

**PE**

**Support Pack**

**Work Sheets**

**Work Sheets**

**Imaginative Tasks for Classwork and Private Study**

**with Answers and Explanations**

**Suitable for all GCSE Physical Education Courses**

**FELTHAM PRESS**

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### ACKNOWLEDGMENTS

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### INTRODUCTION

This Support Pack has been designed to:

- 1 To contribute to the general requirements of Physical Education in the National Curriculum:
- 2 To provide a range of material for teachers, pupils, and students studying Physical Education.
- 3 To provide a foundation for further development and study in this area.

The emphasis is on helping understanding and learning rather than testing for assessment, although of course the sheets can be used in this way.

The worksheets, closely follow and compliment the main text, and are designed to:

- ◆ further stimulate the interest in the subject;
- ◆ provide clear, easy to use material for classwork and homework;
- ◆ provide extra information;
- ◆ reinforce the understanding and learning of material essential for examination purposes.

Questions are formulated in a variety of ways. Some of the questions simply require that facts be matched correctly. In this type of question incorrect 'distractors' are NOT used. The use of only correct information reinforces learning, and avoids the possibility of introducing misunderstanding. Other questions are more open ended to stimulate deeper thought and discussion. Questions are of varying difficulty, some with extension work designed to engage more able students.

The pack also includes a number of activities designed to involve students in the learning process in different ways, including, cut out figures, and a card game.

The worksheets are designed so that they can either; be issued to become part of his or her notes, forming a useful reference and revision resource, or can be issued and reissued (saving on photocopying costs and time) with pupils filling in their responses on a separate sheet. For purposes of economy and ease of marking of simple matching pairs questions, where no advantage is to be gained by the pupil writing out the answer, the Master Grid Sheet (master supplied), may be used.

Answers are supplied where appropriate. With more open-ended questions examples of possible answers are given.

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Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Have you noticed how happy people feel when a team or individual they support wins a competition? But what if they are caught cheating? Competitors are expected to try and win, but only within the rules. Winning should not be at all costs.



Picture 1



Picture 2



Picture 3

**Task 1** Explain what sporting ideals you think the pictures above are showing.

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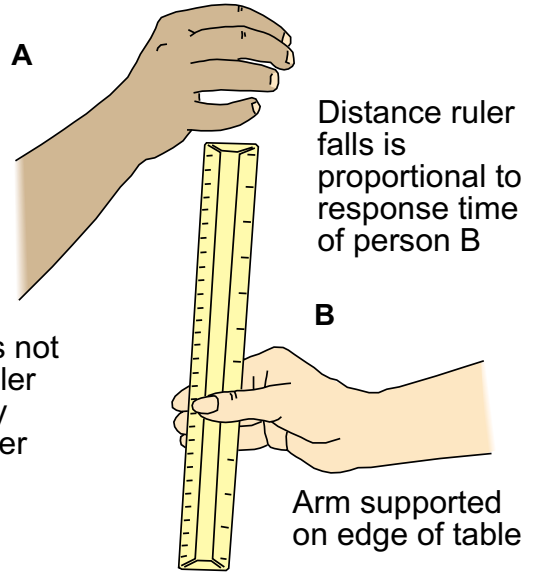
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Class: \_\_\_\_\_

Date: \_\_\_\_\_

Simple dropped ruler test for speed of reaction.



In the dropped ruler test the distance the ruler drops is proportional to the time passed. To help you convert the distance the ruler fell into actual time, you can use the conversion scale below or, you could make and use the timer opposite, graduated in milliseconds giving a direct reading in time.

Distance fallen by ruler in mm	Reaction Time to nearest ms (0.001s)	Distance fallen by ruler in mm	Reaction Time to nearest ms (0.001s)	Distance fallen by ruler in mm	Reaction Time to nearest ms (0.001s)
0	0	100	143	200	202
5	32	105	146	205	205
10	45	110	150	210	207
15	55	115	153	215	209
20	64	120	156	220	212
25	71	125	160	225	214
30	78	130	163	230	217
35	85	135	166	235	219
40	90	140	169	240	221
45	96	145	172	245	224
50	101	150	175	250	226
55	106	155	178	255	228
60	111	160	181	260	230
65	115	165	184	265	233
70	120	170	186	270	235
75	124	175	189	275	237
80	128	180	192	280	239
85	132	185	194	285	241
90	136	190	197	290	243
95	139	195	199	295	245

