2	3	4
Upset	0	1	2	3	4
Exhilarated	0	1	2	3	4
Irritated	0	1	2	3	4
Pleased	0	1	2	3	4
Tense	0	1	2	3	4
Sad	0	1	2	3	4
Excited	0	1	2	3	4
Furious	0	1	2	3	4
Joyful	0	1	2	3	4
Nervous	0	1	2	3	4
Unhappy	0	1	2	3	4
Enthusiastic	0	1	2	3	4
Annoyed	0	1	2	3	4
Cheerful	0	1	2	3	4
Apprehensive	0	1	2	3	4
Disappointed	0	1	2	3	4
Angry	0	1	2	3	4
Energetic	0	1	2	3	4
Happy	0	1	2	3	4
Anxious	0	1	2	3	4
Dejected	0	1	2	3	4

Scoring Instructions:

Fear = (uneasy + tense + nervous + apprehensive + anxious)/5 = _____

Sadness = (upset + sad + unhappy + disappointed + dejected)/5 = _____

Excitement = (exhilarated + excited + enthusiastic + energetic)/4 = _____

Anger = (irritated + furious + annoyed + angry)/4 = _____

Happiness = (pleased + joyful + cheerful + happy)/4 = _____

Task: Complete the questionnaires on pages 3 and 4 to gather information on Mental and Emotional Factors. Once completed, use the box below to DESCRIBE one of the questionnaires (4 marks).

Method:

Description:

Remember to 'Paint a Picture' in your description.