

Unit Description [copy from syllabus]	Unit Objectives [copy from syllabus]
<p>In Topic 1, the first stage of inquiry requires students to recognise and explain the concepts and principles about sport psychology through purposeful and authentic learning in and about a selected physical activity. In the selected physical activity, students explore body and movement concepts and demonstrate specialised movement sequences and movement strategies.</p> <p>In the second stage, students apply concepts to specialised movement sequences and movement strategies in authentic performance environments to gather data about their personal application of sport psychology and body and movement concepts. Students analyse and synthesise relationships between the sport psychology demands in the selected physical activity and personal and team performance. Students then devise a psychological strategy to optimise performance in the selected physical activity.</p> <p>In the final stage, students evaluate the effectiveness of the psychological and movement strategies and justify using primary data and secondary data.</p>	<p>By the end of this unit, students will:</p> <ol style="list-style-type: none"> 1. recognise and explain sport psychology and equity concepts and principles about selected physical activities 2. demonstrate specialised movement sequences and movement strategies in the selected physical activity 3. apply concepts to specialised movement sequences and movement strategies in the selected physical activity 4. analyse and synthesise data to devise strategies about sport psychology and equity 5. evaluate sport psychology, equity and movement strategies 6. justify sport psychology, equity and movement strategies 7. make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

Assessment Plan:				
Task	%	Objectives to be assessed	Conditions	Date
<p>Devise a psychological strategy in response to primary data collected that aims to improve your individual performance of movement strategies and sequences. Implement and analyse the strategy to determine the relationship between psychological techniques and performance. Evaluate the effectiveness of the implemented strategy and justify the future development.</p>		<ol style="list-style-type: none"> 1. recognise and explain sport psychology concepts and principles and body and movement concepts about specialised movement sequences and movement strategies 2. demonstrate specialised movement sequences and movement strategies in authentic performance environments 3. apply concepts to specialised movement sequences and movement strategies in authentic performance environments 4. analyse and synthesise data to devise a sport psychology strategy for optimising performance of one movement strategy 5. evaluate a sport psychology strategy and movement strategies relevant to the selected physical activity 6. justify a sport psychology strategy and movement strategies relevant to the selected physical activity 7. make decisions about and use language, conventions and mode- 	<ul style="list-style-type: none"> • Duration – 5 hrs • Mode – Multimodal • To be completed individually • Length – 7 – 9mins (supporting evidence 2 – 3 minutes) 	<ul style="list-style-type: none"> • Task handed out T2 W4 • Draft submitted T2 W6 • Final submission T2 W7

		appropriate features to communicate information about strategies to a technical audience		
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Monitoring and Reviewing:

Strategies for Monitoring Student Progress	Date	Planned Reviews at Key Intervals	Date
Fortnightly Book Checks Draft Submission			

Underpinning Factors:

Guaranteed Vocabulary:	Literacy Skills	21 st Century Skill/s
<ul style="list-style-type: none"> • Sport Psychology • Confidence • Arousal • Motivation • Concentration 	<ul style="list-style-type: none"> • using motor learning ideas and information in classroom, real-world and/or lifelike contexts to progress learning • comprehending to make meaning of motor learning language and texts • comprehending to make literal and inferred meanings about movement in lawn bowls 	<ul style="list-style-type: none"> • collaboration and teamwork — focusing on participating in activities and interacting with others to share experiences, contribute observations and produce a determined outcome • critical thinking — focusing on analytical thinking and reasoning • critical thinking — applying analytical thinking, problem-solving and decision-making to progress learning • communication — communicating ideas effectively by composing text and/or verbally sharing to demonstrate knowledge and understanding • personal and social skills — demonstrating adaptability, open- and fair-mindedness and leadership when working with others to achieve a desired outcome • ICT skills — using technology to gather, access and analyse information

		Numeracy Skills	Cognitive Verbs
		<ul style="list-style-type: none">• Interpret data• Create percentages and graphs• Using calculation, estimation and measurement to collect primary data	<ul style="list-style-type: none">• Explain• Analyse• Synthesise• Evaluate• Justify• apply

