**NATIONAL 4/5 + NEW HIGHER**

**PHYSICAL EDUCATION**

**MENTAL, EMOTIONAL, SOCIAL and PHYSICAL**

**FACTORS IMPACTING ON PERFORMANCE**

**METHODS OF GATHERING DATA/INFORMATION**

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**About this Document**

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This document has been produced by Physical Education teachers to support the New National Qualifications – National 4/5 and the New Higher.

It aims to provide a bank of resources to gather data on all four factors - mental, emotional, physical and social. Please note that not all methods are recognised tests/methods, many have been created by individual class teachers. The approach used and the data collected is relevant if it measures what is intended.

Most of the methods can be easily adapted to suit any activity or any factor and can be compared before or after a training approach.

Please feel free to use or share any of the resources in this booklet. However should you adapt, create or find better resources **please do reciprocate.** You will be acknowledged for your contribution and it will be added to future versions of this booklet.

To help build this resource, please send any new materials/ideas to Russell Imrie – [rimrie@lenzieacademy.e-dunbarton.sch.uk](mailto:rimrie@lenzieacademy.e-dunbarton.sch.uk)

**GENERAL**

**General overview of Factors Impacting on Performance**

|  |  |  |  |
| --- | --- | --- | --- |
| **PHYSICAL FACTORS** | **SOCIAL FACTORS** | **MENTAL FACTORS** | **EMOTIONAL FACTORS** |
| Do you get tired towards the end of your performance? | Do you get along with everyone who is involved in your activity; team mate, coach, referee? | Do you lose concentration at any stage during performance? | Do you ever feel anxious or nervous when performing? |
|  |  |  |  |
| Can you successfully carry out all the skills required to perform effectively? | Do you always follow the rules of the activity during performance? | Do you find it easy to make the correct decisions during performance? | Do you lose your temper during performance if you or someone in your team makes a mistake? |
|  |  |  |  |
| Do you understand the tactics that will allow you to beat an opponent in your activity? | Is your performance affected because there are limited facilities for you to train? | When performing do you find it easy to remain mentally tough at all times? | Do you always believe that you can perform well in your activity? |
|  |  |  |  |

**THOUGHTS AND FEELINGS GATHERING DATA TASK**

Throughout your performance write up a summary of your thoughts and feelings as the game progresses. These summaries will be carried out at the time intervals shown below. Include how you felt **Physically** e.g. level of fatigue, body temperature, breathing rate etc. **Mentally** e.g. your level of motivation, concentration etc. **Socially** e.g. communication between team mates, the contribution you were making to the team etc **Emotionally** e.g. levels of self esteem, your ability to cope with changes etc

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TIME** | **PHYSICAL** | **MENTAL** | **SOCIAL** | **EMOTIONAL** |
| **START** |  |  |  |  |
| **10 MINS** |  |  |  |  |
| **20 MINS** |  |  |  |  |
| **30 MINS** |  |  |  |  |

A Self Reflective Performance Indicator contains a series of statements which are graded 1-10 depending on how strongly an athlete agrees or disagrees with the statement. An athlete can then analyse the information they have gathered to identify factors which may be affecting their performance.

Any answers which are lower in the scale and disagreeing could be interpreted as factors which could be negatively affecting performance.

**Self Reflective Performance Indicator**

(Identifying possible factors affecting performance)

**Agree Disagree**

1. I can **select** the correct skill when performing. 10 9 8 7 6 5 4 3 2 1
2. I can perform basic skills to good affect. 10 9 8 7 6 5 4 3 2 1
3. I can perform complex skills to good affect. 10 9 8 7 6 5 4 3 2 1
4. My actions/movements are smooth and controlled. 10 9 8 7 6 5 4 3 2 1
5. My skill level does not cause me to perform poorly/loose points. 10 9 8 7 6 5 4 3 2 1
6. My actions are performed to a high level. 10 9 8 7 6 5 4 3 2 1
7. My actions/movements are fluent. 10 9 8 7 6 5 4 3 2 1
8. I can adapt my performance to a range of variables. 10 9 8 7 6 5 4 3 2 1
9. I maintain a good skill level throughout my performance. 10 9 8 7 6 5 4 3 2 1
10. I make correct decisions when performing. 10 9 8 7 6 5 4 3 2 1
11. I always have energy during a performance. 10 9 8 7 6 5 4 3 2 1
12. I am not fatigued towards the end of a performance. 10 9 8 7 6 5 4 3 2 1
13. My muscles never become heavy and tired when performing. 10 9 8 7 6 5 4 3 2 1
14. I never become out of breath. 10 9 8 7 6 5 4 3 2 1
15. I recover quickly during a performance. 10 9 8 7 6 5 4 3 2 1
16. I am always able to keep up with play. 10 9 8 7 6 5 4 3 2 1
17. I am fast when performing. Usually beating opponents. 10 9 8 7 6 5 4 3 2 1
18. I have good physical strength, benefiting my performance. 10 9 8 7 6 5 4 3 2 1
19. I have good flexibility enabling me to complete all movements. 10 9 8 7 6 5 4 3 2 1
20. I can change direction quickly. 10 9 8 7 6 5 4 3 2 1
21. I am quick to react to situations. (eg. A dropped ball) 10 9 8 7 6 5 4 3 2 1
22. I have good balance. 10 9 8 7 6 5 4 3 2 1
23. I can move different parts of my body at the one time. 10 9 8 7 6 5 4 3 2 1

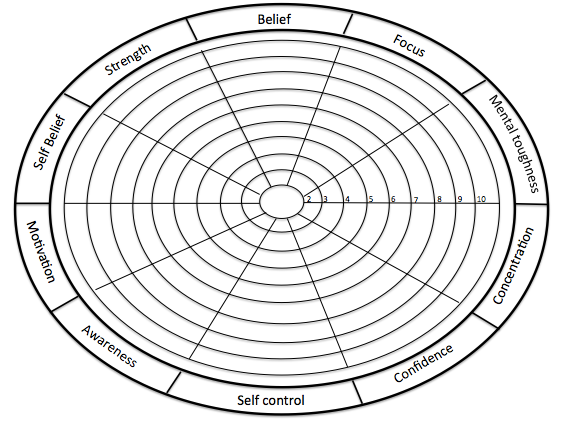
1. I can perform actions with the correct timing. 10 9 8 7 6 5 4 3 2 1
2. I can control my anger. 10 9 8 7 6 5 4 3 2 1
3. I don't get frustrated. 10 9 8 7 6 5 4 3 2 1
4. I can accept defeat. 10 9 8 7 6 5 4 3 2 1
5. I accept the referee/umpire/judges decisions. 10 9 8 7 6 5 4 3 2 1
6. I stay calm under pressure. 10 9 8 7 6 5 4 3 2 1
7. I can remain focused on my performance. 10 9 8 7 6 5 4 3 2 1
8. I do not get nervous before a performance 10 9 8 7 6 5 4 3 2 1
9. I have a strong desire to do my best. 10 9 8 7 6 5 4 3 2 1
10. I have strong motivation to win. 10 9 8 7 6 5 4 3 2 1
11. I can be creative when performing. 10 9 8 7 6 5 4 3 2 1
12. I can perform confidently in front of a crowd/judge/camera. 10 9 8 7 6 5 4 3 2 1
13. I am confident that the actions I choose are correct. 10 9 8 7 6 5 4 3 2 1
14. I am confident when performing skills. 10 9 8 7 6 5 4 3 2 1
15. I do not give up. 10 9 8 7 6 5 4 3 2 1
16. I always try my best. 10 9 8 7 6 5 4 3 2 1
17. I take pride in my performance/ability. 10 9 8 7 6 5 4 3 2 1
18. If I make a mistake I do everything I can to rectify the problem. 10 9 8 7 6 5 4 3 2 1
19. I work well with others. 10 9 8 7 6 5 4 3 2 1
20. I am good friends with my team/class mates 10 9 8 7 6 5 4 3 2 1
21. I have a good relationship with my coach/teacher 10 9 8 7 6 5 4 3 2 1
22. I can tell others in my team what they should be doing. 10 9 8 7 6 5 4 3 2 1
23. I always play to the rules. 10 9 8 7 6 5 4 3 2 1
24. I would never cheat to gain a slight advantage. 10 9 8 7 6 5 4 3 2 1
25. I am a strong believer in fair play. 10 9 8 7 6 5 4 3 2 1
26. I always have respect for my opponents. 10 9 8 7 6 5 4 3 2 1
27. I would not argue or become aggressive towards opponents. 10 9 8 7 6 5 4 3 2 1

**Performance Profiling**

Performance profiling is used to identify the characteristics an athlete needs in her/his sport and to assess his/her levels of each characteristic.

An athlete will list the mental qualities they need around the outside of the profile. They would then grade themselves on each quality between 1 and 10 depending on their strengths and weaknesses by shading in each section.

The athlete can then evaluate which characteristics are a particular strength and which characteristics need to be developed.



PERSONAL PERFORMANCE WHEEL

Colour in the segments under each factor based on your own performance.

NB. An elite athlete would be marked 10 under each heading!

This can be used in many ways. It can be a self analysis on different 'features' from one factor. Or three different 'features' from each factor can be chosen for a whole performance analysis. (see below)  
You can also fill in every second segment and do a pre/post training analysis on a few specific factors. Another useful way is splitting each segment in two and a pupil doing a self analysis and then a   
peer/teacher/coach doing the same analysis and comparing results.

**Performance Profiling Wheel**

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The athlete can then evaluate which characteristics are a particular strength and which characteristics need to be developed.

Fair Play

CRE

Speed

Agility

Strength

Relationships

Anger

Fear

Anxiety

Focus

Arousal

Communication

**PHYSICAL – FITNESS**

**Standardised Fitness Tests**

**Eurofit Fitness Testing Battery** (http://www.topendsports.com/testing/eurofit.htm)

The Eurofit Physical Fitness Test Battery is a set of nine physical fitness tests covering flexibility, speed, endurance and strength. The standardized test battery was devised by the Council of Europe, for children of school age and has been used in many European schools since 1988. The series of tests are designed so that they can be performed within 35 to 40 minutes, using very simple equipment.

**Other fitness tests:**

Name: **Progressive Shuttle Run Test.**

Aspect: Cardio Respiratory Endurance.

Aim: To measure the aerobic capacity or cardio respiratory fitness of subjects during a maximal, indirect field test.

Equipment: Cones, tape measure and audio cues for the 20m shuttle run on CD.

Procedure:

Measure out and mark a 20m section on a flat surface with cones.

Begin playback of shuttle run audio.

Participants commences running between the sets of cones, turning when signalled by the beeps. This process continues as the beeps become closer together, ultimately increasing the speed of the runner.

If the line is reached before the beep sounds, the participant must wait until the beep.

The test is stopped if the participant fails to reach the line for two consecutive runs and their shuttle level is recorded.

