



Activity Pack for BTEC Nationals in Sport

Unit 6: Sports Psychology

For Pearson BTEC Level 3 National:

Extended Certificate in Sport (601/7218/6)

Foundation Diploma in Sport (601/7220/4)

National Diploma in Sport (603/0460/1)

National Extended Diploma in Sport (603/0459/5)

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Teacher's Introduction

The activities in this pack can be used to test and aid the learning of information delivered in Unit 6: Sports Psychology of BTEC Nationals in Sport.

The resource follows the specification in the order provided. The specification reference table provided at the beginning of the resource is a useful tool for locating the learning aims that are covered in each activity and identifying the type of activity that is used.

Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

There is a range of activities used in this pack which are designed to be completed individually, in pairs or in large groups / class groups, as well as activities which are designed to be completed during practical classes. The type of activity can be identified by the icon in the top right-hand corner of each activity:



= individual activity



= paired activity



= group activity

Note that some activities are suitable for varying numbers of participants. This information can be found in the specification reference table.

These activities are designed to be completed by the students with little input required from the teacher. However, where relevant, teacher's notes have been provided in order to aid the delivery of the activity.

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Specification Reference Table

Activity No.	Specification Reference	Title
1	A1 Personality traits	Who do you think you are?
2	A1 Personality traits	Become the teacher
3	A1 Personality traits	Role play
4	A1 Personality traits	Fact file
5	A2 Environmental effects on motivation, the influence of a coach, a teacher or an instructor, and mastery and competitive climate	Rate your motivation
6	A2 TARGET model	Hit the TARGET
7	A2 Attribution theory	Attribute the success
8	A3 Theories of arousal and IZOF	Diagram annotation
9	A4 Types of stress and anxiety	Compare and contrast
10	A4 The stress process	Stress comic
11	A4 Consequences of stress and anxiety	Diary entry
12	A4 Theories of stress and anxiety	Book club
13	A5 Self-confidence and expectations	Conference talk
14	A5 Bandura's social cognitive theory and application to sport performance	The perfect model
15	A5 Stages of group development	Third-person perspective
16	A5 Steiner's model of group productivity, the Ringelmann effect and social loafing	More is less
17	B2 Task and social cohesion and factors affecting cohesion	Model diagram
18	B2 Strategies to develop effective group cohesion	Team meeting
19	B3 Theories of leadership	Rotating poster
20	B3 Prescribed and emergent leaders and leadership styles	Leadership profile
21	B4 Impact of processes, cohesion and leadership on team and performance	Table fill example
22	B5 Measuring the impact of cohesion and leadership using sociograms	Sociogram
23	C1 Psychological skills (self-talk and goal-setting)	Mental help guide
24	C1 Psychological skills (arousal control)	Practical psychology
25	C1 Psychological skills (arousal control)	Imaginative imagery
26	C2 Designing a psychological skills programme	Interview

Activity 1 — Who do you think you are?

This activity will take the form of a practical. Before beginning, students will complete their personality traits and how they might influence performance and participation. It will take around 10 minutes. Once done, set up a practical activity. You may choose any activity.

Get students to pair up and assign themselves as either an observer or a participant. The observer partner perform and will make notes on their personality traits in the activity. The participant will then swap roles with them and discuss the effect it had on their performance.

If time allows you could get 4 students to swap roles so that everyone gets the chance to be an observer and a participant.



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Activity 1 — Who do you think you are?

Personality traits are relatively consistent characteristics of an individual's personality across a wide range of situations.

Task 1

Complete the table below by writing down five of your personality traits and explain how they affect your participation or performance in sport.

	Personality trait	How it could affect my participation
1		
2		
3		
4		
5		



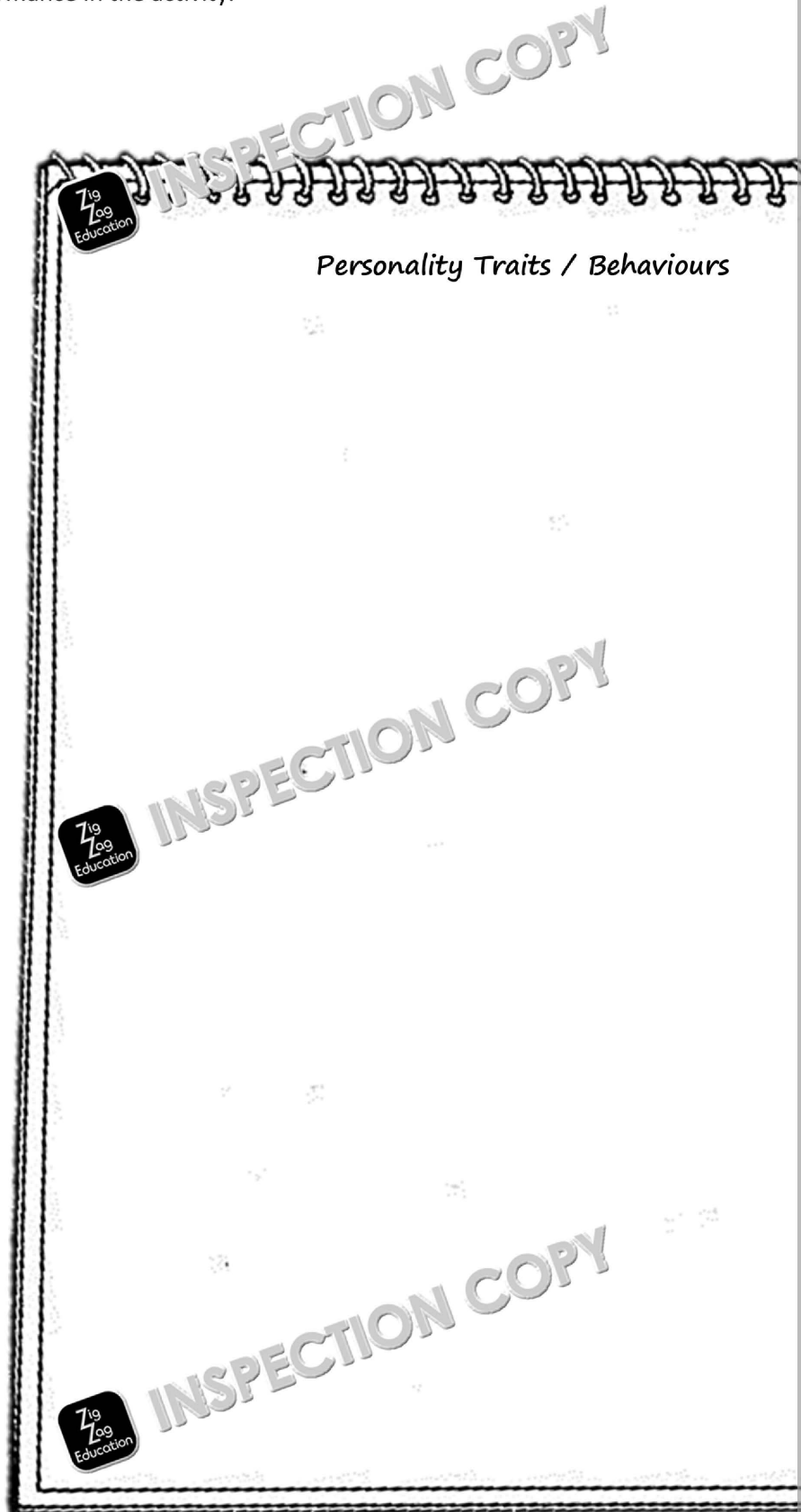
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Task 2

Your teacher will get you to pair up with a partner and assign yourselves as either Observers should observe and make a note of their partner's personality traits and activity. The performers should participate as normal. Once done, share what you partner. Does it match up with the traits they identified in Task 1? Discuss the effect of performance in the activity.



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Activity 2 — Become the teacher

For this activity, you will be working in pairs and researching personality theories. **situational or social learning theory** of personality, and the other person will research **psychoanalytic theory**. You may use textbooks, computers and/or tablets to assist you. After around 30 minutes, swap roles and go into your pairs and teach each other about the different theories you have researched.

Use the worksheet below to make notes on the theories you have researched. It can then be used when your partner teaches you about the theories you have researched.

<i>My theory to research:</i>
Notes:
<i>My partner's theory to research:</i>
Notes:

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Activity 3 — Role play

In this activity, you will complete a range of tests to assess your personality!

Test 1 – Eysenck's personality inventory

- Go to [zigzageducation.co.uk/12134-eysenck](https://www.zigzageducation.co.uk/12134-eysenck) and take the test
- Write down a description of the test on the worksheet, along with your results and what they mean

Test 2 – Type A / Type B test

- Go to [zigzageducation.co.uk/12134-typeA](https://www.zigzageducation.co.uk/12134-typeA) and take the test
- Write down a description of the test on the worksheet, along with your results and what they mean

Test 3 – Cattell's 16 personality factor model

- Go to [zigzageducation.co.uk/12134-cattells16](https://www.zigzageducation.co.uk/12134-cattells16) and take the test
- Write down a description of the test on the worksheet, along with your results and what they mean

After you have completed all three tests, compare your results with a partner.

Eysenck's personality inventory	
Description of the test	
Your results	
What your results mean	

Type A / Type B test	
Description of the test	
Your results	
What your results mean	

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Cattell's 16 personality factor model	
Description of the test	
Your results	
What your results mean	

Now discuss the limitations of these personality tests by listing the issues with the validity of each test.

Test	Reliability	
Eysenck's personality inventory		
Type A / Type B test		
Cattell's 16 personality factor model		

Activity 4 — Fact file

Task 1: Work individually to complete the fact file below on the different types of

Motivation fact file	
What is it?	
What is intrinsic motivation?	
What is extrinsic motivation?	
Examples of intrinsic motivation	Examples of extrinsic motivation
How might it affect participation or performance in sport?	How might it affect participation or performance in sport?

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Task 2: Identify the following scenarios of achievement motivation as 'Need to achieve' (Nac) or 'Need to avoid failure' (Naf) by circling the relevant abbreviation. Justify your selections.