TEACHING AND LEARNING PLAN:

Hours/Weeks	Unit Objectives	Subject Matter	Learning Experiences [reflecting DQ 3, 4, 5 and 6]	Possible Resources
Stage 1: Engage and Understand				
2hrs/W1	1	<ul style="list-style-type: none"> recognise and explain that sport psychology aims to optimise performance through the application of psychological knowledge and strategies 	<p>Individual activity Students:</p> <ul style="list-style-type: none"> develop and maintain a work log to assist in data collection throughout the unit. <p>Brainstorm activity Students explain:</p> <ul style="list-style-type: none"> factors that impact on the quality of an individual performance factors that affect the quality of a team performance elements that are under the control of the athlete elements that are not under the control of the athlete the role an athlete’s mental dimension has on the quality of their performance prior personal experience with using mental strategies to improve personal performance. <p>Group activity Students:</p> <ul style="list-style-type: none"> work in groups to recognise different general sports psychology strategies in the resources provided by the teacher explain the concept of sport psychology based on their group’s resources comment on how and why athletes use sports psychology strategies recognise the sport psychology strategies discussed in the resources and explain how they have been used to improve performance explain how the sport psychology strategies could be used to improve performance in personal touch football performance prepare a two-minute presentation, per group, to share knowledge and findings with the class. 	<p><i>Sport Psychology — Inside the Mind of Champion Athletes: Martin Hagger at TEDx Perth,</i> www.youtube.com/watch?v=yG7v4y_xwzQ</p> <p><i>Olympics 2012 — The Importance of Sports Psychology,</i> www.youtube.com/watch?v=d8DSzLpEru0</p> <p><i>Psychology in Sport,</i> www.youtube.com/watch?v=1akg5srwmTQ</p>

			<p>Individual activity</p> <p>Students:</p> <ul style="list-style-type: none"> complete a summary of their understanding of sport psychology so far. 	
4hrs/W2-W3	1, 2, 3, 4	<ul style="list-style-type: none"> recognise and explain the concept of <ul style="list-style-type: none"> motivation as a continuum, from extrinsic to intrinsic confidence, including self-confidence, self-belief and self-efficacy arousal as a continuum, from relaxed drowsiness, wakefulness, curiosity and attentiveness to joy, exhilaration, anxiety, panic and rage <ul style="list-style-type: none"> attention and concentration, including broad, narrow, internal and external foci team dynamics and cohesion, including group roles, group norms and social support identify and explore the impact of motivation, confidence, arousal, attention, concentration and team dynamics on personal performance in the selected physical activity 	<p>Individual research activity Students:</p> <ul style="list-style-type: none"> recognise and explain the terms motivation, confidence, arousal, attention, concentration, team dynamics, cohesion. <p>Group performance activity — motivation continuum</p> <p>Students:</p> <p>compete in a mountain climber competition. In 30 seconds, count how many times the right knee goes to the chest. Repeat this activity for each round below.</p> <ul style="list-style-type: none"> Round 1: Record the number and do not share. Round 2: Repeat the same activity as a competition against themselves and their previous score. Do not share results. Round 3: Compete against the class. After the third round, share findings with the class. Round 4: Compete against the group, counting out loud. Round 5: The individual with the most mountain climbers receives a reward. <ul style="list-style-type: none"> record data in their work log and identify the factors that can impact motivation levels. Explain how motivation is a continuum. <p>Performance activity — self-confidence</p> <p>Set up the class for touch football beforehand to ensure that students remain focused during the transition from classroom activities to authentic performance environments.</p> <p>Students:</p> <ul style="list-style-type: none"> listen to the <i>You are Awesome</i> YouTube video after some reflection time, gather video evidence of 3 v 2 attacking record feelings and results in work log review the video of the 3 v 2 in the classroom work in peer groups to provide only critical feedback on performance without any positive feedback complete 2 more minutes of 3 v 2 record feelings and results in work log 	<ul style="list-style-type: none"> <i>You are Awesome: Pep Talk Video</i>, www.youtube.com/watch?v=OgTpUk9BTnU <i>Triple Jump Technique</i>, www.youtube.com/watch?v=YxWg1B3EAIE