**TOP**  
milliseconds  
(ms)

230  
228  
226  
224  
221  
219  
217  
214  
212  
209  
207  
205  
202  
197  
194  
192  
189  
186  
184  
181  
178  
175  
172  
169  
166  
163  
160  
156  
153  
150  
146  
143  
139  
136  
132  
128  
124  
120  
115  
111  
106  
101  
96  
90  
85  
78  
71  
64  
55  
45  
32  
0

**VERY QUICK**  
**SPRINTERS**  
**AVERAGE**

**TOP**  
milliseconds  
(ms)

230  
228  
226  
224  
221  
219  
217  
214  
212  
209  
207  
205  
202  
197  
194  
192  
189  
186  
184  
181  
178  
175  
172  
169  
166  
163  
160  
156  
153  
150  
146  
143  
139  
136  
132  
128  
124  
120  
115  
111  
106  
101  
96  
90  
85  
78  
71  
64  
55  
45  
32  
0

**WAKE UP!**  
Averages for good sprinters  
Male Sprinters is 0.171s  
Female Sprinters is 0.167s

**SLUGGISH**

**THE PE Millisecond Reaction Timer**  
A Millisecond (ms) is 0.001s ie: a one thousandth of a second (NOT A MILLIONTH!)

**INCREDIBLE**  
To catch the timer  
in this zone is impossible  
without anticipation

**Without touching scale, 5mm gap either side, align the top of your thumb with zero mark; read time at same point.**

*Fold in half along this line*

**Without touching scale, 5mm gap either side, align the top of your thumb with zero mark; read time at same point.**

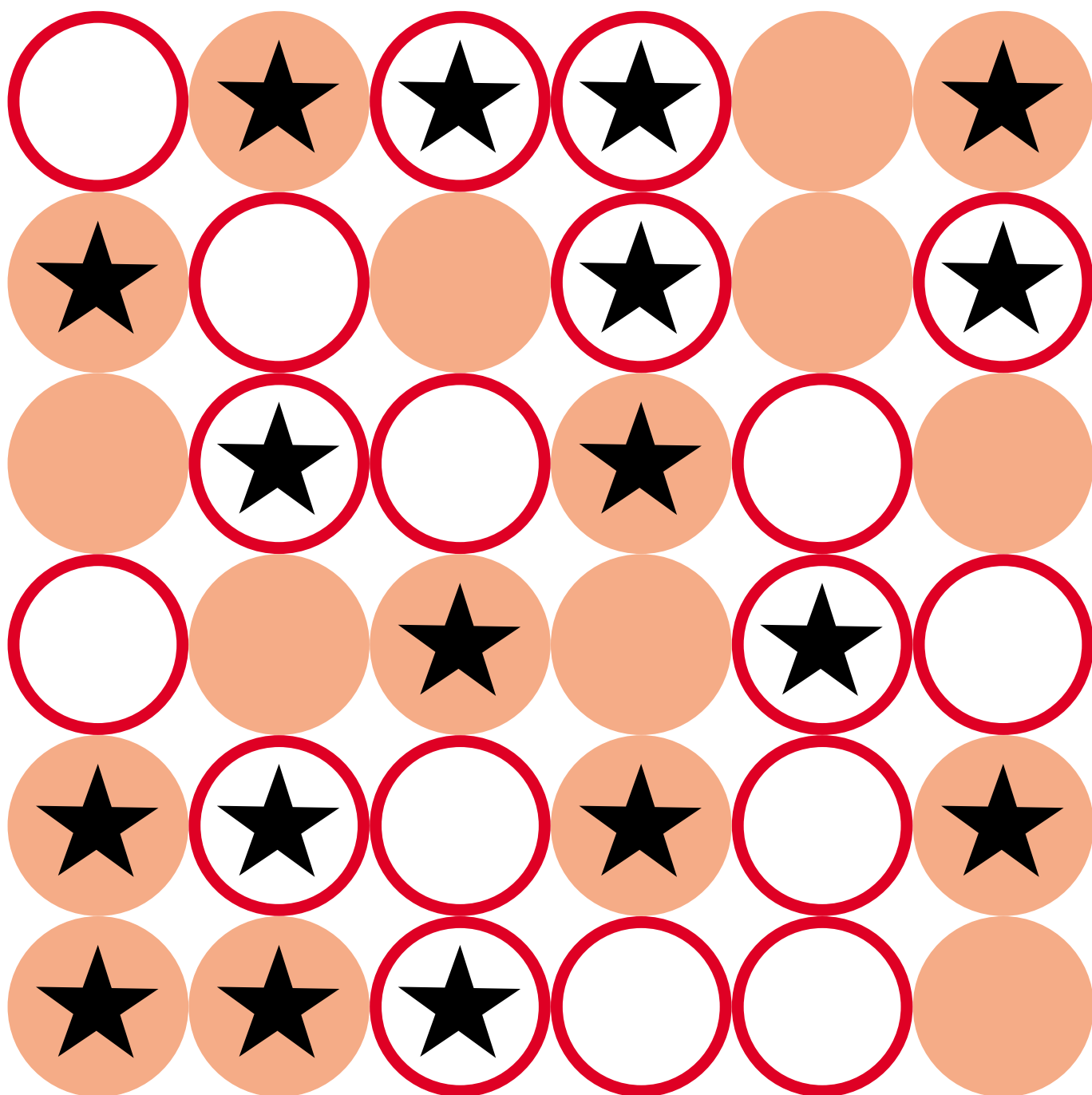
Cut out Reaction Timer and carefully fold in half. Place a 12 inch/30cm Ruler inside the timer and tape it securely in position. Steady your hand by resting your elbow on a table. Have a friend to hold the timer at the top and dangle it so the bottom end comes between your thumb and index finger poised exactly 1cm apart, ready 'pincer like', with the timer central in the gap, not touching, with its zero mark aligned along the top of your thumb. Do this as accurately as possible. Then without warning your friend lets the timer go and you must catch it as quickly as you can. Read your result along the top of your thumb in the same way as you aligned it at the start. Your friend must vary the delay between being ready and dropping or you will anticipate and score less than 100 milliseconds! Which is impossible, since your nerves and muscles cannot work that fast!

