

SIDES *Psychology of Sport 12* – Prescribed Learning Outcomes

Course Synopsis:

This course introduces students to the questions, theories, and issues in Sport Psychology. Students will also become familiar with current thinking on a range of topics and will apply this learning to better their understanding and performance in sport. Areas of exploration will include: Theoretical Foundations of Sport Psychology; Enhancing Individual Performance; Group and Team Dynamics; Psychological Growth and Development; and the Role Media Plays in Constructing Sport. With each new topic studied students will be expected to think critically, making personal and social connections, and apply new skills and ideas to their own activities. Ultimately students will gain more insight into the world of physical education and sport, and their own role within it.

Rationale:

This course has been developed to encourage all students to explore the field of Psychology with specific references to Physical Education and Sport. Students will be invited to apply their understanding to their own participation in sport—either as an athlete, coach, or spectator. Psychology is a fascinating subject area for secondary students, but it can also be challenging with difficult and abstract concepts. Sport is a valuable medium to bridge the gap between difficult concepts and their relevance to each student’s life. Students will learn to use critical thinking skills to explore, interpret and apply what they have learned about Psychology to their own involvement in sport.

This course serves as an introduction to Sport Psychology for students who have a keen interest in sport and physical education. It also provides students with many valuable skills to engage various post-secondary ventures in physical education and the social sciences. Ultimately students will improve their quality of life by effectively applying psychological principles.

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Theoretical Foundations of Sport Psychology	20 hours
Unit 2	Enhancing Individual Performance	40 hours
Unit 3	Group and Team Dynamics	30 hours
Unit 4	Psychological Growth and Development	15 hours
DL Overlay		
	The Role Media Plays in Constructing Sport	15 hours
Foundational Skills		
	Research and Inquiry Skills	
	Appreciation of Sport in Society	
Total Hours		120 hours

Unit 1: Theoretical Foundations of Sport Psychology

Time: 20 hours

Students will become familiar with the origins and conventions of psychology as it relates to sport in contemporary society. They will be encouraged to ask questions and think critically about the existing psychological and social forces around them and their own role in sport. Various methods of exploring sport psychology will be introduced.

Curriculum Organizer – Theory and Foundational Factors

It is expected that students will:

- Demonstrate an understanding of the major questions posed by sport psychologists
- Evaluate the major contributions to our understanding of sport in society made by several of the leading experts in sport psychology (e.g., Triplett, Csikszentmihalyi, Griffith, Orlick)
- Compare the different orientations of sport psychology
- Correctly use terminology of sport psychology

Curriculum Organizer – Bridging Theory and Practice

It is expected that students will:

- Learn to understand sport psychology as a method of learning about the world through scientific process
- Evaluate the role and impact a Sport Psychologist can have on athletic performance
- Understand the seven pillars of mental excellence (excellence; competition; focus; control; self-confidence; value of success; fun)
- Learn how to integrate the science of sport (theory) to the practical experience (sport participation)

Unit 2: Enhancing Individual Performance

Time: 40 hours

Students will examine a variety of factors that can help improve individual performance in sport. Through an understanding of various strategies and techniques they will learn how to apply and make connections to sport and other aspects of life.

Curriculum Organizer – Confidence and Focus

It is expected that students will:

- Understand how appropriate confidence and focus levels can impact performance
- Learn how to control distractions and understand the power of routines
- Identify the common components of “Flow” or “The Zone” and understand how to achieve this in sport

Curriculum Organizer – Motivation

It is expected that students will:

- Evaluate various motivation factors and the importance of goal setting
- Identify various motivational diseases that undermine performance potential
- Understand what intensity is and how to cultivate it
- Learn how to manage the Motivation Dip

Curriculum Organizer – Mental Factors

It is expected that students will:

- Understand the value of visualization and imagery in sport performance
- Compare the effects of positive and negative attitudes and develop strategies to deal with each
- Understand the power of self-hypnosis and relaxation
- Compare the various levels of Optimal Arousal across different sports

Curriculum Organizer – Emotional Factors

It is expected that students will:

- Learn how to overcome anxiety and control undesirable emotions during sport
- Understand why fear and “choking” exist in sport and how to properly manage these feelings
- Identify the physical and mental symptoms of burnout and learn prevention strategies

Unit 3: Group and Team Dynamics

Time: 30 hours

Students will examine why our desire for interpersonal connections seems to be a fundamental human motivation. Whether we are part of a sports team, or another group environment, the group process is an important one. Students will understand how teams develop successfully and identify the forces that pull them apart. They will gain insight to what coheres a group and what threatens that group’s stability