			<ul style="list-style-type: none"> • discuss in groups, the outcomes and the effects of self-confidence on their personal performance. <p>Performance activity — arousal</p> <p>Set up the class for touch football beforehand to ensure that students remain focused during the transition from classroom activities to authentic performance environments.</p> <p>Students:</p> <ul style="list-style-type: none"> • play an intensive, modified, five-minute game with a focus on enjoyment and engagement. Loud, upbeat music is played during the game • complete 2 minutes of 3 v 2 immediately following the modified game, and record their individual results • complete a paced 400 m run followed by dynamic stretches • complete 2 more minutes of 3 v 2 and record their individual efficiency • lie down in a shady area with their eyes shut and listen to classical or meditative music for five minutes • complete 2 more minutes of 3 v 2 and record their individual efficiency • reflect on the outcomes of their individual 3 v 2 efficiency in their work logs • discuss, in groups, the outcomes and effects of arousal on their personal performance. <p>Performance activity — concentration</p> <p>Set up the class for touch football beforehand to ensure that students remain focused during the transition from classroom activities to authentic performance environments.</p> <p>Students:</p> <ul style="list-style-type: none"> • watch a five-minute video clip, irrelevant to touch football (e.g. a clip from a movie or television show) <p>complete three 3 minutes of catch and pass and record their individual efficiency in their work logs</p> <ul style="list-style-type: none"> • view the <i>catch and pass technique video</i> and review instructions and techniques for catch and pass • take notes in their work logs regarding the proper technique for catch and pass • complete three more minutes of catch and pass, record their individual efficiency and reflect on their personal performance • discuss, in groups, the outcomes and effects of concentration on their personal performance in catch and pass. 	
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			<p>Group performance activity — team dynamics and cohesion Students:</p> <ul style="list-style-type: none"> • work in groups of four to complete a rolling ruck sequence. Each team member takes on one of the following role cards and cannot share their role details with other team members: <ul style="list-style-type: none"> bossy team leader who makes insensitive comments to others and does not listen to others' opinions – unmotivated athlete who does not listen and drops the ball – extremely competitive athlete who openly blames others for mistakes – sensitive, hard-working athlete who encourages others • complete 5 ruck sequences in their teams, playing out role card descriptions as assigned • compare the impact of the different individual traits and roles on the team dynamic and record their observations in their work logs. <p>Individual activity Students:</p> <ul style="list-style-type: none"> • identify and explain how motivation, confidence, arousal, concentration and team cohesion can be barriers to personal performance, specifically in touch football • use evidence from their performance activities to support their findings. <p>Group activity Students:</p> <p>divide into two teams (affirmative and negative) and debate the topic 'Arousal levels have the most effect on personal performance in physical activity'.</p>	
3hrs/W3	1, 2, 3, 4, 5, 6, 7	<ul style="list-style-type: none"> • investigate information about psychological techniques that can be used to optimise performance <ul style="list-style-type: none"> – goal-setting techniques — process goals, outcome goals and performance goals – mental rehearsal techniques — mental rehearsal of the entire performance, visualisation of one aspect of skill execution prior to performance, and internal and external perspectives of imagery – positive self-talk techniques — using positive cue 	<p>Group activity Students:</p> <ul style="list-style-type: none"> • work collaboratively to investigate how the sport psychology techniques of goal setting, mental rehearsal, positive self-talk, pre-performance practices, relaxation and concentration can be used to optimise performance in touch football. <p>Individual activity</p>	<ul style="list-style-type: none"> • <i>The Guardian</i>, 'Bethany Hamilton: Surfing with only one arm isn't as hard as beating the stigma', www.theguardian.com/sport/2016/aug/25/bethany-hamiltonsurfing-esp-y-award

