PE XPO 2016/2017

Teachers Handbook



This handbook has been developed to assist students, teachers and schools in preparing their projects for the 2016 PE Expo. It includes guidelines, suggested titles/themes, judging criteria and presentation tips.

Please read through the booklet and use it in whatever way you think helps.

It is of course guidelines to point you in the right direction, you may wish or already have another title that your groups are working towards.

Section 1 – Title of Sections

Section 2 – Suggested titles of projects

Section 3 – Judges marking scheme

Section 4 – Tips and ideas

Section 1

Titles of Sections

As you will know there are seven different sections from which to choose from. Within each section students must look at how they can relate the title to their project and physical education and sport and identify the links.

1 – Components of Fitness

Health, skill, tests, training

2 – Games Development

A new game?

3 – Health Promotion and Physical Activity

Health, well being, physical, mental, social

4 – ICT and Photography

The use of, data collection, analyse of data, stepping forward

5 – The Power of Sport – Mental, Cultural, Social or Environment

Barriers, programmes, cost, issues

6 – Nutrition

Health diet, specialised diets, high level sports performer

7 – Psychology in Sport

Preparation, goals, arousal, feedback

Section 2

Suggested titles of projects

You may have already thought about the title of your project(s) before you started with the students the work that they were doing, while on the other hand you may have selected a section, completed the work and then work on the title after.

Below are some examples from each section to help you:

Section 1 – Components of Fitness

How do the different health/skill related components help sports people improve their performance?

Identification of the key health/skill related components of fitness for (name of sport).

Why do (sport) need to develop their (component) and (component) in order to perform at a high level?

Analysis of fitness test scores in relation to different levels of performance in (sport).

How (component(s)) can be put into a training session to help improve the performers fitness and skill?

Section 2 – Games Development

Welcome to Gaelican – a cross between Gaelic Football and American Football

Why (game) should be in the Olympics?

Ireland will reign supreme at (game) and here’s why?

Section 3 – Health Promotion and Physical Activity

Physical Health - What evidence is there that by increasing physical activity through improving components of fitness you can improve your health?

Emotional Health – how does participation in physical activity improve you emotional/psychological health?

Social Health – How does participation in physical activity improve your social health?

Physical Health – How to promote physical health through an understanding of the importance of a personal exercise programme?

Identifying and explaining the positive and negative impact of lifestyle choices on health.

Section 4 – ICT and Photography

How can ICT and photography be used to develop an understanding of physical education and sport?

By collecting and interpreting data, how can performance be improved?

Analysis of data and the way forward to improve performance

Section 5 – The Power of Sport – Mental, Cultural, Social or Environment

What is the difference between engagement patterns of different social groups within the community? Why is there this difference?

Identification of social groups and the amount of activity that they take part in. Analysis of results and suggestions for the future.

How media influences participation rates in sport amongst (social group)?

Can commercialisation really help you get into sport and physical activity or is it just one huge smoke screen?

The barriers that prevents participation is sport and physical activity and how to get round them.

Section 6 – Nutrition

The nutritional requirements and ratio of nutrients for a balanced diet to maintain a healthy lifestyle and optimise maximum performance is sport.

The difference between carbohydrate loading and high protein diets. Who needs them and why?

Hydration v Dehydration – myth or fact?

Specific diets – who needs what and why?

Section 7 – Psychology in Sport

The use of goal setting and SMART targets in improve performance. How they differ from each part of the performance triangle?

Examples of the different types of guidance that can be given and how they can be implemented into training sessions.

The Inverted ‘U’ Theory – myth or fact?

How the different types of feedback can affect your performance and attitude towards sport?

Mental preparation – do you need to do it?

Judges Marking Criteria

**Project**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 2 | 1 | 0 |
| Appropriate title |  |  |  |
| Appropriate aims and objectives |  |  |  |
| Appropriateness of content |  |  |  |
| Conclusion |  |  |  |

**Project content**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 2 | 1 | 0 |
| Is there a clear link between the title and the aims and objectives? |  |  |  |
| Are the research methods appropriate? |  |  |  |
| Is the information presented accurate? |  |  |  |
| Does the conclusion allow for further development? |  |  |  |

**Presentation**

2 marks – clear, colourful, good use of space

1 mark – had to look for information, limited colour, no spacial thought

**Verbal knowledge and understanding**

2 marks – no hesitation

1 mark – hesitation, had to check notes/presentation

0 marks – no knowledge presented

**Total (maximum of 20)**

**Specific notes:**

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Specific Tips and Ideas

As part of researching and putting together your project for the PE Expo you may wish to use the following…

* from the 7 Project Categories I have chosen…
* my chosen Research title/question name…
* the info/key points I have researched online about both my chosen title AND my research
* title/question…

Once you have completed the above you need to consider/think about your

**Research title/question**

* who are you finding out information about and who will be taking part in your action

**Research?**

* why are you finding out this information about this group(s)?
* what set of questions will you ask this group(s) in your survey/questionnaire/interview?
* how will you conduct this survey/questionnaire/interview?
* why do you think there is a need to perform this research or to undertake this project?
* what are you going to do with the results of your questionnaire/survey?

Once you have your information researched from online/Literature and you have the results of your action research (survey/interview) then…

* you write down any differences/comparisons between information you found online and
* the results you collected from your project group
* you display your results using images like graphs, bar charts, pictures taken
* if you set up an event or new game then you write about how it went

Conclusion: Summarise your findings in bullet point form

* What would you do differently?
* What did you learn/enjoy?
* Recommendations for further investigation

General Tips and Ideas

1. Use your strengths
2. Use everyone in your group
3. Make sure everyone knows the script
4. Don’t change anything on the day
5. Do a dummy run of your display and take a picture of it so that you know where everything goes
6. Arrive 30 minutes before the start of your allocated time to put your display up
7. Make your presentation colourful
8. Make your presentation flow from one part of the project to the other
9. Bring everything with you, even if you think you won’t need it
10. Be approachable
11. Smile, crack an appropriate joke
12. Look presentable (school PE kit – spot on)
13. Remember this is a competition as well!!!
14. Beg, borrow and (oh better not do the last one!)
15. Make sure that you follow through with any promises that you have made if people have helped you

Good luck