

**Medium Term Learning Plan**

Year/Group: KS3/ 4

Course: GCSE PE – Sport Psychology

About the unit	Assessment Focus
Sport Psychology explores goals setting, how performance affects individuals and enhancing performance.	NC levels/ Exam specification Beginners levels: 1-3 Skill Builders levels: 3-5 Advanced levels: 5-8
Key Content to be covered	Expected Learning Outcomes
<b>3.2.1.1 Classification of skills (basic/complex, open/closed)</b> <b>3.2.1.2 The use of goal setting and SMART targets to improve and/or optimise performance</b> <b>3.2.1.3 Basic information processing</b> <b>3.2.1.4 Guidance and feedback on performance</b> <b>3.2.1.5 Mental preparation for performance</b>	Students should develop knowledge and understanding of the psychological factors that can affect performers in physical activity and sport.
Key Skills to be developed	Key Assessment Points (evidence)
-Sport Psychology -Understanding the mind -Enhancing Performance	<ul style="list-style-type: none"> <li>• Pre and Post assessment</li> <li>• In class discussion</li> </ul>
Language for Learning	Links to EBD/ personal, social and emotional needs
Enhancing Performance SMART Targets Mindset Extrovert Introvert	L1, L2, C6, C7, E14

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Session	Learning Objectives	Content to be covered	Suggested Pedagogy/Teaching Activities	Learning Outcomes (Assessment/ Level descriptors for this lesson)
<b>1</b>	<b>3.2.1.1 Classification of skills (basic/complex, open/closed)</b>	Skill and ability  Classifications of skill  Definitions of types of goals	Definitions of skill and ability.  Basic definition of the following skill classifications:  <ul style="list-style-type: none"> <li>• basic/complex</li> <li>• open/closed</li> <li>• self-paced/externally paced</li> <li>• gross/fine.</li> </ul>	Students complete the learning objectives and answer appropriately on the end point assessment.

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			<p>Students should be taught to choose and justify the appropriate classifications in relation to sporting examples.</p> <p>Basic definitions of the following types of goals:</p> <ul style="list-style-type: none"> <li>• performance goals (personal performance/no social comparison)</li> <li>• outcome goals (winning/result).</li> </ul> <p>Appropriate performance and/or outcome targets for sporting examples.</p> <p>79-85 text book</p>	
<b>2</b>	<b>3.2.1.2 The use of goal setting and SMART targets to improve and/or optimise performance</b>	The use and evaluation of setting performance and outcome goals in sporting examples	Performance and outcome goals can be combined. However, it is generally accepted that outcome goals should be avoided as they rely	Students complete the learning objectives and answer appropriately on the end point assessment.

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		<p>The use of SMART targets to improve and/or optimise performance</p>	<p>on factors that cannot be controlled, eg other performers.</p> <p>Beginners prefer to avoid outcome goals because failure can demotivate/winning may be an unrealistic goal.</p> <p>SMART targets of goal setting are:</p> <ul style="list-style-type: none"> <li>• specific</li> <li>• measureable</li> <li>• accepted</li> <li>• realistic</li> <li>• time bound</li> </ul> <p>85 text book</p>	
<b>3</b>	<b>3.2.1.3 Basic information processing</b>	Basic information processing model	The role of each stage (input, decision making, output and feedback) of the model.	Students complete the learning objectives and answer

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			<p>Input – information from the display (senses), selective attention.</p> <p>Decision making – selection of appropriate response from memory. The role of long term and short term memory.</p> <p>Output – information sent to muscles to carry out the response. Feedback – received via self (intrinsic) and/or others (extrinsic). Draw (in a box format) and/or explain the stages of a basic model of information processing. Students should be taught to apply the basic information processing model to skills from sporting examples.</p> <p>86-88 text book</p>	<p>appropriately on the end point assessment.</p>
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<b>4</b>	<b>3.2.1.4 Guidance and feedback on performance</b>	Identify examples of, and evaluate, the effectiveness of the use of types of guidance, with reference to beginners and elite level performers	<p>Evaluation of the use of the following types of guidance with specific links to:</p> <ul style="list-style-type: none"> <li>• visual (seeing)</li> <li>• verbal (hearing)</li> <li>• manual (assist movement – physical)</li> <li>• mechanical (use of objects/aids).</li> </ul> <p>Students need to be taught to be able to choose and justify which types of guidance are appropriate for beginners and/or elite level performers. This should include examples of how the guidance can be given, eg visual via demonstration.</p> <p>88-90 text book</p>	Students complete the learning objectives and answer appropriately on the end point assessment.
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<b>5</b>	<b>3.2.1.4 Guidance and feedback on performance</b>	Identify examples of, and evaluate, the effectiveness of the use of types of feedback, with reference to beginners and elite level performers	<p>Evaluation of the use of the following types of feedback with specific links to beginners and to elite level performers:</p> <ul style="list-style-type: none"> <li>• positive/negative</li> <li>• knowledge of results/knowledge of performance</li> <li>• extrinsic/intrinsic.</li> </ul> <p>Students need to be taught what each type of feedback entails and be able to choose and justify which types of feedback are appropriate for a beginners and/or an elite level performers.</p> <p>91-92 text book</p>	Students complete the learning objectives and answer appropriately on the end point assessment.
<b>6</b>	<b>3.2.1.5 Mental preparation for performance</b>	<p>Arousal</p> <p>Inverted-U theory</p>	<p>Definition of arousal.</p> <p>The shape of the 'inverted-U' placed appropriately in a graph depicting y</p>	Students complete the learning objectives and answer

