



SHAWLANDS

ACADEMY

PHYSICAL

EDUCATION

S1-S3

Theory/Wellbeing

workbook

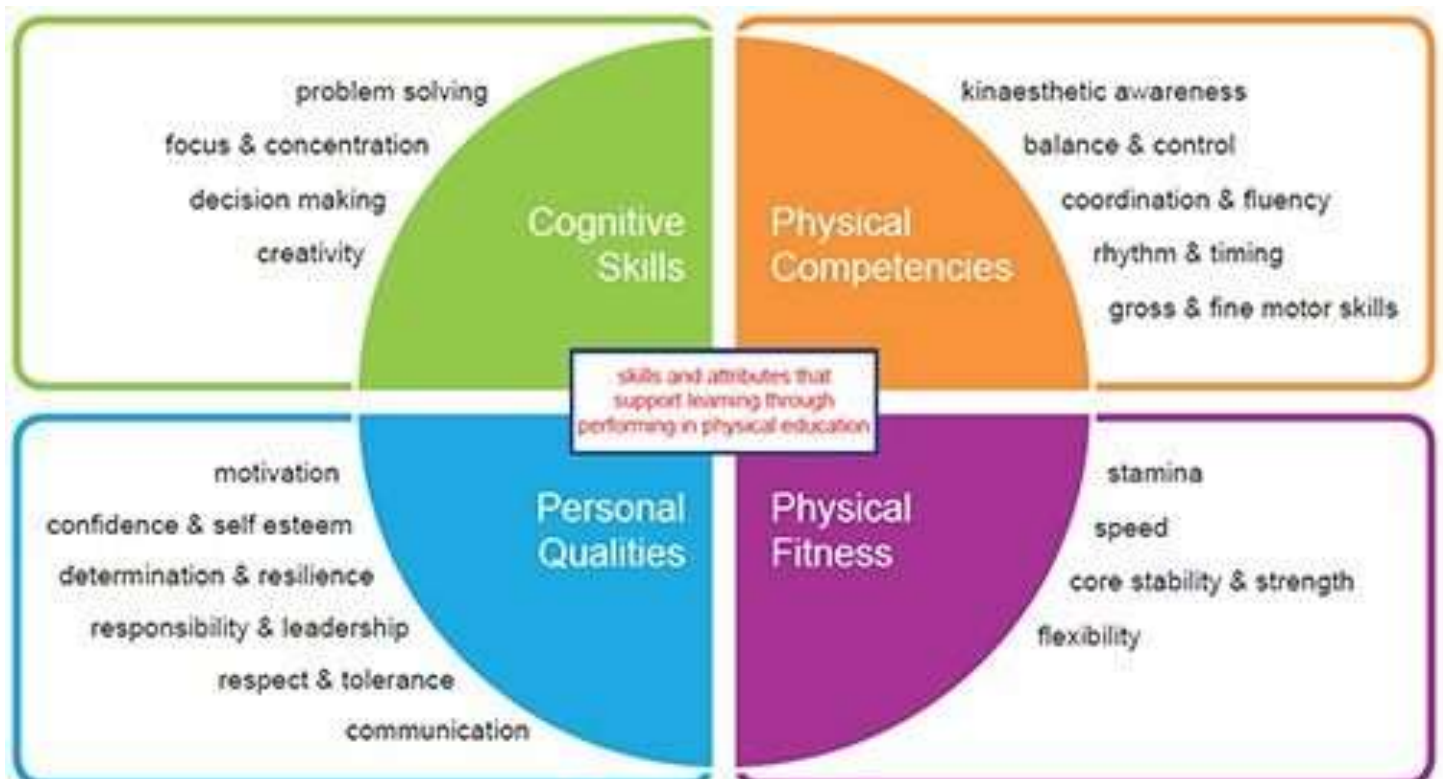


During this time, it is important to look after our physical and mental wellbeing. In this workbook there are tasks based on **thinking skills**, **physical skills**, **physical fitness** and **personal qualities**.

At the end of this workbook there are resources on how to keep a positive & healthy mindset

Aim to complete this booklet in your own time before the summer holidays (1 task per week)

STAY SAFE – PE DEPARTMENT



COGNITIVE SKILLS: DECISION MAKING

Decision Making - refers to the choices you make during a performance. The decision you take and perform will affect what others decide to do in the game. During performances, lots of decisions have to be made quickly under pressure and making a correct decision can lead to improved performance. There are many factors during a game that will influence all decisions that are made.