		<p>words and positive emotions to create self-belief</p> <ul style="list-style-type: none"> - self-confidence techniques — identifying how thoughts can affect self-confidence, e.g. situation, thoughts, emotions and reactions, using affirmations to change personal reactions to situations - pre-performance techniques — construction of a pre-performance routine and checklist; investigating mental rehearsal and pre-event tasks and cues to prepare for training and competition, e.g. technical points, triggers or competition segments - relaxation and energiser techniques — progressive muscle relaxation (PMR), deep breathing techniques, music and visualisation techniques - attention and concentration techniques — selective attention, using trigger words, performance segmenting, preperformance routines and withincompetition routines - team dynamics and cohesion techniques — leadership, communication, norms, rules and discipline <ul style="list-style-type: none"> • investigate the use of psychological techniques on personal performance in authentic performance environments 	<p>Students:</p> <ul style="list-style-type: none"> • read the article on Bethany Hamilton and synthesise the sport psychology techniques that are at work each time she performs. <p>Group performance activity Students:</p> <ul style="list-style-type: none"> • work in pairs to investigate the impact that the different psychological techniques can have on their personal performance • complete a modified game of touch football and record their team result and their individual contribution; film the performance • work in pairs to investigate how one of the following sport psychology techniques can influence personal performance <ul style="list-style-type: none"> - goal-setting — setting a process, outcome and performance goal - positive self-talk — developing a positive cue or mantra in an effort to improve performance - self-confidence — using the video footage of the touch football performance the weaknesses of their opponents in an effort to build confidence - pre-performance practices — mentally rehearsing the performance and developing a checklist/triggers for success - energiser techniques — using music and deep breathing to develop motivation and increase effort - attention/concentration — focusing on one part of the game (e.g. an attack specific or defence specific) • complete a modified game of touch football and record the team results and individual contributions • share results including similarities and differences with their group and record findings in their work log • repeat the performance activity with a different sport psychology technique if time permits. <p>Group activity</p> <p>Students:</p> <ul style="list-style-type: none"> • investigate connections between sport psychology concepts and techniques <ul style="list-style-type: none"> - How could the strategies help to overcome boundaries presented by psychological concepts? 	
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			<ul style="list-style-type: none"> participate in a class debate on the topic 'Goal setting can overcome all psychological concepts' <p>investigate and research secondary data to justify their position in the debate.</p>	
3hrs/W4	1, 2, 3, 4	<ul style="list-style-type: none"> gather primary data about the influence of psychological techniques on personal performance of specialised movement sequences and movement strategies in authentic performance environments <p>use secondary data to analyse how the sport psychology concepts and principles can influence performance in the selected physical activity</p>	<p>Group activity</p> <p>Students:</p> <ul style="list-style-type: none"> collaborate with others to recognise primary and secondary data sources from a range of examples supplied by the teacher (could be presented on a PowerPoint or hard copies) investigate and understand <ul style="list-style-type: none"> project — folio requirements how to collect primary data how to use primary data (Figure 1, p. 16). <p>Individual activity</p> <p>Students:</p> <ul style="list-style-type: none"> create links between the psychological concepts that could be at play during touch football and techniques that could optimise performance; e.g. motivation could be improved through the use of goal-setting techniques; process, performance and outcome goals align with the continuum of intrinsic to extrinsic motivation identify a filming opportunity that demonstrates the created links; e.g. touch football, the process goal could be the catch ball off chest and pass out in front; a performance goal could be to not drop the ball; and an outcome goal could be to efficiently catch and pass discuss the use of a range of sport psychology strategies; e.g. the process goal was the most helpful in optimising performance as it focused on the movement strategy. <p>Group performance activity Students:</p> <ul style="list-style-type: none"> work in pairs or small groups to gather primary data by filming the implementation of sport psychology strategies with various specialised touch football sequences and movement strategies. <p>Individual</p>	How to use primary data to demonstrate psychological concepts and techniques (Figure 1, p. 16)