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			<p>axis (performance level – low to high) and x axis (arousal level – low to high).</p> <p>Students should be taught to draw an inverted U graph with both x and y axis appropriately labelled. Describe the inverted-U graph.</p> <p>The relationship between arousal level and performance level, eg when under aroused, performance level is low/under or over arousal causing low performance levels.</p> <p>94 text book</p>	<p>appropriately on the end point assessment.</p>
<b>7</b>	<b>3.2.1.5 Mental preparation for performance</b>	<p>How optimal arousal levels vary according to the skill being performed in a physical activity or sport</p> <p>How arousal can be controlled using stress management techniques before or during a sporting performance</p>	<p>Link appropriate arousal level (high/low) to gross/fine skills in sporting actions.</p> <p>Link skills (not sports) to an appropriate arousal level, eg a</p>	<p>Students complete the learning objectives and answer appropriately on the end point assessment.</p>



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			<p>tackle in rugby will need a high arousal level.</p> <p>Knowledge of the following stress management techniques:</p> <ul style="list-style-type: none"> <li>• deep breathing</li> <li>• mental rehearsal/visualisation/imagery</li> <li>• positive self talk.</li> </ul> <p>Students should be taught to explain how these techniques are carried out, using sporting examples.</p> <p>95-96 text book</p>	
<b>8</b>	<b>3.2.1.5 Mental preparation for performance</b>	Understand the difference between direct and indirect aggression with application to specific sporting examples	<p>Definition of direct and indirect aggression.</p> <p>Students should be taught to know the meaning of the terms direct and indirect aggression, and be able to</p>	Students complete the learning objectives and answer appropriately on the end point assessment.

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		<p>Understand the characteristics of introvert and extrovert personality types, including examples of sports which suit these particular personality types</p>	<p>suggest examples of direct/indirect aggression in sport.</p> <p>Characteristics of an introvert:</p> <ul style="list-style-type: none"> <li>• shy/quiet</li> <li>• thoughtful</li> <li>• enjoy being on their own. Tend to play individual sports when:             <ul style="list-style-type: none"> <li>• concentration/precision (fine skill) is required</li> <li>• low arousal is required.</li> </ul> </li> </ul> <p>Characteristics of an extrovert:</p> <ul style="list-style-type: none"> <li>• enjoy interaction with others/sociable/ aroused by others</li> <li>• enthusiastic/talkative</li> </ul>	
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			<ul style="list-style-type: none"> <li>• prone to boredom when isolated/by themselves. Tend to play team sports when:</li> <li>• there is a fast pace</li> <li>• concentration may need to be low</li> <li>• gross skills are used.</li> </ul> <p>97-99 text book</p>	
<b>9</b>	<b>3.2.1.5 Mental preparation for performance</b>	<p>Definition of intrinsic and extrinsic motivation, as used in sporting examples</p> <p>Evaluation of the merits of intrinsic and extrinsic motivation in sport</p>	<p>Intrinsic is from within – for pride/self-satisfaction/personal achievement.</p> <p>Extrinsic is:</p> <ul style="list-style-type: none"> <li>• from another source/person</li> <li>• tangible – certificates/trophies, medals</li> <li>• intangible – praise/feedback/applause.</li> </ul>	<p>Students complete the learning objectives and answer appropriately on the end point assessment.</p>

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			<p>Students should be taught to explain appropriate examples of intrinsic and extrinsic motivation linked to sporting examples.</p> <p>Intrinsic is generally deemed more effective. Overuse of extrinsic can undermine the strength of intrinsic.</p> <p>Performer can become reliant on extrinsic.</p> <p>Intrinsic is more likely to lead to continued effort and participation.</p> <p>Extrinsic rewards may result in feelings of pride/ self-satisfaction.</p> <p>99-101 text book</p>	
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