(Answer the following questions on the paper provided)

- 1) Write down 5 decisions you have had to make during a performance in PE.
- 2) You are playing a team invasion game and your teammate passes you the ball, what decision do you now have to make?
- 3) A professional player, playing in the world cup final, drives forward towards 2 defenders rather than pass the ball to his teammate who is in space. Do you think they made the right decision and why?
- 4) Pick a sport of your choice and list as many things that influence the decisions players make during the match.
- 5) Think of a time where you were taking part in sport. Explain a decision that you made during that game and why you made it. Was it a good or bad decision?
- 6) Choose a sport of your choice, imagine there are 5 minutes left to play and you are losing. How will this pressure affect what decisions you make?

COGNITIVE SKILLS: FOCUS AND CONCENTRATION

Focus and Concentration - is being able to keep your attention on tasks you have to perform, blocking out any other distractions in the environment. During performance, there can be many distractions happening all at once. Remaining focused on what you need to do is a crucial skill outside of sport as well. Sports/physical activities are usually fast paced, you need to switch from one task to another quickly to be successful.



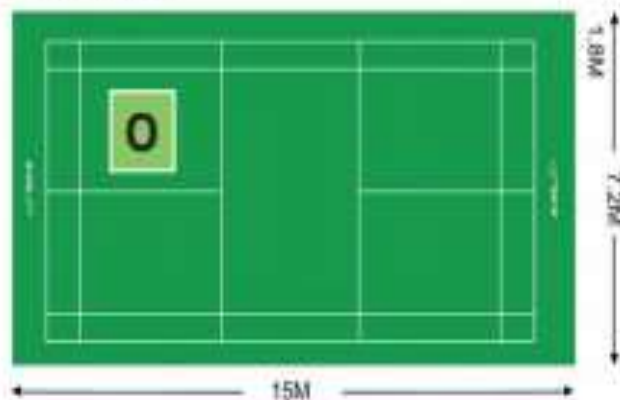
(Answer the following questions on the paper provided)

- 1) Write about 3 times you were distracted during sport. What happened?
- 2) One of your teammates is finding it hard to focus on the game. What could you say to them to fix this?
- 3) Imagine you are in the final of a major golf tournament. You have to make a putt that could win you the tournament. What kind of distractions do you think you would face?
- 4) Goal setting can be a good way to maintain your focus and concentration. Think of 3 different goals you could have for a sport of your choice.
- 5) During a game you will need to focus on what your opponents are doing so you can work out how to respond. What kind of things should you focus on?
- 6) If you are performing a complex skill, you need to have high levels of concentration, so you can perform it well. Think of an example of a complex skill in a sport of your choice and explain what you need to concentrate on.

Problem solving - being able to overcome a problem by selecting and applying a strategy or movement during a performance. A problem in sport can be anything from having to beat a defender, where to aim your shot depending on where the goalkeeper is or how to return the shuttle if your opponent plays a drop shot. During a game, many things are happening all at once and each one affects another. As a player, you have to react to what is happening and adapt what you are doing to solve problems. These situations can be both familiar to a player or completely new.

(Answer the following questions on the paper provided)

- 1) There are often many different ways to solve a problem during a game, this is why it is exciting to watch and play. Imagine you are dribbling forwards in basketball and a defender is blocking your path to the basket. What different ways could you deal with this problem?
- 2) Creativity is often associated with problem solving. Players are able to be creative to get out of situations that seem impossible. Give an example of when you have seen this.
- 3) If you are defending against a player who has lots of speed, this could be a problem for you in the game. What actions could you do to try and 'solve' this? You can choose any sport you like.
- 4) Describe a time in sport where you managed to solve a problem, how did you decide what to do in this situation.
- 5) Pick any professional athlete. Come up with a list of problems they might face in training and during performance.



- 6) You can often solve problems quicker when you work with others. Pair up with someone in the class who is also on this question and draw all the possible shots this badminton player (O) could take. Write down why each shot could help them in the game.

PHYSICAL COMPETENCIES: BALANCE & CONTROL

Balance & Control - the ability to keep the centre of mass above the base of support when stationary (static balance) or moving (dynamic balance). This helps gymnasts maintain their position and prevents moving players from falling over at speed.



(Answer the following questions on the A4 paper provided)

- 1) Identify 5 Sports/physical activities that require a high level of balance and control.
- 2) Choose any 3 of the 5 sports/ physical activities you identified in question 1 and provide an example of balance and control being used within the sports.
- 3) Can you think of a PE lesson or a time when you were doing physical activity/sport and you had to use balance and control to be successful?
 - **What activity were you participating in?**
 - **What part required balance and control? Provide an example**
- 4) You and your partner are working together to practice different balances in gymnastics. Your partner is practicing a balance on one leg.
Can you think of 3 things you could tell them to do with their body to help them with their balance? Pick one of these suggestions and justify why they should do this.
- 5) Design a poster of what you think balance and control looks like.
You can be as creative as you like.

