

Here are just a few sample slides – we hope you love them!

Both teacher and student slides are included (the latter will be supplied as PDF file for photocopying)

OCR Physical Education AS / A-Level Sports Psychology PowerPoint Summaries

This resource has been written by Ali Woodward for Pefocus and has been designed to support teaching and learning of the 'new' OCR AS and GCE/A-Level PE specification for teaching from September 2016.

All content mirrors the OCR Sports Psychology specification perfectly.

The resource comprises:

- ✓ 46 full colour / fully animated teacher slides
- ✓ Student slides and PDFs – with gaps to fill
- ✓ Teacher slides as PDFs – with 'answers'

This resource can be used to present new work, for summing up topic areas and for consolidation at the end of the course.

We really hope that you and your learners will find it both engaging and helpful.

Sports Psychology – student slides

The aim is for students to build their own bank of Sports Psychology knowledge that can be used throughout the course as well as at the end for review.

A favoured layout is to print two slides per A3 sheet; this appeals to students who often find the large visual style manageable, engaging and valuable as a supplement to their other notes and resources.

Sets of these student slides (PDFs) can be given to students as they start a topic area. They can work on the set slide by slide as each element of work is completed; or as a whole topic area once it has been 'covered'. This can be done in class or as a homework / private study task

Student slides can be posted on secure areas of centres' intranet/moodle platforms for easy access and further assimilation.

It is highly recommended that students check the accuracy of their work/completed worksheets against a **printed** copy of the teacher slides. **(NB – agreed Terms and Conditions limit access to the full colour animated PowerPoint slides to staff only)**

Trait theories of personality continued

There are two trait theories...

2. The characteristics of type A and type B personalities (Girdano's Narrow band approach)



Type A

Tends to become highly aroused

Prone to excessive anxiety

Impatient with themselves and others

Works fast and is ambitious

Tendency towards aggression

Highly competitive and likes control of situations

E.g. a coach with type A personality characteristics may dispute a referee's judgement/decision



Type B

Able to control arousal / keep arousal low

Can relax and subdue anxiety

Patient with themselves and others

Cool under pressure

Passive

Less competitive than type A

E.g. an athlete with type B personality characteristics is able to stay relaxed before a major event

Whilst both approaches are trait theories, they are separate and unrelated ...

... so a Type A personality may not be an extrovert and a Type B may not be an introvert

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E.g. an athlete with type B personality characteristics....

... so a Type A personality may not be an extrovert and a Type B may not be an introvert

The formation of groups and sports teams

There are four stages of development that a group goes through before becoming cohesive and effective.

1. Forming

The familiarisation stage where group members get to know each other and their strengths and weaknesses

2. Storming

Members question the group structure and compete for status

3. Norming

A need for common goals is recognised and members begin to work together

4. Performing

Each member is aware of their role within the team and feels they can contribute to the success of the team



The formation of groups and sports teams

There are four stages of development that a group goes through before becoming cohesive and effective.

Add name and explanation of each

1. F _____

The familiarisation stage where....

2. S _____

Members question....

3. N _____

A need for common goals is recognised....

4. P _____

Each member is aware of...



Goal setting in sports performance: the SMART principle

The SMART principle should be used when setting goals to ensure that they are effective and lead to the benefits outlined on slide 3.1

Specific



The goal must relate to the task and individual

Measurable



Progress should be assessed using a direct comparison to a standard

Achievable



Goals must be challenging, but attainable with sustained effort

Recorded



The goal and achievement/progress towards it should be written down

Time phased



Goals should have a specific deadline

Goal setting in sports performance: the SMART principle

The SMART principle should be used when setting goals to ensure that they are effective and lead to the benefits outlined on slide 3.1

Add an example for each principle

S _____



The goal must relate to the task and individual
e.g...

M _____



Progress should be assessed using a direct comparison to a standard
e.g...

A _____



Goals must be challenging, but attainable with sustained effort
e.g...

R _____



The goal and achievement/progress towards it should be written down
e.g...

T _____



Goals should have a specific deadline
e.g..

5.4



Confidence and self efficacy: Bandura's theory of self efficacy

Bandura's theory suggests that a performer's level of self efficacy (task specific confidence) depends on four factors:



1. Performance accomplishments

The previous successes that a performer has had

If a performer is reminded of previous mastery of tasks, self efficacy increases

2. Vicarious experiences

Watching others of equal ability succeeding at the task

If a performer is shown an accurate demonstration, self efficacy increases

3. Verbal persuasion

Being convinced that they have the ability to be successful at the task

Positive talk from a coach increases self efficacy. Experienced performers can use positive self talk, to persuade themselves

4. Emotional arousal

The performer's perception of their psychological and physiological state

If a performer can view their heightened arousal as readiness for performance, efficacy will increase

5.4

Confidence and self efficacy: Bandura's theory of self efficacy

Bandura's theory suggests that a performer's level of self efficacy (task specific confidence) depends on four factors:



Fill in key terms and descriptions



1. P _____
A _____

2. V _____
E _____

3. V _____
P _____

4. E _____
A _____

The previous

Watching others

Being convinced that...

