

FITEDUHUB

Knowledge in Motion

CLASS XI • PHYSICAL EDUCATION (048)

UNIT 9

PSYCHOLOGY AND SPORTS

CBSE 2026-27 | ILLUSTRATED STUDY EDITION

PSYCHOLOGY & SPORTS



ATTENTION AND FOCUS







RESILIENCE



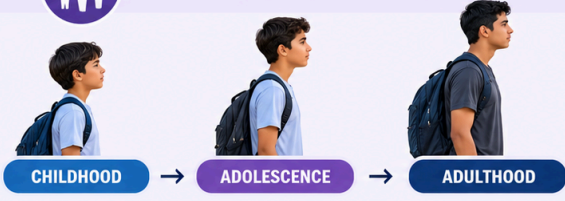


MENTAL TOUGHNESS





ADOLESCENT DEVELOPMENT



CHILDHOOD → ADOLESCENCE → ADULTHOOD



TEAM COHESION



Current CBSE Alignment & Unit Overview

Unit 9 is part of the CBSE Class XI Physical Education (048) curriculum for the 2026–27 academic session. The unit carries 07 marks in the current syllabus. The scope below follows the current CBSE topic list; supporting explanations and examples are added to make the prescribed concepts teachable and exam-ready.

CBSE Prescribed Area	Coverage in this Master
Definition and Importance of Psychology in Physical Education and Sports	Detailed explanation + sports application + visual support + exam practice
Developmental Characteristics at Different Stages of Development	Detailed explanation + sports application + visual support + exam practice
Adolescent Problems and their Management	Detailed explanation + sports application + visual support + exam practice
Team Cohesion and Sports	Detailed explanation + sports application + visual support + exam practice
Introduction to Psychological Attributes: Attention, Resilience and Mental Toughness	Detailed explanation + sports application + visual support + exam practice

Learning Objectives

- Define psychology and explain its relevance to physical education, learning and sports participation.
- Describe broad developmental characteristics across childhood, adolescence and adulthood without treating individuals as identical.
- Recognize common adolescent concerns relevant to school life, activity participation and sports and identify constructive management strategies.
- Explain team cohesion and distinguish task cohesion from social cohesion.
- Introduce attention, resilience and mental toughness as psychological attributes relevant to sport situations.
- Apply psychological concepts to simple sport and classroom cases while avoiding labels or medical diagnosis.
- Use practical, supportive strategies that promote healthy participation and teamwork.

Unit Map • Psychology & Sports



1. Psychology in Physical Education and Sports

1.1 Meaning of Psychology

Psychology is the systematic study of behaviour and mental processes. In physical education and sports, psychology helps explain motivation, attention, emotional responses, learning, confidence, social interaction and behaviour in sport settings.

1.2 Importance

- Helps teachers understand how students respond to instruction, challenge and feedback.
- Supports motivation and engagement in physical activity.
- Helps athletes manage attention, pressure, mistakes and competition demands.
- Improves communication, leadership, teamwork and group functioning.
- Encourages psychologically supportive and inclusive sport environments.

Psychology in PE & Sport



Thoughts
Interpret situations



Emotions
Respond to pressure



Behaviour
Act and interact



Performance
Learn and adapt

2. Developmental Characteristics at Different Stages

Development refers to progressive changes and continuity across the lifespan. Development is multidimensional: physical growth interacts with cognitive, emotional and social changes. Students should understand developmental stages as broad patterns rather than rigid labels because individuals develop at different rates and are influenced by heredity, environment, learning, health and experience.

Broad stage	Examples of commonly observed characteristics	PE / sports implications
Childhood	Rapid learning of basic movement patterns; developing coordination, language, social understanding and self-regulation.	Use varied activities, clear demonstrations, play-based practice and positive feedback.
Adolescence	Pubertal physical changes; increasing abstract thinking; stronger peer influence; developing identity and emotional regulation.	Provide supportive instruction, respect differences, encourage healthy habits and avoid public comparison or shaming.
Adulthood	Greater physical and social independence; experience-based learning; individual differences in fitness and responsibilities.	Promote lifelong activity, goal setting, autonomy and appropriate training choices.

Development Across Stages



Childhood
Movement and learning



Adolescence
Change and identity



Adulthood
Experience and autonomy



Remember
Individuals vary

2.1 Growth and Development: Useful Distinction

Term	Useful school-level meaning
Growth	Primarily quantitative changes such as height, body mass and dimensions.
Development	Broader qualitative and quantitative changes in abilities and functioning across physical, cognitive, emotional and social domains.

