# Psychology – Option 8 – Psychology of success



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## Focus

Students identify the basic needs that drive motivation. They examine why people are motivated to perform, including examining the role of social and cultural factors that shape motivation.

### Outcomes

A student:

* **PSY5-1** explains how the field of psychology provides scientific explanations for the mind and behaviour through research, theories and approaches
* **PSY5-2** explains the main approaches to the study of the nature of human behaviour and the strengths and weaknesses of those approaches
* **PSY5-6** recognises the applications and influence of psychology in popular culture and its importance to social factors
* **PSY5-8** communicates psychological information and ideas using appropriate written, oral and visual forms

[Psychology course document](https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/psychology#/asset2) © NSW Department of Education for and on behalf of the Crown in the State of New South Wales, 2021.

### Rationale

Psychology provides the knowledge and understanding of human nature by asking scientific and philosophical questions and by undertaking studies into the fields of neuroscience, cognitive sciences, and social psychology. Through these studies, students will appreciate how people perceive the world around them and how they respond to it, how human learning develops, and how they relate to others and function within society.

### Aim

The aim of Psychology Stage 5 is to promote understanding and a critical awareness of the nature of human behaviour and the influence of biological, cognitive and socio-cultural factors on individuals and society.

### Purpose and audience

This teaching resource is for teachers delivering or planning to deliver the course. The learning sequence demonstrates how a combination of outcomes can be used to develop teaching and learning activities. It also suggests a range of resources to support teachers when planning and/or teaching the course.

### When and how to use this document

Use this resource when designing learning activities that align with the course outcomes and content. The activities and resources can be used directly or may be adapted based on teacher judgment and knowledge of their students. Core modules must precede options in the delivery of the course. Consult the course document for further details on timing of core and options.

## Learning sequence 1 – measuring success

Students:

* describe the similarities and differences between measures of success in different fields, for example:
* athletes
* performers
* entrepreneurs
* scientists.

**Teacher note:** this learning sequence will provide essential terminology to discuss the concepts of Option 8 – Psychology of success. Some key guiding questions will be introduced through this learning sequence. These include questions like, ‘What characteristics do we usually associate with success?’ and ‘What different factors contribute to motivation?’

Students will understand that different fields require different factors for motivation and success. They will apply this understanding to case studies and select a team to focus on for their assessment task.

Use [cold calling](https://teacherhead.com/2021/02/07/cold-calling-the-1-strategy-for-inclusive-classrooms-remote-and-in-person/) in this sequence to encourage students’ active involvement in formative assessment.

### Hook and hold

Discuss as a class what each of the terms in Table 1mean (do not fill the table at this stage).

Complete the activities below, then record shared class definitions for each key term and complete in Table 1.

**Teacher note:** while students complete brainstorm and concept map activities in groups, visit these groups and ask students to share their working definitions before deciding as a class on the final agreed definitions. Using a strategy like [What makes you say that?](https://pz.harvard.edu/resources/what-makes-you-say-that) could be useful as an extension in this activity.

Table 1 – key term definitions

|  |  |
| --- | --- |
| Key term | Definition |
| Motivation |  |
| Success |  |
| Intrinsic |  |
| Extrinsic |  |
| Resilience |  |
| Grit |  |

Access [10 CELEBRITIES WHO FAILED (2:33)](https://youtu.be/aHmmA3SCXVo) and identify the failures these people experienced:

* Group [brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542) the term ‘motivation’.
* Identify the characteristics of intrinsic and extrinsic motivation. Draw examples from the 10 Celebrities who failed.

Access [‘The Explorer’ – The North Face Brand Anthem (2:17)](https://www.youtube.com/watch?v=HssysqvilKI):

* Use a c[oncept map](https://schoolsnsw.sharepoint.com/%3Ap%3A/s/DLSTemplatesMicrosoft/EXVeTzUBb85Ni8SdVV6qm20Blt_02XKH-jvXDGvp90sy3w?e=t5PbhB&clearCache=ce72c1a0-2049-8b01-90ed-cda2942a805d) to brainstorm a definition of ‘success’.
* Discuss whether any of the key terms recorded in Table 1 need to be amended based on the 2 videos.

**Teacher note:** check for understanding as an exit ticket for this activity or use it as an entry ticket for the next lesson to access background knowledge.

### Case study 1 – athletes

[Brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542) personal characteristics needed to be successful.

Use a [Venn diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599) to categorise personal characteristics as intrinsic or extrinsic.