Norms

Males

Age Very Poor Poor Fair Average Good Very Good Excellent

12-13yrs <3.3 3.4 - 5.1 5.2 - 6.4 6.5 - 7.5 7.6 - 8.8 8.9 - 10.9 >10.9

14- 15 yrs <4.7 4.7 - 6.1 6.2 - 7.4 7.5 - 8.9 8.10 - 9.8 9.9 - 12.2 >12.2

16 - 17 yrs <5.1 5.1 - 6.8 6.9 - 8.2 8.3 - 9.9 9.10 - 11.3 11.4 - 13.7 >13.7

18 - 25 yrs <5.2 5.2 - 7.1 7.2 - 8.5 8.6 - 10.1 10.2 - 11.5 11.6 - 13.10 >13.10

Females

Age Very Poor Poor Fair Average Good Very Good Excellent

12 - 13 yrs <2.6 2.6 - 3.5 3.6 - 5.1 5.2 - 6.1 6.2 - 7.4 7.5 - 9.3 > 9.3

14 - 15 yrs <3.3 3.4 - 5.2 5.3 - 6.4 6.5 - 7.5 7.6 - 8.7 8.8 - 10.7 >10.7

16 - 17 yrs <4.2 4.2 - 5.6 5.7 - 7.1 7.2 - 8.4 8.5 - 9.7 9.8 - 11.10 >11.11

18 - 25 yrs <4.5 4.5 - 5.7 5.8 - 7.2 7.3 - 8.6 8.7 - 10.1 10.2 - 12.7 >12.7

Name: **12 Minute Cooper Run**

Aim: To measure aerobic capacity within a maximal indirect field test

Aspect: Cardio Respiratory Endurance.

Equipment: Athletics track or oval with a lap length of between 200 - 400 metres, enough marking cones to place one every 20m of the track, stopwatch

Procedure:

Complete a thorough warm-up and dynamic stretching

Place cones every 20m for easy calculation of distance covered

The participant aims to complete as many laps as possible within the 12 minute time limit whilst running

On the completion of 12 minutes the recorded counts up the completed laps and the number of completed metres on the final lap

Norms

Males

Poor Below Average Average Above Average Excellent

13-14 <2100 2100-2199 2200-2399 2400-2700 >2700

15-16 <2200 2200-2299 2300-2499 2500-2800 >2800

17-19 <2300 2300-2499 2500-2699 2700-3000 >3000

Females

Poor Below Average Average Above Average Excellent

13-14 <1500 1500-1599 1600-1899 1900-2000 >2000

15-16 <1600 1600-1699 1700-1999 2000-2100 >2100

17-19 <1700 1700-1799 1800-2099 2100-2300 >2300

Name: **Harvard Step Test**

Aim: To measure aerobic capacity within a simple step test procedure

Aspect: Cardio Respiratory Endurance.

Equipment: Metronome set at 120bpm, step or bench of 45cm high, stopwatch

Procedure

The athlete warms up for 10 minutes

The assistant gives the command "GO" and starts the stopwatch

The athlete steps up and down onto a standard gym bench once every two seconds for five minutes

The assistant stops the test after 5 minutes

The assistant measures the athlete's heart rate (bpm) one minute after finishing the test - Pulse1

The assistant measures the athlete's heart rate (bpm) two minutes after finishing the test - Pulse2

The assistant measures the athlete's heart rate (bpm) three minutes after finishing the test - Pulse3

You can then determine your norm by applying the formula below

Result = 30000 ÷ (pulse1 + pulse2 + pulse3)

Norms

Rating Males Females

Excellent >90 >86

Above Average 80 - 90 76 - 86

Average 65 - 79.9 61 - 75.9

Below Average 55 - 64.9 50 - 64.9

Poor <55 <50

Name: **60 Second Push Up Test**

Aim: To measure the muscular endurance of the arms and shoulders and chest muscles

Aspect: Muscular Endurance

Equipment: A stopwatch

Procedure:

Participant assumes the push up position with feet together and arms approx shoulder width apart.

On signal the participant completes as many push-ups as possible in 60 seconds

Norms

**Males**

Rating 17-19 20-29 30-39 40-49 50-59 60-65

Excellent >56 >47 >41 >34 >31 >30

Good 47 - 56 39 - 47 34 - 41 28 - 34 25 - 31 24 - 30

Above Average 35 - 46 30 - 39 25 - 33 21 - 28 18 - 24 17 - 23

Average 19 - 34 17 - 29 13 - 24 11 - 20 9 - 17 6 - 16

Below Average 11 - 18 10 - 16 8 - 12 6 - 10 5 - 8 3 - 5

Poor 4 - 10 4 - 9 2 - 7 1 - 5 1- 4 1 - 2

Very Poor <4 <4 <2 0 0 0

**Females**

Rating 17-19 20 -29 30 -39 40 - 49 50 - 59 60 - 65

Excellent >35 >36 >37 >31 >25 >23

Good 27 - 35 30 - 36 30 - 37 25 - 31 21 - 35 19 - 23

Above Average 21 - 27 23 - 29 22 - 30 18 - 24 15 - 20 13 - 18

Average 11- 20 12 -22 10 - 21 8 - 17 7 -14 5 -12

Below Average 6 - 10 7 - 11 5 - 9 4 - 7 3 - 6 2 - 4

Poor 2 - 5 2 - 6 1 - 4 1 - 3 1 - 2 1

Very Poor 0 - 1 0 -1 0 0 0 0

Name: **60 Second Squat Test**

Aim: To measure the muscular endurance of the leg muscles

Aspect: Muscular Endurance

Equipment: A chair (ensure that the participants knee's bend at right angles when they are

sitting in the chair)

Procedure:

Have the participant stand with feet shoulder width apart in front of the chair in a position ready to sit down

When ready the participant sits down until their backside just touches the chair, then they return to the standing position

The participant repeats this action as much as possible

Norms

Rating Males (18 - 25 years) Females (18 - 25 years)

Excellent > 49 > 43

Good 44 - 49 37 - 43

Above Average 39 - 43 33 - 36

Average 35 - 38 29 - 32

Below Average 31 - 34 25 - 28

Poor 25 - 30 18 - 24

Very Poor < 25 < 18

Name: **Sit & Reach Test**

Aim: To measure static flexibility of the hamstring muscles

Aspect: Flexibility

Equipment: A sit and reach box (preferred) or a box and ruler

Procedure:

The participant performs a thorough warm up and dynamic stretching

Have participants remove their shoes and sit on the floor with head back and hips at 90 degree angle from the hip joint

Have the participant extend one leg at a time while the sole of the other foot remains against the inside of the extended leg's knee

The participant places one hand on top of the other and reaches as far forward as possible along the measuring line.

Ensure that the hands remain at the same level, not one reaching further forward than the other.

After some practice reaches, the subject reaches out and holds that position for at least one-two seconds while the distance is recorded. A negative score is when the participant doesn't reach the box, a positive score is when they reach the box.

Norms

Rating Males Females

Super > +27cm > +30cm

Excellent +17 to +27cm +21 to +30cm

Good +6 to +16cm +11 to + 20cm

Average 0 to + 5cm + 1 to + 10cm

Fair -8 to - 1cm -7 to 0cm

Poor -20 to -9cm -15 to -8cm

Very Poor <-20cm <-15cm

Name: **Shoulder Elevation Test**

Aim: To measure static flexibility

Aspect: Flexibility

Equipment: Tape measure, 2 x metre rulers

Procedure:

Measure the length of the participants arm from their acromial process (edge of shoulder) to their fingertips. This is known as your **arm length.**

Have the participant lie on the floor with their arms fully extended overhead

Have them grasp one ruler with their hands shoulder width apart

The participant raises the ruler as high as possible while keeping their chin on the floor

The assistant reads the measurement off the second ruler which is held vertical. This is known as your **measurement length**

A norm can then be calculated by using the following formula: **Arm length - Measurement length**

Norms

Rating Males Females

Excellent 14 or less 13 or less

Good 15 - 19 14 - 19

Average 20 - 29 20 - 27

Fair 30 - 32 28 - 30

Poor 33 or more 31 or more

Name: **Trunk Rotation Test**

Aim: The trunk rotation test is a measure of dynamic flexibility that measures range of

motion of the hips and shoulders

Aspect: Flexibility

Equipment: Chalk and a solid wall

Procedure

Mark a vertical line on the wall with chalk. Have the participant stand with their back to the wall directly in front of the line.

Have them stand about an arms length away from the wall with their feet shoulder width apart

Have them extend their arms out directly in front so they are parallel to the floor

They twist their trunk to the right and touch the wall behind them with their fingertips. Their arms should stay extended and parallel to the floor. They can turn their shoulders, hips knees as long as their feet don't move

Mark the position where the fingertips touched the wall. Measure the distance between the vertical line and the where the fingertips reached. A point before the line gives a negative score and a point after the line gives a positive score

Repeat on opposite side of the body

Norms

Poor 0 cm

Fair 5 cm

Good 10 cm

Very Good 15 cm

Excellent 20 cm

Name: **50m Timed Sprint**

Aim: To determine running speed over 50m

Aspect: Speed

Equipment: Stopwatches, Cones, Measuring Tape

Procedure:

In pairs, one member acts as the timekeeper the other the participant.

The participant starts from a stationary position

On a signal the participant sprints as fast as possible to the end line

The timekeeper stops the stopwatch and shares the time.

Swap roles

Norms

Rating Male Female

Excellent < 7.1 seconds < 8.0 seconds

Good 7.1 -7.3 seconds 8.0 - 8.4 seconds

Average 7.4 -7.8 seconds 8.5 - 8.9 seconds

Fair 7.9 -8.2 seconds 9.0 - 9.3 seconds

Poor >8.3 seconds >9.4 seconds

Name: **Standing Broad Jump**

Aspect: Power

Aim: To measure the muscular power of the lower body

Equipment: Measuring tape to measure distance, non slip floor for take-off

Procedure:

The performer 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 allowed.

The performer attempts to jump as far as possible, landing on both feet without falling backwards.

Measurement is taken from the takeoff mark to the nearest point of contact in the landing which is usually the back of the heel.

Norms

Rating Males (cm) Females (cm)

Excellent >250 >200

Very Good 241 - 250 191 - 200

Above Average 231 - 240 181 - 190

Average 221 - 230 171 - 180

Below Average 211 - 220 161 - 170

Poor 191 - 210 141 -160

Very Poor <191 <141

Name: **Standing Vertical Jump**

Aspect: Power

Aim: To measure the muscular power of the lower body

Equipment: A ruler/measuring tape, chalk and a wall

Procedure:

The athlete stands side on to a wall and reaches up with the hand closest to the wall.

Keeping the feet flat on the ground, the point of the fingertips is marked or recorded using the chalk. This is known as the standing reach height.

The athlete then stands away from the wall, and leaps vertically as high as possible and attempts to touch/mark the wall at the highest point of the jump.

The difference in distance between the standing reach height and the jump height is the score. The best of three attempts is recorded.

Norms

Rating Males (cm) Females (cm)

Excellent >70 >60

Good 56-60 46-60

Average 41-55 31-45

Fair 31-40 21-30

Poor <30 <20

Name: **1RM**

Aim: RM stands for repetition maximum, therefore 1RM means the maximum weight that

can be lifted only once. This test will measure the muscular strength of a particular

body part in one maximum effort.

Aspect: Strength

Equipment: Weights (fixed or free)

Procedure:

The participant completes a thorough warm-up. For example sets of 5 - 10 repetitions using a light weight.

The starting weight must be carefully chosen so that the maximal lift will occur within 5 attempts

The participant should rest for 2 to 4 minutes between lifts and the next weight should be increased by about 5 to 10 per cent

If the participant fails to perform a lift with the correct technique, they should rest then attempt a weight that is 2.5 to 5 per cent lighter.

