

<b>Unit title</b>	Unit 27: Sports Psychology
<b>Guided learning hours</b>	60
<b>Number of lessons</b>	30
<b>Duration of lessons</b>	2 hours
<b>Links to other units</b>	
<ul style="list-style-type: none"> <li>• Unit 1: Health, Wellbeing and Sport</li> <li>• Unit 16: Applied Coaching Skills</li> <li>• Unit 25: Sports Injuries Management</li> <li>• Unit 35: Practical Sports Performance</li> <li>• Unit 36: Functional Sports Massage.</li> </ul>	

<b>Key to learning opportunities</b>			
<b>AW</b>	Assignment writing	<b>RS</b>	Revision session
<b>GS</b>	Guest speaker	<b>V</b>	Visit
<b>IS</b>	Independent study	<b>GW</b>	Group work



Lesson	Topic	Lesson type	Suggested activities	Resources
<b>Learning aim A: Explore the effect of personality and motivation on sports performance</b>				
1	A1 Personality	IS GW	<ul style="list-style-type: none"> <li>● <b>Tutor presentation to introduce unit:</b> provide learners with unit information so that they understand the assessment criteria and the expectations of achievement. Outline the nature of the topics and learning aims, and the summative assessments that learners will be expected to complete for this unit.</li> <li>● <b>Ice breaker activities:</b> learners to complete mind mapping activity for key words associated with this unit.</li> <li>● <b>Key command verbs: <i>Explain/ Assess/Plan/Analyse/Evaluate/ Justify</i>.</b> Discuss with learners what these mean and how THIS can be applied in the context of the learning aims, starting with Learning aim A.</li> <li>● <b>Tutor-led presentation:</b> show a video to illustrate personality in a sports context. <a href="https://www.youtube.com/watch?v=NINn2-D7eZw">https://www.youtube.com/watch?v=NINn2-D7eZw</a> Discuss the reasons why and how personality in sports is important and what impacts it can have on sports performance. Discuss what different personality types there are. Learners to provide their own viewpoints to contribute to group discussion (pyramid to group learning).</li> <li>● <b>Tutor-led presentation:</b> explain 'personality trait theory'.</li> <li>● <b>Individual activity:</b> learners complete Eysenck's Personality Inventory Test (e.g. <i>Similarminds.com</i>).</li> <li>● <b>Plenary:</b> check learner' understanding of personality types and their impact on sports performance.</li> </ul>	Tutor presentation Research materials Command verb prompts



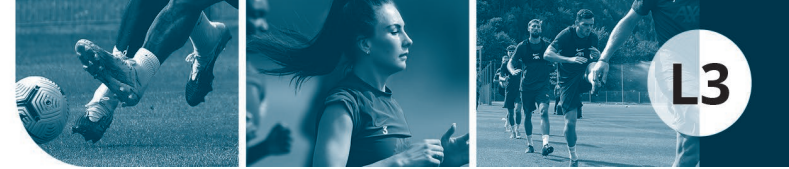
Lesson	Topic	Lesson type	Suggested activities	Resources
2	A1 Personality	IS GW	<ul style="list-style-type: none"> <li>• <b>Tutor-led discussion:</b> discuss the results of last lesson's Eysenck's Personality Inventory. Was this method of testing a more accurate reflection of the learners' personalities? Learners to record their notes and conclusions in a worksheet.</li> <li>• <b>Individual activity:</b> learners to carry out Type A and Type B personality theory test devised by Drs Meyer Friedman and Ray Rosenman. <a href="https://openpsychometrics.org/tests/AB.php">https://openpsychometrics.org/tests/AB.php</a></li> <li>• <b>Tutor-led discussion:</b> Do the results give an accurate reflection of personality? Is it likely to predict behaviour in a sporting situation? What are the limitations of this method of testing? Are individual characteristics the only factor that affects behaviour in sport?</li> <li>• <b>Tutor led discussion:</b> introduce other relevant theories relating to personality: <ul style="list-style-type: none"> <li>○ Marten's schematic view</li> <li>○ psychodynamic theory</li> <li>○ situational approach.</li> </ul> </li> </ul>	Tutor presentation Research materials
3	A1 Personality	IS GW	<ul style="list-style-type: none"> <li>• <b>Tutor-led presentation:</b> introduce social learning theory and interactional theory.</li> <li>• <b>Paired activity:</b> learners to find examples of different types of behaviour in sport and categorise them into any of the theories.</li> <li>• <b>Paired presentation:</b> learners present and share their examples with the whole group, explaining why they chose these examples and why they categorised them as they did.</li> <li>• <b>Formative assessment activity:</b> using the command word 'analyse', ask learners to produce a short 500 summary on</li> </ul>	Tutor presentation Research materials