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Work in groups of 3. Tape the sheet to the tabletop. First, without any pre-practice at all, accurately time how quickly you can carry out the following exercise; start the stopwatch yourself, tap every white circle in the same order 5 times over (making  $18 \times 5 = 90$  targets) and stop the clock yourself, record your result. Then repeat for every grey circle, in sequence, 5 times (making  $18 \times 5 = 90$  targets), record your result. Then every star, in sequence, 5 times (making  $18 \times 5 = 90$  targets), record your result. Now choose one different symbol each between yourselves to practice on. Concentrate on your symbol, tapping on it as fast as you can, learning the pattern, for 5 minutes. Then time yourselves again on all the symbols as before, carefully recording your results. **Can you explain what has happened?**



Name: \_\_\_\_\_

Class: \_\_\_\_\_

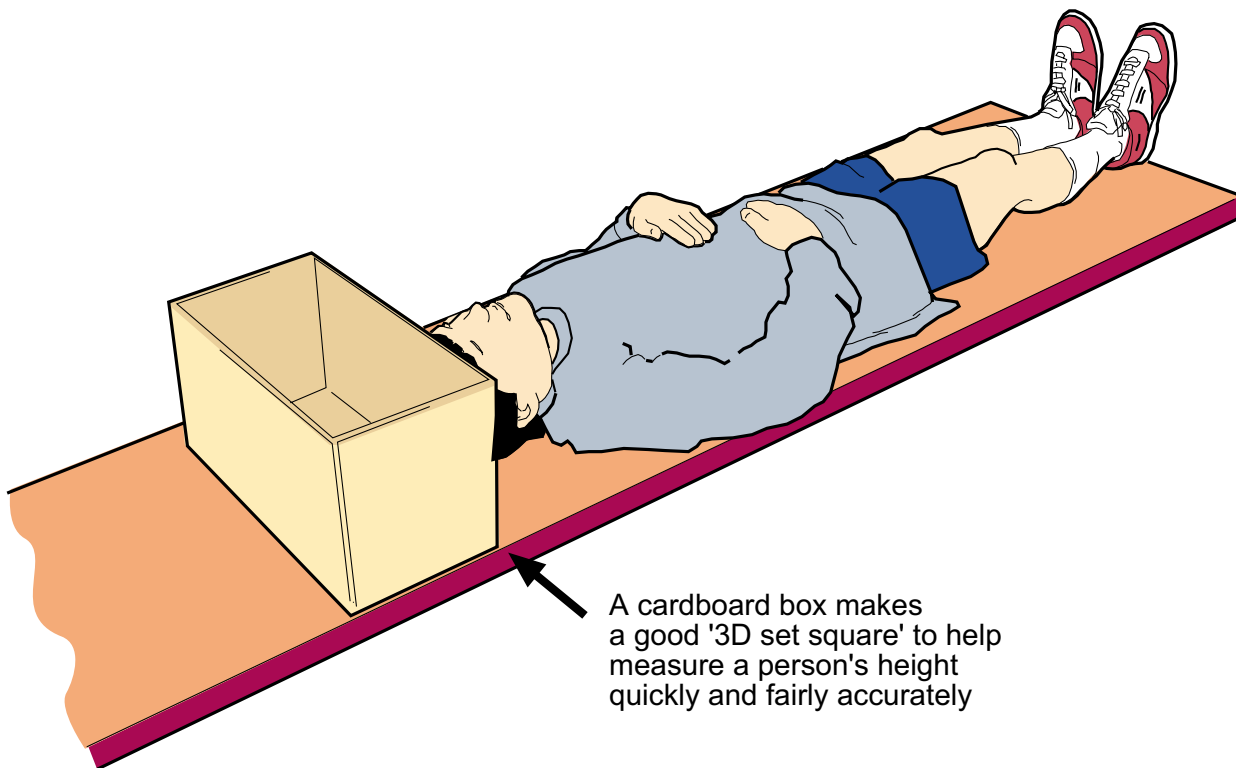
Date: \_\_\_\_\_

The Standing Long Jump, from a two footed take off is used as a measure of explosive strength or power.



However, both height and weight are variables which would affect the length jumped, and therefore the accuracy of a standing long jump as a measure of power.

To take account of the height of a person, they can lay down on a mat, and have their height marked (*the best way of doing this is to use a cardboard box as shown*).



A cardboard box makes a good '3D set square' to help measure a person's height quickly and fairly accurately

The jump could then be measured as positive or negative scores in relation to their height mark which is taken as zero.








Continued --->

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

