

Examples of the mental, emotional social and physical factors for Physical Education Courses — National 3, National 4, National 5, Higher and Advanced Higher

In the Physical Education Courses, there are four factors which may impact on the performance of physical activities. The four identified factors are: **mental**, **emotional**, **social**, and **physical**.

This table below provides examples of each of the four factors and how they may impact on performance before, during and after physical activity. The examples provided below should be read in conjunction with the relevant Course Specification, Unit Specification and the Course Assessment Specification.

Planning					
Methods of collecting data/information					
MENTAL	EMOTIONAL	SOCIAL	PHYSICAL		
<ul style="list-style-type: none"> ◆ SCAT (Sport Competition Anxiety Test) ◆ questionnaires ◆ observation schedules self-reflection/self-profiling sheet ◆ personality inventory ◆ psychometric testing ◆ profile of mood status (POMS) ◆ bio feedback 	<ul style="list-style-type: none"> ◆ disciplinary record ◆ questionnaire self-reflection ◆ coach feedback ◆ emotional intelligence quotient ◆ profile of mood status (POMS) ◆ bio feedback 	<ul style="list-style-type: none"> ◆ questionnaire ◆ self-appraisal ◆ team/group feedback ◆ coach feedback ◆ environmental checklist 	<p>Fitness</p> <ul style="list-style-type: none"> ◆ standardised fitness tests ◆ time related observation schedules ◆ digital analysis ◆ heart rate monitor ◆ static and dynamic testing 	<p>Skills</p> <ul style="list-style-type: none"> ◆ general observation schedule ◆ focused observation schedule ◆ scatter diagram ◆ digital analysis ◆ coach feedback ◆ skills testing ◆ field tests 	<p>Tactics/composition</p> <ul style="list-style-type: none"> ◆ match analysis ◆ digital analysis ◆ coach feedback ◆ knowledge of results

Factors impacting on performance					
MENTAL	EMOTIONAL	SOCIAL	PHYSICAL		
Considerations: <ul style="list-style-type: none"> ◆ concentration ◆ level of arousal (under and over) ◆ motivation ◆ decision making ◆ problem solving ◆ attention span ◆ focus of attention ◆ mental toughness ◆ processing information ◆ anticipation ◆ cue recognition ◆ perception 	Main emotions Happiness /sadness (affecting confidence, and belief in self/ own ability, resilience, optimism/pessimism , realising potential). Anger (affecting decision making, self-control) — controlling or channelling aggression, hostility Lowered tolerance of frustration. Fear (affecting decision making, confidence, realising potential, panic, confusion, stress, anxiety, nervousness).	Group dynamics <ul style="list-style-type: none"> ◆ cooperating/ competing ◆ contributing to team/group ◆ working in isolation ◆ relationship ◆ role/ responsibility for the performance ◆ team dynamic Cultural/Societal issues <ul style="list-style-type: none"> ◆ inclusion ◆ gender issues ◆ etiquette ◆ respect for self and others ◆ ethics ◆ fair play ◆ codes of conduct ◆ conduct of self, players, crowd, and officials ◆ social responsibility ◆ role models ◆ citizenship 	Fitness	Skills	Tactics/composition
			Activity and role related specific fitness requirements Aspects of physical fitness <ul style="list-style-type: none"> ◆ aerobic endurance/stamina ◆ anaerobic endurance ◆ speed endurance ◆ flexibility/ suppleness ◆ strength ◆ local muscular endurance ◆ speed ◆ power Aspects of skill related fitness <ul style="list-style-type: none"> ◆ agility ◆ balance ◆ control/core stability ◆ reaction time/anticipation ◆ coordination Physiology	Skill Repertoire Skill classification <ul style="list-style-type: none"> ◆ simple/complex ◆ open/closed ◆ serial/discreet Technical qualities <ul style="list-style-type: none"> ◆ timing ◆ rhythm, ◆ consistency Special qualities <ul style="list-style-type: none"> ◆ imagination ◆ flair ◆ creativity Quality of performance <ul style="list-style-type: none"> ◆ fluency ◆ effort ◆ accuracy ◆ control Stages of learning <ul style="list-style-type: none"> ◆ cognitive ◆ associative 	Strategies, formations and/or composition Benefits and limitations of: <ul style="list-style-type: none"> ◆ tactics ◆ routines ◆ compositional form Performance considerations <ul style="list-style-type: none"> ◆ personal strengths and weaknesses ◆ role related demands ◆ team/group strengths and weaknesses ◆ time of play ◆ score ◆ type of surface ◆ opposition ◆ previous history ◆ environmental conditions Decision making Principles of play <ul style="list-style-type: none"> ◆ width ◆ depth ◆ mobility

