



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Abbotsford	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD34
<b>Developed by:</b> Soraya Rajabally	<b>Date Developed:</b> November 2017
<b>School Name:</b> Yale Secondary School	<b>Principal's Name:</b> Jinder Sarowa
<b>Superintendent Approval Date (for School Districts only):</b> Dec. 5, 2018	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b> Nov. 6, 2018	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> BAA Performance Psychology 12	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120
<b>Course Code:</b> YPSYC-2B	

### Board/Authority Prerequisite(s):

None

### Special Training, Facilities or Equipment Required:

It is recommended that the teacher have a science degree and a cross-curricular approach to include English (literature, composition, communication), social studies, psychology, biology and chemistry. In addition, contacts with psychologists, psychology professors, and athletes, for field trips and guest speaker sessions.

**Course Synopsis:**

Performance Psychology 12 is a course designed to increase awareness and understanding of the phenomena involved in the psychology of performance and athletic activities. While the main focus will be on application to athletic performance, these principles can be applied to all aspects of life (business/work, drama/theater, test taking etc.).

The course will be divided into four major components: the biology of behavior/neuroscience, a mental toolkit for success, performance psychology fundamentals and leadership/team building.

First, students learn about neural communication, the nervous and endocrine systems, as well as brain structures and states. Then, students are introduced to mental skills training including goal setting, relaxation/energization, imagery, self-talk, and focus. Through various exercises and activities, students will be able to practice these skills and apply them to their daily lives. Next, students will explore performance fundamentals including attention, motivation, learning, anxiety and confidence. Also, the psychology of injury and burnout/overtraining will be discussed. Values, attitudes and behavior will also be investigated. Finally, students will be introduced to leadership in sport and team building.

Throughout the course, students are guided to be introspective in terms of their own psychology towards their personal performance. Through a variety of activities including research, interactive website practice and creative/project-based work that double as formative/summative assessment, students will assimilate vocabulary and concepts.

**Goals and Rationale:**

1. Develop an understanding of the principles of performance psychology.
2. Develop and practice skills that will hone personal performance in a chosen area.
3. Develop effective strategies to re-engage performance after an injury or burnout.
4. Understand how the strategies developed in this course can transfer to other areas in one's life.
5. Monitor and reflect on one's personal transformation as a result of implementing aspects of performance psychology.

Performance Psychology 12 is an elective course that guides students to understand human behavior in a performance setting (exercise, sport, work, etc.) Through this course, students will investigate the cognitive processes underpinning the development of performance skills.

Additionally, students will have the opportunity to study and practice strategies that will help and guide them to achieve optimal performance in sport/work/school etc.

This course also relies on a multidisciplinary approach to learning, which fosters collaborative teaching, addressing concepts from biology, biochemistry, psychology and communication. Additionally, the course engages students in a co-educational experience of cooperative learning, where they can work together in teams, brainstorm and discuss ideas, and self-manage tasks and projects with direction from the teacher.

Finally, this course is activity/project/discussion-driven and requires meaningful observations and discussions, hence creating an arena for students to develop their communication, problem-solving and processing skills. Through the concepts studied, students will be engaged in a meaningful way to personally develop, helping them to better perform tasks in their everyday lives.

**Aboriginal Worldviews and Perspectives:**

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Students will learn and practice strategies to hone their personal performance. Through goal setting and working to achieve those goals, students will experience the relationship between realistic goal setting and achievement.

Learning involves recognizing the consequences of one's actions. Students will directly experience the consequences of their actions. When they set goals and work towards achieving them, they will see the results of their efforts.

Learning involves patience and time. Achieving peak performance takes time and thoughtful planning. Students will continuously set goals, monitor and adjust them in order to achieve peak performance.

Learning requires exploration of one's identity. In order to set realistic goals and work towards achieving them, students must come to know and understand themselves.

