

Criteria A – Planning

Through this project I strive to look deeper behind the psychology of an athlete while spreading the understanding across the community with the differences and similarities that abled and disabled athletes mentally go through to achieve their desired goals. Many critics print the image that what these athletes go through is easily achievable or is considered "fun" but this is not the case for the vast majority of world-class athletes. I will investigate four major techniques used to help mentally athletes for a competition. These four strategies are managing emotions, motivation, self-talk, and metal imagery.

Passion and Interest:

Sports have always piqued my interest since I was a small child. Sports, particularly football, is a hobby of mine. I've participated in several athletics and have thoroughly enjoyed every moment of it. The connections established,

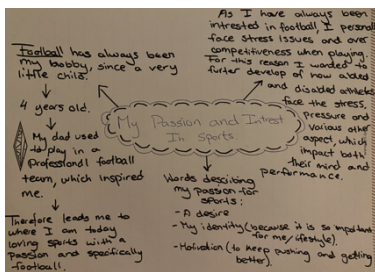


Exhibit 1

the energy gained, and the various abilities acquired that aid in the improvement of an individual's lifestyle are indescribable. My aim to maintain my fitness level and enjoy my time reflects my passion for athletics. I am completely dedicated to improving every day, setting clear goals, and actively pursuing them. Sports, in my opinion, can be summed up in two words: passion and purpose. Sports allow me to overcome hurdles, concentrate to achieve my objectives, and compete.

My Prior Knowledge:

It appears to me and many others that being a sports athlete is easy, pleasant existence, demonstrating how people may portray athletics. Many people believe that abled athletes do not suffer from mental illnesses like depression because with the long hours of exercise they portray themselves as if they were doing a simple job. Disabled persons, on the other hand, would be in a bad mental condition due to the challenges they confront on a daily basis. That said, after researching I discovered that some athletes which are abled like Naomi Osaka demonstrate a worst state of mind compared to a disabled athletes such as; US open reigning champion Shingo Kunieda who proves to show better mental status. This explains to me how we, as a community, are unaware of what happens behind-the-scenes and the efforts these athletes put in to achieve their goals. This excites me because I'll be able to appreciate how difficult it is to be mentally prepared and focused as a professional international athlete.

Learning Goal:

The learning goal I have obtained is "To augment my passion in sports and gain a deeper understanding of the mental preparations of both abled and disabled athletes towards reaching and sustaining outstanding levels of

physical performance." This specific learning goal interests me in various ways. When playing football, I become very competitive and emotional while finding it very tough to manage my stress and competitiveness for the game. I have decided, as a result, to go into deep understanding of the psychology behind both disabled and abled athletes to reach such professional levels.

Product Goal:

My product goal which I will be focusing on will combine my artistic talents, use of social media and technological skills. Through this I am creating a portrait of both disabled and abled athletes demonstrating the four strategies of mental preparation that affects performance. In the beginning, when brainstorming the product ideas and goals, I found it particularly challenging to figure out the best way I could make a product which would combine both my artistic skills and use technology to create my product. I began with designing a documentary where I demonstrated my understanding of my topic through videos and images. I decided to make it more creative and changed my idea to a painting as shown in the image below. In this final product that detailed my idea and goal, I strived to enhance my artistic and technological skills. Most important, to demonstrate how art could be viewed from various perspectives. This painting reflects the differences and similarities between abled and disabled athletes using art and technology.



Exhibit 2

As shown in exhibit 2, I used symbols, initials and even writing to demonstrate my understanding of the challenges abled and disabled athletes undergo psychologically to get to where they are in their career of being famous, idols and multiple other aspects.

Product:

I have investigated and brainstormed numerous ideas for the product which I could present to demonstrate my knowledge in a creative way as evident in exhibit 3. I have decided to design two painting. At first, I was engaged in creating a documentary which exclusively includes real life events and facts using three forms of community