PHYSICAL COMPETENCIES: COORDINATION AND FLUENCY

Coordination and Fluency - This is having the ability to use different parts of the body together efficiently. Movement of different body parts that are seen to be graceful as well as achieving an intended outcome would be seen to be coordinated and fluent. It can be important in Physical Education as many activities require movement of different body parts in a controlled way.



(Answer the following questions on the A4 paper provided)

- 1) Create a mind-map and do the following:
 - a) Place co-ordination and fluency at the centre.
 - b) Branch off 3 different activities.
 - c) For each activity, branch off a skill/movement that requires good co-ordination.
 - d) For each skill/movement, branch off what body parts you would use together.
- 2) For one of the skills/movements above explain why certain body parts need to be used together to produce a good performance.
- 3) Name a famous sports person that you think demonstrates good coordination and fluency. Justify why you chose that person and provide one example of it helping their performance.
- 4) Imagine you could only use one body part at a time. Choose a team activity and explain how this would have an impact on your performance. Things to think about:
 - How would this affect your passing?
 - How could your shooting be inaccurate?
 - How would this affect your performance in your team?
- 5) Think of an activity/sport where you could be scored on your coordination or fluency. If you were a judge give some examples of when you would deduct or award marks.

PHYSICAL COMPETENCIES: RHYTHM AND TIMING

Rhythm and Timing - Timing is the ability to execute a skill/movement at exactly the right time and with the right degree of emphasis. Rhythm is the expression of timing during the performance of a skill/movement.



(Answer the following questions on the A4 paper provided)

- 1) Identify 3 activities that requires good rhythm and timing.
- 2) Pick 1 of these activities and identify a skill that requires good rhythm and timing. Explain why it requires good rhythm & timing
- 3) Explain why rhythm and timing is important for a different skill from the activity chosen above.
- 4) Design a drill/practice that can be used to help improve rhythm and timing?
- 5) Design a routine/variety of skills that would link together (using rhythm and timing) to produce a quality performance.
- 6) Consider synchronised swimmers: why must they have good timing? Can you identify a social skill they can use to help their timing and explain how they could use this social skill?

PERSONAL QUALITIES: COMMUNICATION

Communicating is any form of sending or receiving information. It is important that you are able to communicate in a host of different ways. Good communicators will be able to communicate with others in lots of different areas and will be an effective member in sports teams, classroom discussions and employment groups. However, it is also just as important that you can listen to others and respect their opinions.



(Answer the following questions
on the A4 paper provided)

- 1) Give 2 examples of how you have communicated in P.E.
- 2) Give 2 examples of non verbal communication you have used in P.E.
- 3) Look at the picture on the right hand side and consider how poor communication skills may affect the double partners in this rally.
- 4) A pupil is about to give a presentation in English. Can you give them 2 pieces of advice about their communication skills and say why doing these 2 things would help them?
- 5) Identify a learning target for your next PE lesson. The target must relate to your communication skills and mention how you wish to improve them.
- 6) Design a poster, slogan or poem about the importance of communication, both in PE and in other subjects across the school.



PERSONAL QUALITIES: CONFIDENCE

Confidence refers to how much belief you have in your own ability and how good you feel about yourself. The way you feel about yourself could refer to how you feel as an athlete, as a pupil in a certain class and as a person in society. In PE, your confidence can be boosted by working hard to learn new skills, being praised by others like your teacher and by feeling like you are part of a team. You also have a responsibility to boost your classmates' confidence by considering the way you talk and act.



(Answer the following questions on the A4 paper provided)

- 1) List 5 things that can increase your confidence and self-esteem in life.
- 2) Can you think of a time when your confidence went down in any class and explain why this happened.
- 3) Why do you think confidence and self-esteem is important for young adults?
- 4) Think of a time when you felt confident in PE or sport.
 - a) Describe what this situation was.
 - b) What caused your confidence to be boosted during that lesson/session/match?
 - c) How did feeling confident help you?
- 5) How might a classmate of yours act if they had low confidence in PE?
- 6) How could you help boost their confidence?
- 7) Design a poster, slogan or poem that could be used to improve the confidence and self-esteem of young people to help them participate in physical activity, physical education and sport.

PERSONAL QUALITIES: MOTIVATION

How motivated someone is depends on how much they want to accomplish something. In training, a coach may ask an athlete how much they want to improve. In performance, how much a performer wants to win can determine how hard they try. In education, how much a pupil wants to learn something new can indicate whether they go to extra classes or study harder at home. Being motivated can often lead to people doing extra so they do not cut any corners.