The weight is increased and decreased until a 1RM lift is performed

Name: **Hand Grip Dynamometer**

Aim: To measure the muscular strength of the arms

Aspect: Strength

Equipment: A dynamometer

Procedure

The participant holds the dynamometer in the hand to be tested, with the arm at right angles and the elbow by the side of the body

When ready, the participant squeezes the dynamometer with maximum effort for about 5 seconds

Rating Males Males Females Females (non dominant hand) (dominant hand) (non dominant hand) (dominant hand)

Excellent >57 >61 >36 >40

Good 51 - 56 55 - 60 31 - 36 35 - 40

Average 45 - 50 49 - 54 25 - 30 29 - 34

Fair 39 - 44 43 - 47 19 - 24 23 - 27

Poor <39 <43 < 19 < 23

Name: **Illinois Agility Test**

Aim: To measure agility within a designated course

Aspect Agility

Equipment: Stopwatch, cones, non slip surface, tape measure

Procedure:

Set-up the course as per the diagram below (The length of the course is 10 metres and the width of the course is 5 metres. Four cones are also used to mark the start, the finish and the two turning points

Another 4 cones are placed down the centre an equal distance of 3.3 metres apart

Participants lie down at the start and put their hands to their sides

On a designated signal, the stopwatch is started and the participants run the course as fast as possible in the direction indicated on the diagram below

Diagram: <http://www.topendsports.com/testing/images/illinois.gif>

Norms

Rating Male Female

Excellent <15.1 seconds <17.1 seconds

Good 15.1 - 16.1 seconds 17.1 - 18.0 seconds

Average 16.2 - 18.1 seconds 18.1 - 21.8 seconds

Fair 18.2 - 18.3 seconds 21.9 - 23.1 seconds

Poor >18.4 seconds > 23.2 seconds

Name: **T-Test**

Aim: To measure agility within a pre determined course

Aspect: Agility

Equipment: Tape measure, marking cones, stopwatch

Procedure:

Setup the course up in a 'T' shape (as per the diagram below; 5 yards = 4.57m, 10 yards = 9.14m)

The subject starts at cone A. On the command of the timer, the subject sprints to cone B and touches the base of the cone with their right hand.

They then turn left and shuffle sideways to cone C, and also touches its base, this time with their left hand.

Then shuffling sideways to the right to cone D and touching the base with the right hand.

They then shuffle back to cone B touching with the left hand, and run backwards to cone A. The stopwatch is stopped as they pass cone A.

Diagram: <http://www.topendsports.com/testing/images/t-test.gif>

Norms

Males Females

Excellent < 9.5 < 10.5

Good 9.5 - 10.5 10.5 - 11.5

Average 10.5 - 11.5 11.5 - 12.5

Poor >11.5 >12.5

Name: **Stork Balance Test**

Aim: To assess the balance of an individual on one foot

Aspect: Balance

Equipment: Stopwatch

Procedure:

Remove shoes and stand on a flat surface with hands on hips

Stand on one foot and position the other foot against the inside knee of the supporting leg

On the starting signal, raise your heel and balance on the ball of your foot. Timing is commenced

The timekeeper stops recording when:

One of both hands come off your hips

Your supporting foot switches or moves in any direction

The heel of the supporting foot touches the floor

Your non-supporting foot loses contact with the knee

Norms

Poor <10 secs

Fair 10-24 secs

Average 25-39 secs

Good 40-50 secs

Excellent >50 secs

Name: **Alternate Hand Wall Toss**

Aim: To assess hand-eye coordination

Aspect: Coordination

Equipment: Tennis balls, measuring tape, cones and a stopwatch. You will also need a solid wall

Procedure:

A cone is placed 2m from a wall.

The participant stands behind the line, facing the wall.

The ball is thrown from one hand in an underarm action against the wall, and attempted to be caught with the opposite hand.

The ball is then thrown back against the wall and caught with the initial hand.

The action is repeated for a period of 30 seconds.

Norms

Poor < 15

Fair 15 - 19

Average 20 - 29

Good 30 - 35

Excellent > 35

Name: **Ruler Drop Test**

Aim: To assess the reaction time of participants

Aspect: Reaction Time

Equipment: A metre ruler and a chair

Procedure

The ruler is held by the assistant between the outstretched index finger and thumb of the athlete's dominant hand, so that the top of the athlete's thumb is level with the 10 centimetre line

The assistant instructs the athlete to catch the ruler as soon as possible after it has been released

The assistant releases the ruler and the athlete catches the ruler between their index finger and thumb as quick as possible

The assistant is to record distance between the 10cm mark and the top of the athlete's thumb where the ruler has been caught.

The test is repeated 2 more times and the average value used in the assessment

Norms

Excellent <7.5cm

Above Average 7.5-15.9cm

Average 15.9 - 20.4cm

Below Average 20.4 - 28cm

Poor > 28cm

**TIME RELATED OBSERVATION SCHEDULE (Skill)**

ACTIVITY DATE PERFORMER

30-40

20-30

10-20

1-10

TIME FRAME

|  |  |
| --- | --- |
| DRIBBLING | |
| Effective | Ineffective |

|  |  |
| --- | --- |
| DRIBBLING | |
| Effective | Ineffective |

|  |  |
| --- | --- |
| DRIBBLING | |
| Effective | Ineffective |

|  |  |
| --- | --- |
| DRIBBLING | |
| Effective | Ineffective |

ANALYSIS AND COMMENTS

|  |  |
| --- | --- |
| PASSING | |
| Effective | Ineffective |

|  |  |
| --- | --- |
| PASSING | |
| Effective | Ineffective |

|  |  |
| --- | --- |
| PASSING | |
| Effective | Ineffective |

|  |  |
| --- | --- |
| PASSING | |
| Effective | Ineffective |

|  |  |
| --- | --- |
| CONTROL | |
| Effective | Ineffective |

|  |  |
| --- | --- |
| SHOOTING | |
| Effective | Ineffective |

|  |  |
| --- | --- |
| SHOOTING | |
| Effective | Ineffective |

|  |  |
| --- | --- |
| SHOOTING | |
| Effective | Ineffective |

|  |  |
| --- | --- |
| SHOOTING | |
| Effective | Ineffective |

|  |  |
| --- | --- |
| CONTROL | |
| Effective | Ineffective |

|  |  |
| --- | --- |
| CONTROL | |
| Effective | Ineffective |

|  |  |
| --- | --- |
| CONTROL | |
| Effective | Ineffective |

Time Related Observation Schedule (movement)

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_v \_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_ Position \_\_\_\_\_\_\_\_\_\_\_

Watch the game or video action to help you analyse how fit you were when playing in a game. The time recorded is 90 minutes, should the game duration differ, adjusting the required time limits.

KEY: / for every occasion they move in the specified way.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| TIME  Minutes | WALKING | JOGGING | HALF PACE | RUNNING | SRINTING |
| 1st half |  |  |  |  |  |
| 0-5 |  |  |  |  |  |
| 6-10 |  |  |  |  |  |
| 11-15 |  |  |  |  |  |
| 16-20 |  |  |  |  |  |
| 21-25 |  |  |  |  |  |
| 26-30 |  |  |  |  |  |
| 31-35 |  |  |  |  |  |
| 36-40 |  |  |  |  |  |
| 41-45 |  |  |  |  |  |
| TAO |  |  |  |  |  |
| 2nd half |  |  |  |  |  |
| 0-5 |  |  |  |  |  |
| 6- 10 |  |  |  |  |  |
| 11-15 |  |  |  |  |  |
| 16-20 |  |  |  |  |  |
| 21-25 |  |  |  |  |  |
| 26-30 |  |  |  |  |  |
| 31-35 |  |  |  |  |  |
| 36-40 |  |  |  |  |  |
| 41-45 |  |  |  |  |  |
| TAO |  |  |  |  |  |

1. Analyse your data and compare your first- and second-half performance.
2. During the first half I found that I was
3. During the second half I found that I was
4. This information suggests that my level of cardio-respiratory endurance is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because

**PHYSICAL – SKILLS**

**Badminton**

**BROAD ANALYSIS OBSERVATION CHECKLIST**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Badminton Match Analysis Sheet (3 games)** | | | | | | | |
|  | **Serve** | **Overhead Clear** | **Drop Shot** | **Smash** | **Net Play** | **Total** | **%** |
| **Very Effective**  (skill played to a high level / successful with outcome) |  |  |  |  |  |  |  |
| **Fairly Effective**  (Skill outcome achieved but could be improved. Skill nearly successful) |  |  |  |  |  |  |  |
| **Ineffective**  (Poorly executed / Unsuccessful) |  |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |  |
| **% Very Effective** |  |  |  |  |  |  |  |
| **% Fairly Effective** |  |  |  |  |  |  |  |
| **% Ineffective** |  |  |  |  |  |  |  |

This match analysis sheet was completed when watching a video of 3 full court games against different opponents, all of a similar ability.

The criteria for each skill was as follows -

‘Effective’ resulted where point/rally was won or opponent was put under pressure meaning the next shot was able to be executed easily.

‘Fairly Effective’ resulted in the rally being continued and opponent was able to return the shot.

‘Ineffective’ resulted in a direct loss of point/rally or opponent was able to play a winning shot.

**HIGH SERVICE DATA GATHERING TASK**

In groups of 3, 1 performer and 2 observers. The performer will play a conditioned game against an opponent (who will also be getting observed by a separate 2 observers). 1 observer will complete the technique analysis sheet and 1 will complete the mapping sheet. The games will last 10 minutes to allow enough time to gather sufficient data. Each person must perform and observe to gain experience of the process and to have data gathered on their performance.

|  |  |  |  |
| --- | --- | --- | --- |
| PHASE OF ACTION | MODEL PERFORMANCE | DONE WELL | NEEDS IMPROVEMENT |
| PREPERATION | * Stance is side on to net. * Feet are about shoulder width apart. * Weight is on back foot. * Racket is up and back. * Shuttle is held out in front of the body. |  |  |
| ACTION | * Shuttle is dropped and racket arm swings forward at speed to help generate power. * Action is whip like. * Weight is transferred forward from back to front foot. |  |  |
| PREPERATION | * Racket swing finishes up with arm crossing in front of body to finish close to non-racket shoulder. * ‘Ready position’ and ‘base’ are recovered. |  |  |

From the data gathered on these sheets write up an analysis of your high serve. For example does your high serve continually reach the tramlines? Are there any specific subroutines that are identified as being faulty? How does this affect the performance of the skill and your overall performance in the game? What are your thoughts and feelings? Write up the analysis in your Skills and technique jotter.