1. Choosing to compete against a tennis player of a higher ranking.

		Nach or Naf?
Justification		

2. A long-distance runner who came third in last season's race setting a goal of a better time next season.

		Nach or Naf?
Justification		

3. A hockey player who has faked an injury to sit out of a game due to there being no one else to play.

		Nach or Naf?
Justification		

4. A football player setting a goal of being selected for the national team.

		Nach or Naf?
Justification		

5. A gymnast who is disappointed that they won't be competing against the current world champion.

		Nach or Naf?
Justification		

6. A rugby team that plays in a league going behind by 20 points in a game.

		Nach or Naf?
Justification		

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Activity 5 — Rate your motivation

Task 1

For the situations below, work in pairs to rate your motivation to train based on the environment by circling a number (1 being not motivated at all and 10 being fully motivated). Explain your rating.

Situation 1

Environment A



Motivation to train:

1 2 3 4 5 6 7 8 9 10

Reasoning behind rating:

Environment B



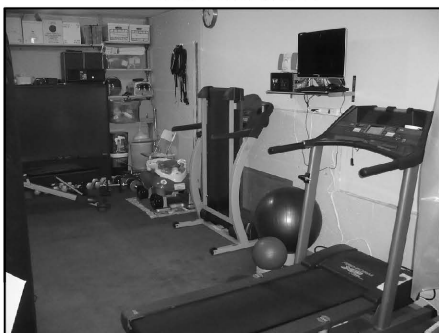
Motivation to train:

1 2 3 4

Reasoning behind rating:

Situation 2

Environment A



Motivation to train:

1 2 3 4 5 6 7 8 9 10

Reasoning behind rating:

Environment B



Motivation to train:

1 2 3 4 5

Reasoning behind rating:

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Task 2

In the same pairs, describe how you would create a mastery climate as a coach in same sport, describe how you might create a competitive climate. Rate your motivation to explain the reasoning for that rating.

Mastery climate – an environment that develops motivation by focusing on the
Competitive climate – an environment that develops motivation by focusing on

Mastery climate in _____ :

1 2 3

Reasoning behind rating:

Reasoning to train:

1 2 3 4 5 6 7 8 9 10

Reasoning behind rating:

Competitive climate in _____

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Activity 6 — Hit the TARGET

Identify the different dimensions of the TARGET model and describe how a motive can be created through each dimension.

T _____	
A _____	
R _____	
G _____	
E _____	
T _____	

Now put yourself in the shoes of a sports psychologist tasked with using the TARGET model to increase the motivation of a group of swimmers towards their training for the national swimming competition.

Give examples of different approaches you would take.

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Activity 7 — Attribute that

Cut out the different attributions and statements below and place them in the appropriate box for the attribution theory.

		Locus of causality	
		Internal factors	External factors
		Locus of control	
		Within	Without
Locus of stability	Stable		
	Unstable		



Effort	Task difficulty	Ability
'I only put around 90% into that. Maybe if I gave 100% it would've been a different outcome.'	'I'm so glad the wind picked up when it was their turn to bat and we won!'	'I lost the match because I'm not a good player.'
'We are not good enough to compete at this level. It's not that we're bad, it's that the other teams are so good.'	'We faced a tough opponent today and that is why we lost. We played very well.'	'That was a brilliant goal!'
'We did not prepare enough during their first innings and left ourselves with too much to do.'	'The sun was in our eyes in the first half but it went in in the second half after we swapped ends!'	conv
'We were put in a group with three of the best teams in the league; it was over before it began!'	'I felt as though I was stronger than the opposition in all facets of the game today.'	

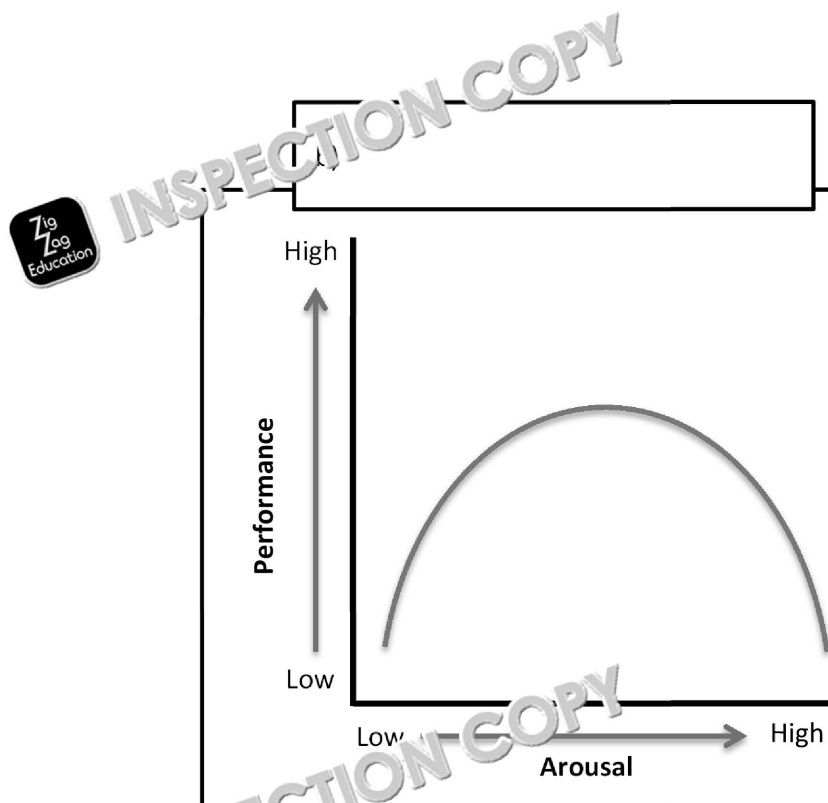
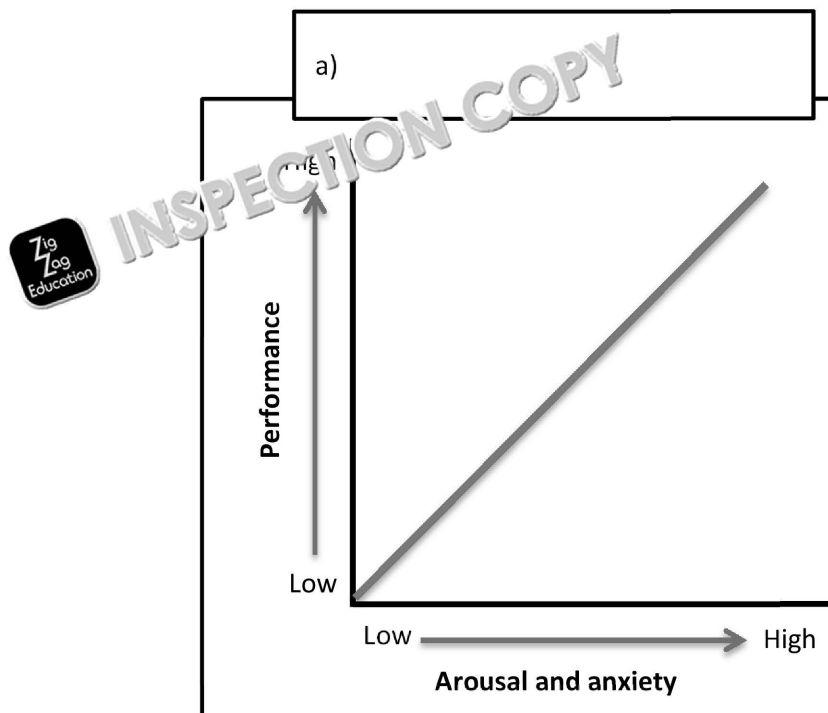
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Activity 8 — Diagram annotations

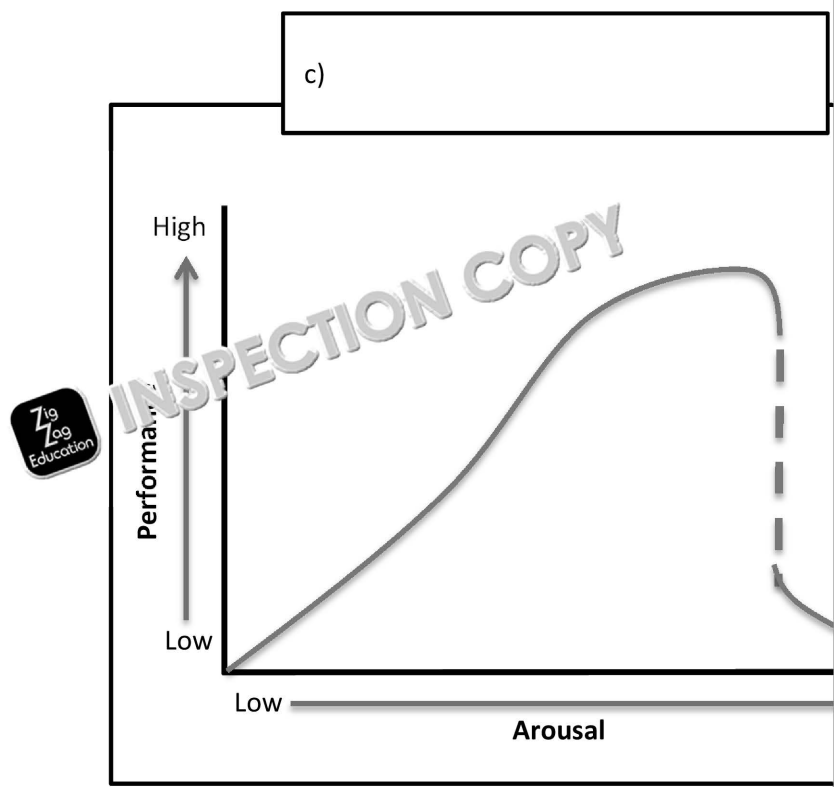
Working with a partner, name and annotate the different theories of arousal represented in the diagram below to explain the impact on sports performance.



