



LHSPHysEd



LARBERT HIGH SCHOOL HIGHER PHYSICAL EDUCATION



Factors Impacting on Performance
Course Notes

EMOTIONAL Football

Name: _____

Teacher: _____

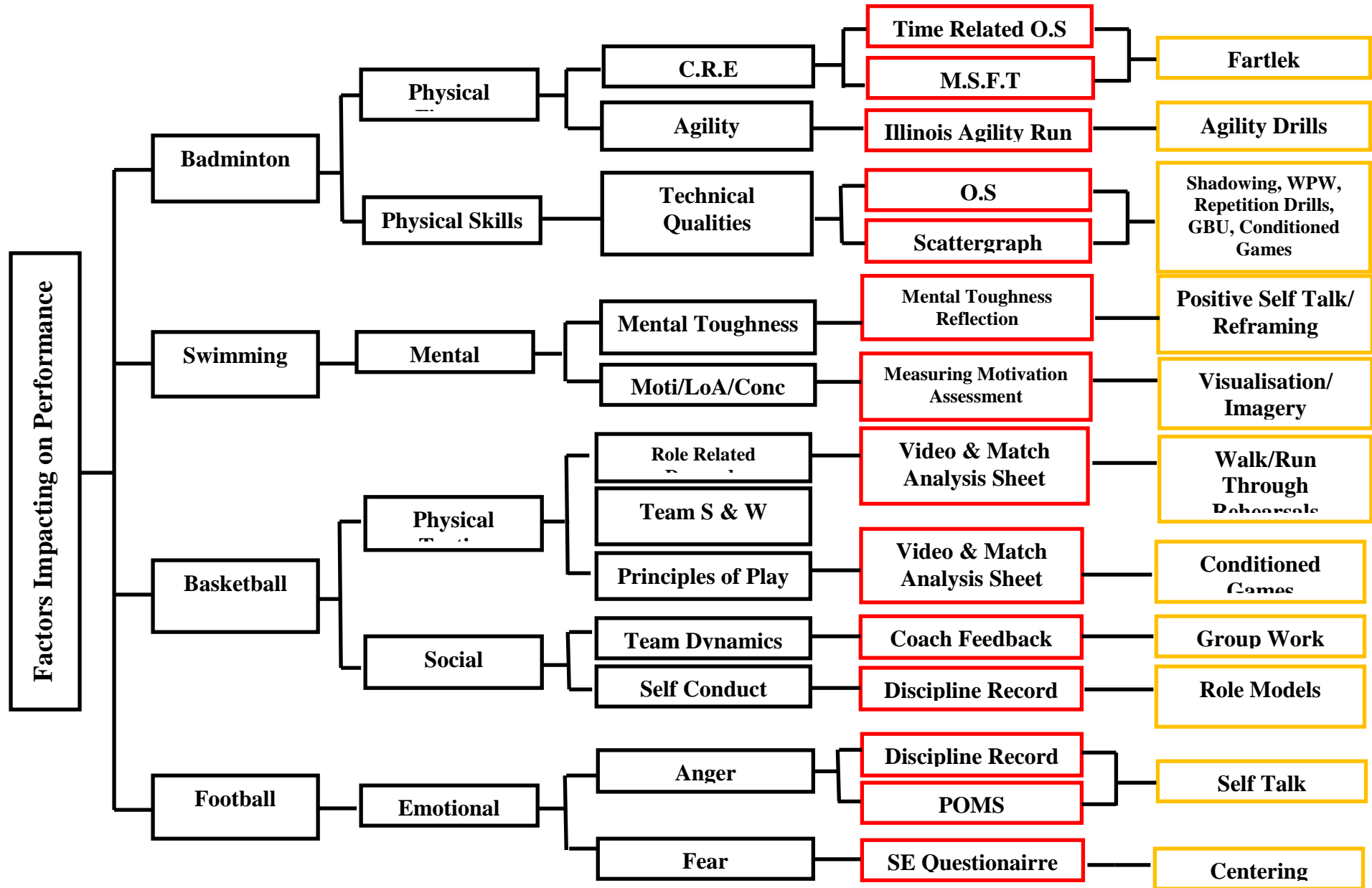
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MENTAL, EMOTIONAL, SOCIAL AND PHYSICAL FACTORS IMPACTING ON PERFORMANCE TABLE