This chart can be used to indicate how much a person is at risk from heart disease. From each vertical column one description which fits the subject best, and its score is chosen. These scores are then added up to give a risk factor which can be matched to the estimated risk. These estimated risks are set out in the table below the chart. Study the chart and then answer the questions on the following sheet.

Age	Sex	Weight	% animal fat in diet	Exercise	Tobacco smoking	History of heart disease	Blood pressure	
10-20 1	Female under 40 1	More than 5lbs below ideal weight 1	No animal fat 1	Hard manual job & exercise 2	Non smoker 0	None 1	Upper reading 100 1	
21-30 2	Female 40-50 2	Within 5lbs of ideal weight 1	10% animal fat 2	Manual job & moderate exercise 2	Cigar or pipe smoker 1	1 relative over 60 2	Upper reading 120 2	
31-40 3	Female 40-50 3	36-40lbs overweight 2	20% animal fat 3	Office job & hard exercise 3	10 cigarettes a day or less 2	2 relatives over 60 3	Upper reading 140 3	
41-50 4	Male 5	40-50lbs overweight 3	30% animal fat 4	Office job & light exercise 3	20 cigarettes a day 5	1 relative under 60 4	Upper reading 160 4	
51-60 5	Stocky male 6	50-60lbs overweight 5	40% animal fat 5	Office job & moderate exercise 5	30 cigarettes a day 7	2 relatives under 60 6	Upper reading 180 6	
61 & over 8	Bald stocky male 7	61lbs + overweight 7	50% animal fat 7	No exercise at all 8	40 cigarettes a day 11	3 relatives under 60 7	Upper reading 200 or more 8	
Category Score +	Category Score +	Category Score +	Category Score +	Category Score +	Category Score +	Category Score +	Category Score +	RISK FACTOR =

RISK FACTOR	ESTIMATED RISK
Less than 12	Well below average risk
12-17	Below average risk
18-24	Average risk

RISK FACTOR	ESTIMATED RISK
25-31	Moderate risk
32-40	Dangerous risk
41 & over	Danger - see Doctor!