Add to the Venn diagram by:

* accessing [The Karate Kid: Classic moves HD CLIP (3:23)](https://www.youtube.com/watch?app=desktop&v=zV3BkTsMfM0)
* identifying and discussing the personal characteristics from the clip.

Discuss the following question, ‘What is a case study’?

**Teacher note:** while discussing the answers with the class, using a strategy like [Parts, Purposes, Complexities](https://pz.harvard.edu/resources/parts-purposes-complexities) will assist students to provide more detailed responses, whilst also eliciting a deeper understanding of student thinking. This strategy will require explicit instruction about what a case study entails.

Define the terms ‘characteristics’ and ‘traits’.

Consider the following types of sports and the successful athletes who play them:

* AFL (Australian Football League)
* basketball
* cricket
* dancing
* gymnastics
* netball
* NRL (National Rugby League)
* rugby union
* soccer
* tennis
* track and field.

Use a [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) routine to respond to the question ‘What characteristics are usually associated with successful athletes in these fields?’

Discuss the characteristics attributed to successful athletes. Create notes about the personality traits associated with each type of athlete and why these are associated with success.

Access the article and YouTube clip in Table 2 and identify characteristics of success and intrinsic or extrinsic motivation in the examples provided.

Table – athletic fields characteristics of success

|  |  |  |
| --- | --- | --- |
| Resource Examples | Characteristics | Intrinsic/Extrinsic Motivation |
| [How Legendary NBA Coach Phil Jackson Taught His Teams Mindfulness | Oprah Winfrey Network (4:50)](https://www.oprah.com/own-super-soul-sunday/how-nba-coach-phil-jackson-taught-his-teams-mindfulness-video) | (Add observations) | (Add observations) |
| [Important Lessons from The Karate Kid](https://www.coachup.com/nation/articles/important-lessons-from-the-karate-ki-3) | (Add Observations) | (Add Observations)  |

**Teacher note:** when facilitating the class discussion, promote deeper thinking about the characteristics and intrinsic or extrinsic motivational factors by using questions like ‘What makes you say that?’ The [What makes you say that?](https://pz.harvard.edu/resources/what-makes-you-say-that) thinking routine may be useful in building students’ skills in justification.

Access [Wayne Bennett among great coaches whose philosophies built sporting dynasties](https://www.foxsports.com.au/news/wayne-bennett-among-great-coaches-whose-philosophies-built-sporting-dynasties/news-story/7a2fa877861b23e64a26d7a03b1a12e3). Discuss the philosophies employed by Wayne Bennett and how this might have contributed to athletic success.

Construct responses to the following questions:

* Why does Bennett tell his players ‘Don’t stop three steps short’? (Fox Sports 2014)
* How might this be applied to the psychology of success?
* What lessons from the geese did NBA coach Phil Jackson employ to coach his various teams towards success?
* Alex Ferguson famously terminated David Beckham’s contract. What reasons did Ferguson have for this infamous move?
* What do you think ‘Winning is not a sometime thing; it’s an all time thing’ (Fox Sports 2014) means?

Construct a response to the following question, ‘Why is it important to consider the characteristics of successful athletes when discussing the psychology of success?’

Consider using a range of options to present your response, such as video, audio, and multimodal presentation.

### Case study 2 – performers

[Brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542) what is a performer. Examples may include singer, actor, comedian. Add to the brainstorm by identifying some famous performers in each of the categories listed. In groups, create a [Venn diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599) responding to the 2 following questions:

* What personal qualities does a performer need to be successful?
* What measures of success would you be looking for from a performer?

Consider where the similarities and differences are in these 2 answers and discuss the responses as a class.

**Teacher note: when discussing this with the class utilise the** [What makes you say that?](https://pz.harvard.edu/resources/what-makes-you-say-that) **strategy to create a rich discussion and use this as an opportunity to determine student preconceptions and understanding of success.**

Some of the articles linked for this case study may require extracts to be used or a glossary of complex terms.

Access the clip [‘Are Actors different from others? A Psychological profile of Actors’ (2:16)](https://www.youtube.com/watch?v=6fRcg80kD2U) and use the following questions to guide a [compass points](https://pz.harvard.edu/resources/compass-points) activity:

* What excites you about this idea? What is the benefit of understanding this information about actors?
* What do you find worrisome about this idea? What is the downside of this information?
* What else do you need to know or find out about this idea? What additional information would help you to be able to motivate actors?
* What is your current stance about the personality traits of actors? How might you move forward in this idea?

Discuss how this information could assist with motivating a group of performers.