Lesson	Topic	Lesson type	Suggested activities	Resources
			personality types and the effects on individual and team sports and their key recommendations for managing the impact.	
4	A2 Motivation	IS GW	<ul style="list-style-type: none"> <li>● <b>Individual activity:</b> learners should list all the factors that motivate them.</li> <li>● <b>Tutor-led discussion:</b> collect answers from the group and list them on the board. Place the answers into two groups to develop the concepts of intrinsic and extrinsic motivation. Discuss motivational factors: <ul style="list-style-type: none"> <li>○ types of motivation</li> <li>○ achievement motivation</li> <li>○ the effect of the environment on motivation.</li> </ul> </li> <li>● <b>Paired activity:</b> learners complete an achievement motivation questionnaire (a digital example can be found on <i>www.norton.com</i>). Questionnaire can be obtained from internet – search for ‘achievement motivation questionnaire’.</li> <li>● <b>Paired activity:</b> explain to learners that this activity will help to demonstrate the concept of achievement motivation. Mark a target on a wall. Mark distances every 2m up to 10 m from the target. One learner throws a ball at the target from a distance of their choice; their partner records the outcome and the distance of the throw. Repeat for 20 throws. Learners then change places, with the thrower becoming the recorder and vice versa. Learners should keep their results for later discussion.</li> </ul>	Tutor presentation Research materials Space for throwing activity
5	A2 Motivation	IS GW	<ul style="list-style-type: none"> <li>● <b>Tutor presentation:</b> explain the concept of achievement motivation. <ul style="list-style-type: none"> <li>○ achievement motivation (cont.)</li> </ul> </li> </ul>	Tutor presentation Research materials



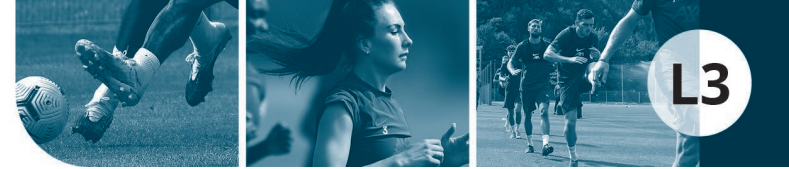
Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>○ the influence of coach, tutor or instructor on motivation</li> <li>○ mastery climate</li> <li>○ competitive climate.</li> <li>● <b>Tutor-led discussion:</b> discuss the results of the throwing exercise and the achievement motivation questionnaire from the previous lessons. Do individual results on the questionnaire match up with behaviour in the throwing exercise?</li> <li>● <b>Tutor-led presentation:</b> explain the concepts of 'mastery climate' and 'competitive climate'. Why is it important that a mastery climate should be created?</li> <li>● <b>Paired activity:</b> learners to outline ways in which a coach could create a mastery climate. Learners should then feed back their findings to the rest of the group.</li> </ul>	
6	A2 Motivation	IS GW	<ul style="list-style-type: none"> <li>● <b>Tutor-led presentation:</b> introduce the attribution process model: <ul style="list-style-type: none"> <li>○ the influence of coach, tutor or instructor on motivation (cont.)</li> <li>○ attribution theory.</li> </ul> </li> <li>● <b>Small-group activity:</b> split the group into four teams. Give each team one of the attribution outcomes: effort, ability, task difficulty or luck. They must design a task that requires only that attribution outcome for it to be completed successfully, i.e. one group must design a task that requires only luck for its success, one that requires only effort etc.</li> <li>● <b>Group activity:</b> each team administers their task to individuals in the other teams. Record the outcomes. The groups should then answer the question: what do you think the outcome would be if you were asked to do the task again tomorrow?</li> </ul>	Suitable activity area (e.g., gym, sports hall, outdoor area)