Continued --->



Name: \_\_\_\_\_

Class: \_\_\_\_\_

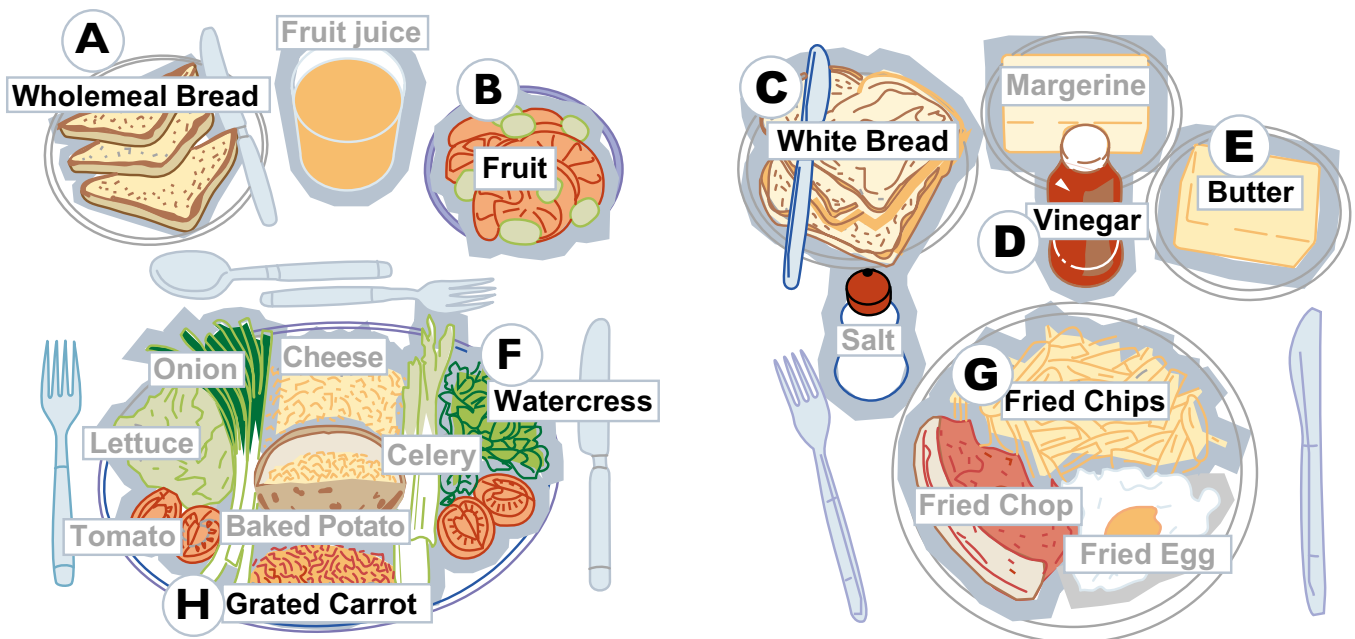
Date: \_\_\_\_\_

**Task 1** Study the simplified drawings below of food.

In the drawings different foods and meals are identified by the letters A – J.

**Match each lettered meal/food to the most appropriate numbered statement, by filling in the bottom row of the grid provided.**

You may find the information in the food table provided helpful.