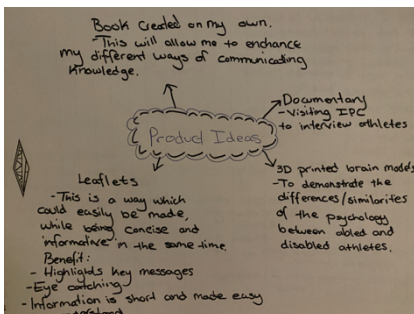


Exhibit 3

pictures, videos, and audio. On the other hand, as art is not my best talent, I decided to challenge myself further and be a risk taker in designing two paintings representing a disabled athlete and the other represents an abled athlete. My painting is used to demonstrate my knowledge in a creative and unique way. The world has plenty of visual images, for this reason we obtain a lot of information and understanding about different perspectives through images rather than through text. In general art attracts the eye and could be

used to express own opinion, communicate information, and articulate a social statement. These are few examples of how an art piece would be effective to the audience. Another reason, why I decided on combining both my art and technological skills is to also enhance and develop my skills alongside addressing a central idea without using words and colors, symbols (to represent an idea in the brain). My product is designed in a way whereby, I draw an athlete outline and develop a "brain" to make it creative and easy for me to elaborate and educate the audience of all the research I would have constructed about the psychological impact on disabled and abled athletes, and how it could impact their psychical performance. Overall, this gave me the opportunity to use colors, visual representation, and technology to develop my understanding through a painting.

Success Criteria:

Goal: I will combine my artistic talents, use of social media and technological skills. Through this I will create a portrait of both disabled and abled athletes demonstrating the four strategies of mental preparation affecting performance.

In the following, I have demonstrated my goals which I have set, to mark my product and project against these following points.

Success Criteria Video : (the highlighted strands refer to criteria c when assessing my product)

Genetic Area	Below Expectations	Meeting Expectations	Exceeding Expectations
Content of Product (Critical Thinking)	<ul style="list-style-type: none"> i. Most mental techniques are outlined on how disabled and abled athletes use them to progress in their career and during hard times of losses. ii. Only 2 mental techniques are presented. iii. My documentary briefly highlights vague statements on disabled and abled athletes. 	<ul style="list-style-type: none"> i. All the mental techniques are clearly defined, with minimum use of informational text and visual aid. ii. All four mental techniques are discussed with 1-2 examples related to a famous disabled and abled athlete in the world of sports. iii. My documentary goes in depth with 2-3 examples of disabled and abled athletes a long with the knowledge mentioned. 	<ul style="list-style-type: none"> i. All the four different mental techniques known as; mental-imagery, motivation, self-talk & managing emotions are include in the video, with effective appropriate and substantial use of visual representation and information for the voice over. ii. A good variation of all techniques mentioned with more than 2 examples relating it back to disabled and abled athletes nowadays. iii. My documentary goes in depth with examples (4-5), quotes, stories and information which investigate the psychology of both disabled and abled athletes which affect their psychical performance and success.
Technological skills (video editing) Manufacturing	<ul style="list-style-type: none"> i. The audio presented in the video is muffled and not clear. ii. The video does not include a voice-over which states all 	<ul style="list-style-type: none"> i. The audio presented in the video is very clear and loud voice over. ii. The video uses minimal information from my 	<ul style="list-style-type: none"> i. Throughout the whole video, my voice over is loud and clear, making it very easy for the audience to understand information and key points discussed.

	<p>information gathered from my research and only uses text.</p> <p>iii. The video is uploaded on a platform which is relatively few monthly active users.</p> <p>iv. The final video was edited extremely poorly, with no transitions in between images/video, audio was not in link with the visuals shown and the overall video was not running smoothly.</p>	<p>research gathered in a voice over.</p> <p>iii. The video is uploaded on a platform like YouTube with many active users view to receive recognition.</p> <p>iv. The final video was edited was adequately edited with majority of the videos and images in sync with the audio with very smooth transitions.</p>	<p>ii. The video presents appropriate information from research gathered in the voice over.</p> <p>iii. The video is uploaded on a very well-known social media platform, YouTube with numerous active users.</p> <p>iv. The final video was edited extraordinary well with all the images being in sync with the audio, very smooth transitions and demonstrates great use of technology skills.</p>
Aesthetics	<p>I. Footage and visuals in the video include very limited evidence of understanding.</p> <p>II. The visuals and footage recorded are very blurry and unclear.</p> <p>III. There is no evidence of visual representation in the entire documentary video.</p> <p>IV. My documentary includes few images / videos (3-5).</p>	<p>i. Visual and footage presented in the video shows meaning and understanding about mental techniques and the comparison between abled and disabled athletes.</p> <p>ii. The visuals and videos within the video are clear.</p> <p>iii. There is very minimum use of visuals within the video like images and videos.</p> <p>iv. My documentary includes various images / video clips (5-15).</p>	<p>i. Visual images and videos presented in the video shows in depth understanding of the topic and is taken in ways of comparison and shows the difference between both mental statues of an able and disabled athletes.</p> <p>ii. All the visuals and videos are very clear with the best quality of them taken.</p> <p>iii. There is sufficient, effective, and appropriate use of visual representation and videos throughout the video including images.</p> <p>iv. My documentary includes multiple images /videos clips (10-25).</p>
Video Presentation (Form)	<p>i. The video is below 5 minutes.</p> <p>ii. My video is submitted on an inappropriate social media platform.</p>	<p>i. The video is in set or exceeds 7 minutes</p> <p>ii. My video is submitted on a appropriate social media platform.</p>	<p>i. The video time limit exceeds 10 minutes.</p> <p>ii. The video is submitted on YouTube, as it is a very well-known social media platform with many viewers.</p>