Access the article [What It Really Takes to Become a Musician](https://www.psychologytoday.com/us/blog/live-in-concert/202102/what-it-really-takes-become-musician) and respond to the questions below:

* What does the author perceive as archaic with regards to the psychology of being a successful musician?
* What does this statement suggest about the psychology of success for musicians? ‘While some may believe greater musical skill is the result of being born with a brain well suited for music, an alternative explanation is that a different (more musical) brain results from engagement in music activity.’ (Woody 2021)
* Refer to paragraph 7 and describe the findings of McPherson, Davidson and Faulker. How does this relate to the psychology of success for musicians?
* Create a summary of the psychological traits outlined by the article.

Complete a [quick write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548) activity using the [I used to think... Now I think...](https://pz.harvard.edu/resources/i-used-to-think-now-i-think) routine. Reflect on ideas that have shifted and discuss what has contributed to this shift.

### Comparing case study 1 and 2

**Teacher note:** connectives are words that signpost a shift in ideas by specifying a range of factors. In this activity, students will be required to utilise a range of comparative and contrasting connectives. Words such as‘equally’, ‘similarly’, ‘in comparison’ are examples of comparative connectives. Words such as ‘if’, ‘instead’, ‘alternatively’, ‘however’are examples of contrasting connectives.[Clines and continuums](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/566)can be used to support student use of these terms. Some students may require co-construction of PEEL paragraphs.

Construct a [PEEL paragraph](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/625) responding to the prompt, ‘Compare and contrast the measures of success for athletes and performers.’ Focus on using connectives in this response.

### Understanding the assessment

**Teacher note:** this activity introduces students to the assessment task, which is completed using the skills developed throughout the learning sequence. This will require students to have a copy of [Option 8 – sample assessment – Psychology of success](https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/psychology#/asset5). When adjusting this task for the students who will complete it, the principles outlined in [Assessment task advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/assessment-task-advice-7-10) can support decision making. Students will pick the type of team they are working with or use the sample team provided. They will use the planning structure to guide their development of an opening to the proposal.

[Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) with the question, ‘What different psychological factors might influence success as a sportsperson versus being a performer?’

Discuss responses as a class. Answers may include:

* Sportspeople may need psychological factors such as openness to feedback. They often work in teams and being able to communicate and listen to others is important for their success.
* Alternatively, performers may need psychological factors such as perseverance. This is because they often must audition for a lot of unsuccessful roles before being successful.

Access the Task in [Option 8 – sample assessment – Psychology of success](https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/psychology#/asset5). Focus on the purpose and audience of the task:

* Purpose – to demonstrate your understanding of motivational Psychology.
* Audience – you are a motivational coach with a background in psychology creating a proposal to be read by the leader of a team that you select.

Discuss and agree on the meaning of each of the focus features for a successful scientific proposal. This includes:

* appeals to logic and reason (logos)
* factual language including details of scientific theory
* methods for achieving the result
* causal phrases and connectives to show the link between actions and results.

Access the task instructions in [Option 8 – Psychology of success sample assessment](https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/psychology#/asset5).

* Create a proposal for how you can build motivation and success in a team as a professional motivational coach with a background in psychology. You are presenting your proposal to the leader of the team. The team can be of your own choosing, for example, a sports team, a group of research scientists, and so on.

Engage with the marking criteria in [Option 8 – Sample assessment package – combined rubric](https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/psychology#/asset5).

Apply the criteria to the sample proposal in [Option 8 – sample assessment – Psychology of success](https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/psychology#/asset5). The team context in this document will need to be accessed to assess this sample proposal. For some of the criteria, the Word bank in this document will help in assessing the sample proposal.

Access the steps to success and planning structure in [Option 8 – sample assessment – Psychology of success](https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/psychology#/asset5).

Use the steps, select a team and create a proposal for the scientific report. The opening needs to:

* introduce the team
* indicate what broad psychological factors the team will need to experience success
* identify why these factors are so important for the type of team you have selected, for example, a basketball team.

**Teacher note:** the needs analysis scaffold, sample proposal and marking rubric in [Option 8 – sample assessment – Psychology of success](https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/psychology#/asset5) will be used to develop the body of the proposal as part of Learning sequence 2. Students should revisit their draft proposal opening at each key stage of developing their scientific proposal, as their understanding of psychological factors and technical language will develop as the learning sequence progresses.

## Learning sequence 2 – key psychological theories

Students:

* examine Maslow’s hierarchy of needs
* define motivation and examine factors that contribute to personal motivation, including:
* biological needs
* psychosocial needs, for example, power, achievement, relationships.
* explain how social and cultural factors shape motivation, for example:
* collectivism
* individualism.
* describe the impact of external stimulus on motivation and emotion, including:
* reward
* punishment.