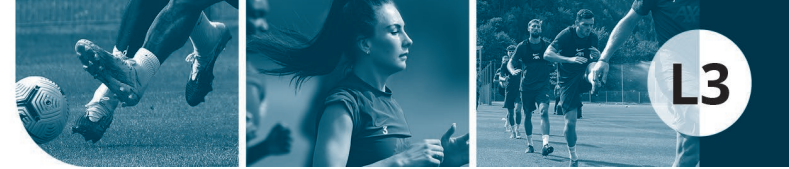
Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Tutor-led discussion:</b> discuss the results and how they relate to the attribution process model. How can knowledge of this model be used by a coach in the motivational process?</li> </ul>	
7	A2 Motivation		<ul style="list-style-type: none"> <li>• <b>Tutor-led presentation/discussion:</b> on a motivational climate and its impact on sporting performance. Discuss considerations from a player and spectator perspective. Ask the learners to consider six key questions: How, where, what, when, why, where and who in relation to ensuring a motivational climate and how these may impact upon sporting success.</li> <li>• <b>Small-group activity:</b> learners are given a case study or a relevant video clip showing top level performers and how they may create a motivational climate, what may go wrong if there are factors present that could change the climate. Discuss what learners think creates a motivational climate.</li> <li>• <b>Plenary:</b> check learner understanding of the sporting scenarios in creating and sustaining a motivational climate, and also the impact if the climate is demotivational.</li> <li>• <b>Formative assessment activity:</b> using the command word 'analyse', ask learners to produce a short 500 summary on motivational climates in sports events, what makes a sporting event successful and their key recommendations for effective motivation for all stakeholders.</li> </ul>	<p>Tutor presentation Research materials Case studies Video clips</p>
8-9	Assessment of learning aim A	AW	<ul style="list-style-type: none"> <li>• <b>Summative assessment.</b> Learners work individually to complete the assessment for learning aim A.</li> </ul>	Assignment brief



Lesson	Topic	Lesson type	Suggested activities	Resources
<b>Learning aim B: Explore the relationship between stress, anxiety, arousal, team dynamics and sports performance</b>				
10	<b>B1</b> Stress	IS GW	<ul style="list-style-type: none"> <li>• <b>Tutor-led presentation:</b> introduce the concepts of stress and anxiety, and how they differ from arousal but are very much part of the arousal process. Cover the different types of anxiety and stress.</li> <li>• <b>Paired activity:</b> , learners should identify examples from sport illustrating how anxiety, stress etc. may have influenced performance.</li> <li>• <b>Learner presentation:</b> pairs share their findings with the rest of the group.</li> </ul>	Tutor presentation Research materials
11	<b>B1</b> Stress	IS GW	<ul style="list-style-type: none"> <li>• <b>Tutor-led presentation:</b> explain the concepts of self-confidence. Explore how self-confidence and sports performance can change under competitive pressure: <ul style="list-style-type: none"> <li>○ benefits of self-confidence</li> <li>○ optimal self-confidence</li> <li>○ how expectations influence performance</li> <li>○ application of model to sports performance</li> <li>○ nervous system responses</li> <li>○ negative mental state.</li> </ul> </li> <li>• <b>Paired activity:</b> ask learners to identify times when they have been lacking in confidence in sport and what might have been the possible cause(s). They should also identify examples of any current sporting figures who appear to be lacking confidence and how this is affecting their performance. Alternatively, case studies can be supplied to learners from recent sports events, to help them identify these issues.</li> </ul>	Tutor presentation Research materials