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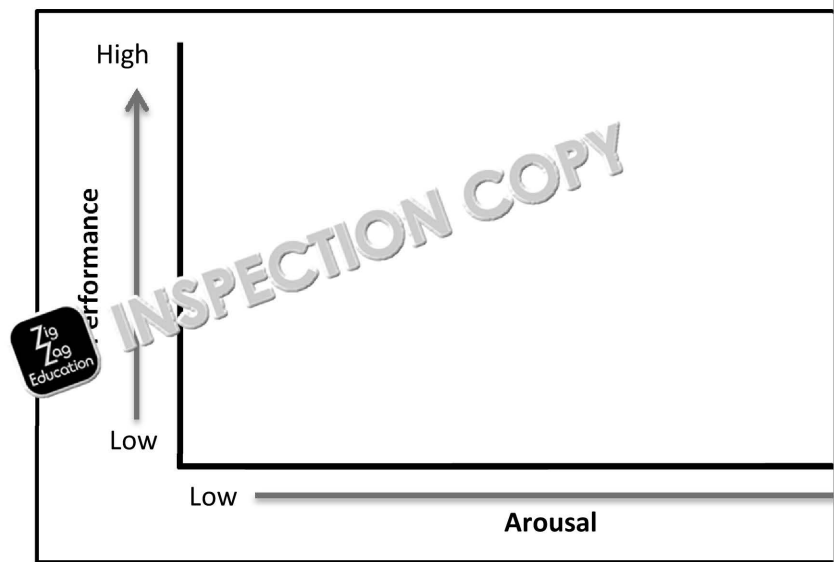


Different sports performers will achieve optimal performance at different levels of arousal. Use an example to show how this might vary and the **sporting activity**.

Personality	
Sporting activity	

Draw a diagram to show the relationship between arousal and performance, and the zone of optimal functioning (IZOF) occurs, for the following sports skills:

Rugby tackle	Running in the 1500 m	Throwing a javelin
--------------	-----------------------	--------------------



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Activity 9 — Compare and contrast

Define stress and anxiety below and then using the keywords given describe the d provided. Then give an example for each.

Definition of stress:


.....


Eustress	
Description: 	Description:
Example:	Example:

Keywords for stress: *hormones, stressor, fight or flight, seeking challenges, threat*

Definition of anxiety:

.....

State	
Description: 	Description:
Example:	Example:

Somatic	Cognitive	
Description:	Description:	Des
Example: 	Example:	Exa

Keywords for anxiety: *worry, nervousness, temporary, stable, psychological, phys*

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Activity 10 — Stress comic

Draw and outline a comic strip (using the boxes below) that illustrates the stress of a sporting example.

Stage 1:	Stage 2:
Stage 3:	Stage 4:

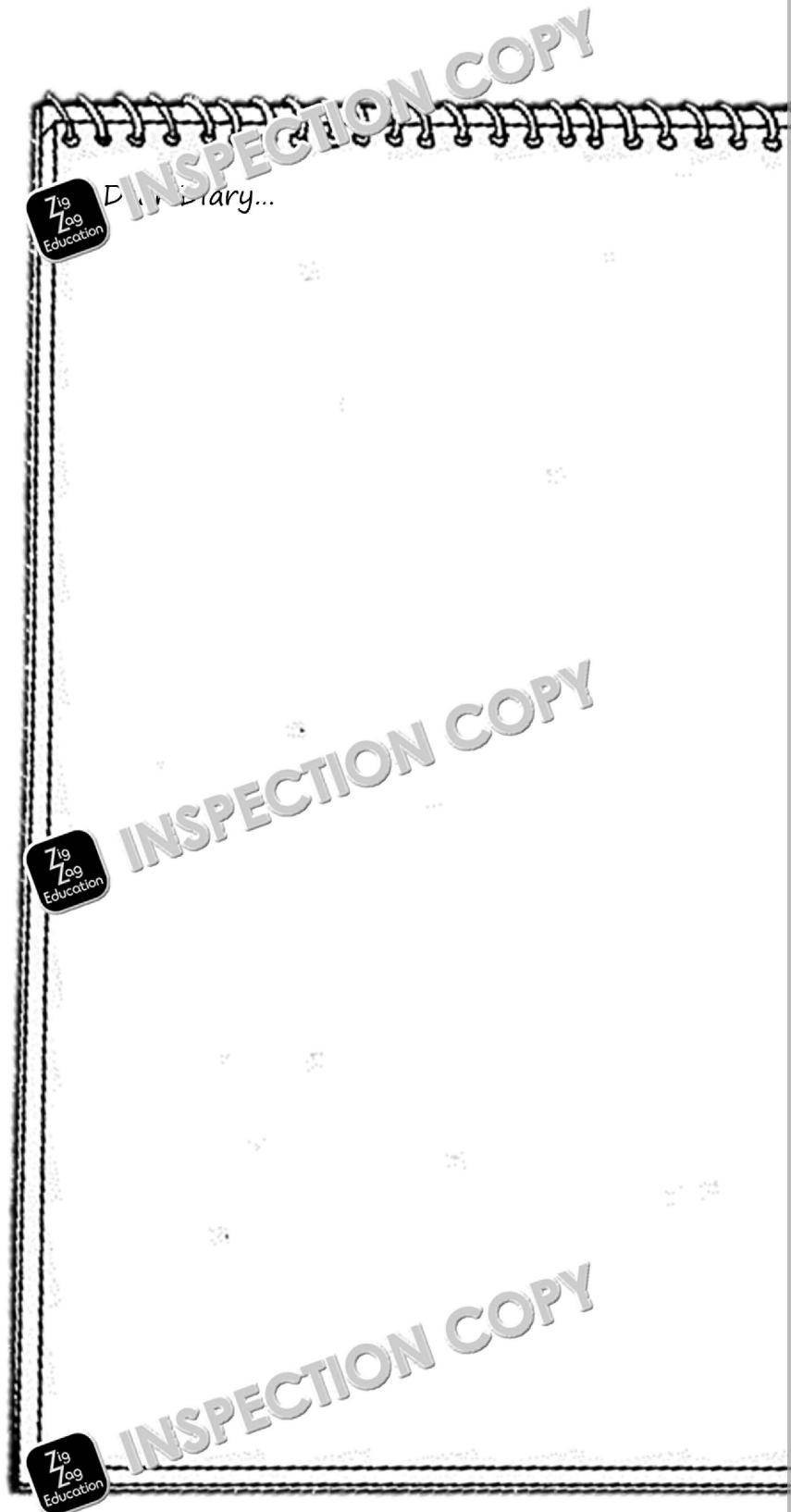
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Activity 11 — Diary entry

Your task for this activity is to put yourselves in the shoes of a sports performer (it has been experiencing stress and anxiety with their performance. You will write a below to document the consequences of stress and anxiety on performance.



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Activity 12 — Book club

Working in pairs, you are going to contribute two new ideas on the effects of arousal for a sports psychology to the following content:

- details on the **multidimensional theory** and **reversal theory**
- diagrams/images of **everyday** and **aid learning**
- top tips about each theory

Before making the 'real thing', use the template below to design your two pages. Use the space around to include and where, as well as where you're going to place images/diagrams. Once your plan is complete, create your two pages.






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Activity 13 — Conference talk

Organise yourselves into groups of 3 or 4. You are a team of experts in sports psychology and will deliver a talk at a performance sports conference. You will be discussing the **benefits of self-confidence**, and the **influence that expectations can have on performance**.

You can take cue cards with you on stage to prompt your speech and to list your key points and facts. Write these down using the worksheet. Once you are done, choose which part of the speech, and then deliver it to the rest of the class. Other class members will have the opportunity to ask questions at the end, so be prepared!

 Introduction <i>Good afternoon everyone, my name is...</i>	Benefit of self-confidence (on arousing interest)
Benefit of self-confidence (on facilitating concentration)	Benefit of self-confidence (on increasing motivation)
 Benefit of self-confidence (on influencing game strategy)	Optimal state of mind (lack of confidence)
Influence of self-expectations of the performer	Influence of self-expectations of the performer
 Conclusion	Potential for improvement I think my audience will...

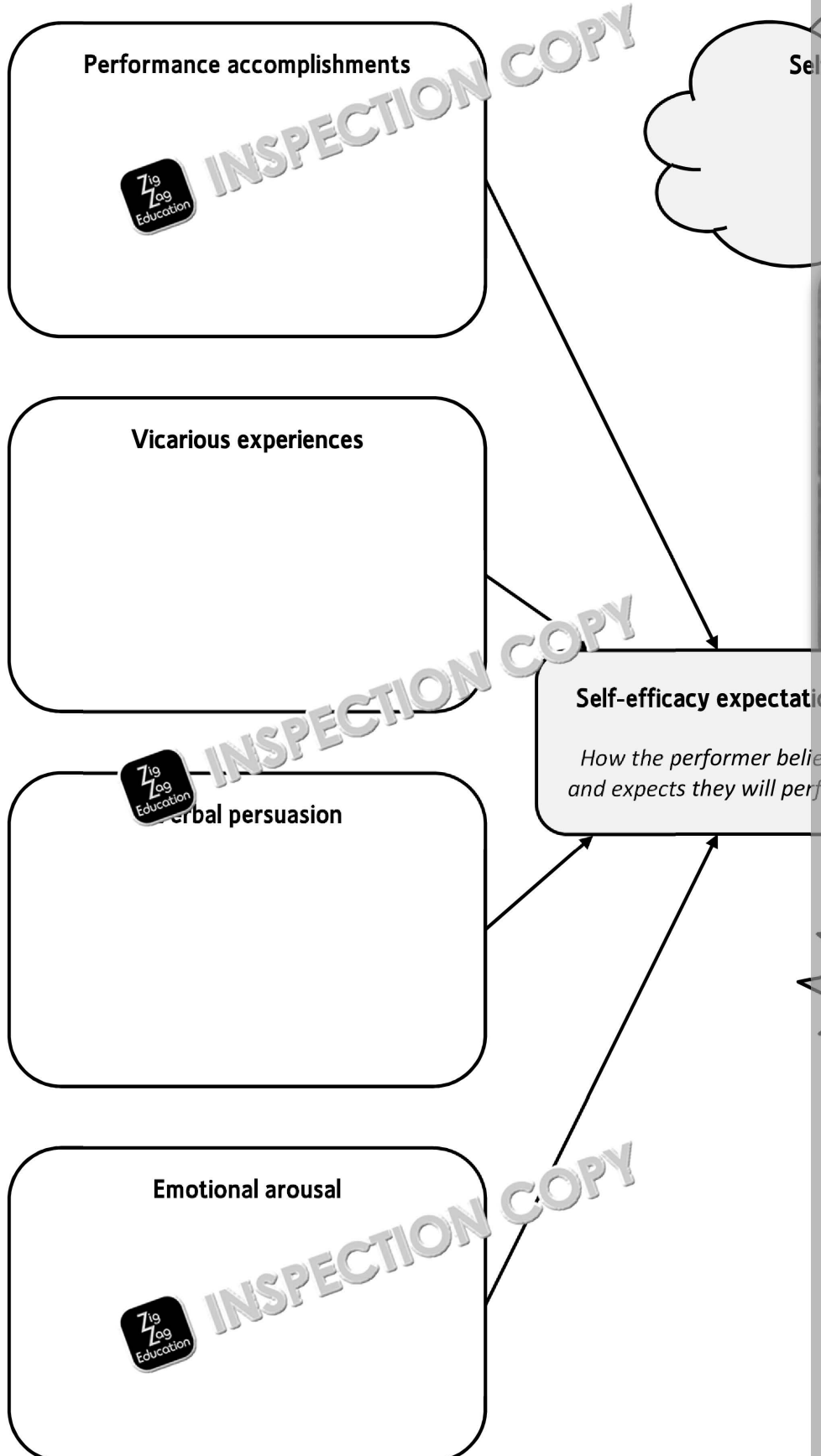
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Activity 14 — The perfect model