## BIG IDEAS

Brain and nervous systems functions help an individual understand performance behaviour	Mental skills training and effective goal setting can help an individual achieve peak performance	Peak performance can be achieved by boosting certain psychological attributes	Injuries and setbacks require understanding of the grief stages and coping mechanisms/ strategies to return to peak performance	Leadership traits and team building strategies can help an individual or team achieve peak performance
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## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>• Compare and contrast different aspects of a body's nervous system</li> <li>• Communicate an understanding of brain structures and functions using appropriate terminology</li> <li>• Make connections between psychological states, behaviours, and areas in the brain responsible</li> <li>• Critically analyze a psychological illness and explain the anatomy/physiology behind it as well as treatment options</li> <li>• Utilize appropriate goal-setting terminology when planning personal performance goals</li> <li>• Apply various goal-setting strategies and <b>goal tracking methods</b> to enhance personal performance</li> <li>• Connect personal accountability to goal achievement</li> <li>• Apply the concepts of mental imagery to a task with no physical movement prior to performing a challenging task and evaluate its effectiveness on performance levels</li> <li>• Demonstrate appropriate relaxation techniques prior to a performance task to improve performance</li> <li>• Utilize energization techniques to improve peak performance during an activity</li> <li>• Apply the concepts and strategies of positive self-talk to achieving a goal including effective language and phrases</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <b>neural communication</b></li> <li>• <b>nervous systems</b></li> <li>• brain structures and functions</li> <li>• brain states and consciousness</li> <li>• limbic system link to emotions, drives and memory</li> <li>• transmission of information through endocrine system</li> <li>• psychological illnesses</li> <li>• <b>goal setting terminology</b></li> <li>• goal setting strategies</li> <li>• goal achievement processes: motivation, commitment, accountability</li> <li>• <b>mental skills training strategies</b></li> <li>• relaxation and energization techniques</li> <li>• self-talk and focus/concentration</li> <li>• positive vs. negative self-talk</li> <li>• positive self-talk strategies</li> <li>• <b>anatomy of focus</b></li> <li>• concentration/focus strategies</li> </ul>

<ul style="list-style-type: none"> <li>Utilize appropriate terminology when referring to the anatomy of focus</li> <li>Analyze focus/concentration test results</li> <li>Experience and reflect on focus/concentration strategies and their effectiveness on performance</li> <li>Apply selective attention techniques to a task and reflect on how it improved focus/concentration during a task</li> <li>Reflection on personal motivation including internal and external factors</li> </ul> <ul style="list-style-type: none"> <li>Identify and apply confidence and self-esteem booster strategies while participating in a task</li> <li>Monitor one's own level of arousal during an activity and analyze its impact on performance</li> </ul> <ul style="list-style-type: none"> <li>Identify and describe the stages of grief following an injury or setback</li> <li>Explain how developing coping strategies can aid in recovery from an injury or setback</li> <li>Explain how developing strategies to combat burnout can aid in maintaining peak performance levels</li> <li>Reflect on a personal injury and setback and identify stages of grief and coping mechanisms and strategies used in recovery.</li> <li>Identify and reflect on the connection between <b>leadership traits</b> and peak performance of an individual or team</li> </ul>	<ul style="list-style-type: none"> <li>concentration/focus testing</li> <li>selective attention</li> <li>internal and external motivation</li> <li><b>motivation factors</b></li> </ul> <ul style="list-style-type: none"> <li>psychological attributes: <ul style="list-style-type: none"> <li>confidence vs cockiness</li> <li>self-esteem</li> <li>anxiety/performance anxiety</li> <li>arousal vs pressure</li> </ul> </li> <li><b>confidence and self-esteem booster strategies</b></li> <li>levels of arousal (low, ideal, and high)</li> </ul> <ul style="list-style-type: none"> <li>injury and setback <b>grief stages</b></li> <li>coping mechanisms and strategies</li> <li>combating burnout</li> </ul> <ul style="list-style-type: none"> <li><b>team-building strategies</b></li> <li><b>leadership traits</b></li> </ul>
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## Big Ideas – Elaborations

## Curricular Competencies – Elaborations

**Goal tracking method-** ex. student logs, anecdotal notes/records

- Analyze focus/concentration test results

**leadership traits-**Apply leadership building strategies and model effective leadership traits

- Apply the knowledge of effective team mission statements to the development of a team mission statement of their own
- Experience and reflect on the effectiveness of different team and leadership building strategies in developing various team and leadership traits
- Analyze the traits of an effective leader through researching a leader from one's personal networks