**Teacher note:** in this learning sequence, students will develop their ability to use terminology related to the discipline of motivational psychology. They will explore the foundational theorists who have contributed to our theoretical understanding of motivation and continue to build their communication skills when writing about the study of psychology, connecting ideas, and expressing causality and correlation.

### Maslow’s hierarchy of needs

Complete the first 2 key terms in Table 3 by co-constructing a definition.

Provide details or examples for each key term, for example, how it is used in a sentence or how this is reflected in our current context.

Table – key terms for Maslow's hierarchy of needs

|  |  |  |
| --- | --- | --- |
| Key words | Definition | Detail or example |
| physiological | (Add definition) | (Add example) |
| safety | (Add definition) | (Add example) |
| security | (Add definition) | (Add example) |
| self-esteem | (Add definition) | (Add example) |
| self-actualisation | (Add definition) | (Add example) |

[Brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542) the needs of successful people, for example:

* money and power
* shelter and food
* entertainment and technology.

Identify if these needs are stereotypes, essential or non-essential needs.

* Access the article [Maslow’s Hierarchy Of Needs](https://www.simplypsychology.org/maslow.html).

**Teacher note:** there is an interesting clip embedded in this article. Accessing this before the content of the article would assist in developing students’ familiarity with this theory. The content in the video could be used to address the questions below. If using extracts for this activity, the following sections of the article are the most crucial for understanding: Deficiency Needs Vs. Growth Needs, The Original Hierarchy of Needs Five-Stage Model and The Expanded Hierarchy of Needs. Each of the sections below correlates guiding questions to sections of the article. Not all questions need to be used.

Use the questions below with the article to develop an understanding of Maslow’s hierarchy of needs.

**Overview**

* What are the needs outlined in Maslow’s hierarchy of needs?
* What did Maslow propose about human beings?

**Deficiency Needs Vs. Growth Needs**

* What are deficiency needs and why does Maslow argue that these were important for motivation and success?
* With reference to one of the 2 fields studied (athletes and performers), in what ways is the following statement accurate? ‘Growth needs do not stem from a lack of something but rather from a desire to grow as a person.’ (Mcleod 2023)
* **The Original Hierarchy of Needs Five-Stage Model:** Why is the pyramid shape an important aspect of Maslow’s hierarchy of needs?
* What elements of Maslow’s hierarchy of needs fall into these categories?
* self-fulfilment needs
* psychological needs
* basic needs.

**The Expanded Hierarchy of Needs**

* What changes were made to the hierarchy of needs and why were these made?
* How might self-actualisation be applied to one of the 2 fields studied, athletes and performers?

Create a fact sheet about Maslow’s hierarchy of needs as it can be applied to one of the 2 fields studied. This may me completed online using [Canva](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/653) or by using other options for presentation, such as video, audio or multimodal presentation. The fact sheet should include:

* the behavioural traits of self-actualisation
* the different levels of the original hierarchy of needs or the expanded hierarchy of needs
* a bibliography if research beyond the material provided is used.

### Biological needs and psychosocial needs

Access the article [Biological Approach In Psychology](https://www.simplypsychology.org/biological-psychology.html). Use the questions outlined below to develop an understanding of biological approach to motivation.

* Define biological psychology.
* Referring to the graphic, identify the key features of this approach.
* What are the assumptions of biological psychology?
* To what extent is Maslow’s hierarchy of needs an example of biological psychology?
* What are the issues and debates that fall into the categories of biological psychology?

Reflect on the team selected for the assessment task and predict what biological needs they would need to be motivated. Create a [Reporter’s Notebook](https://pz.harvard.edu/resources/reporters-notebook):

* Name the facts from the approaches that might impact motivation for the selected team.
* Identify potential thoughts and feelings that the participants may have in the situation that are relative to their biological needs.
* Make a judgement about the impact of these needs on motivation and success for the team.

Create shared definitions for the terms:

* psychosocial
* power
* achievement
* relationships.

Access the clip [8 Stages of Development by Erik Erikson (5:19)](https://www.youtube.com/watch?v=aYCBdZLCDBQ) and complete a [concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577) which outlines each of the 8 stages discussed in the clip.

Provide examples of what occurs at each stage. Link these stages to the concepts power, achievement and relationship. The linked article [Erik Erikson’s Stages Of Psychosocial Development](https://www.simplypsychology.org/erik-erikson.html) can be used to extend and broaden understanding of the stages of psychosocial development.