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Tutor-led group discussion:</b> the pairs of learners should then share their findings with the rest of the group.</li> <li>• <b>Formative assessment:</b> learners should produce 500 words on strategies and ideas for stress management.</li> </ul>	
12	<b>B1</b> Stress		<ul style="list-style-type: none"> <li>• <b>Practical:</b> activity focused on stress management using a yoga session. Offer opportunity for discussion after the session, particularly how this activity has offered learners ideas to alleviate and manage stress.</li> <li>• <b>Individual activity:</b> learners to summarise key aspects of the activity. Evidence should be produced to aid formative assessment.</li> </ul>	Practical activity
13	<b>B2</b> Anxiety		<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> recap aspects of stress and stress management techniques. Introduce learners to the concept of anxiety, how it forms part of the arousal process and how it is different from stress. Introduce anxiety by getting learners to share experiences of when they felt anxious, and how it made them feel.</li> <li>• <b>Tutor-led presentation/discussion:</b> signs and symptoms of anxiety key factors, and effective strategies. This will instigate discussion and establish key areas to note when working with participants. Types of anxiety: <ul style="list-style-type: none"> <li>○ state anxiety</li> <li>○ trait anxiety.</li> </ul> Causes of anxiety: <ul style="list-style-type: none"> <li>○ negative effect of stress.</li> </ul> </li> </ul>	Tutor presentation Research materials



Lesson	Topic	Lesson type	Suggested activities	Resources
			<p>Symptoms of anxiety:</p> <ul style="list-style-type: none"> <li>○ cognitive</li> <li>○ somatic</li> <li>○ behavioural.</li> </ul> <ul style="list-style-type: none"> <li>● <b>Small-group activity:</b> learners could try to find examples from sport that illustrate how anxiety may have affected performance (e.g. Dustin Johnson three-putting the final hole at the 2015 US Open). Consider negative mental state, loss of self-confidence, decreased expectations of success and fear of failure.</li> <li>● <b>Plenary:</b> check learner understanding of anxiety and its impact upon performance.</li> </ul>	
14	<b>B3</b> Arousal	IS GW	<ul style="list-style-type: none"> <li>● <b>Tutor led discussion:</b> arousal–its definition and its relationship to performance and competitive situations: <ul style="list-style-type: none"> <li>○ drive theory</li> <li>○ inverted U hypothesis</li> <li>○ catastrophe theory</li> <li>○ individual zones of optimal functioning.</li> </ul> </li> <li>● <b>Individual practical activity:</b> remove each learner in turn from the group and ask them to carry out two tasks: one of these will be a simple task, the other a complex one. An example of a simple task would be a wall squat. Here the learner should be asked to hold the squat for as long as they want. Record the time that the squat is held. No other observers should be present.  A complex task could be a golf putt. Learners could have three attempts at putting a ball at a target, with the closest distance the</li> </ul>	Suitable activity area Equipment for complex task Stopwatch



Lesson	Topic	Lesson type	Suggested activities	Resources
			<p>ball finishes from the target being recorded. Again, no other observers are present.</p> <ul style="list-style-type: none"> <li>● <b>Group activity:</b> each learner now performs each task again, but this time in front of the rest of the group. Record the results.</li> </ul>	
15	<b>B3</b> Arousal	IS GW	<ul style="list-style-type: none"> <li>● <b>Tutor-led presentation:</b> further explore arousal theories. This could be initiated by showing short video clips of famous 'blow-ups' in sport and discussing the common factor, e.g. Doug Sanders' missed putt (1970), Don Fox's missed goal attempt (1968) and Chris Waddle's missed penalty (1990).</li> <li>● <b>Tutor-led discussion:</b> how do the results of the practical activity match up with the various sports performance theories? Attentional focus and sports performance under competitive pressure: <ul style="list-style-type: none"> <li>○ attentional cues</li> <li>○ types of attentional focus</li> <li>○ shifting attentional focus</li> <li>○ attentional strategies</li> <li>○ causes of attentional problems</li> <li>○ choking</li> <li>○ effect of different arousal levels on attentional focus.</li> </ul> </li> <li>● <b>Formative assessment:</b> learners take notes from the discussion.</li> <li>● <b>Plenary:</b> follow with a quiz on arousal theory.</li> </ul>	Tutor presentation Research materials
16	<b>B4</b> Team dynamics	IS GW	<ul style="list-style-type: none"> <li>● <b>Tutor-led presentation:</b> introduce the four stages of group formation: <ul style="list-style-type: none"> <li>○ the four stages of group development</li> </ul> </li> </ul>	Tutor presentation Research materials