## Content – Elaborations

**Neural communication-** including the purpose of neurons

**Nervous systems-** including peripheral, central, somatic, autonomic

**Goal-setting terminology-** short term, mid-term, long-term, immediate goals, specific, non-specific

**Mental skills training strategies-** use of mental imagery prior to performing a task

**Anatomy of focus-** frontal, temporal, parietal, occipital lobes

**Motivation factors-** ex. diet, health, individual nature, sleep, varying training patterns

**Confidence and self-esteem boosting strategies:**ex. listing one's strengths and achievements, practising positive self-talk, proper nutrition and exercise, sleep, etc

**Grief stages-** denial, anger, depression, acceptance

**Team building strategies-** ex. “we” is better than “me”, have every team member sign a hockey stick once they have committed to the team mission statement and place it in a visible location

**Leadership traits-**psychological traits of effective leaders, leadership trait building strategies, performance mission statements, team building strategies/activities, 7 habits of highly effective teams, strategies for team building

### Suggested Instructional Strategies:

- Guest speakers- ex. those who have recovered or come back from an injury or setback
- Viewing and Reflecting on movies that reflect leadership and team building such as “Remember the Titans”
- Independent work- completion of various “psychological” tests such as: Competitive Adjective Profile (CAP), Test of Attentional and Interpersonal Style (TAIS), focus tests, etc.
- Direct instruction- biology of the brain unit, terminology, goal setting strategies, psychological attributes
- Interactive activities- relaxation and energization techniques, imagery techniques, positive self-talk activities, concentration and focus activities
- Demonstration, cooperative learning, and group instruction- team building activities, leadership strategies
- Reflection and self-assessment- personal injury and setback experience, personal leadership connection/research, motivation factors and personal motivation
- Independent research- research leader in personal network
- Videos- selected sport psychology videos reflecting topics from the course and movies such as “Remember the Titans”
- Article reviews and discussions- related to selected articles on performance psychology topics

**Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)**

Assessment will be competency focussed and will incorporate the following success criteria for Fully Meeting expectations:

Evidence Collected	Summative Curricular Competency	Supporting Curricular Competencies (formative)	Content Connections	Success Criteria
Unit test on the nervous system	Critically analyze a psychological illness and explain the anatomy/physiology behind it as well as treatment options	<ul style="list-style-type: none"> <li>Communicate an understanding of brain structures and functions using appropriate terminology</li> <li>Make connections between psychological states, behaviours, and areas in the brain responsible</li> <li>Compare and contrast different aspects of a body's nervous system</li> </ul>	<ul style="list-style-type: none"> <li>purpose of neurons for neural communication</li> <li>nervous systems</li> <li>brain structures and functions</li> <li>brain states and consciousness</li> <li>limbic system link to emotions, drives and memory</li> <li>transmission of information through endocrine system</li> <li>psychological illnesses</li> </ul>	<ul style="list-style-type: none"> <li>student can accurately find similarities and differences between the central and peripheral nervous system and provide relevant supporting details</li> <li>student can accurately find similarities and differences between the somatic and autonomic nervous systems and provide relevant supporting details</li> <li>student can effectively describe how the endocrine system transmits information using appropriate terminology</li> <li>student can accurately identify and describe the structures and functions of the brain using relevant supporting details and appropriate terminology</li> <li>student can effectively make connections between the limbic system and emotions, drive, and memory using relevant examples and details</li> <li>student can make relevant connections between psychological states, behaviours and areas in the brain responsible and provide accurate supporting examples</li> </ul>
<ul style="list-style-type: none"> <li>Students will set a 2-3 short term goals and one long term goal and track/log progress using goal</li> </ul>	Apply various goal-setting strategies and goal tracking methods to enhance personal performance	<ul style="list-style-type: none"> <li>Utilize appropriate goal-setting terminology when planning personal performance goals</li> </ul>	<ul style="list-style-type: none"> <li>goal setting terminology</li> <li>goal setting strategies</li> <li>goal achievement processes: motivation,</li> </ul>	<ul style="list-style-type: none"> <li>student can use appropriate terminology when setting personal performance goals</li> <li>student can identify different goal setting strategies</li> </ul>