**OVERHEAD CLEAR**

**PREPARATION, ACTION & RECOVERY**

|  |  |  |  |
| --- | --- | --- | --- |
| PHASE OF ACTION | MODEL PERFORMANCE | 1ST PERFORMANCE | 2ND PERFORMANCE |
| PREPERATION | * Starts from base. * Performer tracks path of shuttle & begins move towards place shuttle will be played from. * While moving body turns side on. * Racket is taken up and back behind head. * Rear shoulder drops. * Front arm balances racket arm (both are raised) |  |  |
| ACTION | * Shoulder arm and racket are brought forward at speed to generate power. * Action resembles throwing action. * Weight is transferred forward from back to front foot coincide with shuttle impact. * Impact is with open racket face racket shoulder. * Strike is through shuttle and weight transfer continues forward. |  |  |
| RECOVERY | * Racket comes down and across body in recovery position. * Forward movement at end of action leads to return to ‘base’ and recovery of ‘ready position’. |  |  |

**SMASH**

**PREPARATION, ACTION & RECOVERY**

|  |  |  |  |
| --- | --- | --- | --- |
| PHASES | MODEL PERFORMANCE | 1ST PERFORMANCE | 2ND PERFORMANCE |
| PREPERATION | * Starts from base * Tracks shuttle path and begins to move towards place shuttle will be played from. * While moving body turns side on to net * Racket is taken up and back. * Weight shifts mostly onto back foot. * Front arm balances racket arm. |  |  |
| ACTION | * Shoulder arm and racket are brought forward at speed to help produce power. * Movement resembles throwing action. * Action is whip like * Impact is above and in front of racket shoulder. * Racket is angled face down on contact. * Weight is transferred forward from back to front foot to coincide with moment of impact. |  |  |
| RECOVERY | * Racket comes down and across body in recovery phase. * Return to balanced ready position at base |  |  |

**DROPSHOT**

**PREPARATION, ACTION & RECOVERY**

|  |  |  |  |
| --- | --- | --- | --- |
| PHASES OF ACTION | MODEL PERFORMANCE | 1ST PERFORMANCE | 2ND PERFORMANCE |
| PREPERATION | * Starts from base * Tracks shuttle path and begins to move towards place shuttle will be played from. * While moving body turns side on to net * Racket is taken up and back. * Weight shifts mostly onto back foot. * Front arm balances racket arm. |  |  |
| ACTION | * Shoulder arm and racket are brought forward initially at speed then action is checked. * Action resembles throwing action, and looks like a possible clear or smash up to impact. * Impact is above racket shoulder with fine touch. * Deception of touch happens at last moment. * There is some transfer of weight from back to front foot to coincide with moment of impact. |  |  |
| RECOVERY | * Racket comes down and across body in recovery phase. * Return to balanced ready position at base |  |  |

**THE SHORT/LOW SERVICE**

**PREPARATION, ACTION & RECOVERY**

|  |  |  |  |
| --- | --- | --- | --- |
| PHASE OF ACTION | MODEL PERFORMANCE | 1ST PERFORMANCE | 2ND PERFORMANCE |
| PREPERATION | * Stance is side on to the net. * Shake hands grip. * Feet shoulder width apart with non-racket foot pointing forwards. * Weight is on back foot. * Racket is up and back. * Racket is cocked at the wrist * Shuttle is held out in front of body. |  |  |
| ACTION | * As shuttle is dropped weight begins to move forward. * Part of each foot remains on the floor. * Racket arm pulled down to contact shuttle below waist height at thigh level. * Racket moves forward, wrist is held back and the speed of the racket is checked. * Whole of the racket head is below waist height at impact point. * Shuttle is guided over the net close to the net cord and fades to front service line. * Racket follow through is short and finishes in line with the serve. |  |  |
| RECOVERY | * Hips and shoulders roll forward to bring body square to the net. * Racket is brought up to an attacking stance ready to kill a poor lifted reply. |  |  |

**BACKHAND CLEAR**

**PREPARATION, ACTION & RECOVERY**

|  |  |  |  |
| --- | --- | --- | --- |
| PHASE OF ACTION | * FEATURES OF ‘MODEL PERFORMANCE’ | 1ST PERFORMANCE | 2ND PERFORMANCE |
| PREPARATION | * Starts from base. * Performer tracks path of shuttle and begins moving towards place shuttle will be played from. * While moving turns back to net. * Backhand or thumb up grip * Hold racquet arm up – forearm parallel to floor. * Racquet head is pointed downward * Weight on rear – dominant foot. |  |  |
| ACTION | * Wrist in laid back or cocked position. * Elbow leads forward swing. * Racquet head trails hand up to contact. * Rotate upper body. * Reach high – fully extend arm to hit shuttle. * Angle racquet face up and outward. * Rotate forearm. |  |  |
| RECOVERY | * Racquet head follows through in line with shuttle. * Push off dominant foot and return to base. |  |  |

**STANDARDISED SKILL TESTS BADMINTON**

**POOLE FORHAND CLEAR TEST**

**STANDARDISED TEST**

**PURPOSE** – To evaluate the ability to hit a forehand clear shot from the back court.

**DIRECTIONS**

The performer stands at the middle point of the backcourt tramline. The opponent stands on the target side of the net, in the middle of the court 11ft away from the net.

The opponent must stand facing the net with their racquet held high above their head. The opponent shouts out “low” if the shuttle fails to pass over the height of the extended racquet.

The performer holds the racquet head parallel to the floor. The shuttlecock is held by the rubber end with the feather end facing the floor. The performer throws the shuttlecock high in the air. As the shuttle begins to fall the performer hits a forehand overhead clear to the target side of the net.

For the performer to score the shuttle cock must clear the net and the opponents extended racquet.

**SCORING**

The performer plays 12 overhead clear shots and earns the point value for the zone in which the shuttlecock lands.

To work out the final score only count the best 10 shots. A shuttlecock that lands on a line is given the higher point value.

A point is deducted for each shuttle that fails to clear the opponent’s extended racquet.

A perfect score is 40 points.

**SCORING SCALE**

**Preliminary Performance Final**

**Skill Test Level Skill Test**

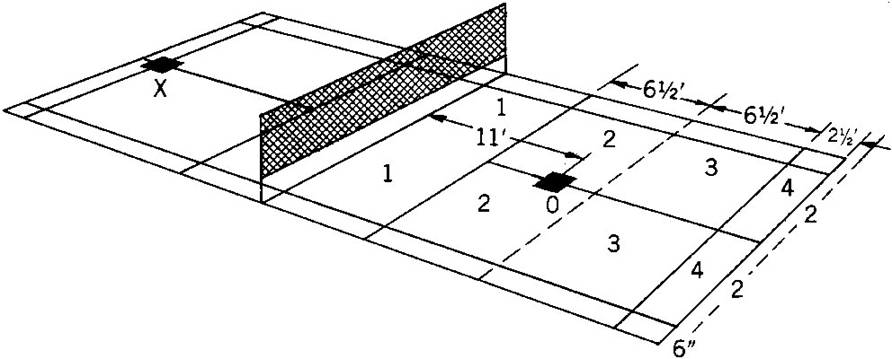
20 and above good 24 and above

13 – 19 fair 16 – 23

0 – 12 poor 0 – 5

**SCORING**

The diagram below shows the value of points given to the different scoring zones.



Use the table below to calculate your score.

|  |  |  |  |
| --- | --- | --- | --- |
| Scoring zone | \*Tally of score | \*\*Tally of fails | Overall score |
| 1 |  |  |  |
| 2 |  |
| 3 |  |
| 4 |  |

\*Remember to deduct your 2 lowest scores.

\*\* Minus 1 point for every shuttle that fails to go over opponent’s racquet.

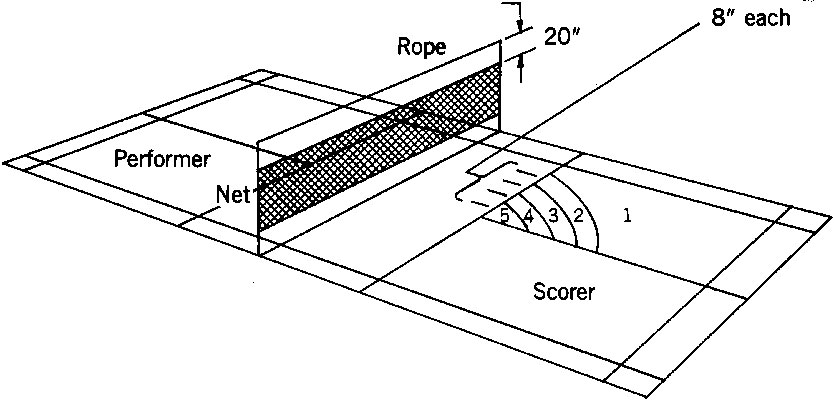
**FRENCH SHORT SERVE TEST**

PURPOSE – To evaluate the ability to short serve the badminton shuttle cock.

PREPARATION

A rope should be extended 20 inches above the net height all the way along the length of the net.

Place the target in the corner of the service box.



DIRECTIONS

The performer stands behind the service line in the service court diagonally opposite the target and tries 20 times to serve the shuttlecock so that it travels between the net and the extended rope and lands in the 5 point scoring zone. The performer can use the backhand or forehand short serve. Illegal serves do not count.

SCORING

The scoring zones are given point values as shown above.

Each serve is given the point value of where it initially lands. Serves that pass over the extended tape or land out of bounds will be awarded zero.

Shuttlecocks that land on a division line of the scoring zone get the higher value.

Shuttlecocks that hit the extended tape do not count, but the server is allowed to re-serve.

The final score is a total of the 20 serves. A perfect score is 100 points.

My total score =**THE LONG/HIGH SERVE** (not a standardised test)

PURPOSE – To evaluate the ability to high serve the badminton shuttlecock.

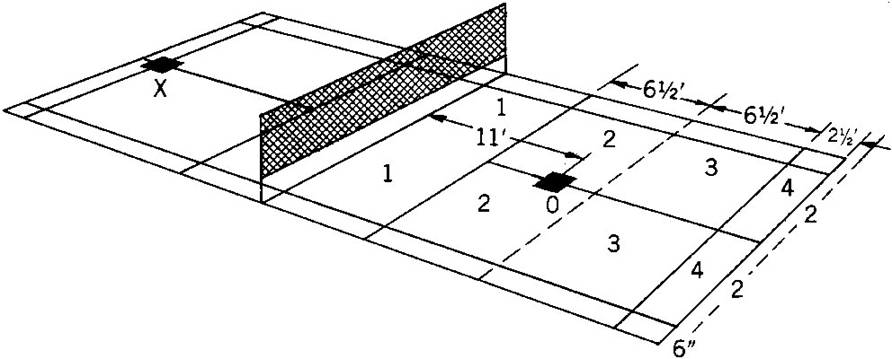
DIRECTIONS

The performer stands behind the service line in the service court diagonally opposite the target and tries 20 times to serve the shuttlecock so that it travels over their opponent’s racquet head and into the scoring zone. The performer must use the forehand high serve. Illegal serves do not count.

The opponent must stand facing the net with their racquet held high above their head. The opponent shouts out “low” if the shuttle fails to pass over the height of the extended racquet.

SCORING

* The scoring zones are given point values as shown below.
* Each serve is given the point value of where it initially lands.
* Shuttlecocks that travel under the height of the opponents racquet do not count.
* The final score is a total of the 20 serves.



Use the table below to calculate your score.

|  |  |  |  |
| --- | --- | --- | --- |
| Scoring zone | Tally of score | \*Tally of fails | Overall score |
| 1 |  |  |  |
| 2 |  |
| 3 |  |
| 4 |  |

* Minus 1 point for every shuttle that fails to go over opponent’s racquet

**FOCUSSED DATA COLLECTION**

**Scatter Graph**

Using both the video and an initial match analysis sheet I have been able to identify \_\_\_\_\_\_\_\_\_\_\_\_\_ as my main weakness.

Information from the Scatter Graph, along with my completed observation schedule will be used to gather information on my specific weaknesses within my chosen shot.