Mental	Emotional	Social	Physical		
			Fitness	Skills	Tactics
<p>Concentration</p> <p>Level of Arousal</p> <p>Mental Toughness</p> <p>Decision Making</p>	<p>Happiness / Sadness (affecting confidence and resilience)</p> <p>Anger (affecting decision making and self-control)</p> <p>Fear (affecting confidence and decision making)</p>	<p>Team Dynamics: Co-operating with Others</p> <p>Contributing to a Team</p> <p>Relationships</p> <p>Self-Conduct</p> <p>Working in Isolation</p> <p>Etiquette Respect for self and others</p> <p>Environmental Issues: Barriers to participation</p>	<p>Physical aspects fitness: Cardio-Respiratory Endurance, Muscular Endurance, Speed, Strength, Flexibility Power</p> <p>Skill-related aspects fitness: Co-ordination, Agility, Reaction Time, Balance</p>	<p>Skill repertoire</p> <p>Technical qualities: Rhythm, Timing, Consistency</p> <p>Special qualities: Imagination, Flair, Creativity</p> <p>Quality of performance: Fluency, Effort, Accuracy, Control</p>	<p>Personal strengths and weaknesses</p> <p>Role related Demands</p> <p>Team Strengths and Weaknesses</p> <p>Principles of play: Width, Depth, Mobility, Penetration, Support, Communication</p>

Larbert Course Overview



Emotional

PLANNING FOR SUCCESSFUL PERFORMANCE IN FOOTBALL

**Explain the relevance of two challenges that you face in this single, one off
performance**
(4 marks)

Challenge 1

Challenge 2

Explain how you will prepare to meet these challenges
(4 marks)

Challenge 1

Challenge 2

FACTORS AND SUB FACTORS (1.2)

EMOTIONAL FACTORS

HAPPINESS/ SADNESS

Definition

Is an emotional state of mind, ranging from feeling content and joy (happy) to a feeling of despair, grief or sorrow (sad).

Impact on Performance

Happiness will affect performance positively and sadness will affect performance negatively. They can impact on numerous factors such as confidence, self-belief in your own ability, resilience, levels of optimism or pessimism, and your ability to realise your potential. For example, being in a happy state of mind before playing basketball will increase your confidence in executing skills and your self-belief in performing them successfully. If you were sad before playing a game of football, your confidence and belief in your ability to perform skills successfully will be low resulting in a poorer level of skill execution.

ANGER

Definition

An emotion whereby the individual has normally been offended, denied, wronged and a tendency to react through retaliation. It is a strong, uncomfortable emotion after being provoked.

Impact on Performance

Anger in sport can be very useful in the right situation but more often than not it is about how you control your aggression that makes the difference. Opponents look to ways of irritating each other in the hope it puts them off a game plan or affects their performance.

Anger can be seen in many different forms in sport. It can be something as simple as a player shouting at themselves after a bad shot, physically lashing out or even over exerting themselves in a skill such as increasing the power of the next serve.

Anger without control will mostly affect performance negatively and will increase the amount of poor decisions made. A player who controls their anger is much more effective and it pays to practice good mental strength.

The ability to control anger comes from practicing in competitive drills which apply pressure to your skill level, such as practicing against a much better opponent or even against more opponents than you.

"...I was playing badminton and had spotted a weakness in their back court backhand side. I was able to play repeated shots to this area and it was very obvious they were unable to cope consistently. They were getting very angry and this helped me even more as they started making silly decisions and this added to the situation..."

"...I had been in bat for a few overs without scoring, the bowlers were very consistent with their pace and line. This was not a new situation for me as our senior school team had bowlers like this and we faced them all the time in the nets. I waited patiently until a wider delivery at which point I controlled my aggression into the shot and played it to the boundary..."

"...my putting was not particularly good during the round and I was becoming more frustrated and angry with my inability to score well. After one very poor putt I made the silly mistake of allowing my anger to boil over and at the next tee tried to drive the ball much further than normal. My technique was awful and I put my drive into trees. This only added to my poor scoring..."

"...my opposite forward was particularly good at protecting the ball and winning rebounds. I was really getting annoyed at his good play and at myself for letting the team down. I was drawn into making silly fouls against him and eventually my anger and lack of self-control built up to too many fouls and I was fouled out of the game..."

FEAR

Description

Fear is an emotion induced by a perceived threat, which causes you to quickly pull away or, in sporting terms, usually hide.

Impact on Performance

Fear produces negative thoughts, which directly impact on a sports person's confidence. Winning and losing is so important in most competitive settings that fear of failure or fear of not performing well is at the forefront of an athlete's mind. Athletes that are full of positive energy and excitement, relishing every challenge, are always the ones that outperform their negative and fearful counterparts. Confidence has a direct response to performance. If you fear an opponent or opposition then it is likely that your own performance level will drop significantly which will make it easier for opposition to compete.

Having a fear of failure and lack of confidence can cause a player to become convinced that the coach will drop him for the next match. He will feel uneasy when the coach watches him play, because of a constant worry of what the coach is thinking. This will damage his performance, therefore forcing the coach to replace him for the next match. The fear has been brought to life!