3. Adolescent Problems and their Management

Adolescence can involve rapid change and new responsibilities. Problems are not identical for every learner, but school settings may encounter concerns related to academic pressure, peer influence, body image, self-esteem, emotional fluctuations, sleep routines, social media use, time management and adjustment to changing expectations.

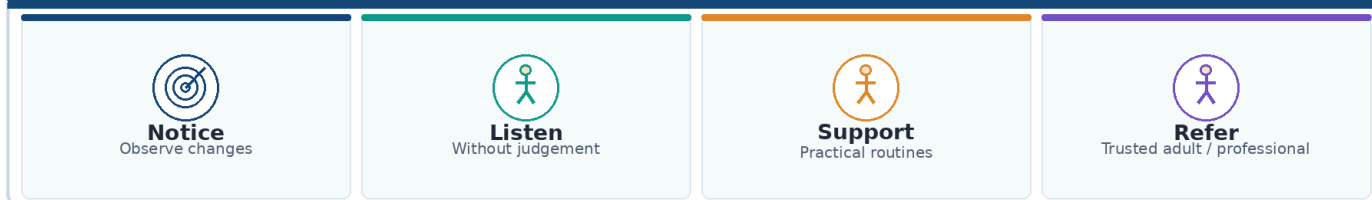
Adolescent Challenges



3.1 Constructive Management Strategies

- Listen respectfully and avoid ridicule or public shaming.
- Break large goals into realistic actions and routines.
- Encourage regular physical activity, sleep, hydration, balanced nutrition and recovery habits.
- Teach time management so study, activity, family and rest receive appropriate attention.
- Build supportive peer and team environments rather than comparison-based pressure.
- Involve parents/guardians, school counsellors or qualified professionals when concerns are significant, persistent or outside the teacher's role.

Supportive Response



Role boundary

Physical education teachers can support, observe and refer. They should not diagnose mental-health conditions or act as a substitute for qualified psychological or medical care.

4. Team Cohesion and Sports

Team cohesion is the tendency of a group to remain united and work together toward shared purposes. In sport, cohesion is not only about friendship. It also involves commitment to shared performance goals, role acceptance, communication and willingness to support teammates.

4.1 Task and Social Cohesion

Type	Meaning	Example
Task cohesion	Unity around performance goals, roles and collective effort.	Players support a common game plan and understand their responsibilities.
Social cohesion	Quality of interpersonal relationships, belonging and attraction among members.	Teammates communicate respectfully and create a sense of belonging.

Team Cohesion



4.2 Ways to Build Cohesion

- Set clear and shared team goals.
- Define roles while allowing appropriate flexibility.
- Use respectful, two-way communication.
- Celebrate effort, improvement and contribution, not only winning.
- Resolve conflicts early and fairly.
- Include every participant in meaningful ways.
- Use team routines that build trust and shared identity.

Building Team Cohesion



5. Introduction to Psychological Attributes

5.1 Attention

Attention is the process of selecting, directing and maintaining focus on information that is relevant to the task. In sport, athletes often need to shift attention between the environment, teammates, opponents, the implement and their own movement.

- Focus on task-relevant cues.
- Use short, consistent performance cues.
- Reduce avoidable distractions before skill execution.
- Practise attention under gradually more realistic conditions.

Attention in Sport



5.2 Resilience

Resilience refers to the capacity to adapt, cope and recover constructively after challenges, mistakes or setbacks. In sport, resilience does not mean never feeling disappointed; it means using setbacks as information and returning to purposeful action.

- Reflect on what happened without excessive self-blame.
- Identify controllable factors.
- Use feedback and adjust practice.
- Maintain realistic goals and supportive routines.
- Seek support from trusted people when needed.

Resilience • Learn After Setbacks



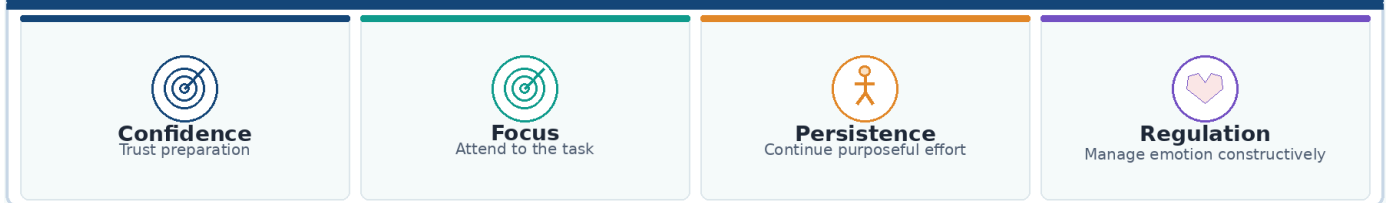
5.3 Mental Toughness

Mental toughness is used in sports psychology to describe psychological capacities that help a performer remain focused, persistent and appropriately regulated under challenge. Useful elements can include confidence, concentration, persistence, self-regulation and constructive coping with pressure.