Albert Bandura developed the self-efficacy theory of sports confidence. Complete a definition for self-efficacy and then explaining the influence of the four different



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Activity 15 — Third-person perspective

For this activity, you are going to imagine you are Tuckman, the psychologist who identified the four stages of group development. Use this worksheet to make notes on the four stages you observe a new sports team train together over a period of six weeks.

Notes from the 1st week of training



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I am going to call this stage: _____



Notes from the 2nd week of training

I am going to call this stage: _____



Notes from the 3rd and 4th weeks of training

I am going to call this stage: _____



Notes from the 5th and 6th weeks of training



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I am going to call this stage: _____

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Activity 16 — More is less

Task 1

Complete Steiner’s model of group productivity below, applied to a sport of your choice.



Task 2

You are going to take part in a practical activity to demonstrate the Ringelmann effect. You will be asked to complete a simple task in a team of four and a team of eight, or similar. You will be asked to move an appropriate object (e.g. a gym bench) across a specified distance, e.g. from one end of the track to the other across 50 metres of an athletics track.

Record your results below and explain how the Ringelmann effect may be used to improve group performance.

Task		
	Number of persons	Time taken
Trial 1		
Trial 2		

What is the Ringelmann effect and did it affect your results? If so, how?



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Activity 17 — Model diagram

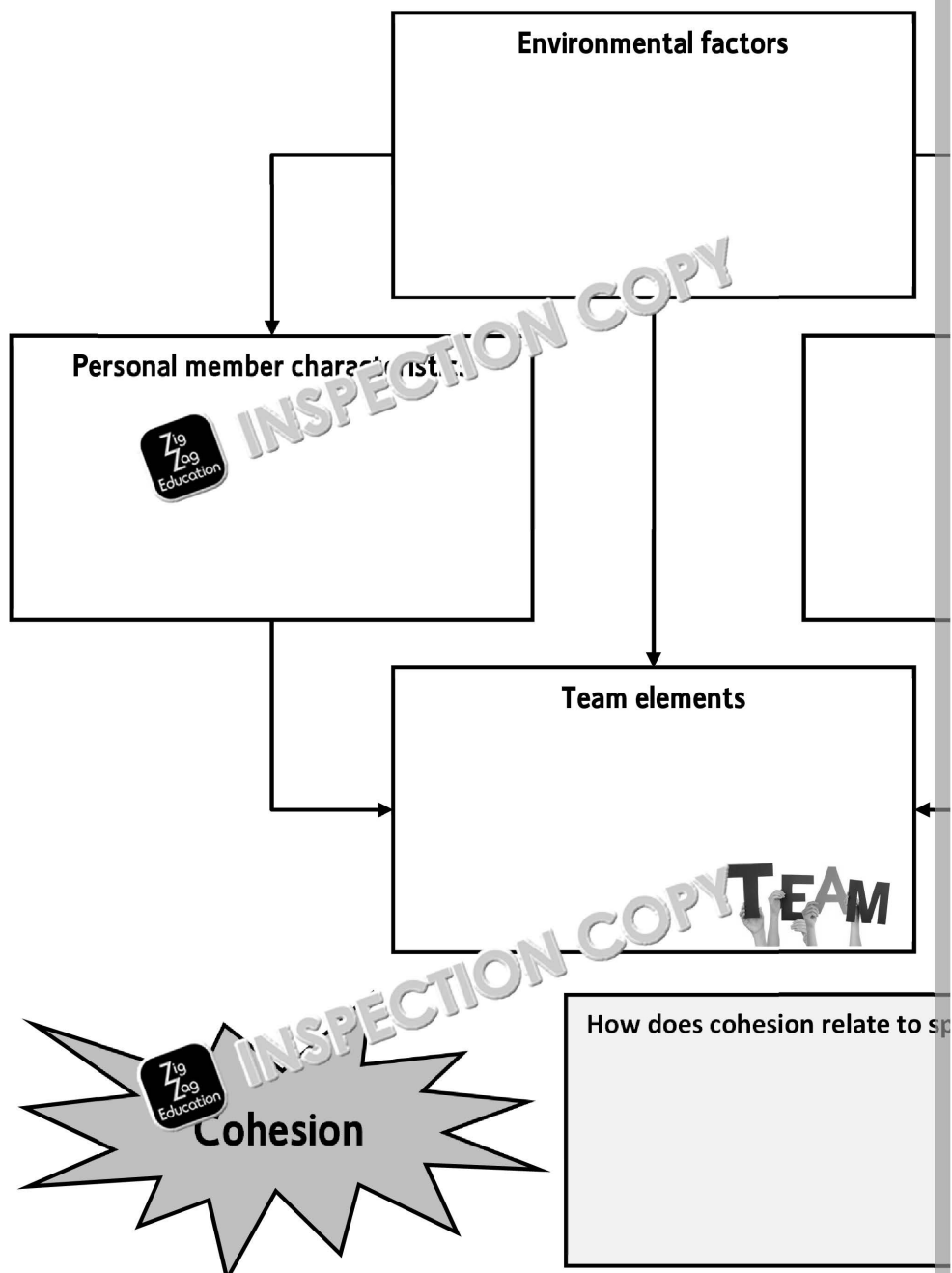
Task 1

Describe the two types of cohesion and explain how each is needed to create an effective team.

Task cohesion	Social cohesion
Description:	Description:
How it can create an effective team climate:	How it can create an effective team climate:

Task 2

Complete the diagram below to outline Carron's antecedents of cohesion. Then, explain how cohesion in a sport of your choice.



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Activity 18 — Team meeting

You are going to imagine yourselves in the role of a development coach in a sport responsible for creating an environment conducive to forming positive relationships. You have been planning a range of strategies to improve the togetherness of the squad on the back of a poor season where there was a lot of tension and strained relationships between players and staff.

In groups of 3 or 4, create a PowerPoint presentation aimed at players and staff, which is due to be delivered in a team meeting on the return to training for the next season. Use the template below to make notes that will help you plan your slides before getting started.



Team sport		
Factors that may have affected team cohesion in the previous season		The importance of cohesion for performance
Strategies to be implemented to develop group cohesion	How this will help develop the team's cohesion	





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Activity 19 — Rotating posters

- Organise yourselves into four equal groups. Your teacher will place a blank A4 sheet on each of the four separate tables that represent each of the following leadership theories
 - Trait approach
 - Behavioural approach
 - Interactional approach
 - Chelladurai's multidimensional model
- Spend 10 minutes at each poster adding the following to the different leadership theories
 - Key facts / examples / theories
 - Differences (if applicable)
 - Application to sport
 - Limitations of each theory
- Once you have spent 10 minutes on one poster, move to the next and view what has been written/drawn. Add any further information they may not have included.
- Once you have visited each group/theory, pin the posters up on the whiteboard and discuss the key leadership theories as a class. Did you miss anything off the posters?

Use the space below to make key notes on each leadership theory as you discuss them.

Leadership theory	Notes
Trait approach 	
Behavioural approach	
Interactional approach	
Chelladurai's multidimensional model 	

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Activity 20 — Leadership profiles

Task 1

Work in pairs to complete a leadership profile for each of the sportspeople below

Leadership Profiles

	
<i>Leah Williamson, England Women's football captain for their 2020 European Championship campaign</i>	<i>Warren Gatland, head coach of the Wales national rugby union team</i>
Prescribed or emergent leader:	Prescribed or emergent leader:
How she is chosen as a leader:	How he is chosen as a leader:
How this affects the team:	How this affects the team:

Task 2

Categorise the following characteristics of autocratic and democratic leadership styles (as A for autocratic or D for democratic) next to it.

Firm views		Dictates tasks		Encourages participation
Collaborates when making decisions		Concerned about team morale		Shows respect for others' views
Ignores opinions of others		Sole decision-maker		Encourages team spirit
Relies on formal authority		Eager to listen to ideas		Little concern for team morale
Closed to the ideas of others		Inquisitive phrasing: 'What do you think about...?'		Encourages team spirit

What type of leader are you?

Answer the questions at [zigzag.co.uk/12134-leadership](https://www.zigzag.co.uk/12134-leadership) to find out more.

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Activity 21 — Table fill examples

The tables below provide a list of positive and negative impacts of group processes in sport. Your task is to use sporting examples to explain how each impact can affect performance.

