



Keywords

Word	Definition
Attitude	A value aimed at an attitude object
Triadic model	The three parts of an attitude; cognitive, affective, behavioural
Cognitive component	A belief, such as the belief in the ability to win
Affective component	Relates to feelings and interpretation such as enjoyment
Behavioural component	The actions of the performer
Cognitive dissonance	New information given to the performer to cause unease and motivate change
Persuasion	An effective communication to promote change

Attitude components

C = cognitive

A = affective

B = behavioural

Attitude formation

How are attitudes formed?

PEER GROUPS

Friendship groups and wider peer groups strongly influence an individual's attitude. An acceptance of the group's attitudes towards an attitude object is a way of gaining membership of a group and gaining a sense of identity.

CONDITIONING and PAST EXPERIENCES

Rewards will strengthen existing attitudes through the creation of positive emotions. A performer who is praised for training will have their attitude towards training strengthened, which in turn will strengthen the intention to train and therefore increase the likelihood of training (approach behaviours).

SOCIALISATION AND SOCIAL LEARNING

We learn a lot from significant others – parents, teachers, coaches, wider role models and the media – and they are powerful formers of attitudes, including negative ones that may lead to prejudice and stereotyping.

FAMILIARITY

The more a person experiences an attitude object, the more likely a person is to develop a positive attitude towards it. For example the more often a child is taken to a sports club or to matches by their parents, the more likely the child is to develop a positive attitude towards that sport and to take it up themselves.



Attitude change

Persuasive communication

The Persuader

The person attempting the change (coach, team manager, teacher, captain)

Their **status** with who they are communicating with.

Their **popularity** amongst the group they are communicating with.

Their **credibility** from past experiences of communication.

The Receiver

The person whose attitude the persuader is trying to change

The **accuracy** of the message – is it obviously correct?

Is the message stated with **confidence** and **enthusiasm**?

The **clarity** of the message – is the argument well constructed and logical?

Is the message **factual**, appealing to the receiver's intellect?

The Message

The quality of the message the persuader is giving

Are they **ready** for the message? Can they understand it?

How **strongly** held is the current attitude, how persuadable is the receiver?

Are they **motivated** to change or open to the possibility?

Cognitive dissonance

The coach attempts to put pressure on one or more of the attitude components so that the performer becomes uneasy and is motivated to change their existing attitude.

1. New information given to the player that makes them question their current attitudes.
2. Making the activity fun and varying practice may make the session more enjoyable.
3. Using rewards as reinforcement may increase the turnout at training and games.
4. The coach could bring in a specialist or a role model.

Box 6: Pathway

Previous knowledge: from teaching sequence

Future links: from teaching sequence

Careers: from curriculum narratives

Box 7: Cross curricular links