Important clarification

Mental toughness is not the absence of emotion. Effective performance can involve recognising emotions, regulating them and continuing to follow a useful plan.

Mental Toughness



Assessment Practice

MCQs

1. Psychology is the study of:

- A. Bone classification
- B. Behaviour and mental processes
- C. Only physical strength
- D. Tournament fixtures

2. Development includes changes that are:

- A. Only skill-related
- B. Only height-related
- C. Physical, cognitive, emotional and social
- D. Only hormonal

3. Which is a possible adolescent concern?

- A. Track marking
- B. Bone classification

- C. Ball inflation
- D. Peer pressure

4. Task cohesion refers mainly to:

- A. Commitment to shared performance goals
- B. Avoiding communication
- C. Friendship only
- D. Individual success only

5. Social cohesion refers mainly to:

- A. Only tactics
- B. Interpersonal attraction and belonging
- C. Only fitness
- D. Only rules

6. Attention helps an athlete:

- A. Avoid practice
- B. Ignore all cues
- C. Select and maintain focus on relevant information
- D. Increase height

7. Resilience can be understood as the capacity to:

- A. Suppress all emotions
- B. Never experience stress
- C. Win every contest
- D. Adapt and recover after challenge or setback

8. Mental toughness is best treated as:

- A. A set of psychological capacities supporting performance under challenge
- B. A guarantee of winning
- C. A diagnosis
- D. A fixed personality label

9. A supportive team is more likely to develop cohesion through:

- A. Role confusion
- B. Shared goals and communication
- C. Exclusion
- D. Unclear expectations

10. Growth often refers more directly to:

- A. Only motivation
- B. Only social learning
- C. Quantitative physical changes
- D. Only tactics

11. Which is an appropriate response to an adolescent concern in school sport?

- A. Give a medical diagnosis
- B. Publicly shame the student
- C. Ignore the issue
- D. Listen, support and involve a trusted adult when needed

12. A distraction control strategy in sport is:

- A. Focusing on task-relevant cues
- B. Changing goals every minute
- C. Checking spectators constantly
- D. Ignoring instructions

13. Resilience develops through:

- A. Avoiding all challenge
- B. Constructive coping and learning from setbacks
- C. Punishment only
- D. Isolation

14. Team cohesion can improve when members:

- A. Avoid feedback
- B. Compete destructively within the team
- C. Understand roles and support one another
- D. Use inconsistent goals

15. Psychology in PE is useful because it can help teachers understand:

- A. Equipment dimensions only
- B. Bone mineral density only
- C. Heart valves only
- D. Motivation, behaviour, attention and social interaction

Assertion–Reason

1. Assertion: Psychology is relevant to physical education and sport.

Reason: Thoughts, emotions and behaviour can influence learning, participation and performance.

Answer: Both true and Reason explains Assertion.

2. Assertion: Development should be treated as a rigid timetable that is identical for all students.

Reason: Development varies with individual, environmental and experiential factors.

Answer: Assertion false; Reason true.

3. Assertion: Adolescents may experience concerns related to peer influence and time management.

Reason: Adolescence is a transition involving changing social, emotional and academic demands.

Answer: Both true and Reason explains Assertion.

4. Assertion: Task cohesion refers to shared performance goals.

Reason: Team members can coordinate roles and effort around common objectives.

Answer: Both true and Reason explains Assertion.

5. Assertion: Attention involves selecting relevant information.

Reason: Effective performance often requires focusing on task-relevant cues while managing distractions.

Answer: Both true and Reason explains Assertion.

6. Assertion: Mental toughness means never experiencing emotions.

Reason: Effective performance can involve recognising emotions and regulating them constructively.

Answer: Assertion false; Reason true.

Match the Following

Column A	Column B
1. Task cohesion	A. Focus on relevant cues
2. Social cohesion	B. Adapt and recover after setbacks
3. Attention	C. Shared performance goals
4. Resilience	D. Interpersonal belonging
5. Mental toughness	E. Performance under challenge

Fill in the Blanks

1. The study of behaviour and mental processes is called _____.
2. Development can involve physical, cognitive, emotional and _____ change.
3. Commitment to shared performance goals is called task _____.