<p>achievement processes (log book)</p> <ul style="list-style-type: none"> <li>Unit test on goal setting/achievement processes and mental skills (motivation, self-talk, imagery, relaxation, concentration)</li> </ul>		<ul style="list-style-type: none"> <li>Connect personal accountability to goal achievement</li> </ul>	<p>commitment, accountability</p>	<ul style="list-style-type: none"> <li>student can select the most relevant strategies to enhance their personal performance</li> <li>student can effectively describe how these strategies will enhance their personal performance</li> <li>student can develop an effective method for reporting their goal progress</li> <li>student can effectively evaluate their progress in relation to personal peak performance</li> </ul>
<ul style="list-style-type: none"> <li>students will practice a variety of different mental skills to help with performance and will develop their own personal toolkit of skills that work for them (personal journal/presentation)</li> <li>students will run a mental wellness week in which strategies to achieve good mental health will be presented to the student body (proper nutrition, exercise, artistic outlet, etc to reduce anxiety, build confidence and help in performance)</li> </ul>	<p>Identify, apply and reflect on a variety of mental training skills to improve performance</p>	<ul style="list-style-type: none"> <li>Apply the concepts of mental imagery to a task with no physical movement prior to performing a challenging task and evaluate its effectiveness on performance levels</li> <li>Demonstrate appropriate relaxation techniques prior to a performance task to improve performance</li> <li>Utilize energization techniques to improve peak performance during an activity</li> <li>Apply the concepts and strategies of positive self-talk to achieving a goal including effective language and phrases</li> </ul>	<ul style="list-style-type: none"> <li>mental skills training strategies</li> <li>relaxation and energization techniques</li> <li>self-talk and focus/concentration</li> <li>positive vs. negative self-talk</li> <li>positive self-talk strategies</li> <li>anatomy of focus</li> <li>concentration/focus strategies</li> <li>concentration/focus testing</li> <li>selective attention</li> </ul>	<ul style="list-style-type: none"> <li>student can explain with supporting examples how their personal accountability has affected goal achievement</li> <li>student can clearly describe, with relevant details, how they applied mental imagery to a task prior to performing it</li> <li>student can accurately evaluate the effectiveness of mental imagery on improved performance of a challenging task</li> <li>student can demonstrate an appropriate performance enhancing relaxation technique prior to performing a task</li> <li>student can use an appropriate energization technique before an activity to improve their peak performance</li> <li>student can appropriately apply the concept and strategy of positive self-talk, using effective language and phrases, to achieve a goal</li> <li>student can accurately describe the anatomy of focus using correct terminology</li> </ul>



		<ul style="list-style-type: none"> <li>Utilize appropriate terminology when referring to the anatomy of focus</li> <li>Experience and reflect on focus/concentration strategies and their effectiveness on performance</li> <li>Apply selective attention techniques to a task and reflect on how it improved focus/concentration during a task</li> </ul>		<ul style="list-style-type: none"> <li>student can apply focus/concentration strategies to improve performance</li> <li>student can effectively apply a selective attention technique to a task and reflect, with relevant details, on how it improved task performance</li> </ul>
<ul style="list-style-type: none"> <li>students will interview a variety of people who have suffered injury and find similarities/differences in their grief processes (denial, anger, depression, acceptance)- Classroom discussion and case studies</li> </ul>	Reflect on a personal injury and setback and identify stages of grief and coping mechanisms and strategies used in recovery.	<ul style="list-style-type: none"> <li>Reflect on personal motivation including internal and external factors</li> <li>Identify and describe the stages of grief following an injury or setback</li> <li>Explain how developing coping strategies can aid in recovery from an injury or setback</li> <li>Explain how developing strategies to combat burnout can aid in maintaining peak performance levels</li> </ul>	<ul style="list-style-type: none"> <li>internal and external motivation</li> <li>motivation factors</li> <li>injury and setback</li> <li>grief stages</li> <li>coping mechanisms and strategies</li> <li>combating burnout</li> <li>motivation factors</li> </ul>	<ul style="list-style-type: none"> <li>student can logically identify what personal internal and external factors motivate their performance</li> <li>student can accurately identify and reasonably describe the stages of grief following an injury or setback</li> <li>student can logically explain how developing coping strategies can aid in recovery from an injury or setback</li> <li>student can effectively explain, with supporting details, how strategies to combat burnout can aid in maintaining peak performance levels</li> <li>student can authentically reflect on a personal injury and setback and can accurately identify the stages of grief and coping mechanisms, if any, that were used in recovery</li> </ul>