Fear of failure prevents a player from pushing them outside the comfort zone. All top players take sporting risks even at the potential cost of jeopardising their performance.

Risk taking is a fundamental component of being successful and it is only through bold and committed actions that sporting contests are won and lost.

Fear of failure can cripple the player's sense of adventure and the ability to take match-winning risks. The thought of making mistakes in front of teammates, coaches and spectators can be so paralysing that the player sits inside their comfort zone just doing the bare minimum.

When the player refuses to push outside the comfort zone performances become reactive instead of proactive. Instead of taking positive risks, which empower the athlete to influence the contest, they allow the opposition to take control and dictate the direction of play.

TRUST

Definition

A firm belief in the reliability or ability/actions of someone else, being unaware of the outcome results in uncertainty and therefore a risk of failure.

Impact on Performance

As a coach or team captain it is critically important that your team trusts you so that they can react appropriately to the instructions that you give them. If they doubt your decisions or instructions they may not put 100% effort into the task.

The importance of trust between team members is vital. Players need to value other team member's capability/skill/talent and recognize the strengths and weaknesses of each individual player. As the team begins to believe in each other's ability, they will work more cohesively as a unit and this will result in a higher level of performance/wins for the team. A high level of trust in a team will allow players to read each other's actions more accurately and this can help dominate the match.

In a defensive line in Rugby, a player must trust that the player on his inside will make his individual tackle, so that they do not get sucked inwards and leave an overlap on the outside which could result in a try. Every player trusting the others to make their tackle will ensure that less space is created and that the defensive line is held. A forward in Football, making runs behind the defence needs to have faith that the midfield will play

the ball to where they are running to allow them to get a shot at goal. Even if unsuccessful then the midfield need to continue to play the ball for the forwards run trusting that if they get into good positions they will eventually score. In a Zone Defence in Basketball, each of the players must have confidence that every other player will fulfil their role as this is a team defence designed to keep the opposition away from the basket

In activities like cheerleading, dance and rhythmic gymnastics trust plays an important role. Relying on your team to catch, support or lift you to complete the skill safely is important as it will stop you becoming anxious and not distract you from the rest of your routine. You can concentrate solely on your responsibility knowing that your team will do their part.

SURPRISE

Definition

Is a reaction to something unplanned or unexpected. Surprise is a brief emotional, mental and physiological state- a startle response experienced as the result of an unexpected event.

Impact on Performance

Surprise can be pleasant, unpleasant, positive, or negative. Surprise can occur in varying levels of intensity ranging from very-surprised, which may induce the fight-or-flight response, or little-surprise that elicits a less intense response to the stimuli.

Depending on the nature of the surprise it can affect your decision-making, confidence, resilience and determination. An intense negative surprise can create a negative response or uncontrolled reaction, which impairs the ability to make decisions where the player just reacts without conscious thought.

The performer's mindset, level of confidence and resilience effects how they deal with the surprise/unexpected event. For example a tennis player who loses a point due to an unexpected lucky shot can react negatively they see it as bad luck on their part. They dwell on their bad luck, let their "head go down" their resilience or ability to bounce back is low this then affects their determination and confidence and their performance drops. A tennis player in the same situation with a high level of confidence and resilience can cope with the surprise/unexpected lucky shot forget about it and move on to the next point and not dwell on it or let it impact on their performance

METHODS OF GATHERING INFORMATION (1.1)

Before we begin a programme of work it is essential that we **gather information** on our performance using the following methods:

Profile of Mood Status

The Profile of Mood Status (POMS) test is a psychological test which asks performers to indicate how they have been feeling in the past week based on a series of statements. The performer will select “not at all”, “a little”, “moderately”, “quite a lot” or “extremely” to indicate how they feel.

The athlete can use their test results to gauge their levels of tension, depression, anger, vigour, fatigue and confusion.

Profile of Mood Status Test

To take the test visit the link below;

<http://www.brianmac.co.uk/poms.htm>

Results

The scores in brackets (x-y) in the table below indicate the possible score range for each area, with lower scores indicative of people with more stable mood profiles.

Mood	Range
Anger	0-48
Confusion	0-28
Depression	0-60
Fatigue	0-28
Tension	0-36
Vigour	0-32

Normative Data

Below is a chart showing the norms taken from large groups of international, club and recreational athletes. It can be seen from the norms that elite performers (international athletes) display a far more stable mood in relation to tension, fatigue and confusion but also display higher levels of vigour than Club and Recreational athletes.

Group	Tension	Depression	Anger	Vigour	Fatigue	Confusion
International	5.66	4.38	6.24	18.51	5.37	4.00
Club	9.62	8.67	9.91	15.64	8.16	7.38
Recreational	6.00	3.11	3.60	17.78	6.37	4.84

SPORT EMOTION QUESTIONNAIRE

Below you will find a list of words that describe a range of feelings that sport performers may experience. Please read each one carefully and indicate on the scale next to each item how you feel **right now, at this moment, in relation to the upcoming competition**. There are no right or wrong answers. Do not spend too much time on any one item, but choose the answer which best describes your feelings right now in relation to the upcoming competition.