A cross will be placed on the diagram below to record where each of the shots lands on the court.

(Note: If you have a target zone, please highlight this on the court diagram)

Number of shots -\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
|  | Feeder |  |  |
|  |  | |  |
|  |  | |  |
|  |  | Performer |  |
|  |  |  |  |

**BADMINTON INITIAL/GENERAL DATA**

**NAME**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SKILL | Highly effective, consistently controlled, appropriate selection/decisions made under very demanding high pressure situations | Highly effective  consistently controlled  appropriate selection/  decision | Effective  generally under control  generally appropriate selection/  decision | Occasionally  effective  occasionally under control  makes some appropriate decisions | Not effective  uncontrolled  poor decision making. |
| High serve |  |  |  |  |  |
| Low serve |  |  |  |  |  |
| Flick serve |  |  |  |  |  |
| Attacking OHC |  |  |  |  |  |
| Standard OHC |  |  |  |  |  |
| Defensive OHC |  |  |  |  |  |
| Backhand OHC |  |  |  |  |  |
| Forehand UHC |  |  |  |  |  |
| Backhand UHC |  |  |  |  |  |
| Smash |  |  |  |  |  |
| Drop shot |  |  |  |  |  |
| Forehand drive |  |  |  |  |  |
| Backhand drive |  |  |  |  |  |
| Net kill |  |  |  |  |  |
| Lift |  |  |  |  |  |
| Tumbles spins dabs |  |  |  |  |  |
| Court movement |  |  |  |  |  |
| Tactical  awareness |  |  |  |  |  |
| Shot selection |  |  |  |  |  |
| Variety |  |  |  |  |  |
| Placement |  |  |  |  |  |
| Exploits weakness |  |  |  |  |  |
| Disguise and  deception |  |  |  |  |  |
| Defends from base return to base |  |  |  |  |  |

**FOOTBALL INITIAL/GENERAL DATA**

**NAME**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SKILL | Highly effective, consistently controlled, appropriate selection/decisions made under very demanding high pressure situations | Highly effective  consistently controlled  appropriate selection/decision | Effective  generally under control  generally appropriate selection/decision | Occasionally  effective  occasionally under control  makes some appropriate decisions | Not effective  uncontrolled  poor decision making. |
| **Passing** |  |  |  |  |  |
| Drive |  |  |  |  |  |
| Chip |  |  |  |  |  |
| Lob |  |  |  |  |  |
| **Dribbling** |  |  |  |  |  |
| Close |  |  |  |  |  |
| At speed |  |  |  |  |  |
| **Shielding** |  |  |  |  |  |
| **Tackling** |  |  |  |  |  |
| Block |  |  |  |  |  |
| Slide |  |  |  |  |  |
| **Shooting** |  |  |  |  |  |
| Drive |  |  |  |  |  |
| Volley |  |  |  |  |  |
| Chip |  |  |  |  |  |
| Control |  |  |  |  |  |
| Head |  |  |  |  |  |
| Chest |  |  |  |  |  |
| Thigh |  |  |  |  |  |
| Foot |  |  |  |  |  |
| **Heading** |  |  |  |  |  |
| Offensive |  |  |  |  |  |
| Defensive |  |  |  |  |  |
| **Goal keeping** |  |  |  |  |  |
| Handling |  |  |  |  |  |
| Shot stopping |  |  |  |  |  |
| **Team skills** |  |  |  |  |  |
| **Offensive** |  |  |  |  |  |
| Support play |  |  |  |  |  |
| Set play |  |  |  |  |  |
| **Defensive** |  |  |  |  |  |
| Marking |  |  |  |  |  |
| Set play |  |  |  |  |  |

**BASKETBALL INITIAL/GENERAL DATA**

**Name**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SKILL | Highly effective, consistently controlled, appropriate selection/decisions made under very demanding high pressure situations | Highly effective  consistently controlled  appropriate selection/decision | Effective  generally under control  generally appropriate selection/decision | Occasionally  effective  occasionally under control  makes some appropriate decisions | Not effective  uncontrolled  poor decision making. |
| Chest pass |  |  |  |  |  |
| Bounce pass |  |  |  |  |  |
| Overhead pass |  |  |  |  |  |
| Javelin pass |  |  |  |  |  |
| Dribbling |  |  |  |  |  |
| Pivoting |  |  |  |  |  |
| Stopping |  |  |  |  |  |
| Footwork |  |  |  |  |  |
| Set shot |  |  |  |  |  |
| Free throw |  |  |  |  |  |
| Jump shot |  |  |  |  |  |
| Lay-up |  |  |  |  |  |
| Offensive  rebound |  |  |  |  |  |
| Defensive  rebound |  |  |  |  |  |
| Court movement |  |  |  |  |  |
| Support in attack |  |  |  |  |  |
| Role in fast break |  |  |  |  |  |
| Support in defense |  |  |  |  |  |
| Marking in man to man |  |  |  |  |  |
| Role in zone |  |  |  |  |  |

**PHYSICAL – TACTICS**

**Football Individual Observation Schedule**

For a team structure to be effective it is essential that all players within the structure are fulfilling their own individual role. Each player’s role within the structure will be slightly different and roles will change depending on attack and defense.

**Defender-Individual Role**

Select a defender and evaluate the effectiveness of their individual play

|  |  |
| --- | --- |
| Action | Evaluation |
| Link Play with Midfield |  |
| Passing/pass selection (possession/penetration) |  |
| Denying Space |  |
| Delay Tactics, Shadow/Jockey |  |
| Pressure on Opposition Strikers |  |
| Marking Opponent |  |
| Cover Defence |  |
| Decision Making/Tackle Selection |  |

**ANALYSING TACTICAL/COMPOSITIONAL REQUIREMENTS**

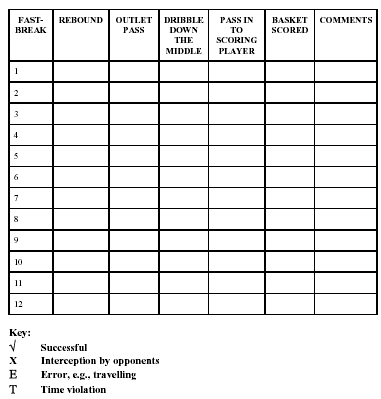
**Games Analysis Sheet** - Taking a feature of the game and examining it under game conditions will also give you information on how well your strategy is working. This could be done from a live game or even better from a video where you could slow down or stop the action.

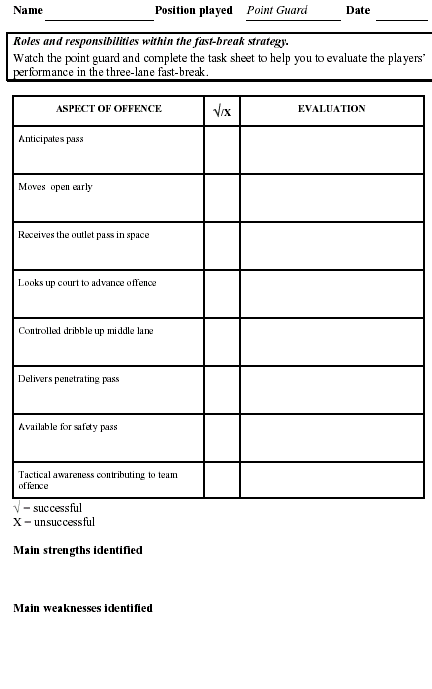
For example a court diagram showing where points had been scored against you in a game and by which players would point out weak areas of the court and in a man to man defence weakness in your team. The same information in attack would show your strong areas and shooters and allow you to focus your attacks on these. Any aspect of the game could be taken and subjected to this type of statistical analysis. On their own however raw statistics could be misleading so video back up or feedback from some one who saw the game is a useful safeguard.

|  |  |
| --- | --- |
|  | In this example we are looking at shots taken against our 2-1-2 Zone.  We can see we are generally good at restricting the other team to shots outside the key. However we have lost 2 lay ups close in our back right area. Looking closely at the video we were able to highlight one of our players who was being drawn too far out of position creating the gap for these shots. We would work on this players positioning in practice.  We can also see that while we are restricting them to long shots, player 6 in their team is scoring too many points. We would need to react to this by changing to a different strategy, perhaps a combination defence of box and 1.  X – shots taken  O – shots scored |

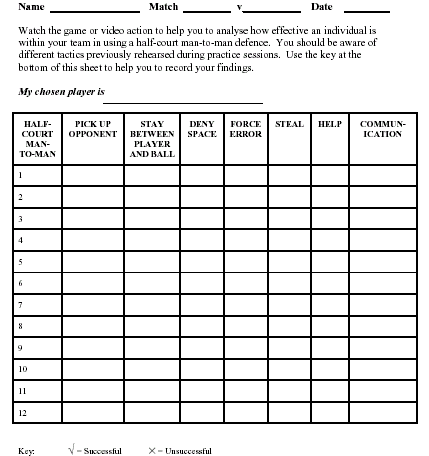
**Analysing the fast break**

Watch the game or video action to help you to analyse how effective **your** team is in using a fast-break strategy. You should be aware of different tactics previously rehearsed during practice sessions. Use the key at the bottom of this sheet to help you to record your findings.

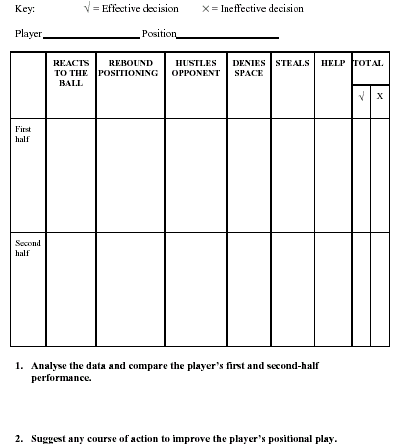




**ANALYSE MAN TO MAN DEFENCE**



**ANALYSING THE 2-1-2 ZONE DEFENCE**



**MENTAL**

**Sport Competition Anxiety Test (SCAT)**

Anxiety and arousal can have a big influence on performance levels. If anxiety and arousal are well balanced performance can be at its peak. If too anxious, bored or uninterested performance can suffer. On the other hand if you are over excited your performance can also suffer. We will look at examples of this in class. For now we will look to assess your anxiety levels using this **questionnaire.**

**Assessing Your Anxiety**

Read each statement below, decide if you "Rarely", "Sometimes" or "Often" feel this way when competing in your sport, tick the appropriate box to indicate your response.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | Statement | Rarely | Sometimes | Often |
| 1 | Competing against other People/Teams is socially enjoyable |  |  |  |
| 2 | Before I compete - I feel uneasy |  |  |  |
| 3 | Before I compete - I worry about not performing well |  |  |  |
| 4 | I am a good sportsman when I compete |  |  |  |
| 5 | When I compete - I worry about making mistakes |  |  |  |
| 6 | Before I compete - I am calm |  |  |  |
| 7 | Setting a goal is important when competing |  |  |  |
| 8 | Before I compete - I get a queasy feeling in my stomach |  |  |  |
| 9 | Just before competing - I notice my heart beats faster than usual |  |  |  |
| 10 | I like to compete in games that demands a lot of physical energy |  |  |  |
| 11 | Before I compete - I feel relaxed |  |  |  |
| 12 | Before I compete - I am nervous |  |  |  |
| 13 | Team sports are more exciting than individual sports |  |  |  |
| 14 | I get nervous wanting to start the game |  |  |  |
| 15 | Before I compete - I usually get uptight |  |  |  |

**Analysis**

The score for the response to each question is detailed below. Enter the score for each question in the “Athlete’s Score” column and then total the column up to provide a SCAT score.