			<p>activity</p> <p>Students:</p> <p>gather secondary data to demonstrate psychological concepts and techniques related to optimising performance in specialised movement strategies and movement sequences for touch football.</p>	
3hrs/W5	2, 3, 4	<ul style="list-style-type: none"> gather primary data about the influence of psychological techniques on personal performance of specialised movement sequences and movement strategies in authentic performance environments use secondary data to analyse how the sport psychology concepts and principles can influence performance in the selected physical activity 	<p>Individual activity</p> <p>Students:</p> <ul style="list-style-type: none"> select an position to specialise in and investigate the specialised movement sequences and movement strategies relevant to touch football research secondary sources (online video clips, literature, coaching resources) about the performance of specialised movement sequences specific to their chosen position use the retrieval chart (Figure 2, p. 17) to record their research. <p>Individual performance activity</p> <p>Students:</p> <ul style="list-style-type: none"> rehearse the specialised movement sequences previously researched in an authentic performance environment gather primary data regarding the success and/or limitations associated with the application of sport psychology strategies to their personal performance of the specialised movement sequences analyse their personal performance of the specialised movement sequences in their chosen position present their analysis to the class through a presentation using a slide for each of the specialised movement sequences and a movement strategy. Each slide should include <ul style="list-style-type: none"> photographic and/or video evidence of the implementation of the specialised movement sequence and movement strategy in an authentic performance environment written or spoken analysis of the relationships between the sport psychology strategy being used and the personal performance of the specialised movement sequences and movement strategy. 	Specialised movement sequences retrieval charts (Figure 2, p. 17)
3hrs/W6	1, 2, 3, 4, 5, 6, 7	<ul style="list-style-type: none"> investigate the use of psychological techniques on personal performance in authentic performance environments gather primary data about the influence of 	<p>Individual activity</p> <p>Students:</p> <ul style="list-style-type: none"> ascertain the impact of psychological concepts and strategies 	

		<p>psychological techniques on personal performance of specialised movement sequences and movement strategies in authentic performance environments</p> <ul style="list-style-type: none"> • use secondary data to analyse how the sport psychology concepts and principles can influence performance in the selected physical activity 	<p>on movement sequences within authentic performance environments</p> <ul style="list-style-type: none"> • choose one of the following psychological techniques that can be used to optimise performance <ul style="list-style-type: none"> – goal setting – mental rehearsal – positive self-talk – techniques to build self-confidence – pre-performance practices – relaxation or energising – attention and concentration – team dynamics and cohesion (if relevant) • prepare a two-minute folio on their selected position that <ul style="list-style-type: none"> – explains a specialised movement sequence in their previously selected position – analyses the impact of the sport psychology strategy on specialised movement sequences in a touch football position with specific reference to the psychological boundaries it may assist them to overcome – provides evidence of the sport psychology strategy being applied in an authentic performance environment to optimise personal performance of a movement strategy – uses both primary and secondary data – includes both visual and written or spoken communication. <p>Group activity Students:</p> <ul style="list-style-type: none"> • share folios with the class to facilitate collaborative learning • critically reflect on the folio of a peer to evaluate the effectiveness of the sport psychology strategy in optimising personal performance of specialised movement sequences and a movement strategy. <p>Individual activity Students:</p> <p>individually reflect on how the presented sport psychology strategy optimises personal performance in their chosen position.</p>	
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Stage 2: Apply and analyse				
3hrs/W7	1, 2, 3, 4, 5, 6	<ul style="list-style-type: none"> analyse and synthesise primary data and secondary data about the influence of sport psychology concepts and principles on specialised movement sequences and movement strategies in the selected physical activity optimise performance in the selected physical activity by devising personal and team sport psychology strategies that consider the <ul style="list-style-type: none"> influence of sports psychology concepts and principles on specialised movement sequences and movement strategies effect of the psychological techniques on personal and team motivation, confidence, arousal, attention, concentration and/or team dynamics factors affecting the implementation of the techniques implement the sport psychology strategies and movement strategies to gather primary data about the outcomes, implications and limitations of decisions <ul style="list-style-type: none"> analyse primary data and secondary data to ascertain relationships between the sport psychology and movement strategies, concepts and principles, and personal performance. 	<p>Group activity Students:</p> <ul style="list-style-type: none"> discuss the differences between a regular lesson performance environment and a more competitive performance environment, e.g. social touch , district or regional trials, interschool or representative events analyse the sport psychology concepts that may be affected by the increased level of competition outside a class context. <p>Individual activity Students:</p> <ul style="list-style-type: none"> devise a personal sport psychology strategy to overcome the effects of psychological concepts on their personal performance in a touch football gather primary data and analyse the factors that may affect the implementation of sport psychology strategies to optimise personal performance of specialised movement sequences and a movement strategy use Figure 3, provided on p. 18, to record data on the sport psychology strategy. <p>Individual performance activity Students:</p> <ul style="list-style-type: none"> collect data on psychological concepts at play, one hour prior to competition, e.g. heart rate, arousal level, level of self-confidence and concentration implement a personal sport psychology strategy to optimise their personal performance of specialised movement sequences and a movement strategy in the selected position of touch football record performance data and other primary data on their personal performance in their work log record results and personal reflections on their sport psychology strategy in their work log. <p>Individual activity Students:</p>	<ul style="list-style-type: none"> My sports psychology strategy (Figure 3, p. 18)