	Not at all	A little	Moderately	Quite a bit	Extremely
Uneasy	0	1	2	3	4
Upset	0	1	2	3	4
Exhilarated	0	1	2	3	4
Irritated	0	1	2	3	4
Pleased	0	1	2	3	4
Tense	0	1	2	3	4
Sad	0	1	2	3	4
Excited	0	1	2	3	4
Furious	0	1	2	3	4
Joyful	0	1	2	3	4
Nervous	0	1	2	3	4
Unhappy	0	1	2	3	4
Enthusiastic	0	1	2	3	4
Annoyed	0	1	2	3	4
Cheerful	0	1	2	3	4
Apprehensive	0	1	2	3	4
Disappointed	0	1	2	3	4
Angry	0	1	2	3	4
Energetic	0	1	2	3	4
Happy	0	1	2	3	4
Anxious	0	1	2	3	4
Dejected	0	1	2	3	4

Scoring Instructions:

Anxiety = (uneasy + tense + nervous + apprehensive + anxious)/5 = _____ (lower is better)

Dejection = (upset + sad + unhappy + disappointed + dejected)/5 = _____ (lower is better)

Excitement = (exhilarated + excited + enthusiastic + energetic)/4 = _____ (higher is better)

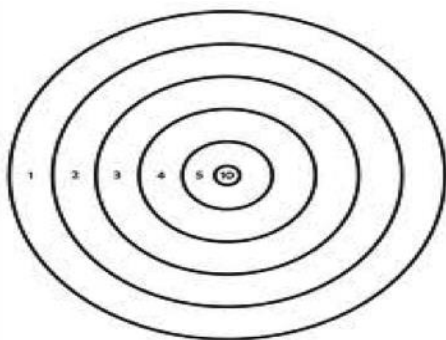
Anger = (irritated + furious + annoyed + angry)/4 = _____ (lower is better)

Happiness = (pleased + joyful + cheerful + happy)/4 = _____ (higher is better)

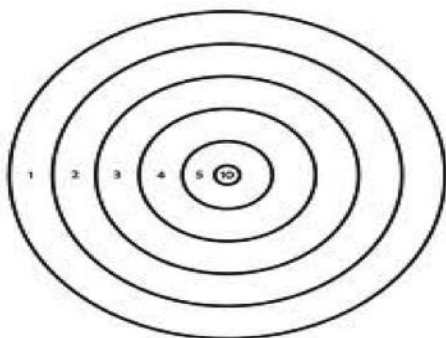
To be used prior to competition. A comparison can then be made after the PDP to see if the scores for the negative factors (Anxiety, Dejection and Anger) have decreased and the scores for the positive factors (Happiness and Excitement) have increased.

SELF REFLECTIVE EMOTION

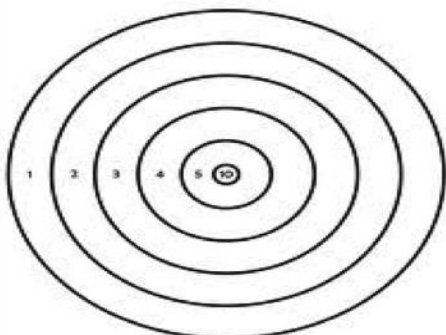
ANGER



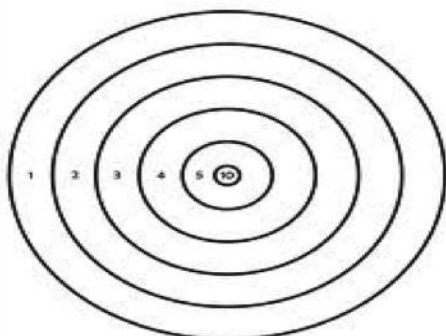
FEAR



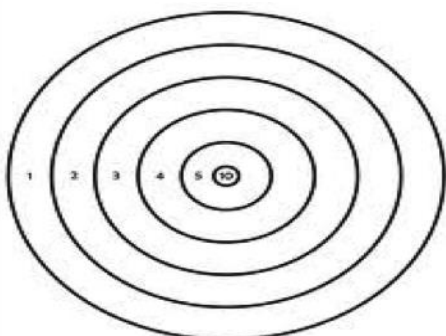
TRUST



SURPRISE



**HAPPY
/SAD**



Name:

Activity:

Event:

Date:

Instructions: Based on a recent performance or a performance about to happen, place an X on each of the Emotion Targets (if appropriate) to indicate your perceived emotional status. The athlete should complete the targets as honestly as possible.