**Meal I**

**Meal J**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>1 The best plant source of vitamin B complex.</li> <li>2 The type of meal that decreases your risk of developing heart disease and cancer (especially of the large intestine).</li> <li>3 Contains the most natural sugar.</li> <li>4 The best source of vitamin C.</li> <li>5 Contains the most energy and saturated fats.</li> </ul> | <ul style="list-style-type: none"> <li>6 High in fat when cooked in this way.</li> <li>7 The type of meal that increases your risk of developing heart disease and cancer (especially of the large intestine)</li> <li>8 Very acidic.</li> <li>9 Is the best source of fibre and iron.</li> <li>10 Is the best source of vitamin A.</li> </ul> |
|---|--|

A	B	C	D	E	F	G	H	I	J	Score

Name: \_\_\_\_\_

Class: \_\_\_\_\_

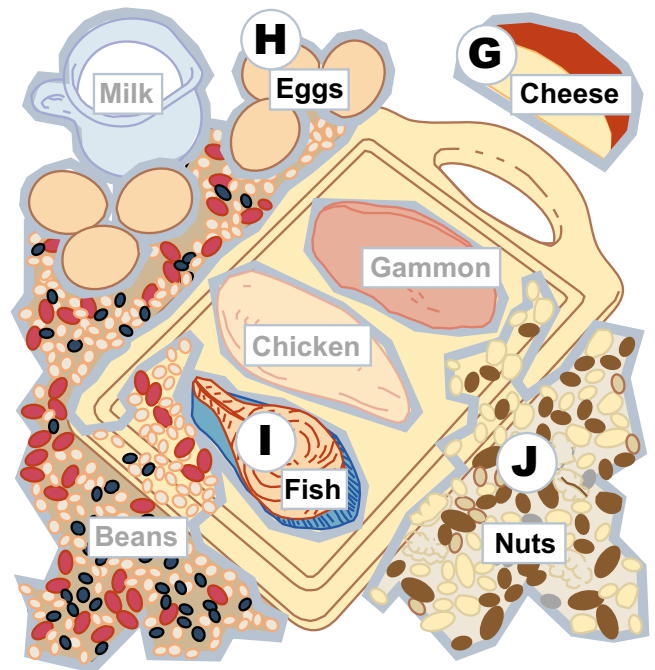
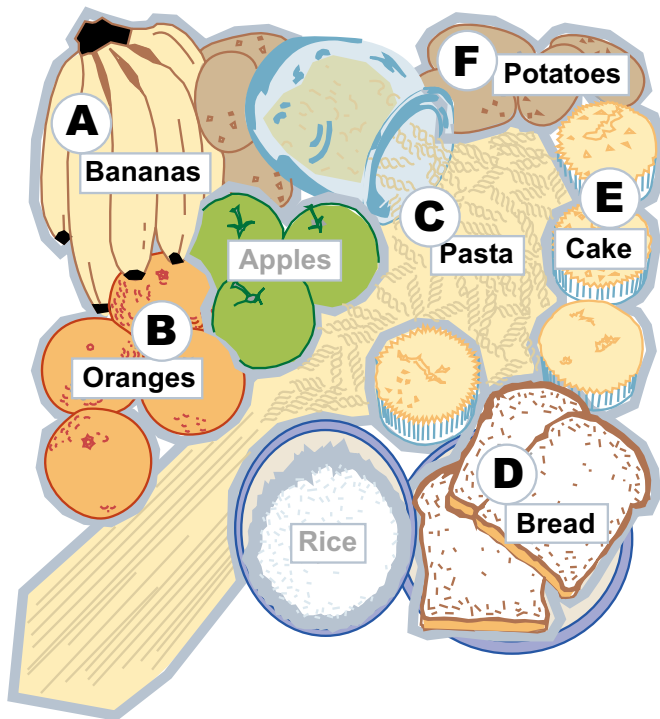
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**Task 1** Study the simplified drawings below of food.

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You may find the information in the food table provided helpful.



- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>1 Contains most Vitamin C per 100g.</li> <li>2 Consists of pure starch.</li> <li>3 A plant source high in proteins &amp; unsaturated fats (oils).</li> <li>4 Highest in vitamin D &amp; plenty of iron.</li> <li>5 Contains most fibre per 100g.</li> </ul> | <ul style="list-style-type: none"> <li>6 Too much fat &amp; sugar for weight watchers.</li> <li>7 Good for bones and teeth.</li> <li>8 Is a good animal source of proteins and unsaturated fats (oils).</li> <li>9 Best source of carbohydrate for someone on a diet.</li> <li>10 Widely used as a convenient source of energy by sports people sometimes even during their activity (eg: Tour de France).</li> </ul> |
|--|---|

A	B	C	D	E	F	G	H	I	J	Score