			<ul style="list-style-type: none"> analyse and synthesise their collected primary data, measuring the influence of sport psychology concepts on specialised movement sequences and movement strategies for the selected touch football position. <p>Individual activity Students:</p> <ul style="list-style-type: none"> collect secondary data on <ul style="list-style-type: none"> the psychological concept that has the largest effect on the implementation of techniques a personal sport psychology strategy that optimises their personal performance in the selected touch football position. <p>Individual activity Students:</p> <ul style="list-style-type: none"> respond, under exam conditions, to the following statement <ul style="list-style-type: none"> Ascertain relationships that currently exist between psychological concepts and strategies and specialised movement sequences and movement strategies within your personal performance. Refer to secondary data and examples from primary data to support your response. 	
Stage 3: Evaluate and justify				
7hrs/W8-W9	1, 2, 3, 4, 5, 6, 7	<ul style="list-style-type: none"> reflect on primary data and secondary data to evaluate the effectiveness of sport psychology and movement strategies to achieve a determined outcome including <ul style="list-style-type: none"> meeting the requirements of personal and team performance in the selected physical activity using suitable sport psychology techniques to optimise personal and team motivation, confidence, arousal, attention, concentration and/or team dynamics optimising the performance of specialised movement sequences and movement strategies make decisions to maintain or modify the sport psychology strategies and movement strategies 	<p>Individual activity Students:</p> <ul style="list-style-type: none"> review primary data gathered on their personal performance of the selected position in touch football review primary data gathered on the effect of their personal sport psychology strategy on their personal performance in the selected touch football position research secondary data to justify the maintenance or further modification of their personal sport psychology strategy in optimising their personal performance. <p>Individual performance activity Students:</p>	

		<ul style="list-style-type: none"> justify the development of sport psychology and movement strategies using evidence from primary data and secondary data <ul style="list-style-type: none"> justify maintenance or modification of the sport psychology and movement strategies using evidence from primary data and secondary data make decisions about and use language, conventions and mode-appropriate features to convey meaning for particular purposes and contexts. 	<ul style="list-style-type: none"> perform the specialised movement sequences and movement strategy in the selected physical activity apply a range of modifications or further developments of the personal sport psychology strategy to gather primary data that helps justify the strategy use the following questions to make decisions about the modification and maintenance of the sport psychology strategy <ul style="list-style-type: none"> How has the strategy influenced your personal performance? How can the strategy be changed to make it more effective? How can this strategy be applied to other similar authentic performance environments? <p>Individual activity Students:</p> <ul style="list-style-type: none"> gather supporting evidence from secondary sources to justify the development, maintenance or modification of their personal sport psychology strategy. 	
5hrs/W9-W10	1, 2, 3, 4, 5, 6, 7	<ul style="list-style-type: none"> Unit 2 Topic 1: Sport psychology integrated with a selected physical activity 	<p>Formative assessment: Project — folio Students:</p> <ul style="list-style-type: none"> decide on the format for a 9–11 minute multimodal presentation that includes <ul style="list-style-type: none"> genre conventions for an analytical response, including sustained analysis, synthesis and evaluation language features appropriate to visual and written or spoken modes referencing conventions that reflect ethical scholarship through the use of in-text citations and a reference list using a recognised system of referencing appropriate language conventions and mode-appropriate features. 	