For optimum performance in the sport/activity the X should be in the centre of the target. The further away from the centre the less control you have over the emotion.

Note: Some activities for example need an element of anger e.g. rugby. If you feel your anger levels are optimum for rugby, place an X in the centre.

The athlete should also complete the questions and comments on page 2 to indicate more information or help determine their perceived emotional status.

This analysis relies on the athletes' own opinion and their perception of their emotions. It can be completed at a later date and comparisons made.

Emotional Control Record

Identify one player who you will follow for the entire match/game

Every time the player displays one of the behaviour criteria place a tally mark in the 'Behaviour Occurrence' column

At the end of the match/game add the tally marks up and write down a total for each of the behaviour criteria listed.

Behaviour Criteria	Behaviour Occurrence	Total Behaviour Occurrences
Player argues/shouts at referee/umpire		
Player argues/shouts at opponent		
Player argues/shouts at own teammate		
Player argues/shouts at themself		



Name

Date

Activity

Emotional coach feedback record

Player's emotional control towards others:

Player's emotional control towards themselves:

Any other comments:



APPROACHES TO DEVELOP PERFORMANCE (1.3)

DEVELOPMENT APPROACH	REASONS FOR USING METHOD	BENEFITS (Advantages)	LIMITATIONS (Disadvantages)
<p><u>'Parking it' (self talk)</u></p> <p><u>(Anger)</u></p> <p>This is where the player tries to put to one side something that occurs which threatens to make them lose self-control (bad tackle, bad decision, loss of goal, makes a mistake etc) by 'parking it'.</p> <p>The player can then 'park it' and come back to it later when they have time to deal with it (at training, post-match/half time discussion etc).</p> <p>In some cases it may be a coach or team mate that can encourage the player to use this approach.</p>	<p>By doing this the player can focus on their performance and shut out the distraction the incident(s) may have caused.</p> <p>They are now able to focus on the skills and tactics needed to use within their performance (Physical).</p> <p>They are likely to make more correct decisions as they have refocused their mind (Mental).</p> <p>They are also less likely to be a liability to their team mates as they are now focussed on performing their role effectively and are able to stay out of discipline trouble. (Social)</p>	<p>Can be used when a player has lost self-control and has to regain focus and continue performing.</p> <p>The player can set aside any failings/incidents immediately while playing in order that the rest of their performance can be completed as effectively as possible.</p> <p>Helps the player remain positive when a tactic hasn't worked and needs changing. They can 'park' the previous tactic and approach the new one with a positive attitude.</p>	<p>Players need to be determined and trained in being able to set aside immediately the incident that allowed them to lose control.</p> <p>This takes time and experience to gain the expertise needed.</p>
<p><u>Centering (Fear)</u></p> <p>An approach used by many athletes to manage the effects of anxiety that shows as fear.</p> <p>Usually used prior to playing and has seven clearly identified stages with the intention of taking the player through planned steps to completely replace the feelings of anxiety (fear) with feelings of control and complete body management. (Method is on the next page)</p>	<p>Encourages the release of tension and allows the player to manage the effects of fear and produce positive outcomes as a result.</p>	<p>Easy to work through step by step.</p> <p>No equipment is required and can be performed in a time and place that suits the player.</p> <p>Each step makes the performer focus less on how their body responds to fear.</p> <p>Encourages the release of tension and promotes the assertiveness needed to deliver a good performance.</p>	<p>Players can feel uncomfortable carrying out this type of process.</p> <p>It demands a high level of personal responsibility to set aside time to work on their own to deal with the effects of fear.</p> <p>Almost impossible to implement (due to time) within a continuous game like football as there are few stoppages long enough.</p>

PERSONAL DEVELOPMENT PLAN (2.1)

Centering

The **centering** approach to developing performance is used by many athletes to manage the effects of **FEAR**. It is usually used pre match (due to time needed) so can be difficult to use mid match as a reaction to situations encountered within the game.

It follows a seven step approach:

- Step 1:** You must focus and look at a chosen point. This should not be the audience, crowd or opponent (these may be what causes the fear). Then close your eyes.
- Step 2:** With eyes closed, visualise a positive outcome. Look clearly in the 'mind's eye' and replay what a good performance would look like. Run over a few 'clips' of what that successful pass, motif, jump or throw would actually look like.
- Step 3:** Breathe deliberately. That means thinking about what it feels like bringing the air in through the nose and trying to picture this air flooding into the lungs.
- Step 4:** As this air is contained in the lungs, you must now focus on your centre of gravity, shutting out all distractions. This is **centering**.
- Step 5:** Consciously release tension from all parts of your body.
- Step 6:** Prevent any analysis of previous performances by focusing on this **centering**.
- Step 7:** Commit to being assertive and commanding right from the beginning of the performance.