Conduct a [Silent Discussion](https://www.teachertoolkit.co.uk/2017/04/23/silent-discussion/) using the [ABC Questioning Technique [Ideas For Teachers] (0:51)](https://www.youtube.com/watch?v=07iScdDG63Q) by presenting the statement ‘Biological needs must always be met before psychosocial needs to increase motivation in teams’. Consider the teams selected for the assessment task when analysing this statement.

**Teacher note:** provide students with sentence starters in this activity to assist them responding. The sentence starts could be statements that either accept, build or challenge ideas that are presented.

Sentence starter examples could include:

* ‘I agree with this statement because …’
* ‘To build on this statement I would say …’
* ‘I would like to challenge this statement as a result of …’

### Reward and punishment

**Teacher note:** in this section, focus on students using compare and contrast connectives found in the word bank of [Option 8 – sample assessment – Psychology of success](https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/psychology#/asset5). Students should also be guided on referring to psychological theories using the names of prominent theorists, in this case, Pavlov and Skinner. There should also be a focus on using the discipline specific language of psychology in each of these theories, which are highlighted in the key terms activities.

Access [The difference between classical and operant conditioning – Peggy Andover (4:12)](https://www.youtube.com/watch?v=H6LEcM0E0io) and respond to the questions in Table 4 and Table 5.

Table – classical conditioning key terms

|  |  |  |  |
| --- | --- | --- | --- |
| Key terms | What does it mean? | Who is the main theorist introduced? | When were the experiments done? |
| classical conditioning |  |  |  |

Table – reward and punishment conditioning key terms

|  |  |  |
| --- | --- | --- |
| Key term | What does this term mean? | What is an example of this term? |
| unconditioned stimulus |  |  |
| unconditioned response |  |  |
| conditioned response |  |  |
| operant conditioning |  |  |
| reinforcement |  |  |
| punishment |  |  |

Discuss responses to each of the table questions.

Read [Operant Conditioning: What It Is, How It Works, And Examples](https://www.simplypsychology.org/operant-conditioning.html) and use the quick facts to complete any unfinished sections of the table.

Discuss and record which methods of operant conditioning would be most useful to motivate the team selected for the proposal introduction in Learning sequence 1.

Explain the term ‘ethical’.

**Teacher note:** use the ethical questions strategy explained in [Teachers: How To Ask Ethical Questions (0:38)](https://www.youtube.com/watch?v=cfE0qOLnA7Q&list=PLo2FIhRvW0pP4CfMZbV0jW4AZe7e-R2ya&index=18) to conduct a class debate or [Silent Discussion](https://www.teachertoolkit.co.uk/2017/04/23/silent-discussion/) using the following question, ‘How ethical are the different strategies used in operant conditioning?’ Students need to provide examples for positive reinforcement, negative reinforcement and punishment. They may wish to link these examples to their chosen team or the stimulus team context in [Option 8 – sample assessment – Psychology of success](https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/psychology#/asset5), which is a basketball team.

### Conformity

Define the term conformity and brainstorm ways conformity can be seen in daily life.

Extend the brainstorm by providing predictions or justifications about why people conform in each of the ways listed.

Access the clip [Social Conformity – Brain Games (3:39)](https://www.youtube.com/watch?v=o8BkzvP19v4).

Complete a [quick write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548) answering the question ‘What are your observations of conformity from this clip?’

**Teacher note:** encourage students to apply their ideas from the brainstorm to this quick write. Students should be writing an observation of what they see in the clip and provide reasons why, as outlined by the presenters in the clip. This is a good opportunity to explicitly teach causal phrases as a key feature of the scientific proposal. Sample causal phrases are available in the word bank of [Option 8 – sample assessment – Psychology of success](https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/psychology#/asset5).

Access the article [Solomon Asch Conformity Line Experiment Study](https://www.simplypsychology.org/asch-conformity.html).

Discuss the main ideas the article presents.

Use the additional information from the article to add to the quick write response above.

Use [I Used to Think... Now I Think...](https://pz.harvard.edu/resources/i-used-to-think-now-i-think) to make visible new ideas about conformity developed in this activity.

Access [Individualism vs collectivism (2:54)](https://www.youtube.com/watch?v=Br7h-QD7eXU) and define the terms ‘collectivism’ and ‘individualism’ using Table 6.