- 1) Can you identify...
 - a) 3 things that motivates you to participate in sport? Give reasons why this motivates you.
 - b) 3 things that motivates you to work hard at school? Give reasons why this motivates you.

- 3) Read the extract and answer the questions that follow.

Anthony Joshua is the unbeaten heavyweight champion of the world in boxing. He trains three times a day. Follows a very strict diet. Goes home to recover whilst his friends party. He does this because he wants to be the best in the world. Even when Joshua wins, he tries to find new ways to train and improve. He is obsessed with being the best in history.

- a) Identify 3 ways Anthony Joshua demonstrates his motivation levels.
 - b) Why does Anthony Joshua make so many sacrifices?
 - c) Create a goal for something you wish to achieve in life or sport.
 - d) Identify 2 things you will do to help you achieve this goal and state how doing these things will help you.
- 4) Some athletes may need to be motivated by others like their coach. Imagine you are the head coach for the Scotland National team (this can be for any sport of your choice) and your team are not motivated. Write an inspiring team talk to help motivate your players.
 - 5) Design a poster, slogan or poem that could be used to motivate young people of today to participate in physical activity, physical education and sport.

PERSONAL QUALITIES: RESPECT & TOLERANCE

This personal quality relates to how much you consider a person's feelings and/or opinions. In some cases, these opinions may be similar to you but in other cases, they may be different. Would the world not be boring if we all shared the same opinions and personalities? It is therefore important that you consider others in all aspects of life in order to make them feel comfortable. During discussions, you may need to negotiate and debate in a polite manner for your team to move forward. Moreover, you also need to show respect towards people in certain positions; teachers, coaches and referees. Doing all of the above will help you build relationships and improve key employability skills like working as part of a team.

(Answer the following questions on the A4 paper provided)

- 1) During a PE lesson, your teacher has told you to provide your partner with feedback. How might you word your feedback in a respectful way and why would you do this?
- 2) Identify 3 different times athletes should show respect in their sport. Pick 1 of these examples and say why this is important.



Pick and complete either question 4 or 5.

- 3) Write a short story on respect and tolerance in sport, school or life. In your story, you must:
 - a) Define what respect and tolerance is.
 - b) Create a situation where respect and tolerance has NOT been shown.
 - c) Identify how the character acted and the impact it had on others.
 - d) Explain how they should have acted differently and why this would have been better.
- 4) Imagine you are the head coach of a sports team that has displayed a lack of respect. Write an inspirational team talk to help them change their ways that will push them towards displaying respect and tolerance when taking part in their sport.
- 5) Design a poster, slogan or poem to promote respect and tolerance for your school. This can either be specific to PE or designed for use across the school.

PERSONAL QUALITIES: RESPONSIBILITY & LEADERSHIP

It is important that you are responsible for your own learning and can take on some leadership roles in class. You may lead your own learning by directing it or you may lead others when working as part of a group. In order to be an effective leader, you must be aware of multiple things including the strengths and weaknesses of others and how other people work best. Not only will this help develop others, but it can also develop your own skill set and boost your self-esteem.

- 1) Identify 3 things that you believe makes a good leader.
- 2) Identify someone who you believe is a good leader. This can be a classmate, a teacher, a politician, a coach, a captain.
 - a) Provide 3 reasons why you think they are a good leader.
 - b) For each reason you supply, you must state how you think it affects the people they work with.
- 3) Identify 5 different roles or responsibilities you may carry out in a PE lesson.
- 4) Can you think of a PE lesson or a time when you were doing physical activity/sport and you took on a role or responsibility?
 - a) What role or responsibility did you have that day?
 - b) What did you have to do to fulfil that role?
 - c) How did the role or responsibility help you and your team?
- 5) Read the following extract and answer the questions that follow.

A pupil noticed their teacher was speaking to one of their classmates so they decided to start their own warm up. In doing this, it made others start doing their own warm up also. Later in the lesson, when the pupil was learning a new skill, they saw that their teacher was busy setting up equipment so they decided to try and make the practice harder for themselves because they found it too easy. At the end of the lesson, when the teacher was stating what they would do in the next lesson, the pupil started to set their own goal for that lesson.

 - a) Identify 3 things the pupil did to take responsibility for their own learning.
 - b) Pick 1 of these things. Why do you think it was good they did this?
- 6) Design a poster, slogan or poem that could be used to show young people how carrying responsibilities and taking leadership can increase their confidence and self-esteem to help them participate in physical activity, physical education and sport.