'Parking It'

This approach involves the player trying to put to one side something that occurs **during** the match that threatens to make him/her lose self-control - for example, a bad decision, goal against, receive a bad tackle.

The theory is that when an incident occurs, you attempt to 'park it' with the intention of going back and 'picking it up' later when you have time to deal with it. This is much like parking your car when you go shopping. You do not think about the car when you are shopping and are able to carry on buying all you intend to buy. When finished you return to collect the car from where you left it.

In a game, you would acknowledge the mistake or bad tackle but then make a conscious effort to 'park it' and move on with the performance.

For example:

A player may be badly fouled feels angry at the way they have been treated. As they get up they take the ball and play a quick free kick to a team mate. This means there is no time wasted shouting at the opposition or appealing to the referee to take action. Both of these responses would impact on the performance. Instead they are able to take complete control of their play and shut out the distraction and disruption this foul could have caused them.

PERSONAL DEVELOPMENT PLAN (2.1)

FACTOR 1

Factor:
Impact on Performance:

Targets:

-
-

Approaches you wish to use and why:

How do you plan on monitoring your progress?

FACTOR R 2

Factor:
Impact on Performance:

Targets:

-
-

Approaches you wish to use and why:

How do you plan on monitoring your progress?

RECORDING AND MONITORING (2.2)

Recording and monitoring your personal development programme is essential in order to check progress and make adaptations to your programme correctly as you go along. It is crucial to your performance development because it ensures;

- **the content and methods of training/practice were suitable.**
- **the programme was neither too demanding nor not demanding enough.**
- **you can continue to identify strengths and weaknesses of the whole programme**
- **it allows you to make comparisons between your recent performance and that of the original performance, to see if development had taken place.**
- **you can make adaptations to your programme, so that you can adapt the Frequency, Intensity and or Duration to your precise needs.**
- **your objectives were being achieved**
- **you know if further training was needed to continue improvements**
- **it is used as a motivational tool, especially if you are improving, which will make you want to continue working**
- **you can reset you objectives to continue with development.**

This can be done through:

- Keeping a **training diary** throughout your programme including how you felt the programme was progressing, where you adapted the programme and/or any problems you may have had. This should be completed following each training session.
- **Re-testing performance** by using the methods of gathering information from before e.g. Completing a Sport Emotion questionnaire and a Discipline Record at the beginning of the programme and prior to and during matches played within the timescale of the PDP.

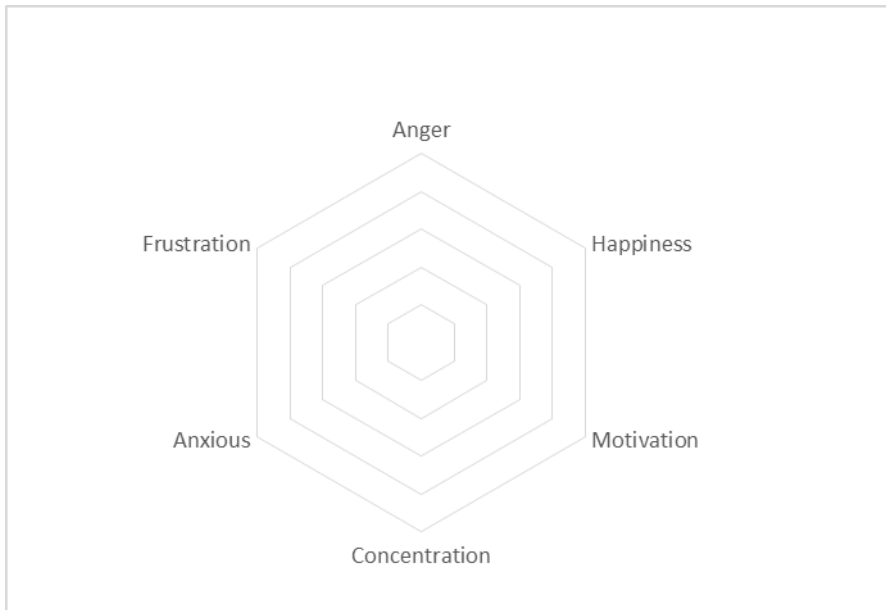
Why use a Training Diary?

A training diary is a very effective way of **monitoring the plan** because it allows the performer to consider aspects such as the time of day, how they were feeling before, during and after the session on a scale of 1-10. The performer can also refer back to the diary at a later date to compare or to make changes to the programme throughout the programme. This can all be recorded in one area.

Why re-test?