Table – conformity key terms

|  |  |  |
| --- | --- | --- |
| Key words | Definition | Detail or example |
| collectivism | (Add definition) | (Add example) |
| individualism | (Add definition) | (Add example) |

### Linking the assessment

**Teacher note:** this activity assists students to write a body paragraph for their proposal. This will require students to have a copy of [Option 8 – sample assessment – Psychology of success](https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/psychology#/asset5). Students have either selected the team they are going to focus on, or they will use the sample team context provided in this assessment task. They will begin to think about structuring their response by applying the success criteria. A good place to start is by asking the students to refer to the ‘Needs analysis scaffold’ found in [Option 8 – sample assessment – Psychology of success](https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/psychology#/asset5). Provide students with a blank version of this template to complete for their selected team. Use discussion opportunities to monitor student progress and support students through a modelled, guided independent method.

Review the sample needs analysis scaffold and sample proposal in [Option 8 – sample assessment – Psychology of success](https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/psychology#/asset5).

Discuss what needs there are for the different teams or team members selected for the scientific proposal.

Refer to the theories from Learning sequence 2 as they apply to the team or team members you have selected. Explain how these theories are important for your selected team or team members and record this information in the ‘Needs analysis scaffold’.

Discuss responses. Answers may include:

* Collectivism is necessary for the captain of a team to consider. It is important for the captain to recognise the collective goals of a team to achieve success.
* Each member of the team needs to feel included and feel a sense of belonging – Maslow’s hierarchy to be applied.

Refer to the sample needs analysis scaffold and discuss what information has been included in each column of this sample.

Complete the needs analysis scaffold for the selected team. Use this as a guide to develop a paragraph, using the sample proposal as a guide.

Craft a paragraph by referring to the needs analysis scaffold and the sample proposal.

Refer to the success criteria and review the paragraph. Identify where the response is addressing the success criteria and create a refinement plan.

**Teacher note:** students will follow this process for their first body paragraph. It should be noted that they need to create more than one body paragraph to develop their ideas and the needs analysis scaffold can guide the other paragraphs.

## Learning sequence 3 – putting theory into practice

Students:

* identify the factors that contribute to overcoming barriers to success
* explain the role of goal-setting theory in increasing motivation and achieving success.

**Teacher note:** in the final learning sequence, students will apply their learning of theory by further considering how an understanding of psychological factors can help to overcome challenging situations and conditions.

Create a [brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542) for the following question, ‘What can stand in the way of success?’. Answers should be categorised:

* external factors (for example, lack of funding)
* internal factors (for example, self-doubt).

### Overcoming barriers

Define the key term barrier. [Brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542) common barriers and ways that these can be overcome.

Use [Wisdom Of The Geese - Best Motivational Video (5:49)](https://www.youtube.com/watch?v=y-ezwb-lyw8) to provide some ideas and examples for overcoming barriers. Complete the guided questions listed below to discuss the ways that teams and leaders can overcome barriers:

* What are the 7 lessons that can be learnt from geese to overcome barriers?
* Which of the 7 lessons can be applied to overcoming barriers for athletes?
* Reflect on the case studies from Learning sequence 1. Do you believe a different lesson is more applicable to performers? Justify your response.

Use [Perspectives](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/545) to plan how the wisdom of the geese can be applied to the team context in [Option 8 – sample assessment – Psychology of success](https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/psychology#/asset5). Consider how the ideas generated through this activity can be applied to the team you select for your scientific proposal.

### Goal setting theory

Access [What is Locke’s Goal Setting Theory | Explained in 2 min (2:18)](https://www.youtube.com/watch?v=GD-0eo9hGT4) and record the 5 principles of this theory. The article [What is Locke’s Goal Setting Theory of Motivation?](https://positivepsychology.com/goal-setting-theory/) can be used to further understand Locke’s theory of goal setting.

Complete a [Venn diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599) which outlines individual goals and collective goals. Use the following guiding questions to discuss individual and collective goals.

* What types of goals are individual goals?
* How do these differ from collective goals?
* What sort of goals will be most useful for the team and team members selected for the scientific proposal assessment task?

Consider the strengths and weakness of having smaller individual goals or larger collective goals?

Review the team context in the [Option 8 – sample assessment – Psychology of success](https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/psychology#/asset5) as a stimulus or use the team selected to complete the scientific proposal to explore this. Using the [Take Note](https://pz.harvard.edu/resources/take-note) routine, respond to the following questions:

* What are the most important types of goals to set?
* What would be challenging about setting these goals?
* What would need to be discussed and clarified in more detail?
* Identify something interesting about Locke’s goal setting theory.