Positive impacts:

Impact	Effect on a sports team and their performance
Clear assigned roles	
Targets set on a common goal	
Clear communication	

Negative impacts:

Impact	Effect on a sports team and their performance
Social loafing	
Misunderstandings and unclear communication	
Selfishness and greediness	



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Activity 22 — Sociogram

Organise the class into an even number of mixed-ability groups of around 5–6 students. Each group will then take part in a short game (e.g. touch rugby, ultimate frisbee or five-a-side football) against another group.

At the end of the game, each group will create a sociogram to illustrate the interactions that took place during the game. To do this, each group member should write down the name of the player they interacted most with, and the name of the player they interacted least with. The group will then discuss their responses and complete the sociogram.

Construction of sociograms should also include:

- Social relationships
- Channel of influence
- Lines of communication

Once each individual has constructed their sociogram they should get into pairs and discuss the following:

1. **Relationships in the team** – who gets on with who the most?
2. **Effectiveness of group processes** – stage of group development; group productivity
3. **Group cohesion** – the different types of cohesion (task/social) and how they affect group climate. Also consider the factors that can affect cohesion and how cohesion can be improved
4. **Leadership potential** – are there any likely clear leaders that could be decided on?

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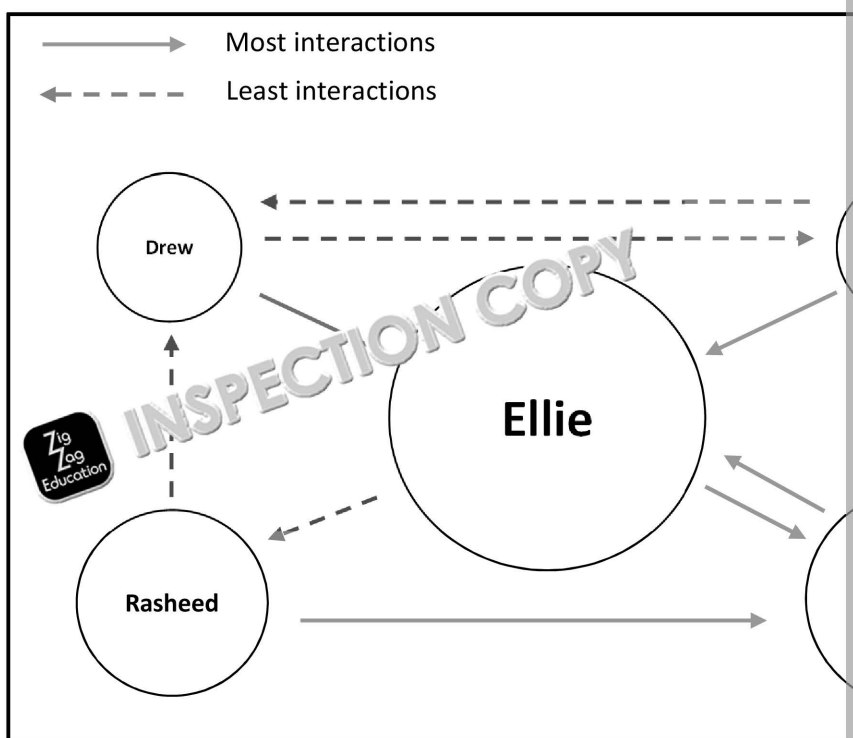
Activity 22 — Sociogram

You will take part in a sporting activity against another group. At the end of the game, you will be asked to illustrate the interactions between your group members during the game. To do this, you should write down the name of the player who they felt they interacted most with and the player who they felt they interacted least with. You should then combine responses and compile a sociogram.

Example:

Sporting activity: ultimate frisbee

Group member	Who they interacted most with	Who they interacted least with
Rasheed	Siena	
Ellie	Siena	
Simon	Ellie	
Drew	Ellie	
Siena	Ellie	



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Your sporting activity:

Group member name	Who they interacted most with	Who

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Analyse the diagram in your group to discuss the following:

1. **Relationships in the team** – who gets on with who the best?
2. **Effectiveness of group processes** – stage of group development; group product
3. **Group cohesion** – the different types of cohesion (task/social) and how they affect group climate. Also consider the factors that can affect cohesion and how cohesion affects performance.
4. **Leadership potential** – are there any likely clear leaders that could be decided on?

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Make notes from your discussion in the table below:

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Activity 23 — Mental help guide

Complete the worksheet below to create a mental help guide that will be displayed at your training facility in a sport of your choice, showing how the psychological skills of sports psychology can help improve performance.

Goal-setting:

What is it?

Type of goal	Description	
	<i>This type of goal is concerned with the end result of the performance, often in comparison to other performers.</i>	
	<i>This type of goal is concerned with the technique required for a successful performance.</i>	
	<i>This type of goal concerns improvement in performance. Athletes compare their performance to their previous performances.</i>	
	<i>This type of goal is solely concerned with outperforming other competitors.</i>	

Timescales:

Short-term

Medium-term

Example:

Example:

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SMART principles of goal-setting

Principle	Description
S _____	
M _____	
A _____	
R _____	
T _____	

Example of a SMART goal:



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Self-talk:

What is it?

--

Type	Description	
Positive		
Negative		

Use	Description	
Arousal control		
Self-confidence		
Pre-performance routines		



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Activity 24 — Practical psychology

This topic allows students to experience psychological skills first-hand. Instruct students to use the techniques and imagery techniques below. Students should then use their worksheets to summarise what they have learnt.

Energising techniques to raise arousal levels

Technique	Instructions
Pep talk 	Get students to say positive statements aloud to themselves about their sporting movements. This may be cues on how to perform a skill. For example, a pep talk for someone acting out a golf swing could be: 'Keep your eyes on the ball', 'straight arms', 'full rotation', 'powerful downswing', 'straight arms at the end of the swing'.
Increasing breathing rate	Students should gradually increase their breathing rate for 30 seconds as fast as possible.
Listening to music	Play some high-tempo music (e.g. electronic dance music) and have students close their eyes and use it to psych themselves up.
Energising imagery	Students should imagine themselves performing an aggressive action; for example, lifting a greater weight than they have ever lifted.
Positive statements	Get students to say short, punchy statements aloud to motivate and arouse themselves.

Relaxation techniques to lower arousal levels

Technique 	Instructions
Progressive muscular relaxation	<ol style="list-style-type: none"> 1. Find a comfortable and quiet place to lie down in 2. Tense a particular muscle or muscle group 3. Hold this tension for around 5 seconds, then relax the tension to disappear 4. Repeat this for different muscle groups
Mind-to-muscle (imagery)	<ol style="list-style-type: none"> 1. Get participants to think of a sporting skill (e.g. a tennis serve or a football penalty) 2. Get them to create a mental run-through of them performing the skill 3. Repeat this run-through; the participant may slow the run-through to focus on different aspects of the skill
Breathing control	<ol style="list-style-type: none"> 1. Focus on slow, deep inhalations through the nose, followed by slow exhalations through the mouth 2. Repeat this for around 10 breaths, guiding participants to focus on the breath
Autogenic training (self-hypnosis) 	<ol style="list-style-type: none"> 1. Find a comfortable place to lie down 2. Tell students to repeat the phrase 'I am completely relaxed' 3. Focus on the different body parts one at a time (right arm, left arm, left leg, chest, abdomen, forehead) 4. Tell students to repeat the phrase to themselves five times on each 5. After all body parts are covered, focus on the whole body and repeat the phrase again five times



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Activity 24 — Practical psychology

You will try each of the energising techniques (to raise arousal levels) and relaxation techniques (to control arousal levels) listed below with the help of your teacher. Once you have completed each technique, you will evaluate it and analyse how it made you feel. Which technique worked best for you?

Energising techniques to raise arousal levels

Technique	Summary description	
Pep talk 		
Increasing breathing rate		
Listening to music		
Energising imagery		
Positive statements 		

Relaxation techniques to control arousal levels

Technique	Summary description	
Progressive muscular relaxation		
Mind-to-muscle (imagery)		
Breathing control 		
Autogenic training (self-hypnosis)		

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Activity 25 — Imaginative imagery guide

Complete the template below to create a handy guide that can be given to athletes in sports, to understand and practise imagery.

Imagery is...

Types of imagery you could use

	Auditory 	
Examples:	Examples:	Examples:

Uses of energy

Use	Sporting example
As a relaxation technique	
To increase self-confidence	
To imagine achievement of goals	
For mental rehearsal	
In pre-performance routines	

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Activity 26 — Interview

Working in pairs, each person decide on a sport you wish to focus on. You are going to design a psychological skills training programme for a sports performer struggling with the psychological side of that sport. Both of you will have the chance to play the role of the psychologist and the performer.

Step 1: Begin by deciding who will be the performer first, and who will be the psychologist. The performer makes notes on the struggles that you are having with the psychological side of the sport. The psychologist designs a questionnaire that you will use to interview the performer to work out the psychological issues.

Step 2: After about 10 minutes of making notes (performer) and designing a questionnaire (psychologist), the psychologist should use their questionnaire to interview the performer. The performer responds to the questions. Psychologist, make a note of the performer's responses.

Step 3: Swap roles and repeat steps 1 and 2.

Step 4: Each person creates a psychological skills programme using the template provided.

Sports performer – notes



Sports psychologist – questionnaire

	Question	Performer's response
1		
2		
3		
4		
5		

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Psychological skills programme

Name of performer			Sport	
Part 1: Assessment of psychological skills				
Psychological demands of the sport			Strengths	
Part 2: Techniques to develop psychological skills				
Skill	How it can be used to address the performer's issues		The benefit	
Part 3: Structure of the programme				
Aims				
Part 4: Evaluating the effectiveness of the programme				
Key milestones - what changes in psychological factors would you expect?				
Short-term improvements:		Medium-term improvements:		

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Answers

Activity 1 — Who do you think you are?