By repeating the same methods of gathering information you should be able to **see improvement** in your performance. For example, you may notice that you are less anxious prior to matches or that you are able to control your anger during them. You must ensure that you follow the exact same procedures as you did in the original analysis - for example using the same methods of data collection, the same conditions, the same way of testing and the same people to help if possible. In this way you will be able to collect accurate and valid information to make your comparisons with.

Mood Testing: Levels from 1 to 5 – Dot on each aspect and join to make profile



Before Programme

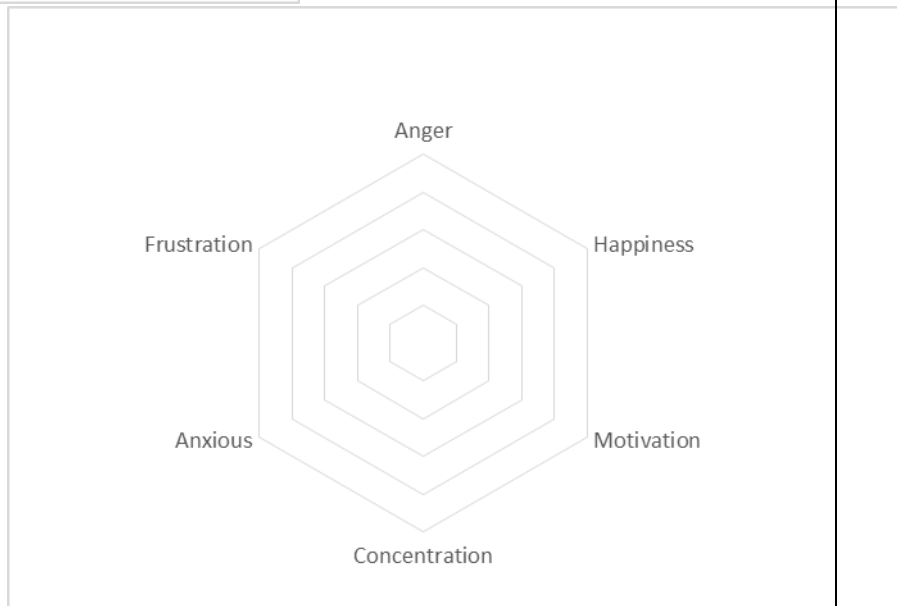
Halfway through

Games Played _____

Results:

Won _____ Lost _____

How do you feel the games went for you?



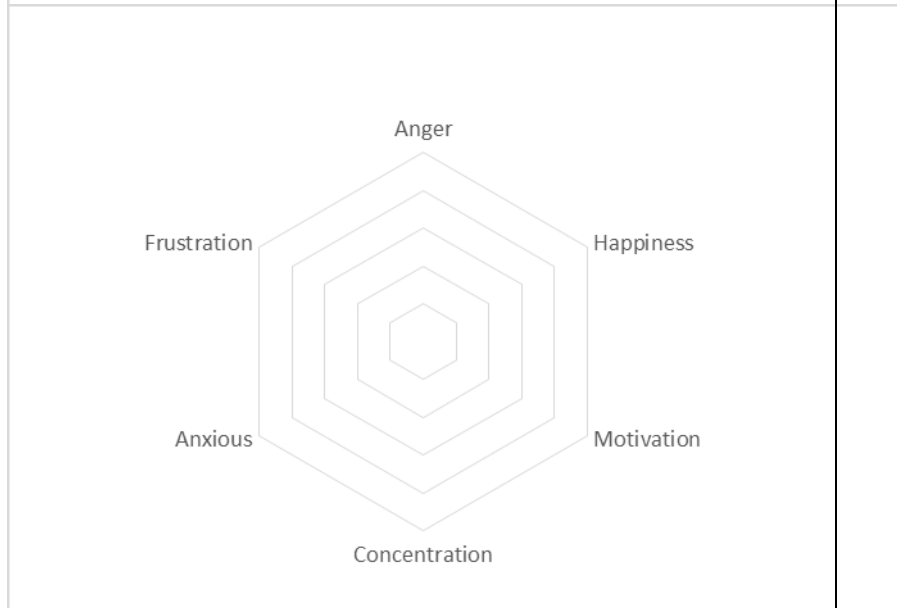
Finish

Games Played _____

Results:

Won _____ Lost _____

How do you feel the games went for you?



(2.3) PERFORMANCE DEVELOPMENT PROGRAMME

Session / Week	Description of training completed	Feelings before, during and after session	Next steps / Plan for next session
1			
2			
3			

Session / Week	Description of training completed	Feelings before, during and after session	Next steps / Plan for next session
4			
5			
6			

FEEDBACK AND EVALUATING

(2.4)

When evaluating your personal development programme it is essential to identify your current level of performance and **compare** this against your initial performance. For example, you could repeat the Emotional Control Record.

Comparing these results will allow you to evaluate the effectiveness of your approaches by checking the progress you have made. When comparing your results you need to be able to explain the effects your personal development programme has had on your weak skill and on your overall performance.