YEAR-TO-YEAR INFORMATION:

Differentiation [for small groups or individuals]:

LESSON SEQUENCE

WEEK	LESSON 1	LESSON 2	LESSON 3
T1-W8		<ul style="list-style-type: none"> - explore factors that impact on individual and team athletic performance - defining Sport Psychology 	<ul style="list-style-type: none"> - explore Sport Psychology and its impact on performance - recognise and explore different strategies that can use to improve performance (Touch Football)
T1-W9	<ul style="list-style-type: none"> - defining motivation, confidence, arousal, attention, concentration, team dynamics and cohesion 	<ul style="list-style-type: none"> - explore the impact of motivation, confidence, arousal, attention, concentration, team dynamics and cohesion <p>Group performance activities (See lesson 3)</p>	<p>Group performance activities – motivation continuum, self-confidence, arousal, concentration, team dynamics and cohesion</p>
T1-W10	<ul style="list-style-type: none"> - investigate psychological techniques that can be used to optimise performance 	<ul style="list-style-type: none"> - collaborate to investigate how sport psychology techniques can be used to optimise performance in touch football 	<p>Group Performance Activity – investigate the impact that the different psychological techniques can have on their personal performance</p>
1	<ul style="list-style-type: none"> - Recognise primary and secondary data sources from a range of examples 	<ul style="list-style-type: none"> - Investigate and understand <ul style="list-style-type: none"> • Project – Folio requirements • How to collect primary data • How to use primary data 	<p>Individual Performance Activity – Video analysis of demonstration of the created links between the psychological concepts that could beat play during touch football</p> <p>Individual Performance Activity – Video analysis of personal performance of the specialised sequence</p>
2	<ul style="list-style-type: none"> - Research secondary sources (online video clips, literature, coaching resources) about the performance of specialised movement sequences in touch football 	<ul style="list-style-type: none"> - rehearse the specialised movement sequences previously researched in an authentic performance environment - gather primary data regarding the success and/or limitations associated 	<ul style="list-style-type: none"> - analyse their personal performance of the specialised movement sequences in their chosen position - present their analysis to the class through a presentation using a slide

		<p>with the application of sport psychology strategies to their personal performance of the specialised movement sequences</p> <ul style="list-style-type: none"> - analyse their personal performance of the specialised movement sequences in their chosen position 	<p>for each of the specialised movement sequences and a movement strategy. Each slide should include</p> <ul style="list-style-type: none"> • photographic and/or video evidence of the implementation of the specialised movement sequence and movement strategy in an authentic performance environment • written or spoken analysis of the relationships between the sport psychology strategy being used and the personal performance of the specialised movement sequences and movement strategy.
3	<ul style="list-style-type: none"> - prepare a two-minute folio on their selected position that - explains a specialised movement sequence in their previously selected position 	<ul style="list-style-type: none"> - analyses the impact of the sport psychology strategy on specialised movement sequences in a touch football position with specific reference to the psychological boundaries it may assist them to overcome - provides evidence of the sport psychology strategy being applied in an authentic performance environment to optimise personal performance of a movement strategy 	<ul style="list-style-type: none"> - uses both primary and secondary data includes both visual and written or spoken communication
4	<ul style="list-style-type: none"> - compare the differences between a regular lesson performance environment and a more competitive performance environment 	<ul style="list-style-type: none"> - analyse the sport psychology concepts that may be affected by the increased level of competition outside a class context. 	<ul style="list-style-type: none"> - collect data on psychological concepts at play, one hour prior to competition, e.g. heart rate, arousal level, level of self-confidence and concentration
5	<ul style="list-style-type: none"> - implement a personal sport psychology strategy to optimise their personal performance of specialised movement sequences and a 		Working on assessment

	movement strategy in the selected position of touch football		
6	Working on assessment	Working on assessment	Draft Due
7	Feedback	Working on assessment	Final submission