Examples of personality traits, and how they might affect sports participation and performance

Trait	How it could affect participation or performance in sport
Quiet	Might not communicate with other participants
Reserved	Might stay out of the way and avoid getting involved
Focused	Will perform tasks to the best of their ability
Lively	Will be loud and energetic with full enthusiasm
Easily bored	May lose interest in the activity

Activity 2 — The teacher

Notes on the situational or social learning theory may include:

- Based on Bandura's theory of observational learning, where there are four processes and personality:
 - Attentional processes – paying attention to the behaviour displayed by another
 - Retention processes – remembering the behaviour from past situations, i.e. for
 - Motor reproduction – physically imitating (modelling) the behaviour that has been
 - Motivational processes – the feedback given following the reproduction of a behaviour provides motivation to perform the same behaviour in future (positive feedback/reinforcement to reproduce the behaviour in future)
- Behaviour is largely influenced by someone's environment and not by personality traits
- Personality is not stable; instead it is moulded by our experiences and social situation
- Learning takes place through modelling (mimicking the behaviours of those considered to be successful) and reinforcement (when someone's behaviour in a situation is approved by others)

Notes on the interactional theory may include:

- Based on the interaction of personality and environmental/situational factors
- A mix of trait theory and social learning theory
- The weightings of personality and environmental influences vary based on the situation

Activity 3 — Play

Eysenck's personality inventory

Description – measures two dimensions of personality: extraversion–introversion and neuroticism–stability

What results mean:

- Extraversion – someone is outgoing, talkative and requires external stimulation (e.g. team sports). More likely to take part in team sports or sports requiring higher levels of arousal.
- Introversion – someone is quiet and reserved. Tends to take part in sports that require lower levels of arousal.
- Neuroticism (unstable) – someone is unable to control their emotions fully and may get upset or angry if they feel they have not done so well. They experience the fight or flight response.
- Stability – someone has good emotional control and requires greater stress to experience negative emotions.

Type A / Type B test

Description – determines whether someone is a Type A or Type B personality, each of which has different characteristics

What results mean:

- Type A – impatient and ambitious to get a job done, often rushing with a task to achieve a goal. They are often competitive and may be inclined to giving and receiving help to improve efficiency. Time constraints may cause stress.
- Type B – works with low levels of stress and completes tasks within their own time, even if it takes longer. They are more reflective and enjoy using their imagination to explore possibilities.

Cattell's 16 personality factor model

Description – measures someone's personality through 16 traits

What results mean:

- Warmth – high score: very easy-going; low score: reserved and distant from others
- Reasoning – high score: more likely to use abstract thinking; low score: more likely to use concrete thinking
- Emotional stability – high score: emotionally stable; low score: easily affected by emotions
- Dominance – high score: assertive and bossy; low score: submissive and allows others to dominate

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5. Liveliness – high score: very animated and impulsive with their actions; low score: introverted
6. Rule-consciousness – high score: sticks to the rules; low score: breaks the rules and is rebellious
7. Social boldness – high score: isn't afraid to ask questions and lead the way; low score: shy and doesn't act first
8. Sensitivity – high score: sentimental and easily affected by actions; low score: resilient and unaffected
9. Vigilance – high score: sceptical of others; low score: trusting and unsuspecting
10. Abstractedness – high score: creative and deep in thought; low score: grounded and practical
11. Privacy – high score: keeps a lot to themselves and is very discrete with their actions; low score: forthright with their actions and open to others
12. Apprehension – high score: constant worrier and self-doubter; low score: confident and self-assured
13. Openness to change – high score: experimental and flexible; low score: traditional and conservative
14. Self-reliance – high score: able to complete tasks without the help of others; low score: needs help with other people
15. Perfectionism – high score: precise and tries hard to make things right; low score: carefree and may leave a job unfinished
16. Tension – high score: impatient and uptight; low score: placid but composed

Limitations of personality testing methods:

Test	Reliability, e.g.	
Eysenck's personality inventory	<ul style="list-style-type: none"> Responses may be different based on a person's current mood Responses may change based on recent experiences 	Test takes a long time (many questions) so it's not practical to ask all questions
Type A / Type B test	<ul style="list-style-type: none"> Depends how motivated the person is to complete the test 	Not very valid as it's based on a scale of personality
Cattell's 16 personality factor model	<ul style="list-style-type: none"> Someone might change their responses if they don't want to be labelled as a certain personality 	The scale of responses (e.g. agree) may be subjective

Activity 4 – Motivation fact file

An outline of the fact file could be included in each section is given below.

Motivation fact file	
What is it? The drive to act a certain way, as influenced by a combination of our internal mechanisms and external factors.	
What is intrinsic motivation? Comes from our internal drive	What is extrinsic motivation? Comes from external sources
Examples of intrinsic motivation <ul style="list-style-type: none"> Enjoyment / fun Pleasure / satisfaction Pride / sense of achievement Task mastery 	Examples of extrinsic motivation <ul style="list-style-type: none"> Rewards such as money Praise Recognition Winning / beating the competition
How might it affect participation or performance in sport? An intrinsically motivated individual is more likely to participate when there are no extrinsic rewards available, compared with an extrinsically motivated individual.	How might it affect participation or performance in sport? An extrinsically motivated individual is more likely to participate when there are extrinsic rewards available, compared with an intrinsically motivated individual.

Achievement motivation

1. Nach – the player is setting themselves the challenge of beating someone of a higher ranking
2. Naf – the runner is covering their back before the event has started by attributing 'success' to their opponent
3. Naf – the player is afraid to play in front of a big crowd in case they have a poor performance
4. Nach – the player is setting an ambitious goal which would be considered a major achievement
5. Nach – the gymnast wants to compete against the best to make the feeling of winning more satisfying
6. Naf – the team has given up all hope of winning the game

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Activity 5 — Rate your motivation

Task 1

Situation 1 – students should be more motivated to train in Environment A

Potential reasons:

- Not waterlogged
- Less chance of debris
- More rural
- Lower risk of injury

Situation 2 – students should be more motivated to train in Environment B

Potential reasons:

- More modern equipment
- More spacious environment
- Tidier environment
- Better lighting

Task 2

A mastery climate should be one that:

- Provides positive reinforcement for completing tasks
- Emphasises teamwork and giving support to other group members
- Uses techniques to improve attitude and intrinsic motivation (e.g. TARGET)

A competitive climate should be one that:

- Focuses mainly on the outcome
- Encourages competition between team members
- Gives the most attention to those with the highest abilities
- Punishes performers for making mistakes or for poor performance
- May lead to performers feeling pressured and being less motivated

Mastery climates should be given a higher motivation rating as they provide positive reinforcement for mistakes.

Activity 6 – The 6 Dimensions

- **Task** – performers should be given a range of tasks to help challenge their learning and development, such as decision-making
- **Authority** – performers should be empowered to make their own decisions regarding their training
- **Reward** – performers should be rewarded for their individual progress rather than for comparison to the rest of the group. These rewards should be private to avoid social comparison
- **Grouping** – performers can work in groups containing a mix of abilities to lend support to each other and to develop skills such as teamwork
- **Evaluation** – evaluation should focus on the individual and their contribution, e.g. personal progress rather than social comparison
- **Timing** – there should be a flexible timeline for performers to complete a task as even though they have a target time it should be adjusted based on their skill and ability levels

Students should use these dimensions to give examples of approaches to the scenario presented.

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Activity 7 — Attribute that

		Locus of causality	
		Internal factors	
		Locus of control	
		Within	
Locus of stability	Stable	Ability: 'We are not good enough' to compete at this level. It's not that our opponents' teams are good.' 'That game was just too good for me!' 'I was just not as strong as the opposition in all facets of the game today.'	Task difficulty: 'We faced a tough opponent and we lost. We played well but they were just too good for us.' 'Yes we might have won but we were playing a very weak team.' 'We were put in a difficult position in the league; it was just our luck.'
	Unstable	Effort: 'I only put around 90% into that. Maybe if I gave 100% it would've been a different outcome.' 'We did not try hard enough during their first innings and left ourselves with too much to do.' 'They just completely gave up towards the end!'	Luck: 'I'm so glad the wind turned to bat and not bow! 'I lost my footing on the other day and I won't be able to do that again.' 'The sun was in our eyes in the second half of the game.'

Activity 8 — Diagram annotations

- Drive theory
 - Suggests that performance improves as arousal increases, in a linear relationship
 - Not supported by most psychologists as this view is overly simplistic
- Inverted-U theory
 - Suggests that quality of performance increases as arousal increases, up to an optimal point
 - When a performer is under-aroused the attention field is too wide so concentration is poor and performance is limited
 - At an optimal level the attention field is an ideal width, so the performer is able to perform well is maximised
 - When a performer is over-aroused the attention field is excessively narrow so performance gradually declines
- Catastrophe theory
 - Development of inverted-U theory that suggests arousal will impact performance up to an optimal point as long as cognitive anxiety remains low
 - If cognitive anxiety is high, an increase in arousal can lead to a sudden decline in performance (a 'catastrophic' response)

IZOF

- Personality** – people with more introvert personalities tend to experience optimal performance at lower levels of arousal, whereas extrovert personalities are more likely to require higher levels of arousal
- Sporting activity** – IZOF is likely to occur at higher levels of arousal in energetic/adventurous sports like football or rugby, whereas IZOF tends to occur at lower levels of arousal in precision sports like darts or golf

The IZOF should occur at a high level of arousal for a rugby tackle, and moderate level of arousal for throwing a dart.