For example, you may have developed your ability to control your anger. This may have improved the effectiveness of your performance in games by ensuring that you don't get into discipline trouble with the referee. This would lead to less games being missed through suspensions and potentially more time on the field as your coach doesn't have to substitute you to protect the team.

Why Evaluating performance is useful?

- Using the same methods as before improves the reliability of results
- Allows you to see if also if performance has improved and also if the performance development programme has worked
- Re-testing using all methods is appropriate as the programme may have improved your technique but had no improvement on your effectiveness in the game
- If results are positive then this can improve motivation to develop performance even further.
- New strengths and weaknesses can be identified and future development needs can be agreed.
- The information from the evaluation process can also be used to plan a new training programme that will be specific to developing these future development needs.

FEEDBACK AND EVALUATING

(2.4)

Having monitored my performance during the development programme, I am now in a position to evaluate my progress and achievements from the information collected.

I will then also be in a position to identify my future development needs.

I will consider the information collected and describe the progress under the following headings –

Have I improved?

Why have I improved?

What evidence do I have to support these claims?

FACTOR	METHODS OF MONITORING	EVALUATION OF PERFORMANCE – Have I improved? Why have I improved? What evidence do I have to support this?

FUTURE DEVELOPMENT NEEDS

(2.5)

Following your process of monitoring and evaluating the success of your approaches to development, you may be able to identify next steps or future needs. By retesting and evaluating the process you have completed you will be able to identify any features within the factors that still require focus.

- You may decide to continue to work on the same factor
- Change to another factor or particular feature of that factor (See Section A)

FACTOR	IMPACT ON PERFORMANCE	FUTURE DEVELOPMENT NEED

EVALUATING PERFORMANCE

Evaluate your performance in relation to how you planned and prepared for your challenges

Analyse the effectiveness of your planning and preparation for the two challenges explained in 1(a)

Challenge 1

Challenge 1

Evaluate at least one strength of, and at least one area for development from, your performance

Strengths

Areas for development

UNIT AND COURSE ASSESSMENT HELP

Command Words

Throughout the FIP Unit you will be asked to demonstrate your understanding of the course through responding to the following command words:

Analyse – This requires critical thinking by exploring various concepts related to the course. For example, you will be asked to analyse different methods of gathering information on different factors. To answer this you should provide the advantages and any disadvantages of these methods and draw conclusions based on your analysis.

Evaluate – This involves making informed judgements supported by findings from your own experience, personal feelings and any other types of evidence. For example, you will be asked to evaluate the effectiveness of your development plan. To answer this you will need to comment on the effectiveness of your programme by highlighting any positive or negative effects it has had on your performance.

Explain – This requires you to demonstrate your understanding through reasoning. For example, you will be asked to explain the relevance of using certain approaches to develop performance. This involves making clear the main points and reasons why selected approaches are chosen to develop performance (advantages of method).

Justify – This is similar to explain although more evidence may be required to support reasons. For example, you will be asked to justify why a particular factor requires development. You could justify this by referring to data you have collected on your performance. These command words will also feature in the final course assessment as part of both the single performance and the question paper.

Single Performance

Here you are required to explain the relevance of two challenges you will face in the single performance and explain how you will prepare to meet these challenges. Following your performance you will be required to analyse the effectiveness of your preparation for the two challenges and evaluate your strengths and areas for development from your performance.

Question Paper

The question paper will have two sections. The first section will contain 3 questions which are worth a total of 24 marks. These questions will be similar to the types of questions you have answered in the FIP unit workbook. The second section will involve a scenario question worth 16 marks. You will need to apply your knowledge and understanding of the coursework across to other sports and performance situations in order to access high end marks.

HWB Profiling

What parts of this unit/block I have performed well in...

How have you shown you can plan and organise?

Where have you shown problem solving skills?

When have you used oral communication?

When have you used written communication?

How have you used literacy across learning?

How have you used numeracy across learning?

When have you successfully worked with others?

When have you shown leadership?

In my performance I still need to work on...

How will I be able to achieve this?

Parental Signature:

Date:

Comment:

Senior Learning Conversations

Name

Date of Meeting

My teacher and I have identified the following strengths;

Within this area it has been agreed that I need to continue to work on..

From the list below we discussed the following skills as my strengths...

From the list below we discussed the following skills as areas to work on...

Planning & organizing
Problem solving
Customer handling
Team working
Other technical and practical
Oral communication
Written communication
Strategic management
Computer literacy/using IT
Literacy

Using numbers
Thinking skills
Health and wellbeing across learning
Working with others
Leadership
Personal learning planning and career
Enterprise and employability
Physical coordination and movement
Additional IT or software
Numeracy