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>○ the Ringelmann effect and social loafing.</li> <li>● <b>Group activity:</b> watch a YouTube video clip of the four stages of group development. Tutor-led discussion as to how well the different categories of group development are portrayed in the clip.</li> <li>● <b>Group activity:</b> demonstrate the Ringelmann effect – a simple activity using a sound meter. One person claps and the sound level is recorded. Then two claps, then three and so on. It should be observed that the sound level does not increase in proportion with the number of people clapping.</li> <li>● <b>Group activity:</b> a different activity can be carried out in the gym. Two learners carry something across the gym and are timed. Next, four or more learners carry the same object and are timed. Again, the time taken to carry the object will not decrease in proportion to the number of people carrying it.</li> <li>● <b>Tutor-led presentation:</b> introduce Steiner’s model of group activity,</li> <li>● <b>Tutor-led discussion:</b> discuss whether the results of the clapping/carrying activity in the previous lessons support the theory. Why were four people not proportionately quicker than two? Why were two or more people not proportionately louder than one?</li> </ul>	<p>Access to internet (e.g. YouTube – ‘Tuckman’s Stages of Group Development (Psychology-Sport)’ and ‘Ringelmann Effect’</p> <p>Sound meter/gym</p>
17	<b>B4</b> Team dynamics	IS GW	<ul style="list-style-type: none"> <li>● <b>Tutor-led presentation:</b> introduce task and social cohesion, plus factors affecting cohesion and the relationship between cohesion and performance: <ul style="list-style-type: none"> <li>○ task and social cohesion</li> </ul> </li> </ul>	Tutor presentation Research materials



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>○ factors affecting cohesion</li> <li>○ relationship between cohesion and performance</li> <li>○ strategies to develop an effective group and cohesion.</li> <li>● <b>Paired activity:</b> ask learners to research and identify sport-based examples where good cohesion has led to groups performing at a level higher than might be expected from the individuals in the group. Can they identify examples of individuals who dislike each other but still perform well together?</li> <li>● <b>Tutor-led discussion:</b> get learners to share their examples with the rest of the group. Why is it that individuals who dislike each other may still perform well together?</li> <li>● <b>Tutor-led discussion:</b> what strategies might a coach employ to improve team cohesion?</li> </ul>	
18	<b>B4</b> Team dynamics	IS GW	<ul style="list-style-type: none"> <li>● <b>Tutor-led presentation:</b> outline the different theories of leadership. To illustrate this, show pictures of leaders in sport and ask the group to identify characteristics of each leader. Is there anything they all have in common? <ul style="list-style-type: none"> <li>○ Theories of leadership.</li> <li>○ The difference between prescribed and emergent leaders.</li> <li>○ Leadership styles.</li> </ul> </li> <li>● <b>Tutor-led discussion:</b> discuss on emergent and prescribed leaders. What are the advantages and disadvantages of each?</li> <li>● <b>Paired activity:</b> ask pairs to identify five leaders in sport. Are they emergent or prescribed leaders? Where on the autocratic-democratic continuum do they appear?</li> </ul>	Tutor presentation Research materials