	<p>Trust (affecting self-respect, mutual respect, personal responsibility, collective/team responsibility, adaptability)</p> <p>Surprise (affecting decision making, confidence, resilience, determination)</p>	<ul style="list-style-type: none"> ◆ extrinsic motivation: <ul style="list-style-type: none"> – prestige – money – media – sponsorship – fame – peer group pressure ◆ intrinsic motivation <ul style="list-style-type: none"> – empathy – self esteem – initiative – self-discipline – offer, give and accept feedback or guidance – leadership <p>Environmental issues</p> <ul style="list-style-type: none"> ◆ barriers to participation (access to facilities, cost, location, seasonality of activity) 	<p>Body type</p>	<ul style="list-style-type: none"> ◆ automatic <p>Information processing</p> <ul style="list-style-type: none"> ◆ input ◆ decision making ◆ output ◆ feedback <p>Kinaesthetic awareness</p>	<ul style="list-style-type: none"> ◆ penetration ◆ support ◆ communication ◆ creativity ◆ tempo <p>Choreographic devices</p> <ul style="list-style-type: none"> ◆ creativity, flair ◆ mobility ◆ tempo ◆ perception, ◆ improvisation ◆ repetition ◆ variation, (contrast, spatial patterns, levels, flow) ◆ rhythm ◆ expression
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Approaches to performance development					
MENTAL	EMOTIONAL	SOCIAL	PHYSICAL		
<i>Development approaches</i>	<i>Development approaches</i>	<i>Development approaches</i>	Fitness	Skills	Tactics/composition
<ul style="list-style-type: none"> ◆ visualisation ◆ relaxation techniques (deep breathing) ◆ imagery ◆ mental rehearsal ◆ positive self-talk ◆ cognitive and somatic techniques 	<ul style="list-style-type: none"> ◆ team talks ◆ rewards (intrinsic and extrinsic) ◆ self-talk (3Rs — ‘recognise, regroup, refocus’) ◆ creative input ◆ imagery ◆ visualisation ◆ mental rehearsal ◆ conflict management techniques ◆ assertiveness training ◆ trust games ◆ cognitive and somatic techniques (management of stress, emotions, and disappointment) ◆ restorative practices 	<ul style="list-style-type: none"> ◆ building team dynamics ◆ partner/group work ◆ use of role models ◆ investigate access to neighbouring facilities ◆ defining roles ◆ peer groupings ◆ national/local intervention programmes ◆ community initiatives/trusts ◆ national/local events ◆ role models ◆ plan to introduce a new activity ◆ rebranding activities ◆ self-esteem building activities ◆ positive reinforcement techniques ◆ active listening ◆ process training 	<p>Training approaches</p> <ul style="list-style-type: none"> ◆ conditioning drills ◆ fartlek ◆ interval ◆ continuous ◆ circuits ◆ plyometrics ◆ weight training <p>Principles of training</p> <ul style="list-style-type: none"> ◆ specificity ◆ progressive overload ◆ frequency ◆ intensity ◆ duration ◆ reversibility ◆ adaptation <p>Phases of training</p> <ul style="list-style-type: none"> ◆ micro (preseason) training ◆ macro (competition) training ◆ miso (transition) training 	<p>Training approaches</p> <ul style="list-style-type: none"> ◆ shadowing ◆ repetition drills ◆ pressure drills ◆ conditioned games ◆ combination drills ◆ opposed and unopposed practices ◆ gradual build up ◆ isolation drills/practices ◆ massed and distributed practice <p>Principles of effective practice</p> <ul style="list-style-type: none"> ◆ progression of practices ◆ appreciation of work rest ratio, ◆ boredom ◆ fatigue ◆ consideration of strengths and weaknesses ◆ comparison to 	<p>Training approaches</p> <ul style="list-style-type: none"> ◆ opposed and unopposed practices ◆ modification or adapting strategies formations and or composition ◆ pace of practice ◆ walk/run throughs/rehearsal ◆ technical sessions ◆ theatrical techniques

The four factors for Physical Education Courses

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		◆ restorative practices		model performer ◆ variety ◆ enjoyment Goal setting ◆ SMART targets	
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Monitoring and evaluation					
Monitoring tools					
MENTAL	EMOTIONAL	SOCIAL	PHYSICAL		
			Fitness	Skills	Tactics/composition
<ul style="list-style-type: none"> ◆ diary ◆ SCAT ◆ questionnaires ◆ observation schedules self-reflection/self-profiling sheet ◆ personality inventory ◆ psychometric testing ◆ profile of mood status (POMS) ◆ bio feedback <p>Evaluation</p> <ul style="list-style-type: none"> ◆ evaluative comparisons/statements 	<ul style="list-style-type: none"> ◆ diary ◆ disciplinary record ◆ questionnaire ◆ coach feedback ◆ self-reflection sheet <p>Evaluation</p> <ul style="list-style-type: none"> ◆ evaluative comparisons/statements 	<ul style="list-style-type: none"> ◆ diary ◆ questionnaire ◆ self-appraisal ◆ environmental checklist ◆ team/group feedback ◆ coach/teacher feedback ◆ crowd/audience reaction <p>Evaluation</p> <ul style="list-style-type: none"> ◆ evaluative comparisons/statements 	<ul style="list-style-type: none"> ◆ training diary ◆ standardised fitness testing ◆ static and dynamic testing ◆ time related observation schedule ◆ digital analysis ◆ pulse rate monitor <p>Evaluation</p> <ul style="list-style-type: none"> ◆ evaluative comparisons/statements 	<ul style="list-style-type: none"> ◆ training diary ◆ general observation schedule ◆ focused observation schedule ◆ scatter diagram ◆ digital analysis ◆ coach feedback ◆ skills testing ◆ field tests <p>Evaluation</p> <ul style="list-style-type: none"> ◆ evaluative comparisons/statements 	<ul style="list-style-type: none"> ◆ training diary ◆ knowledge of results ◆ match analysis records ◆ digital analysis ◆ coach feedback ◆ statistical analysis ◆ score sheet <p>Evaluation</p> <ul style="list-style-type: none"> ◆ evaluative comparisons/statements