Note that questions 1,4,7,10 and 13 score zero regardless of the response.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Question | Rarely | Sometimes | Often |  | Athletes score |
| 1 | 0 | 0 | 0 |  | 0 |
| 2 | 1 | 2 | 3 |  |  |
| 3 | 1 | 2 | 3 |  |  |
| 4 | 0 | 0 | 0 |  | 0 |
| 5 | 1 | 2 | 3 |  |  |
| 6 | 3 | 2 | 1 |  |  |
| 7 | 0 | 0 | 0 |  | 0 |
| 8 | 1 | 2 | 3 |  |  |
| 9 | 1 | 2 | 3 |  |  |
| 10 | 0 | 0 | 0 |  | 0 |
| 11 | 3 | 2 | 1 |  |  |
| 12 | 1 | 2 | 3 |  |  |
| 13 | 0 | 0 | 0 |  | 0 |
| 14 | 1 | 2 | 3 |  |  |
| 15 | 1 | 2 | 3 |  |  |
|  |  |  |  | TOTAL |  |

**SCAT Score analysis:**

* Less than 17 You have a low level of anxiety
* 17 to 24 You have an average level of anxiety
* More than 24 You have a high level of anxiety

**Competitive Sport Anxiety Inventory**

A number of statements that athletes have used to describe their thoughts and feelings before or during competition are listed below. Read each statement and then circle the number to the right of the statement that indicates ***how you feel right now*** *-* at this moment. Some athletes feel they should not admit to feelings of nervousness or worry, but such reactions are actually quite common, even among professional athletes.

To help us better understand reactions to competition, we ask you to share your true reactions with us. There are, therefore, **no right or wrong answers**. Do not spend too much time on any one statement.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Statement | Not at all | Somewhat | Moderately so | Very much so |
| 1 | I am concerned about this competition. | 1 | 2 | 3 | 4 |
| 2 | I feel nervous. | 1 | 2 | 3 | 4 |
| 3 | I feel at ease. | 1 | 2 | 3 | 4 |
| 4 | I have self-doubts. | 1 | 2 | 3 | 4 |
| 5 | I feel jittery. | 1 | 2 | 3 | 4 |
| 6 | I feel comfortable | 1 | 2 | 3 | 4 |
| 7 | I am concerned that I may not do as well in this competition as I could. | 1 | 2 | 3 | 4 |
| 8 | My body feels tense. | 1 | 2 | 3 | 4 |
| 9 | I feel self-confident. | 1 | 2 | 3 | 4 |
| 10 | I am concerned about losing. | 1 | 2 | 3 | 4 |
| 11 | I feel tense in my stomach. | 1 | 2 | 3 | 4 |
| 12 | I feel secure. | 1 | 2 | 3 | 4 |
| 13 | I am concerned about choking under pressure. | 1 | 2 | 3 | 4 |
| 14 | My body feels relaxed | 4 | 3 | 2 | 1 |
| 15 | I’m confident I can meet the challenge. | 1 | 2 | 3 | 4 |
| 16 | I’m concerned about performing poorly. | 1 | 2 | 3 | 4 |
| 17 | My heart is racing. | 1 | 2 | 3 | 4 |
| 18 | I’m confident about performing well. | 1 | 2 | 3 | 4 |
| 19 | I’m concerned about reaching my goal. | 1 | 2 | 3 | 4 |
| 20 | I feel my stomach sink. | 1 | 2 | 3 | 4 |
| 21 | I feel mentally relaxed. | 1 | 2 | 3 | 4 |
| 22 | I’m concerned that others will be disappointed with my performance. | 1 | 2 | 3 | 4 |
| 23 | My hands are clammy. | 1 | 2 | 3 | 4 |
| 24 | I’m confident because I mentally picture myself reaching my goal. | 1 | 2 | 3 | 4 |
| 25 | I’m concerned I won’t be able to concentrate. | 1 | 2 | 3 | 4 |
| 26 | My body feels tight | 1 | 2 | 3 | 4 |
| 27 | I’m confident of coming through under pressure. | 1 | 2 | 3 | 4 |

Cognitive A-State: Items 1, 4, 7, 10, 13, 16, 19, 22, and 25

Somatic A-State: Items 2, 5, 8, 11, 14, 17, 20,23, and 26

State Self-confidence: Items 3, 6, 9, 12, 15, 18, 21, 24, and 27.

Your scores for each will range from 9 to 36, with 9 indicating low anxiety (confidence)

and 36 indicating high anxiety confidence.

**Athletes “How Tough Are You?”**

**MENTAL TOUGHNESS QUESTIONNAIRE**

Just how mentally tough are you? Take a few moments to fill out this questionnaire that covers several component skills of mental toughness. When you're finished, check your answers in the evaluation section that follows to determine your mental strengths and weaknesses:

Answer T for True and F for False for each statement

|  |  |  |
| --- | --- | --- |
|  | **TRUE** | **FALSE** |
| 1) I frequently worry about mistakes. |  |  |
| 2) I get really down on myself during performance when I mess up. |  |  |
| 3) It's easy for me to let go of my mistakes. |  |  |
| 4) If I start out badly, it's hard for me to turn my performance around. |  |  |
| 5) I get distracted by what the coach thinks whenever I screw up. |  |  |
| 6) I bounce back quickly from setbacks, bad breaks and mistakes. |  |  |
|  |  |  |
| 7) I do my best when there's more pressure on me. |  |  |
| 8) I get too nervous to really perform to my potential. |  |  |
| 9) I do better in practice than I do when it really counts the most. |  |  |
| 10) I tend to get easily psyched out or intimidated. |  |  |
| 11) I can keep myself calm and composed under pressure. |  |  |
| 12) I don't want the ball/dread competing at "crunch time." (big game/race). |  |  |
|  |  |  |
| 13) The coach's yelling knocks me off my game. |  |  |
| 14) I tend to get easily distracted. |  |  |
| 15) Certain opponents can get into my head and throw me off my game. |  |  |
| 16) Lousy playing conditions (weather, field conditions, temperature, etc.) negatively affect me. |  |  |
| 17) I have no trouble focusing on what's important and blocking everything else out. |  |  |
| 18) I think too much about what could go wrong right before and during performance, (the "what if's"). |  |  |
|  |  |  |
| 19) One or two failures do not shake my confidence. |  |  |
| 20) I tend to compare myself too much with teammates and opponents. |  |  |
| 21) I'd rather compete against a better opponent and lose than go up against a weaker opponent and win. |  |  |
| 22) I am a confident and self-assured athlete. |  |  |
| 23) I tend to be too negative. |  |  |
| 24) I have trouble dealing with negative self-talk (thoughts). |  |  |
|  |  |  |
| 25) I get more motivated after failures and setbacks. |  |  |
| 26) It's easy for me to consistently train at a high level of intensity. |  |  |
| 27) I think about how today's practice will help me get to my goals. |  |  |
| 28) I find myself just going through the motions a lot in practice. |  |  |
| 29) I have clear goals that are important for me to achieve. |  |  |
| 30) I am a highly motivated athlete. |  |  |

**SCORING FOR MENTAL TOUGHNESS QUESTIONAIRE:**

Section 1, questions 1-6 deal with **"Reboundability"** or your skill at mentally bouncing back from setbacks and mistakes. Mental toughness depends on your ability to quickly leave your mistakes and failures behind you. Hanging onto your mistakes will get you into big trouble, performance-wise. Athletes who dwell on their mistakes while the competition continues, end up making more. Score 1 point for each of the following answers:

Total =

Section 2, questions 7-12 deal with the ability to **handle pressure.** Without the ability to stay calm in the clutch, an athlete will always underachieve. Peak performance demands that you are relaxed once the performance begins. While a little nervousness is critical for getting "up" for a game/match/race and performing at your best, ("good nervousness") too much nerves ("bad nervousness") will tighten your muscles and send your performance down the tubes. Score 1 point for each of the following answers:

Total =

Section 3, questions 13-18 deal with your **concentration ability**. In every sport, your ability to focus on what's important and block out everything else is one of the primary keys to performance excellence. Poor concentration is the major reason why athletes choke and get stuck in performance slumps. Getting psyched out or intimidated is a direct result of concentrating on the wrong things. Score 1 point for each of the following answers:

Total =

Section 4, questions 19-24 deal with your **level of confidence** and the factors that affect confidence. One characteristic of the mentally tough athlete is he/she possesses a confidence level that seems to be unshaken by setbacks and failures. Under the pressure of competition, low confidence will neutralize natural ability, hard work and talent. Similarly, high confidence will enhance an athlete's training and

God-given talents, lifting their performance to the next level. Score 1 point for each of the following answers:

Total =

Section 5, questions 25-30 deal with **motivation**. Motivation is the fuel that will drive your training to a successful completion and the accomplishment of your goals. Without adequate motivation athletes get stuck having "permanent potential." Without motivation you won't put in the work necessary to become a winner. Your motivation allows you to pick yourself up after a setback and keep going. Score 1 point for each of the following answers:

Total =

**Interpretation:**

A score of 6 in any one of the five sections indicates a special strength in that area. A 5 indicates solid skill and 4 or less highlights that particular area as a mental weakness that needs to be addressed. For example a "6" in "reboundability" indicates consistent ability to bounce back quickly from mistakes, failures and losses. A score of "2" or "3" in section #2, handling competitive pressure, indicates the need for arousal control/relaxation training. Low scores in each section high light problem areas. These "mental weaknesses" should then form mental training goals for you to help raise your overall performance to the next level. For example, a low score in the concentration section means that some

of your poor performance is a direct result of your inability to control your focus of attention before and/or during competition. By putting some time and energy into practicing concentration exercises you will become a better overall athlete.

**Overall Score:**

A score of 26-30 indicates strength in overall mental toughness. Scores of 23-25 indicates average to moderate skill in mental toughness. Scores of 22 or below mean that you need to start putting more time into the mental training area.