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Activity 9 — Compare and contrast

Stress

- **Definition:** refers to the increase in stress hormones (e.g. cortisol and adrenalin) as the body (known as stressors), preparing it for fight or flight
- **Eustress** is the positive form of stress, such as seeking new challenges to succeed in and improve skills
Example: a football player who is looking to sign with a top football club to play under a famous manager
- **Distress** is the negative form of stress, such as the worry, anxiety and pounding heart caused by threatening situations
Example: a long-distance runner who is travelling to an event that they feel very nervous about

Anxiety

- **Definition:** refers to feelings of worry or nervousness, often resulting from negative stressors which can lead to reduced performance
- **State anxiety** refers to anxiety experienced during a specific situation. These feelings disappear when the threat goes away.
Example: a long-distance runner feels anxious while they are waiting to start a race, but not while running
- **Trait anxiety** refers to stable, consistent feelings of anxiety that occur in most situations as part of an individual's personality.
Example: an individual with a fear of failure experiences anxiety in any competitive situation
- **Behavioural anxiety** refers to the way we conduct ourselves because of anxiety, such as making rushed decisions, talking too quickly and excessive fidgeting
- **Somatic anxiety** refers to physical effects of anxiety, such as sweating, muscle tension, increased heart rate and blood pressure, butterflies, etc.
Example: a weightlifter who has sweaty palms as they are called up onto the platform
- **Cognitive anxiety** refers to the psychological or mental effects of anxiety, such as negative thoughts, increased feelings of worry, struggling to concentrate, being indecisive, etc.
Example: a netball player who has negative thoughts running through their head after missing a shot

Activity 10 — Stress comic

Students to draw a comic strip to illustrate each stage with sporting example. Can be the same or different examples.

Stage 1: **Environmental demands** – relates to the situation the performer is in, as well as the presence of spectators that may be watching, e.g. when putting a tournament-winning shot in golf in front of a large crowd.

Stage 2: **Perception of demands** – relates to the positive or negative perception of the situation. The performer may perceive this positively, in that they are one step away from winning the tournament. This is known as eustress. However, they might perceive it negatively, in that if they miss they will have undone all their hard work in that moment. This will give them a negative mental state.

Stage 3: **Stress response** – relates to the symptoms that the performer is showing, or the physiological response. e.g. the performer will experience eustress if they have perceived the shot positively, and this will lead to a state of arousal (IZOF). However, if they have perceived it negatively, they are likely to suffer from distress. This may be cognitive effects such as difficulty concentrating, or somatic effects such as nervous jitters, sweating, etc.

Stage 4: **Behavioural consequences** – relates to the outcome of the situation, e.g. eustress may lead to a state of positive performance (putting the shot) whereas distress may cause them to miss the shot.

Activity 11 — Diary entry

Consequences may include:

- Loss of confidence, e.g. not believing that your skill will come off so taking the easy route
- Rash decision-making, e.g. being impulsive and acting without thinking
- Lack of motivation, e.g. not wanting to put 100% into performance and giving up caring when you are losing
- Aggressive temperament, e.g. unnecessarily losing patience with a teammate and causing conflict
- Independent and non-communicative, e.g. doing things your own way without taking other people into account

Accept other suitable answers.

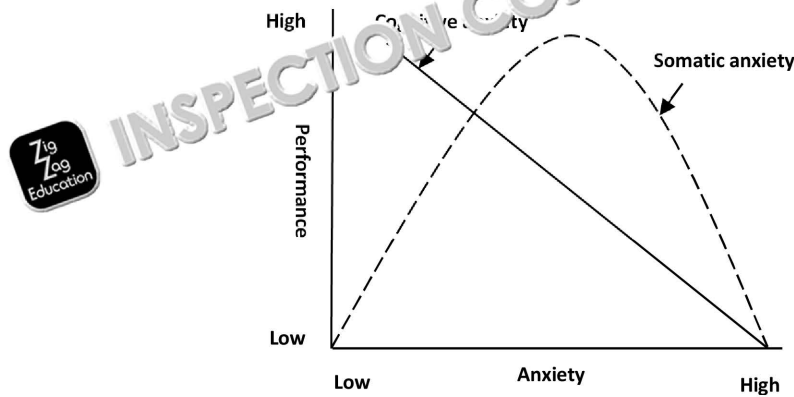
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Activity 12 — Book club

Multidimensional anxiety theory – content should cover:

- Theory developed by Martens et al. (1990)
- Somatic and cognitive anxiety have different effects on sports performance
- Cognitive anxiety has a negative linear relationship with performance, i.e. the higher the anxiety, the lower the performance will be
- Somatic anxiety has an inverted-U relationship with performance, i.e. there is an optimal level of anxiety where performance will be at its peak



Reversal theory – content should cover:

- Suggests that it is not anxiety itself that affects sports performance, but the individual's perception of anxiety
- This perception of anxiety can be positive or negative, which determines whether it has a negative or positive impact
- Each individual perceives anxiety in different ways, which could explain the differences in performance despite having the same levels of skill
- Psychologists try to train performers to turn the perceptions of anxiety symptoms from negative to positive

Activity 13 — Conference talk

Arousing positive emotions – benefits might include:

- Performers become more optimistic and believe they can succeed, even when they are facing adversity
- Performers are more receptive to their advice and feedback to teammates, which improves their performance
- Performers develop greater resilience and are less likely to become stressed or anxious

Facilitating concentration – benefits might include:

- Performers have better focus on what is required of them
- Performers will have a greater understanding of when to use tactics as they are more aware of the game
- Performers will make better decisions as they have analysed the field of play

Increasing effort levels – benefits might include:

- Performers will improve their chances of success and getting the results they want
- Performers will persist more with a task until it is complete
- Performers will get intrinsic reward out of knowing they have tried their best

Influencing game strategy – benefits might include:

- Performers will improve their chances of success and getting the results they want
- Performers will persist more with a task until it is complete
- Performers will get intrinsic reward out of knowing they have tried their best

Optimal self-confidence vs lack of confidence and overconfidence

- Optimal levels of self-confidence are related to the inverted-U hypothesis, where performance is at its peak at optimal arousal levels
- Underconfidence is linked to low arousal levels, where the performer is afraid to perform
- Overconfidence is linked to high arousal levels, where the performer has an inflated sense of their abilities

Influence of expectations – points may include:

- High expectations may place unrealistic demands on performance, e.g. if up against a tough opponent, they may attribute a lack of success to their ability levels
- High expectations may inspire confidence that a performer is good enough to compete, but if they are not successful, they should attribute it to external factors (e.g. a tough opponent)
- Low expectations will do little to inspire confidence, but it may reduce anxiety and allow them to perform better than expected

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Influence of coach expectations – points may include:

- High expectations of the coach may inspire confidence in a performer's ability, and the performer may be motivated to go out and fulfil their expectations
- High expectations may place undue pressure on a performer, which can result in the performer producing a poor performance
- Low expectations set by a coach may diminish confidence and result in poor performance
- Some determined performers may wish to prove a coach wrong if they have low expectations

Activity 14 — The perfect model

- **Self-efficacy:** an individual's belief in their capacity to produce specific performances
- **Performance accomplishments:** being successful in previous performances will increase self-efficacy, e.g. if a rugby player managed to convert all their tries in a game, they will have greater confidence to convert them in future games
- **Vicarious experiences:** this involves watching a significant other with similar ability perform, which can increase your confidence in your ability to do the same, e.g. watching a teammate score a try can allow someone to step up afterwards and model their actions
- **Verbal persuasion:** involves significant others, such as teachers, parents, coaches and friends, who can be successful, e.g. a boxing coach in the rest between rounds will instil confidence in the boxer that they are aware of what they must do in the next round
- **Emotional arousal:** the feelings in your ability to perform well. Emotional arousal can be managed using preparation techniques such as imagery and mental rehearsal, e.g. a tennis player may visualise a point with a serve, which would give them positivity to win points when serving in the next game

Activity 15 — Third-person perspective

Descriptions for each stage should cover the following points:

1st week of training

Stage name: **Forming**

- Interactions form interrelationships within the group
- Group members share their opinions
- Members assess strengths and weaknesses of others in the team
- An individual focuses on what they can contribute to the team

2nd week of training

Stage name: **Storming**

- Conflicts develop and clashes between members begin to question leader authority
- Leadership styles might clash, with certain team members being drawn to each other
- Problems begin to be identified, with a focus on teammates' performances rather than the team as a whole
- Progressing from this stage is difficult but needs to be done to ensure successful team performance

3rd and 4th weeks of training

Stage name: **Norming**

- Conflict is exchanged for cooperation
- Involves problem-solving, by working together to find answers to any problems that arise
- Helps members identify their own roles within the team
- Team cohesion is increased

5th and 6th weeks of training

Stage name: **Performing**

- Involves the team performing successfully and efficiently to achieve their team goals
- Each member performs successfully in their own role(s) to bring success to their team
- Responsibility and decision-making are on the group
- Little external supervision is needed, e.g. from a coach, as the team is motivated to perform well

Accept any other suitable answers.

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Activity 16 — More is less

Steiner's model: Actual productivity = Potential productivity – Losses due to faulty processes

- **Actual productivity** – how the group actually performs, e.g. the Belgian men's international team did not qualify for the knockouts in the 2022 FIFA World Cup
- **Potential productivity** – the best a team could possibly perform based on the skill and talent of its members, e.g. on paper, Belgium should have at the very least made it out of the group stage of the World Cup with the individual talent in the team
- **Losses due to faulty processes** – these can be made up of a number of losses or coordination losses
 - **Motivational losses** – when individual team members don't pull their weight for the team, e.g. team members might not work as hard as they possibly could
 - **Coordination losses** – when individual team members are not on the same wavelength, e.g. players are not playing the part they needed to in match tactics

Ringelmann effect: As group size increases, individual productivity tends to decrease. As a result, team performance do not tend to increase with more people contributing to the team, as would be expected.

- Participants should expect to see little improvement, if any, in their time to complete a task as group size increases
- Due to social loafing – motivational losses due to a job that could be carried out with less effort if other members of the team weren't present

Activity 17 — Model diagram

Task 1

Task cohesion – the process of individuals on a team working together to complete a task. It involves creating an effective team climate as everyone will be more proficient in their own role, which means they can work more effectively together.

Social cohesion – the positive interrelationships of the group members. It is needed to create a supportive environment where there will be greater communication to ensure everyone is aware of their roles and responsibilities.

Other suitable explanations can also be credited.

Task 2

Environmental factors – this involves the external environment of the team, e.g. how the team's training environment can influence the team's performance. A supportive environment can help the team become more cohesive.

Personal member characteristics – this refers to the characteristics of the individual team members. If team members have similar characteristics, a group is more likely to be formed.