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>● <b>Tutor-led discussion:</b> ask each pair of learners to share their examples from the previous activity with the rest of the group. Impact of processes, cohesion and leadership on a team and performance:               <ul style="list-style-type: none"> <li>○ positive impact</li> <li>○ negative impact.</li> </ul> </li> <li>● <b>Small-group activity:</b> in groups of three to five, ask learners to find examples of sports leadership that has had a positive impact on a group, and examples of leadership that appears to have had a negative impact on a group. In each case, ask learners to try to identify reasons why this may have happened. Groups should then feedback their findings to the rest of the class.</li> </ul>	
19	<b>B4</b> Team dynamics	IS GW	<ul style="list-style-type: none"> <li>● <b>Tutor presentation:</b> on what a sociogram is, its purpose in sport and how to construct one. Measurement of the impact of processes, cohesion and leadership on a team and performance using sociograms:               <ul style="list-style-type: none"> <li>○ using a sociogram to monitor interactions, choices, or preferences of individuals within a group</li> <li>○ using a sociogram to identify relationships within a team.</li> </ul> </li> <li>● <b>Group activity:</b> construct a sociogram to identify potential leaders. There are two ways this could be done.               <ul style="list-style-type: none"> <li>○ Using the group itself. Each person gives a response to questions about relationships with others in the group. Examples of suitable questions can be found online. The responses are used to construct a sociogram.</li> </ul> </li> </ul>	<p>Question and data for sociogram (search online for 'Sociometry in the classroom')</p> <p>Game equipment and suitable playing area</p>



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>○ If some members of the group could be offended by the results, then pre-prepared answers could be used.</li> <li>● <b>Tutor-led discussion:</b> discuss the results of the sociogram. Discussion should lead to how a coach might make use of these data when deciding on a potential leader of a team.</li> <li>● <b>Group activity:</b> construct a sociogram to show interactions and cohesion within a game. Any game can be used, but it would be better if it were a game that learners have limited experience of playing (e.g. Unihoc, indoor lacrosse, ultimate frisbee). Learners should take it in turns to play and to observe, using their observation periods to collect data for the sociogram. The observations will consist of a record of the interactions between team members during the game. This is done by drawing a series of circles on a recording sheet and drawing arrows from one team member to another every time there is an interaction (pass). Using a game learner are unfamiliar with is more likely to result in interactions between friendship groups, which will give a better basis for discussion afterwards.</li> <li>● <b>Tutor-led discussion:</b> discuss the results of the sociogram. Discussion should lead to how a coach might make use of these data. Ask learners to share their feedback from the activity.</li> <li>● <b>Formative assessment:</b> get learners to use the rough data they collected during the game to create their own copy of the sociogram, including notes about how a coach could make use of each part of the data.</li> </ul>	
20–21	Assessment of Learning aim B	AW	<ul style="list-style-type: none"> <li>● <b>Summative assessment:</b> Learners work individually to complete the assessment for Learning aim B.</li> </ul>	Assignment brief



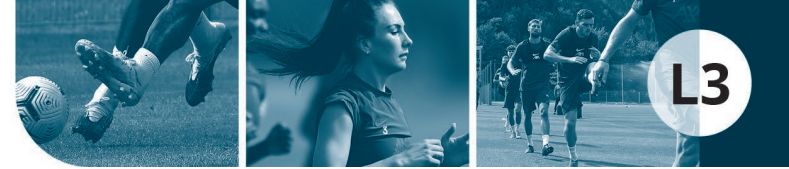
Lesson	Topic	Lesson type	Suggested activities	Resources
<b>Learning aim C: Plan a psychological skills training programme to enhance sports performance.</b>				
22	C1 Assessment	IS GW	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> recap on previous learning aims and how they may impact upon assessing a sports performer.</li> <li>• <b>Tutor-led presentation/discussion:</b> Psychological strengths and weaknesses of the individual and how to identify psychological demands of sports. Improving your psychological skills can enhance academic performance and your overall wellbeing Six key questions: How, where, what, when, why, and who? Learners answer these six key questions for their allocated case studies.</li> <li>• <b>Individual activity:</b> learners are allocated a case study; they are required to demonstrate relevant knowledge, understanding and interpretation of what psychological strengths and weaknesses are evident in the case study scenarios. Learners should also identify what psychological demands on the sports performer are evident in the case studies.</li> <li>• <b>Plenary:</b> check learner understanding of the psychological skills demonstrated in the case studies and ideas they have about ways to ensure positive psychological responses.</li> <li>• <b>Extension activity:</b> learners could propose modification techniques relevant to the sports performer in their case study.</li> </ul>	Tutor presentation Research materials Case studies
23	C1 Assessment	IS GW	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> recap that “Psychological skills training (PST) refers to the systematic and consistent practice of mental or psychological skills for the purpose of enhancing performance, increasing enjoyment, or achieving greater sport and physical activity self-satisfaction” (Weinberg &amp; Gould, 2007)</li> </ul>	Tutor presentation Research materials