Overall Total =

**Motivation Questionnaire**

As well as assessing a player’s ability, gaining an insight into their needs and motivations can also be valuable as it helps the coach to design sessions that meets those needs. It also provides the coach with an understanding of behaviours that the players may exhibit whilst competing or training.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Player needs/motivations | | | | | | | | | | | | | | |
| Name: |  | | | | | Age: | |  | | | | | | |
| Standard (please circle) | | Beginner | | | | Intermediate | | | | | | Advanced | | |
| Why I participate in this activity? | | Not important Very important  🡨 🡪 | | | | | | | | | | | | |
|  | | 1 | 2 | 3 | 4 | | 5 | | 6 | 7 | 8 | | 9 | 10 |
| *Enjoyment* | |  |  |  |  | |  | |  |  |  | |  |  |
| *Mastering new skills* | |  |  |  |  | |  | |  |  |  | |  |  |
| *Keeping fit* | |  |  |  |  | |  | |  |  |  | |  |  |
| *Rising to a challenge* | |  |  |  |  | |  | |  |  |  | |  |  |
| *Feeling good about yourself* | |  |  |  |  | |  | |  |  |  | |  |  |
| *Competition* | |  |  |  |  | |  | |  |  |  | |  |  |
|  | | 1 | 2 | 3 | 4 | | 5 | | 6 | 7 | 8 | | 9 | 10 |
| *Pleasing parents* | |  |  |  |  | |  | |  |  |  | |  |  |
| *Pleasing coaches* | |  |  |  |  | |  | |  |  |  | |  |  |
| *Winning something* | |  |  |  |  | |  | |  |  |  | |  |  |
| *Achieving a dream* | |  |  |  |  | |  | |  |  |  | |  |  |
| *Making new friends* | |  |  |  |  | |  | |  |  |  | |  |  |
| *Being with existing friends* | |  |  |  |  | |  | |  |  |  | |  |  |
|  | | 1 | 2 | 3 | 4 | | 5 | | 6 | 7 | 8 | | 9 | 10 |
| *Add any others* | |  |  |  |  | |  | |  |  |  | |  |  |
|  | |  |  |  |  | |  | |  |  |  | |  |  |
|  | |  |  |  |  | |  | |  |  |  | |  |  |
|  | |  |  |  |  | |  | |  |  |  | |  |  |
|  | |  |  |  |  | |  | |  |  |  | |  |  |

**Sports Confidence Questionnaire**

For each of the statements below, rate yourself from 1- 5.

Never Occasionally Fairly Often Very Often Always

1 2 3 4 5

|  |  |  |
| --- | --- | --- |
|  | **Statement** | **Rating** |
| 1 | I perform better in practice than competition |  |
| 2 | I am so self conscious; I worry about what others think about my game |  |
| 3 | I have many self-doubts about my performance before or during games |  |
| 4 | I worry about letting others down by not performing to their expectations |  |
| 5 | I suffer from anxiety, worry or excess tension during competition |  |
| 6 | Pre-game jitters do not go away after the first few minutes into the competition |  |
| 7 | I lose focus during critical parts of my performance |  |
| 8 | I have doubts or negative thoughts before, during or after competition |  |
| 9 | I overanalyse mistakes |  |
| 10 | I suffer from low self-confidence before a big game/performance |  |
| 11 | I suffer from low self confidence during practice sessions |  |
| 12 | I have trouble letting go or forgetting bad past performances |  |
| 13 | I am frequently disappointed with my performance and wish I was better |  |

**Norms**

There are no norms for this questionnaire. However it can be used as a comparison between pre/post training.

**Sports Determination Questionnaire**

For each of the statements below, rate yourself from 1- 5.

Never Occasionally Fairly Often Very Often Always

1 2 3 4 5

|  |  |  |
| --- | --- | --- |
|  | **Statement** | **Rating** |
| 1 | I maintain focused on my role during crucial times of my performance |  |
| 2 | If I start my performance badly I can turn things around |  |
| 3 | I bounce back quickly from mistakes and set back, working towards my goals |  |
| 4 | I get easily distracted |  |
| 5 | I become more determined after set backs and mistakes |  |
| 6 | I set myself clear goals that are important for me to meet |  |
| 7 | I achieve the goals I set myself during practice |  |
| 8 | I achieve the goals I set myself during competition |  |
| 9 | I do not give up during practice sessions even if I am making lots of mistakes |  |
| 10 | I do not give up during game situations/my performance even if things are going against me |  |
| 11 | Once I have achieved my goals I set myself more challenging ones to make my performance even better |  |

**Norms**

There are no norms for this questionnaire. However it can be used as a comparison between pre/post training.

**MENTAL PERFORMANCE EVALUATION IN BADMINTON : CONCENTRATION**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| MY PERFORMANCE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| PERFORMANCE **1** TO EVALUATE CONCENTRATION DATE:  PERFORMANCE **2** TO EVALUATE CONCENTRATION DATE: | | | | | | |
|  | ALWAYS | | SOMETIMES | | NEVER | |
| 1 | 2 | 1 | 2 | 1 | 2 |
| I am in the ready position  when I am receiving service |  |  |  |  |  |  |
| I take my time and stand in the correct place when I am the server |  |  |  |  |  |  |
| I am aware of the score and know which side of the court to be on for the next service |  |  |  |  |  |  |
| I try to return to the ***BASE*** position after each shot in a rally |  |  |  |  |  |  |
| I am trying to move my opponent around the court during a rally |  |  |  |  |  |  |

**Personal Effectiveness in Motivation**

|  |  |
| --- | --- |
| **Questions** | **Comments** |
| Did I remain motivated throughout the game? |  |
| Did I remain determined when challenging for the ball? |  |
| Did I shout or blame others? |  |
| Did others distract me? |  |
| Did I need encouragement from others? |  |
| Did I get easily frustrated? |  |
| Did I need a reward eg a medal at the end of the game? |  |
| Did I need my coach’s approval at end of each quarter? |  |
| Did I remain confident throughout the game? |  |

|  |  |
| --- | --- |
| From your observations do you feel that you have a high level or low level of motivation when playing? |  |
| How does motivation influence your performance? |  |

**Measuring Motivational Behaviour**

Do you show high or low motivational behaviour when performing? Before your next big performance, 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 you total score is less than 50, you have high motivation.

**TOTAL = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Personality Inventory**

A personality inventory lists a number of characteristics which may or may not apply to the respondent. The athlete gives a response to indicate which relates most to them.

After all statements are answered, a score is given which provides information on the characteristics of the athlete including confidence, openness and conscientiousness. This information can be used to identify areas of particular strengths as well as weaknesses to develop.

To try a personality inventory visit:

<http://www.bbc.co.uk/science/humanbody/mind/surveys/personality/>

**EMOTIONAL**

**Profile of Mood Status**

The Profile of Mood Status (POMS) test is a psychological test which asks performers to indicate how they have been feeling in the past week based on a series of statements. The performer will select “not at all”, “a little”, “moderately”, “quite a lot” or “extremely” to indicate how they feel.

The athlete can use their test results to gauge their levels of tension, depression, anger, vigour, fatigue and confusion.

**Profile of Mood Status Test**

To take the test visit the link below;

<http://www.brianmac.co.uk/poms.htm>

**Normative Data**

Below is a chart showing the norms taken from a large groups of international, club and recreational athletes.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Group | Tension | Depression | Anger | Vigour | Fatigue | Confusion |
| International | 5.66 | 4.38 | 6.24 | 18.51 | 5.37 | 4.00 |
| Club | 9.62 | 8.67 | 9.91 | 15.64 | 8.16 | 7.38 |
| Recreational | 6.00 | 3.11 | 3.60 | 17.78 | 6.37 | 4.84 |

**Positive And Negative Affect Schedule Questionnaire**

This scale consists of a number of words that describe different feelings and emotions. Read each item and then list the number from the scale below

next to each word. Indicate to what extent you feel this way right now,

that is, at the present moment OR indicate the extent you have felt this

way over the past week (circle the instructions you followed when taking

this measure)

1 2 3 4 5

Very Slightly or Not at All A Little Moderately Quite a Bit Extremely

\_\_\_\_\_\_\_\_\_ 1. Interested \_\_\_\_\_\_\_\_\_ 11. Irritable

\_\_\_\_\_\_\_\_\_ 2. Distressed \_\_\_\_\_\_\_\_\_ 12. Alert

\_\_\_\_\_\_\_\_\_ 3. Excited \_\_\_\_\_\_\_\_\_ 13. Ashamed

\_\_\_\_\_\_\_\_\_ 4. Upset \_\_\_\_\_\_\_\_\_ 14. Inspired

\_\_\_\_\_\_\_\_\_ 5. Strong \_\_\_\_\_\_\_\_\_ 15. Nervous

\_\_\_\_\_\_\_\_\_ 6. Guilty \_\_\_\_\_\_\_\_\_ 16. Determined

\_\_\_\_\_\_\_\_\_ 7. Scared \_\_\_\_\_\_\_\_\_ 17. Attentive

\_\_\_\_\_\_\_\_\_ 8. Hostile \_\_\_\_\_\_\_\_\_ 18. Jittery

\_\_\_\_\_\_\_\_\_ 9. Enthusiastic \_\_\_\_\_\_\_\_\_ 19. Active

\_\_\_\_\_\_\_\_\_ 10. Proud \_\_\_\_\_\_\_\_\_ 20. Afraid

*Scoring Instructions:*

Positive Affect Score: Add the scores on items 1, 3, 5, 9, 10, 12, 14, 16, 17, and 19.

Total = \_\_\_\_\_\_\_\_\_\_\_\_\_

Scores can range from 10 – 50, with higher scores representing

higher levels of positive affect. Mean Scores: Momentary \_ 29.7

( SD \_ 7.9); Weekly \_ 33.3 ( SD \_ 7.2)

Negative Affect Score: Add the scores on items 2, 4, 6, 7, 8, 11, 13, 15, 18, and 20. Scores can range from 10 – 50, with lower scores representing

lower levels of negative affect. Mean Momentary \_ 14.8 ( SD \_ 5.4); Weekly \_ 17.4 ( SD \_ 6.2)

Total = \_\_\_\_\_\_\_\_\_\_\_\_\_

**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:*

**Anxiety** = (uneasy + tense + nervous + apprehensive + anxious)/5 = \_\_\_\_\_\_\_\_

**Dejection** = (upset + sad + unhappy + disappointed + dejected)/5 = \_\_\_\_\_\_\_\_\_

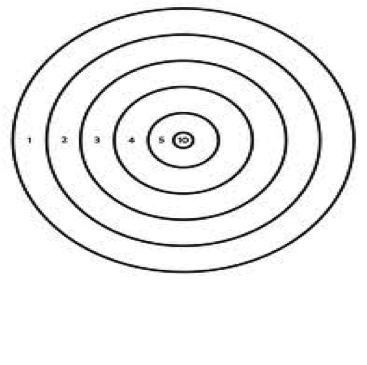
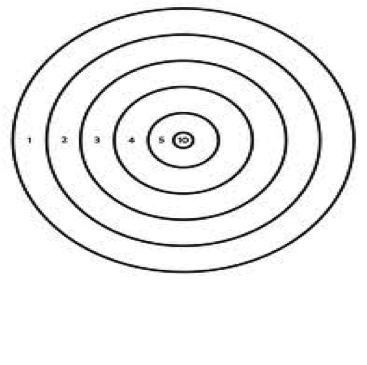
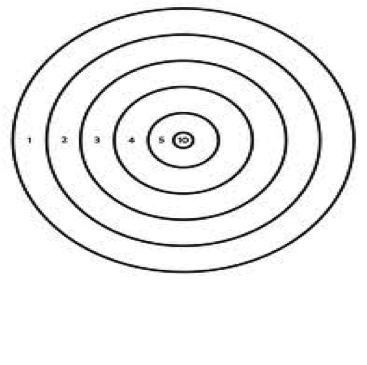
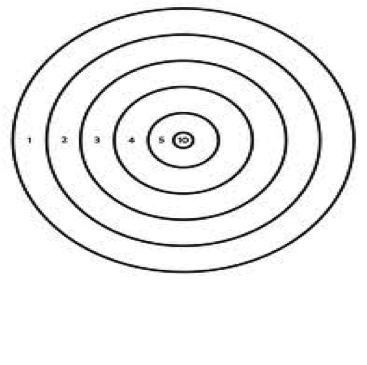
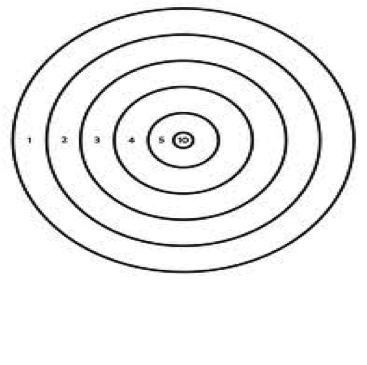
**Excitement** = (exhilarated + excited + enthusiastic + energetic)/4 = \_\_\_\_\_\_\_\_\_

**Anger** = (irritated + furious + annoyed + angry)/4 = \_\_\_\_\_\_\_\_\_

**Happiness** = (pleased + joyful + cheerful + happy)/4 = \_\_\_\_\_\_\_\_

The response stem can be changed to refer to ***current*** or ***previous*** competition as required although the SEQ has only been currently validated for pre-competition use.