Leadership style – the way the appointed leader of the group (coach, captain, etc.) interacts with the team. A supportive coaching style they use, can have a large bearing on group formation.

Team elements – the relationships held between the team members influence group formation. If team members have strong knit relationships, it will help them to form a more cohesive group.

Relationship between cohesion and sports performance – a more cohesive team will be more proficient in their interdependent roles, leading to improved performance.

Activity 18 — Team meeting

Strategies may include:

- Improving the communication between the individual team members
- Using shared goals within the team
- Making sure that each of the members knows how their role can impact team performance
- Including each of the team members
- Using the correct leadership style
- Promoting the importance of team performance over individual performance
- Allowing the team members to be involved in the decision-making processes

Accept other suitable explanations.

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Activity 19 — Poster design

Trait approach

- The view that leaders are born, not made
- Views people as being born with the natural traits for effective leadership, as opposed to their training and experience
- It is a weak theory as some people display leadership in different ways and there is no single set of influences on leadership

Behavioural approach

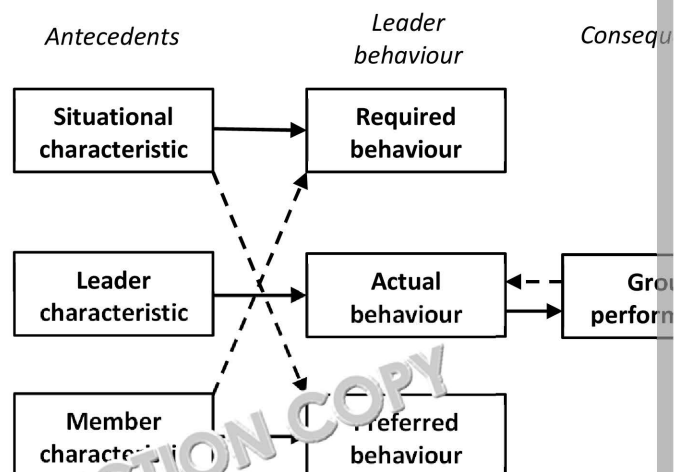
- Leaders are made, not born (opposite to trait approach)
- Leadership skills can be learned through observation of others and reproduction of their behaviours
- Focuses on leaders' behaviours over their qualities
- A leader chooses the behaviours they wish to copy from different leaders to become the set of principles they believe in most
- A limitation is that there is no definitive answer on what is an acceptable behaviour and leaders could become bad role models

Interactional approach

- Leadership is an interaction between the traits you are born with (which determine the situations people are presented with (e.g. behaviours of others they are exposed to))
- Combination of trait and behavioural approaches
- Allows flexibility in the behaviours of a leader to suit different situations
- Allows fluidity in the types of leadership styles someone can adopt, e.g. with different groups

Chelladurai's multidimensional model

- Explains the dynamic nature of leadership, and the effect that changing factors may have on leadership behaviour
- Based on three factors which affect leadership behaviour:
 - Characteristics of the leader (e.g. personality traits, skills and experience)
 - Characteristics of the group members (e.g. experience, motivation, performance)
 - Situational characteristics (e.g. level of change, weather conditions, group size)
- Leadership behaviour can also be divided into three types:
 - Preferred behaviour: behaviour that the group wants the leader to exhibit
 - Required behaviour: the behaviour that is needed in relation to the situation
 - Actual behaviour: how the leader behaves
- How the leader adapts to the three affecting factors (leader, group members and situation) and how successful the performance is and how happy the group is



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Activity 20 — Leadership profiles

Task 1

Leah Williamson

- Emergent leader
- Chosen for the leadership skills she displays for her domestic team and her relationship with the international team
- Other team members buy into her ability to lead the team on and off the field

Warren Gatland

- Prescribed leader
- Selected for his success as a player and as head coach and his track record of delivering success
- The team buy into him and have greater belief that he can guide them to success

Task 2

Autocratic:

- Firm views
- Dictates tasks
- Sole decision-maker
- Focuses on completing goals
- Ignores opinions of others
- Little personal relationship with others
- Closed to the ideas of others
- Instructive phrasing: 'do this and do that'

Democratic:

- Sole decision-maker
- Encourages involvement
- Collaborates when making decisions
- Concerned coach
- Shares responsibilities
- Relaxed and informal approach
- Eager to listen to ideas
- Inquisitive phrasing: 'what do you think about...?'

Activity 21 — Table fill examples

Positive impacts:

- Clear assigned roles – helps reduce coordination losses in performance, e.g. a wing back is to get up the wing to support their wide midfielder in attack; if not, then an attacking midfielder is to get up the wing to support their wide midfielder in attack; if not, then an attacking midfielder is to get up the wing to support their wide midfielder in attack
- Targets set on a common goal – allows the team to work collectively towards the same goal, e.g. all cricket players will be aware of their team's target to win the match within that. If one player chases their own strategy (such as changing the bowling strategy to get a wicket), they will be prepared to make a catch, etc.
- Clear communication – helps to provide guidance and feedback to players, e.g. a hockey player will know where to pass the ball without having to look, or be aware of the position of other players on them.

Negative impacts:

- Social loafing – reduces task cohesion as there are motivational losses from some players not taking on their responsibilities (pulling their weight), e.g. a rugby team might be aware of their team's target to win the match, but some of the pack aren't giving maximum effort.
- Misunderstanding and poor communication – reduces social cohesion as there are communication losses, e.g. if a netball player does not signal where they want the ball, they will be unable to pass it to their team.
- Selfishness and greediness – reduces social cohesion as someone will try to take over the game, e.g. a winger in football who tries to take on too many players instead of passing to a teammate.

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Activity 22 — Sociogram

Model sociogram provided in activity. Students should use this to help them design their own sociogram and discuss how sociograms can be used to help identify relationships in a team, effectiveness of communication and leadership potential.

Activity 23 — Mental help sheet

Goal-setting – a technique to help direct an athlete's concentration and efforts on improving performance.

Types of goals:

Type	Description
Outcome	This type of goal is concerned with the end result of the performance, often set by external factors, e.g. the goal is to win the game.
Process	This type of goal is concerned with the technique required for a successful performance, e.g. the movement of each body part correctly when completing a squat.
Mastery/ task	This type of goal concerns improving self-performance. Athletes compare their current performance to previous performances, e.g. a rugby player aiming to complete more tackles than in the last game.
Competitive	This type of goal is solely concerned with outperforming other competitors, e.g. a sprinter aiming to be faster than competitors in a 100 m sprint.

Timescales:

- **Short-term** – e.g. a swimmer improving their sprint time by 1 second in the next two weeks.
- **Medium-term** – e.g. qualifying for the national team at next year's trials.
- **Long-term** – e.g. winning Olympic gold in four years' time.

SMART principles:

S	Specific: Having a set aim to improve a specific component of a performance helps to focus the athlete's efforts.
M	Measurable: If a goal is measurable, it will help the athlete to identify any progress, and therefore maintain motivation.
A	Achievable: The goal must be within the reach of the performer in order to keep them motivated.
R	Realistic: The performer must believe they have the ability to be able to complete the goal, otherwise they will lose motivation.
T	Time-bound: Having a set time by which the goal needs to be completed helps to create a sense of urgency to complete the goal.

Example of a SMART goal: A national-level swimmer may choose to improve their personal best 50m freestyle time by 2 seconds to achieve a sub 1-minute time. They may set this goal for the end of the 12-week training period.

Self-talk – a technique used by athletes to improve self-efficacy by saying positive statements to themselves.

Types of self-talk:

- **Positive self-talk** – the use of motivational or positive statements to aid performance, e.g. a hockey player shouting 'Yes! Come on!' during performance. This helps to increase arousal.
- **Negative self-talk** – an athlete criticising their own performance, using statements such as 'I'm not good enough'.

Uses of self-talk:

Use	Description	Example
Arousal control	Stopping arousal from getting too high, past optimal levels. This is often caused by bad performances and negative self-talk.	A tennis player using positive self-talk to keep their focus away from negative thoughts.
Self-confidence	Using positive self-talk to motivate a player to increase their performance through motivational messages, increasing their confidence in their own ability.	Following a bad dive, a diver saying 'Come on! You can do it!'
Pre-performance routines	Using positive self-talk or instructions to focus attention on their task during performance.	A squash player telling themselves 'Stay focused' to cement the tactic.

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Activity 24 — Practical psychology

Descriptions of each technique are in the teacher's notes. Students should also discuss how

Activity 25 — Imaginative imagery guide

Imagery is creating or recreating images of success in the mind.

Visual imagery includes pictures of trophies, skill performance and celebrations.

Auditory imagery includes sounds associated with success, such as crowds cheering.

Kinaesthetic imagery includes feelings associated with images, such as pride or emotions.

Use	Sporting example
As a relaxation technique	e.g. a 100 m runner who pictures themselves exploding out of the blocks before a race
To increase self-confidence	e.g. a distance runner who pictures the pleasure they get out of running to enter an event
To imagine achievement of goals	e.g. an Olympic swimmer picturing themselves with the gold medal after winning gold
For mental rehearsal	e.g. a football player who pictures the crowd celebrations before a match
In pre-performance routines	e.g. a gymnast who pictures a successful landing from the vault before a routine is needed

Activity 26 — Interview

Students' programmes will vary based on the sport and the issues identified.

e.g. a football player

A weakness may be:

- Low levels of confidence to ask for the ball and carry it forward
- Low levels of arousal to want to get involved in the game

Technique to address the issue may be:

Skill	How it can be used to address the performer's issues	
e.g. Goal-setting	A goal could be set to increase the number of times the player asks for the ball in the next game	The performer could be asked to ask for the ball more often in the next game

Example aims:

- To improve confidence during a game
- To raise arousal levels to want to get more involved

Example objectives:

- To ask for the ball more during a game
- To perform energising techniques before each game

Key milestones may be:

Short-term	Medium-term:	
An increase in the number of times the player asks for the ball in the next game	A change in attitude to want to get more involved in the game	The performer could be asked to ask for the ball more often in the next game

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