Curriculum Organizer – Team Cohesion and Conformity

It is expected that students will:

- Understand what a group is and how a group becomes a team
- Evaluate strategies used to develop an effective team climate
- Identify the various factors that work for a and against cohesion and how it can be measured

Curriculum Organizer – Group Roles and Norms

It is expected that students will:

- Identify and compare various group roles and how each impacts the team climate
- Examine the effects of individual behaviours on a team’s success
- Understand the effects of bullying, intimidation and hazing in team environments

Curriculum Organizer – Coaching and Leadership

It is expected that students will:

- Identify and compare the different approaches to effective leadership
- Identify specific strategies coaches and team members use to foster team cohesion
- Evaluate various sport leaders in society and understand how and why they employ certain psychological approaches

Curriculum Organizer – Cooperation and Competition

It is expected that students will:

- Understand the determinants and consequences of competitive behaviour
- Identify the differences between healthy and unhealthy competition
- Examine various psychological studies in competition and cooperation

Unit 4: Psychological Growth and Development

Time: 15 hours

Students will be invited to explore how psychological development and well-being occur as consequences of our participation in sport and physical activity. Positive and negative aspects of sport participation will be examined to fully understand its impact on individuals and society.

Curriculum Organizer – Youth Psychological Development through Sport

It is expected that students will:

- Examine the impact of children’s psychological development through sport
- Understand the life-cycle of a youth participant, what motivates them, and why they drop out
- Learn how to effectively nurture positive youth development through sport

Curriculum Organizer – Aggression and Violence in Sport

It is expected that students will:

- Understand what defines aggression and identify the theories and causes of aggression in sport
- Learn how to properly control aggression and how to teach appropriate behaviour
- Conduct an analysis of the role and impact of violence across different sport cultures

Curriculum Organizer – Character Development and Sportspersonship

It is expected that students will:

- Understand what character development and sportspersonship are and how to enhance them
- Evaluate whether sport builds character or selects certain character traits
- Examine various role models in sport and evaluate their influence and value to society

Curriculum Organizer – Gender Issues in Sport

It is expected that students will:

- Identify the differences that exist between male and female sport (e.g., opportunity, psychosocial orientations, reactions to participation)
- Examine the gender inequities in sport
- Compare male and female perspectives on sport and exercise concerns

DL Overlay: The Role Media Plays in Constructing Sport

Time: 15 hours

Students will be invited to explore each of the 4 major units through the lens of media – how it portrays, constructs and defines sport and athletes. Thinking critically they will learn to view sport media as a dynamic entity that can shape how we view society and sport. Students will also evaluate their own role in this process.

Curriculum Organizer – Fandom: The Psychology of Being a Spectator

It is expected that students will:

- Understand the effects of watching sporting events on television and in person
- Examine various case studies of deviance and aggression among sport spectators
- Understand the importance of belonging in various sport spectator groups

Curriculum Organizer – Sport and the Media: A Two-Way Relationship

It is expected that students will:

- Understand how the media shapes and influences the ways people see and think about sport
- Learn how to critically view the images and messages in Media Sports
- Identify and compare the positive and negative effects of the commercialization of sports

Curriculum Organizer – Understanding Sport through Film

It is expected that students will:

- Evaluate the impact various films about sport have on society (e.g., participation, motivation)
- Learn to use film as a tool to better understand psychological principles
- Gain an appreciation of the Sport Film genre

Foundational Skills

Research and Inquiry Skills

Curriculum Organizer – Foundations of Inquiry

It is expected that students will:

- Describe and apply to real-life contexts the theories that are central to sport psychology
- Develop suitable questions for inquiry and research that apply to issues in psychology

Curriculum Organizer – Using Research Methods and Skills

It is expected that students will:

- Demonstrate an ability to interpret and analyze information using a variety of media, print, and virtual sources
- Analyse a variety of media for bias and accuracy

Curriculum Organizer – Communicating Results

It is expected that students will:

- Record information and key ideas from their research, and document sources accurately
- Effectively communicate their ideas and research findings using a variety of methods and forms (e.g., charts, essays, discussion boards, diagrams, video presentations)

Appreciation of Sport in Society

Curriculum Organizer – Personal Appreciation

It is expected that students will:

- Gain insight into their own role in sport and physical education
- Understand their potential in sport and learn how to use psychology to achieve it
- Learn how to apply psychology principles to positively enhance aspects of their life outside sport

Curriculum Organizer – Social Appreciation

It is expected that students will:

- Gain a broader understanding of how sport impacts the social fabric of society
- Learn to understand the value of rules, fair play and sportspersonship
- Use knowledge and learning to help foster positive sport cultures in their community