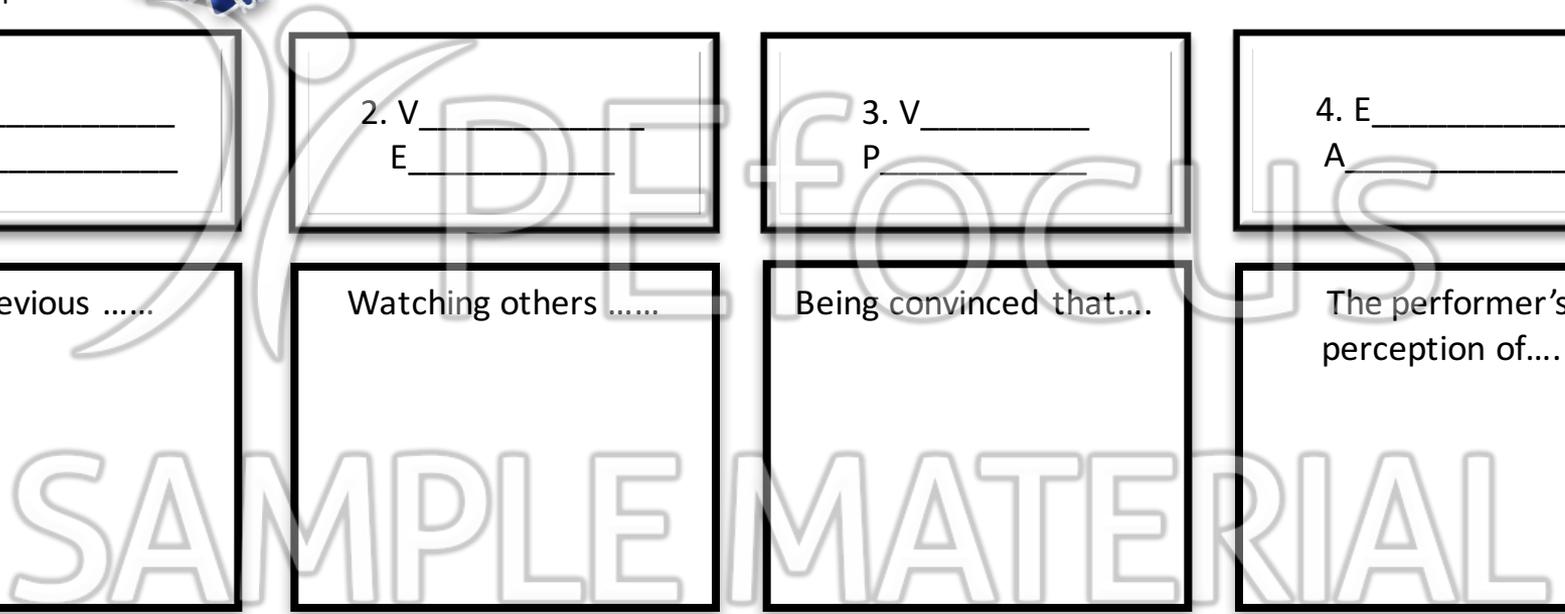
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If a performer can view their heightened arousal as readiness for performance, efficacy will increase



6.3

Leadership in sport: Leadership styles

Three styles of leadership which may be used by the leader are:

1. Autocratic

Focused on the task

Makes all decisions

Goal orientated

Does not delegate responsibility

This style is good to use when:

- The group is large, with limited time.
Eg: a rugby training session
- The task is potentially dangerous
Eg: rock climbing or trampolining

2. Democratic

Focused on developing relationships in the group

Shares decisions

Prioritises group cohesion and shared ownership

Delegates responsibility

This style is good to use when:

- The group is small, or there are few time constraints.
- Team members require personal support
Eg: putting together and training a new rowing four.

3. Laissez-faire

Laissez-faire means "Let do"

Leader stands aside

The group make all of the decisions

Leader does not take responsibility

This style may be good to use when:

- The group is very experienced / motivated
With less experienced or able groups this style is not effective.
A weak leader may 'drift' into this style if they lose control of the group.

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