PHYSICAL FITNESS: STRENGTH

Core strength/Stability - refers to being strong in the midsection of the body. This includes all of the muscles in that region including the front, back and sides. We can demonstrate good core strength through the application of good balance or control, in different activities in Physical Education.

For example, you would require good core strength in order to hold a Y Stand in gymnastics. However, you would also require suitable core strength in order to perform an effectively and prevent injury.



(Please answer the following questions on the A4 paper provided)

- 1) List three activities in physical education that require good core strength. Give an example where good core strength is necessary for each.
e.g. Basketball; performing a lay-up.
- 2) Can you name three exercises you might use in order to improve your core strength?
- 3) Describe what you would see if a performer has good core strength in a performance?
- 4) Choose two of the following activities and give two reasons as to why you think good core strength is necessary for these.
 - > Badminton
 - > Dance
 - > Gymnastics
 - > Football
 - > Rugby
 - > Volleyball
- 5) From the following activities, give two reasons why you think core strength is MORE important in one activity than another:
 - > Bowls
 - > Circuit Training
 - > Darts
 - > Mountain biking
 - > Swimming

PHYSICAL FITNESS: FLEXIBILITY

Flexibility - Flexibility refers to the ability that you have to allow your joints and muscles to move freely. How flexible you are will depend on how comfortable you feel when moving in this way. Good flexibility is necessary for countless activities in physical education. For example, you will require ample flexibility in order to perform a forward roll in gymnastics, to perform an effective overhead clear in badminton or to carry out a successful arabesque in dance.

(Answer the following questions on the A4 paper provided)

- 1) What does good flexibility look like, to you? Describe a sports person who has good flexibility.
- 2) Give five examples of stretches to improve your flexibility?
- 3) Describe a test you can use to check if your flexibility is poor, average, good or excellent?
- 4) Choose your favourite activity in P.E and give two examples where having poor flexibility could impact negatively on your performance?
- 5) Pick 3 of the activities below and give examples where good flexibility could increase your chances of success.

- > Waterpolo
- > Football
- > Dance
- > Gymnastics
- > Rugby
- > Badminton
- > Basketball
- > Trampoline
- > Athletics

- 6) Pick two of the examples below and EXPLAIN two reasons why having good flexibility could improve their performance:

- > A goalkeeper in football
- > A centre in netball
- > A gymnast performing on the beam
- > A hooker in rugby
- > A tennis player in a doubles match
- > A striker in hockey
- > A weightlifter
- > A hurdler in athletics
- > A swimmer in 100m front crawl

- 7) Part 1: Pick two of the following famous sportsmen/women and give two reasons why flexibility is important to their sport:



PHYSICAL FITNESS

Speed - Speed is one of the main areas of fitness that are important for success in many sports. Speed is the maximum rate at which a person is able to cover a distance or perform a movement in a short period of time.



(Answer the following questions on the A4 paper provided)

- 1) List 5 sports where speed is important for success. Give reasons or examples to back up your answer.
- 2) From P.E. explain a scenario where you have had to demonstrate effective speed?
- 3) Describe the running technique in order to run at speed. What does your body do?
- 4) What kind of activities could you do in P.E. to improve your speed?
- 5) Imagine you are the head coach for the Scotland National team (this can be for any sport of your choice). A player in your team has asked you to help them improve their speed in a performance. Create a training exercise for your player to practice, (specific to your sport) that will improve their speed.
- 6) Design a poster, slogan or poem that could be used to show the young people of today the benefits of using speed when taking part in physical activity, physical education and sport.

PHYSICAL FITNESS

Stamina - Stamina in sport is the ability to continue exercising or being active for a long period of time. People who have good levels of stamina can make their body function at a higher capacity, which means their lungs, heart and muscles can work at their best for a longer period of time.



(Answer the following questions on the A4 paper provided)

- 1) List 3 famous athletes that have good levels of stamina in their sport.
 - 2) In the sport of your choice, explain why stamina is important.
 - 3) Describe how your body feels when you have poor stamina in a performance?
 - 4) Give examples of how stamina can impact positively in a team and individual activity of your choice?
 - 5) Can you think of a PE lesson that required you to use stamina?
 - What activity were you doing?
 - How would you rate your stamina (poor, average, good, excellent) and give reasons for your answer?
 - 6) Imagine you are the head coach for the Scotland National team (this can be for any sport of your choice). Imagine your team's stamina levels drop in the last 10 minutes of a match, meaning that you lose the game. Create a training exercise/programme for your team to practice, (specific to your sport), that will improve their stamina levels.
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