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>● <b>Tutor-led presentation/discussion:</b> Show: <a href="https://www.youtube.com/watch?v=-gGsePMjtOE">https://www.youtube.com/watch?v=-gGsePMjtOE</a> This will instigate discussion and establish key areas to note when working on a psychological training programme.</li> <li>● <b>Small-group activity:</b> performance profiling is when a coach or sports psychologist analyses the performance of the athlete so that they can identify the strengths and weaknesses. There are many benefits to this as it is in depth and can easily identify weakness, so the athlete can improve. Learners to access the following article: <a href="https://www.sportperformanceanalysis.com/article/what-is-a-performance-analyst-in-sport">https://www.sportperformanceanalysis.com/article/what-is-a-performance-analyst-in-sport</a> Learners to make notes and explore the skills required to undertake the role of a performance analyst. Would these alter for different sports?</li> <li>● <b>Plenary:</b> check learners' understanding of performance analysis.</li> </ul>	
24	C2 Plan	IS GW	<ul style="list-style-type: none"> <li>● <b>Tutor-led presentation:</b> discuss the aims and objectives, action plan to address aims and objectives and the daily and weekly content of the plan.</li> <li>● <b>Small-group activity:</b> ask learners to design a psychological skills training programme to improve performance. This could be done in a practical way, with each learner identifying an appropriate subject, asking the subject to perform a suitable closed skill and then designing a programme based around improvement of this skill. The skill could be a penalty shot, a hockey penalty flick etc. Results of the performance of the skill must be recorded before</li> </ul>	Tutor presentation Research materials Practical activity



Lesson	Topic	Lesson type	Suggested activities	Resources
			<p>and after the programme. The design must identify an appropriate subject, appropriate skills to improve and an appropriate technique to use with this subject.</p> <ul style="list-style-type: none"> <li>● If this activity is to be done practically, the easiest way would be for the learner to design a simple imagery programme and to measure performance before and after the programme. Care needs to be exercised and the tutor should not allow a mental skills programme to be administered if it is inappropriate.</li> <li>● <b>Tutor-led presentation:</b> outline the principles of designing a psychological skills programme. This should include timescales, appropriate techniques for the activity chosen, monitoring progress and monitoring outcomes: <ul style="list-style-type: none"> <li>○ identification of appropriate individual</li> <li>○ identification of techniques to develop psychological skills</li> <li>○ assessment of psychological skills</li> <li>○ benefits of a psychological skills programme.</li> </ul> </li> <li>● <b>Individual activity:</b> give learners a copy of a psychological skills training programme (one example can be found at <a href="http://www.karajane94.blogspot.co.uk">www.karajane94.blogspot.co.uk</a>) and ask them to analyse it.</li> </ul> <p><b>Tutor-led discussion:</b> is the design of the programme appropriate? Did it meet the principles covered? Was it successful?</p> <ul style="list-style-type: none"> <li>● <b>Plenary:</b> recap on key areas of planning a psychological skills programme.</li> </ul>	
25	<b>C3</b> Psychological skills	GS V	<ul style="list-style-type: none"> <li>● <b>Small-group activity:</b> learners discuss and write questions for a guest speaker/visit.</li> </ul>	Pre-arranged guest speaker or visit