### Self-determination theory

Brainstorm a possible definition for ‘self-determination’ theory.

Access the content of [What Is Self-Determination Theory?](https://www.verywellmind.com/what-is-self-determination-theory-2795387) until the end of the ‘Self-Determined vs. Non-Self-Determined Behaviors’ section.

Create a summary of 5 main ideas from the article about what self-determination theory is and why it is important.

Discuss self-determination theory, compare the initial definition and agree on a shared definition of the concept.

Access ["I see pride. I see power" – Cool Runnings (1:07)](https://www.youtube.com/watch?v=7zFHkBQBg-4).

Discuss how self-determination theory can be seen in the clip and explore the coaching style depicted.

### Refining the assessment

**Teacher note:** this activity assists students to refine their assessment task scientific proposal. This will require students to continue to refer to [Option 8 – sample assessment – Psychology of success](https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/psychology#/asset5). At this stage, students have been given time and support to construct an opening and a body. The ‘Planning structure’ provided in the sample assessment should be used to develop a summation for the proposal and further refine the product.

Review the strategies and research used to justify the approach to motivating the team.

Consider if there are opportunities to incorporate any of the concepts explored in Learning sequence 3 within the current strategies and justification.

Identify potential barriers to the team being motivated.

Explain how these barriers can be overcome. For example, through social psychology strategies.

Use [Option 8 – Sample assessment package – combined rubric](https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/psychology#/asset5) to self-assess or peer assess and create a plan to finalise the scientific proposal.

## Additional information

The information below can be used to support teachers when using this teaching resource for Psychology.

### Assessment for learning

Possible formative assessment strategies that could be included:

* Learning intentions and success criteria assist educators to articulate the purpose of a learning task to make judgements about the quality of student learning. These help students focus on the task or activity taking place and what they are learning and provide a framework for reflection and feedback. [Online tools](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/622) can assist implementation of this formative assessment strategy.
* Eliciting evidence strategies allow teachers to determine the next steps in learning and assist teachers in evaluating the impact of teaching and learning activities. Strategies that may be added to a learning sequence to elicit evidence include all student response systems, [exit tickets](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543), mini whiteboards (actual or [digital](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/575)), [Kahoot!](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/621), [Socrative](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/587), or quick quizzes to ensure that individual student progress can be monitored and the lesson sequence adjusted based on formative data collected.
* Feedback is designed to close the gap between current and desired performance by informing teacher and student behaviour (AITSL 2017). AITSL provides a [factsheet to support evidence-based feedback](https://www.aitsl.edu.au/teach/improve-practice/feedback#:~:text=FEEDBACK-,Factsheet,-A%20quick%20guide).
* [Peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) is a structured process where students evaluate the work of their peers by providing valuable feedback in relation to learning intentions and success criteria. It can be supported by [online tools](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=1d29b).
* Self-regulated learning opportunities assist students in taking ownership of their own learning. A variety of strategies can be employed and some examples include reflection tasks, [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645), [activating prior knowledge](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562) and [learning portfolios](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/583).

The primary role of assessment is to establish where individuals are in their learning so that teaching can be differentiated and further learning progress can be monitored over time.

Feedback that focuses on improving tasks, processes and student self-regulation is the most effective. Students engaging with feedback can take many forms including formal, informal, formative, summative, interactive, demonstrable, visual, written, verbal and non-verbal.

[What works best 2020 update](https://education.nsw.gov.au/about-us/educational-data/cese/publications/research-reports/what-works-best-2020-update) (CESE 2020a)

### Differentiation

Differentiated learning can be enabled by differentiating the teaching approach to content, process, product and the learning environment. For more information on differentiation go to [Differentiating learning](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/differentiating-learning) and [Differentiation](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/primary-school/teaching-strategies/differentiation).

When using these resources in the classroom, it is important for teachers to consider the needs of all students in their class, including:

* **Aboriginal and Torres Strait Islander students**. Targeted [strategies](https://education.nsw.gov.au/teaching-and-learning/aec/aboriginal-education-in-nsw-public-schools) can be used to achieve outcomes for Aboriginal students in K-12 and increase knowledge and understanding of Aboriginal histories and cultures. Teachers should utilise students’ Personalised Learning Pathways to support individual student needs and goals.
* **EAL/D learners**. EAL/D learners will require explicit English language support and scaffolding, informed by the [EAL/D enhanced teaching and learning cycle](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/eald/enhanced-teaching-and-learning-cycle) and the student’s phase on the [EAL/D Learning Progression](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/planning-eald-support/english-language-proficiency). In addition, teachers can access information about [supporting EAL/D learners](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/planning-eald-support/english-language-proficiency) and [literacy and numeracy support specific to EAL/D learners](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/eald).
* **Students with additional learning needs**. Learning adjustments enable students with disability and additional learning and support needs to access syllabus outcomes and content on the same basis as their peers. Teachers can use a range of [adjustments](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/adjustments-to-teaching-and-learning) to ensure a personalised approach to student learning. In addition, the [Universal Design for Learning planning tool](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/all-resources/primary-resources/other-pdf-resources/universal-design-for-learning-planning-tool) can be used to support the diverse learning needs of students using inclusive teaching and learning strategies. Subject specific curriculum considerations can be found on the [Inclusive Practice hub](https://education.nsw.gov.au/campaigns/inclusive-practice-hub).
* **High potential and gifted learners**. [Assessing and identifying high potential and gifted learners](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify#Assessment1) will help teachers decide which students may benefit from extension and additional challenge. [Effective strategies and contributors to achievement](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/evaluate) for high potential and gifted learners help teachers to identify and target areas for growth and improvement. In addition, the [Differentiation Adjustment Tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies) can be used to support the specific learning needs of high potential and gifted students. The [High Potential and Gifted Education Professional Learning and Resource Hub](https://schoolsnsw.sharepoint.com/sites/HPGEHub/SitePages/Home.aspx) supports school leaders and teachers to effectively implement the High Potential and Gifted Education Policy in their unique contexts.

All students need to be challenged and engaged to develop their potential fully. A culture of high expectations needs to be supported by strategies that both challenge and support student learning needs, such as through appropriate curriculum differentiation. (CESE 2020a:6).

### About this resource

All curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice contact the Teaching and Learning Curriculum team by emailing secondaryteachingandlearning@det.nsw.edu.au.

**Alignment to system priorities and/or needs**:

This resource aligns to the School Excellence Framework elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

This resource supports teachers to address [Australian Professional Teaching Standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 2.1.2, 2.3.2, 3.2.2, 7.2.2

This resource has been designed to support schools with successful implementation of new curriculum, specifically the NSW Department of Education approved elective course, [Psychology course document](https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/psychology) © NSW Department of Education for and on behalf of the Crown in right of the State of New South Wales, 2021.

The resource is produced to assist schools with promoting and implementing the course for the first time. As the course may be taught by teachers from a range of key learning areas, the resource is designed to support teachers from a variety of KLA expertise.

**Department approved elective course**: Psychology

**Course outcomes**: PSY5-1, PSY5-2, PSY5-6, PSY5-8

**Author**: Curriculum Secondary Learners

**Publisher**: State of NSW, Department of Education

**Resource**: Teaching resource

**Related resources**: Further resources to support Psychology can be found on the Department approved elective courses webpage including course document, sample scope and sequences, assessment materials and other learning sequences.

**Professional Learning**: Join the [Teaching and Learning 7-12 statewide staffroom](https://education.nsw.gov.au/teaching-and-learning/curriculum/statewide-staffrooms) for information regarding professional learning opportunities.

**Consulted with**: Aboriginal Outcomes and Partnerships, Inclusion and Wellbeing, EAL/D, Nepean Creative and Performing Arts High School and Sydney University.

**Reviewed by**: This resource was reviewed by Curriculum Secondary Learners and by subject matter experts in schools to ensure accuracy of content.

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**Evidence Base**:

‘The long-term vision is for a curriculum that supports teachers to nurture wonder, ignite passion and provide every young person with knowledge, skills and attributes that will help prepare them for a lifetime of learning, meaningful adult employment and effective future citizenship’ (NESA 2020:xi).

The development of the course and the course document as part of department approved electives aims to respond to the goals articulated in NESA’s curriculum review. Consistent messages from the review include:

* ‘flexibility’ was the word most used by teachers to describe the systemic change they want
* teachers need more time to teach important knowledge and skills
* students want authentic learning with real-world application.

This teaching resource provides teachers with some examples of explicit and authentic learning experiences. The option to adjust these learning sequences leads to ‘increased local decision making in relation to the curriculum’ as this ‘is associated with higher levels of student performance’ (NESA 2020:52).

The suggested strategies for teaching and learning align with the principles of explicit teaching. ‘The evidence shows that students who experience explicit teaching practices perform better than students who do not. Explicit teaching reduces the cognitive burden of learning new and complex concepts and skills, and helps students develop deep understanding’ (CESE 2020a:11).

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