<ul style="list-style-type: none"> <li>• students will select one person in the community that they deem successful and interview them to find out their strategies for success, making use of processes/techniques /mental skills learned in class (Googleslide presentation)</li> <li>• students will analyze the traits of effective leadership by interviewing 2 members of the community that they deem as true leaders (written paper)</li> </ul>	<p>Identify and reflect on the connection between leadership traits and peak performance of an individual or team</p>	<ul style="list-style-type: none"> <li>• Apply leadership building strategies and model effective leadership traits</li> <li>• Apply the knowledge of effective team mission statements to the development of a team mission statement of their own</li> <li>• Experience and reflect on the effectiveness of different team and leadership building strategies in developing various team and leadership traits</li> <li>• Analyze the traits of an effective leader through researching a leader from one's personal networks</li> </ul>	<ul style="list-style-type: none"> <li>• team-building strategies</li> <li>• leadership traits</li> </ul>	<ul style="list-style-type: none"> <li>• student can effectively apply leadership building strategies and model effective leadership</li> <li>• student can reasonably apply the knowledge of effective team mission statements to the development of their own mission statement</li> <li>• student can authentically experience team and leadership building strategies</li> <li>• student can insightfully reflect on how these strategies effectively develop team and leadership traits</li> <li>• student can, through specific research, accurately identify and analyze the leadership traits of a person in their personal network</li> </ul>
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#### Learning Resources: Suggested learning resources (this list is not exhaustive)

- Covey, Stephen R. *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. New York: Free, 2004.
- **In Pursuit of Excellence-5th Edition** By [Terry Orlick](#)
- "The Power of Motivation: Crash Course Psychology #17" <https://youtu.be/9hdSLiHaJz8>
- The Neuropsychology of Performance Under Pressure | Dr Philip Hopley | TEDxMoorgate, <https://youtu.be/cPxyGeagKwg>
- Sport psychology - inside the mind of champion athletes: Martin Hagger at TEDxPerth [https://youtu.be/yG7v4y\\_xwzQ](https://youtu.be/yG7v4y_xwzQ)

- The Psychology of a Winner 2018 DOCUMENTARY on peak performance and sports psychology <https://youtu.be/TupaYScUUHM>
- Performance Psychology, Mindfulness, Self-Mastery ft. Michael Gervais - Ep. 52 <https://youtu.be/2NigVGWQkTc>
- 5 Mental Skills For Sports & Performance <https://youtu.be/7Sp-0jfKvqw>
- <https://appliedsportpsych.org/resources/resources-for-athletes/>
- <https://sportpsychologyforcoaches.ca/>
- [http://headinthegame.net/wp-content/uploads/2011/05/Resources\\_12-2010.pdf](http://headinthegame.net/wp-content/uploads/2011/05/Resources_12-2010.pdf)
- <https://www.teamusa.org/about-the-usoc/athlete-development/sport-performance/psychology/resources>
- <http://www.sportpsychologytoday.com/sports-psychoogy-articles/>
- <http://www.sportpsychologytoday.com/about-sports-psychology/sports-psychology-coaching/sports-psychology-videos/>
- Psychology in Everyday Life, David G. Myers, 2009
- Visualizing Psychology, 2nd Canadian Edition, Huffman, Younger and Vanston, 2013
- Sport Psychology From Theory to Practice, 4th Edition, Mark H. Hansel, 2003
- Sports Psychology for Dummies, Smith and Kays, 2010

#### **Additional Information:**

#### **Recommended Instructional Components:**

Suggested organizational structure for instruction:

Unit	Title	Time
1	The Biology of Behaviour (neuroscience)	15
2	Goal Setting and Performance	15
3	Mental Skills Training	45
4	Anxiety and Confidence	15
5	Coping and Recovering from Injury	15
6	Leadership and Team Building	15
<b>Total Hours</b>		<b>120</b>