Lesson	Topic	Lesson type	Suggested activities	Resources
		IS GW	<ul style="list-style-type: none"> <li>● <b>Guest speaker:</b> a sports performance profiler/or sports venue discusses the role of a performance profiler in goal setting, motivation, and performance profiling. Or a sports coach or a club sports psychologist discusses what methods and techniques could be used to identify performers' psychological strengths and weaknesses</li> <li>● <b>Formative assessment activity:</b> focus on what the guest speaker has said about the role. Learners think about potential ways to improve motivation or goal setting in varied sports.</li> </ul>	
26	<b>C3</b> Psychological skills	IS GW	<ul style="list-style-type: none"> <li>● <b>Tutor-led presentation:</b> outline the principles of self-talk, as well as the principles of goal setting and how this can influence motivation. Encourage learner discussion using Q&amp;A: <ul style="list-style-type: none"> <li>○ self-talk in sports and exercise</li> <li>○ influencing motivation through goal setting.</li> </ul> </li> <li>● <b>Group activity:</b> show a short film clip of a sportsperson talking about their goals. Discuss the extent to which the principles of goal setting are being applied (e.g., <a href="http://www.youtube.com/watch?v=1F4OFMiecec">www.youtube.com/watch?v=1F4OFMiecec</a>).</li> <li>● <b>Tutor-led presentation:</b> outline the principles of arousal control techniques.</li> <li>● <b>Group activity:</b> the group will undergo progressive muscular relaxation. Read them a prepared script, with the group following the instructions. (Suitable scripts can be found online and in many standard textbooks.)</li> </ul>	Tutor presentation Research materials Space for muscular relaxation exercise



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Tutor-led discussion:</b> discuss the group activity. How did it feel? When would it be appropriate to use this method? When would it be inappropriate?</li> </ul>	
27	<b>C3</b> Psychological skills	IS GW	<ul style="list-style-type: none"> <li>• <b>Tutor-led presentation:</b> outline the principles of imagery.</li> <li>• <b>Group activity:</b> demonstrate the use of imagery. Choose any simple closed skill (e.g. throwing a ball at a target). Each member of the group carries out the skill a given number of times and the results are recorded. Each learner is then asked to imagine themselves carrying out the task, making sure that a successful outcome is imagined. This could be done together in class, in individual time or both. Following this, the closed skill is repeated, and results are recorded.</li> <li>• <b>Tutor-led discussion:</b> discuss the results. Was there an improvement? If not, why not? When is it most appropriate to use this method?</li> <li>• <b>Tutor-led discussion:</b> continue to explore the purpose of psychological skills and their importance on sports performance. Learners need to fully understand why assessing skills is important to sports performance. Relevant video clips could be used to enhance the content and reinforce learning.</li> <li>• <b>Plenary session:</b> recap the main learning points covered in the lesson</li> </ul>	Tutor presentation Research materials Materials for simple skills exercise
28	<b>C3</b> Psychological skills	IS GW	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> recap previous sessions. Learners plan their own psychological skills training programme (PST) – key to an effective programme is to explore goal setting using SMARTER goals. This:</li> </ul>	Tutor presentation Research materials



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>○ focuses attention</li> <li>○ mobilises effort in proportion to the demands of the task</li> <li>○ enhances persistence</li> <li>○ encourages the individual to develop strategies for achieving their goals.</li> <li>● <b>Tutor-led presentation/discussion:</b> watch Ambassador story - Trevon Trey Jenifer Team USA Wheelchair Basketball player and multi time Paralympian. <a href="https://www.youtube.com/watch?v=VDWYrbZ0EbU">https://www.youtube.com/watch?v=VDWYrbZ0EbU</a></li> <li>● <b>Small-group activity:</b> Discussion questions <ul style="list-style-type: none"> <li>○ 1.What was the main point you took away from the lesson?</li> <li>○ 2. How have you used the goal-setting process, like Jimmy does, in your own life?</li> <li>○ 3. How can you set some goals this week that will enhance your sport experience or help you plan?</li> </ul>                     Discuss what S.M.A.R.T.E.R. goals comprise in sports.                 </li> <li>● <b>Formative assessment:</b> learners write up their notes from each article/case study.</li> <li>● <b>Plenary:</b> check learner understanding of goal setting.</li> </ul>	
29–30	Assessment of learning aim C	AW	<ul style="list-style-type: none"> <li>● <b>Summative assessment:</b> learners work individually to complete the assessment for learning aim C.</li> </ul>	Assignment brief

*Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.*