4. Focus on relevant information is related to _____.
5. The capacity to adapt after setbacks is called _____.
6. A team can have task cohesion and _____ cohesion.
7. Mental toughness supports performance under _____.
8. Adolescents may benefit from support with time management and _____ pressure.

2-Mark Questions

1. Define sports psychology.
2. State two areas in which psychology helps athletes.
3. Define team cohesion.
4. What is attention?
5. What is resilience?
6. What is meant by mental toughness?
7. Differentiate growth and development.
8. Name two common adolescent concerns.
9. What is task cohesion?
10. What is social cohesion?

3-Mark Questions

1. Differentiate growth and development.
2. Explain task and social cohesion.
3. State three constructive ways to support adolescents.
4. Explain attention with a sport example.
5. Explain resilience with a sport example.
6. State three benefits of psychology in sports.
7. Explain why developmental stages should not be treated as rigid labels.
8. Describe two ways to build team cohesion.

4-Mark Questions

1. Explain developmental characteristics across broad stages.
2. Discuss adolescent problems and their management.
3. Explain how a team can build cohesion.
4. Discuss attention and its role in sport performance.
5. Explain resilience and constructive coping after setbacks.
6. Explain mental toughness in a balanced manner.
7. Differentiate task cohesion and social cohesion with examples.
8. Explain the role of psychology in physical education and sports.

5-Mark Questions

1. Discuss the roles of attention, resilience and mental toughness in sport.
2. Explain how teachers/coaches can create a psychologically supportive environment without diagnosing students.
3. Discuss adolescent concerns and practical school-level management strategies.
4. Explain how team cohesion can influence group functioning and performance.
5. Discuss development across childhood, adolescence and adulthood as broad patterns.
6. Explain why supportive communication is important in adolescent sport participation.

7. Describe practical ways to strengthen both task and social cohesion.

Case-Based / Competency Questions

Case 1

A student becomes anxious before a competition and cannot focus on the coach's instructions. Suggest practical, supportive strategies using the idea of attention.

Answer guidance: Expected: brief cues, breathing/settling routine, single-task focus, reduced distractions, clear instructions and rehearsal.

Case 2

A team has talented players but poor cooperation. Distinguish a task-cohesion problem from a social-cohesion problem.

Answer guidance: Expected: task cohesion = shared performance goals/roles; social cohesion = relationships/belonging; both may be addressed.

Case 3

A learner performs poorly once and then wants to quit. Explain resilience and a supportive teacher response.

Answer guidance: Expected: setback is not final; reflect, adjust, practise, seek feedback, rebuild confidence; avoid shaming.

Case 4

An adolescent is struggling with schoolwork, peer pressure and time management. Give non-clinical management strategies within a school PE context.

Answer guidance: Expected: listening, planning routines, healthy activity, sleep/regularity, support from trusted adults and referral when concerns exceed teacher role.

Case 5

A team captain believes mental toughness means hiding emotions. Correct this idea.

Answer guidance: Expected: mental toughness can include emotional regulation and constructive coping; not denial or suppression.

Case 6

Two students of the same age show different abilities and behaviour. Explain why developmental stages should be used as broad patterns, not rigid labels.

Answer guidance: Expected: development varies by individual, environment, experience and pace; stage descriptions are general guides.

Visual / Concept-Based Practice

Visual Question 1 • Team Cohesion



A
Team plans a shared play



B
Teammates show support

Visual Question 2 • Attention



A
Relevant game cue



B
Crowd / unrelated cue



C
Player response

Visual Question 3 • Resilience Cycle



1
Challenge



2
Response



3
Recovery



4
Learning

Quick Revision

Concept	Quick recall
Psychology	Study of behaviour and mental processes.
Development	Changes across physical, cognitive, emotional and social domains.
Adolescence	A developmental transition with varied individual experiences.
Cohesion	Team unity around task goals and/or social bonds.
Attention	Selecting and maintaining focus on relevant information.
Resilience	Adapting and recovering after setbacks.
Mental toughness	Psychological capacities supporting performance under challenge.

Answer Key

MCQs: 1-B, 2-C, 3-D, 4-A, 5-B, 6-C, 7-D, 8-A, 9-B, 10-C, 11-D, 12-A, 13-B, 14-C, 15-D

Assertion–Reason: 1 Both true and Reason explains Assertion.; 2 Assertion false; Reason true.; 3 Both true and Reason explains Assertion.; 4 Both true and Reason explains Assertion.; 5 Both true and Reason explains Assertion.; 6 Assertion false; Reason true..

Matching: 1-C, 2-D, 3-A, 4-B, 5-E.