**SELF REFLECTIVE EMOTION ANALYSIS**



**SURPRISE**

**HAPPY**

**/SAD**

**Name:**

**Activity:**

**Event:**

**Date:**

**Instructions:** Based on a recent performance or a performance about to happen, place an X on each of the Emotion Targets (if appropriate) to indicate your perceived emotional status. The athlete should complete the targets as honestly as possible.

For optimum performance in the sport/activity the X should be in the centre of the target. The further away from the centre the less control you have over the emotion.

**Note:** Some activities for example need an element of anger e.g. rugby. If you feel your anger levels are optimum for rugby, place an X in the centre.

The athlete should also complete the questions and comments on page 2 to indicate more information or help determine their perceived emotional status.

This analysis relies on the athletes’ own opinion and their perception of their emotions. It can be completed at a later date and comparisons made.

**ANGER**

**FEAR**

**TRUST**

**Emotional Control Record**

Identify one player who you will follow for the entire match/game

Every time the player displays one of the behaviour criteria place a tally mark in the ‘Behaviour Occurrence’ column

At the end of the match/game add the tally marks up and write down a total for each behaviour criteria

|  |  |  |
| --- | --- | --- |
| Behaviour Criteria | Behaviour Occurrence | Total Behaviour  Occurrences |
| Player argues/shouts at referee/umpire |  |  |
| Player argues/shouts at opponent |  |  |
| Player argues/shouts at own teammate |  |  |
| Player argues/shouts at themself |  |  |

**Emotional Self-Reflection Record**

Do you think you are positive or negative to your team mates?

Do you think you are positive or negative towards your opponents?

Do you think you are positive or negative towards the match officials?

Do you think you are positive or negative towards yourself?

What do you think was the strongest emotion you felt during **today’s** performance? (Name more than one if necessary)

How do you think this emotion(s) affected your performance **today?**

**Emotional Intelligence Test**

*Emotional intelligence (EI) refers to the* ***ability to perceive, control, and evaluate*** *emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it is an inborn characteristic.*

|  |  |  |  |
| --- | --- | --- | --- |
| **SA** | **A** | **D** | **SD** |
| 4 | 3 | 2 | 1 |
| 4 | 3 | 2 | 1 |
| 4 | 3 | 2 | 1 |
| 1 | 2 | 3 | 4 |
| 4 | 3 | 2 | 1 |
| 4 | 3 | 2 | 1 |
| 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 |
| 4 | 3 | 2 | 1 |
| 4 | 3 | 2 | 1 |
| 4 | 3 | 2 | 1 |
| 4 | 3 | 2 | 1 |
| 4 | 3 | 2 | 1 |
| 4 | 3 | 2 | 1 |

Circle the appropriate box

**Strongly Agree, Agree, Disagree, Strongly Disagree**

1. I am generally aware of how each person feels about the other people in my team?
2. When I am upset, I can usually pinpoint exactly why I am distressed?
3. While there are some things that I would like to change, I generally like who I am?
4. When I make mistakes, I often berate and criticise myself and my abilities?
5. I feel comfortable in emotionally charged situations?
6. I tend to avoid confrontations?
7. When I am involved in a confrontation, I become extremely anxious?
8. I am generally aloof and detached until I really get to know a person?
9. I tend to overreact to minor problems?
10. I feel confident about my own skills, talents, and abilities?
11. I would describe myself as a good judge of character?
12. I make the right decisions during a heated argument?
13. I choose the right decision when under pressure?
14. I react well when someone in my team annoys me?
15. I react well when the opposition wind me up?

Add your score to find out your (EI)

60-50= High levels of emotional intelligence

50-30= Medium Levels of emotional intelligence

30> = Low levels of emotional intelligence

**What Does Your Score Mean?**

**People who score high on emotional intelligence tend to be skilled at interpreting, understanding, and acting upon emotions. They are adept at dealing with social or emotional conflicts, expressing their feelings, and dealing with emotional situations.**

**It's important to remember that no matter how good your score is, there is always room to improve your emotional intelligence. Consider areas where you are not as strong and think of ways that you can learn and grow. Take stock of your strong points and find ways to continue to develop and apply these skills.**

**Mood Testing: *Levels from 1 to 5 – Dot on each aspect and join to make profile***

**Before Games**

**Halfway**

Games Played \_\_\_\_\_\_\_

Results:

Won \_\_\_\_\_ Lost \_\_\_\_\_

How do you feel the games went for you?

**Finish**

Games Played \_\_\_\_\_\_\_

Results:

Won \_\_\_\_\_ Lost \_\_\_\_\_

How do you feel the games went for you?

**Emotional questionnaire**

Emotional fitness is the ability to control negative feelings. Feelings are signals and want you to act quickly, without thinking, and as the feeling tells you to act. When you act without thinking, the feeling is controlling you.

How to take the test: Think of the past few weeks, using an average of those weeks, rate yourself on the indicated scales. Note your score for each question and then add all the individual scores together for a final score.

1. What is your general mood?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Five | Four | Three | Two | One | Score |
| Fantastic | Very Good | Okay | Not Good | Very low |  |

2. How much is stress a part of your life?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Five | Four | Three | Two | One | Score |
| No stress | Very little | Normal | Some | Too much |  |

3. How do you feel about yourself?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Five | Four | Three | Two | One | Score |
| Like self | Mostly like | Okay | Don’t like | Hate self |  |

4. What are your feelings about most other people?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Five | Four | Three | Two | One | Score |
| Like everyone | Like most | Half and half | Dislike most | Hate most |  |

5. How much do worries, fear or anxiety interfere with your ability to do what you want or what needs to be done?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Five | Four | Three | Two | One | Score |
| Rarely | Very little | Some | Worry lots | Fear rules |  |

6. How much trouble do you get into because of anger?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Five | Four | Three | Two | One | Score |
| None | Little | Some | Lots | Anger rules |  |

7. How much do you get done despite negative feelings?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Five | Four | Three | Two | One | Score |
| High achiever | Get all done | Most done | Lots undone | Little done |  |

8. How much hope do you have for the future?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Five | Four | Three | Two | One | Score |
| Grand | Good | Fair | Very little | None | Total score \_\_\_\_ |

1. Scoring the Emotional Fitness Snapshot.
2. Score 5 in all categories for a total score of 40 and you are: An Emotional Fitness Superstar.
3. Score above 35 and you are very emotionally fit.
4. Most people score between 25.and 30.
5. Scores 25 or below indicate a need to improve emotional fitness. You are living with a lot of stress. Therapy may be indicated in addition to emotional fitness training.
6. Scores below 20 or scoring 1 in any category indicate a need for therapy. In those situations, Emotional Fitness Training is a helpful addition to therapy.

**Use the Emotional Fitness Snapshot to look at areas you need to work on.**

1. Score below 3 on mood, you need help handling depressed feelings.
2. Score below 3 on stress, you need help managing stress.
3. Score below 3 on feelings about yourself, you need help managing guilt and shame.
4. Score below 3 on feelings about others, you need help managing anger and relationship related feelings.
5. Score below 3 in terms of troubles created by negative feelings and you need help managing all negative feelings, but most likely anger is a major problem.
6. Score below 3 on productivity, you may be physically ill. See your doctor. You also may be too stressed or dealing with a depression. Talk to a therapist.
7. Score below 3 on hopes for the future, you need to examine your goals and life mission; as noted above you may be struggling with depression, with too much stress, or a hard luck life in which trauma’s have left an impact on you.

Discipline Record

Name:

Game length:

Score:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | First quarter | Second quarter | Third quarter | Forth quarter |
| Negative body language to personal mistake |  |  |  |  |
| Negative body language to team mistake |  |  |  |  |
| Negative verbal reaction to personal mistake |  |  |  |  |
| Arguing with team |  |  |  |  |
| Arguing with the other team |  |  |  |  |
| Contesting referee’s decision |  |  |  |  |
| Decrease in effort |  |  |  |  |
| Foul |  |  |  |  |
| Cynical Foul |  |  |  |  |
| Act of sportsmanship |  |  |  |  |
| Off the ball incident |  |  |  |  |
| Use of positive praise |  |  |  |  |

Major incidents that affect discipline:

**SOCIAL**

Methods of Gathering Data on the Social Factors Impacting Performance

The Social Factors are concerned with: intrapersonal perspectives, interpersonal relationships and societal influences. The majority of the methods that may be used to gather information on the Social Factors tend to involve qualitative analysis. The methods normally consider the opinion and reflection of self and/or others. There may also be overlap with the methods of gathering data on the Mental and Emotional factors impacting performance. The methods can include:

* Questionnaire
* Self-Appraisal
* Team/ Group feedback
* Coach feedback
* Environmental Checklist
* Sociograms

The majority of methods that we would use in a physical education setting would be the subjective opinion of the performer, a class mate, the teacher or a coach. The validity and reliability of these methods are bound by the honesty, impartiality and level of experience of the person or persons providing the opinion.

Social Facilitation

Let’s consider one aspect Social Facilitation.

Participation and performance in an activity is rarely carried out in complete isolation. This can be performing with others (coactor), against others (competitor) or in front of others (audience). The presence of others can directly or indirectly impact upon a performance and has the potential to be either a positive or a negative influence. The study of the effect of these influences is called Social Facilitation.

One aspect of Social Facilitation is group cohesion. This is the ability of a group to stick and work together in order to achieve objectives. There are two dimensions to cohesion:

* Task cohesion; how well the members of the group work together to achieve a common target e.g. win the competition.
* Social cohesion; relates to how much the members of the team like each other and integrate socially.

To gather information on cohesion one method we could use is a questionnaire. Below is an example of a possible questionnaire that has been designed to gather information on group cohesion. Interestingly it is both a qualitative and quantitative method as the performer gives a score to their personal reflection.

The questionnaire asks participants to rate their level of agreement to 18 statements, on a 9-point scale. 16 of the statements are subdivided into the two major dimensions of cohesion; task and social cohesion (8 items each). In addition, two spurious negative items have been added to the questionnaire to aid in the detection of invalidating response sets. The scores from each dimension directly correlate to the level of cohesion.





The research on cohesion in groups/teams has shown that performance success leads to increased cohesion, which in turn leads to increased performance. It also appears that there is a more positive relationship between Task Cohesion and performance than Social Cohesion and performance. This implies that groups can put aside negative personal feelings for one another (poor social cohesion) and work incredibly hard for one another to promote the group team performance in order to win or give the best performance (high task cohesion).