Success Criteria Art Portraits : (the highlighted strands refer to criteria c when assessing my product)

Genetic Area	Below Expectations	Meeting Expectations	Exceeding Expectations
Function	<p>i. Most mental techniques are outlined on the art piece .</p> <p>ii. Only 2 mental techniques are presented.</p>	<p>i. All the mental techniques are clearly defined, with minimum use of informational text and visual aid.</p> <p>ii. All four mental techniques are visual represented by images our words representing the</p>	<p>i. All the four different mental techniques known as; mental-imagery, motivation, self-talk & managing emotions are included in the artwork, with effective appropriate and substantial use of visual's.</p> <p>ii. A good variation of all techniques with words and multiple visual of disabled and abled mental techniques.</p>

		mindsets of both abled and disabled athletes.	
PHE & Psychology	<ul style="list-style-type: none"> i. There is very limited visuals presented on the art piece . v. The images are not related to the topic of mental techniques used by both disabled and abled athletes and aren't clear enough . 	<ul style="list-style-type: none"> i. There is very minimum use of visuals within the art piece. ii. The images showed in the art piece shows good relation to the mentality of both disabled and abled athletes. 	<ul style="list-style-type: none"> i. There is sufficient, effective, and appropriate use of visual representation within the art piece. ii. My art piece is clear , showing both the abled and disabled mindset through a character head shape differentiating disabled and abled train of thought. All the images are clear and easy for the audience to understand the message of my art piece.
Aesthesis	<ul style="list-style-type: none"> i. Visuals in the art piece include very limited evidence of understanding. ii. The art piece only includes one portrait to represent only the disabled athlete mindset using images. iii. The final art piece had an extremely poorly finish, with no color scheme and all text was very small not visible for the audience. 	<ul style="list-style-type: none"> i. Visuals presented in the art piece shows meaning and understanding about mental techniques and the similarities between abled and disabled minds. ii. The art piece includes two portraits to represent both abled and disabled athletes' mindset. iii. The final art piece had a good final finish with great use of colors and all visuals were clear and big including the text. 	<ul style="list-style-type: none"> i. Visual images presented in the art piece shows deep understanding of the topic and is taken in ways where they are extremely clear. ii. The art piece includes both portraits of disabled and abled athletes. The portraits are shaped as a "head / mind" and filled with images representing the four different mental techniques. Images and text fonts are big , making it easier for the audience to read and understand. iii. The final art piece had a very quality finish with all the images being large in size and uses good use of color scheme showing great use of artistic skills and development.
Form	<ul style="list-style-type: none"> iii. The art piece is on an A4. 	<ul style="list-style-type: none"> iii. The art piece is is large enough with around 500 cm L and 400 cm W. 	<ul style="list-style-type: none"> iii. The art piece is large , visible bold and more then 500cm , 400 cm.

Action Plan:

Action Step	Responsible	Start Date	Milestone	Due Date	Resources	Desired Outcome
Develop a deeper understanding of what is expected from the individual.	Start reading and understanding the student guide to develop my ideas and understanding about my topic.	12th October	In this stage of my process, I continue to follow the student guide.	19 th October	<ul style="list-style-type: none"> - Guide document - Laptop 	Over this period, I strive to have a good brainstorm of the different product ideas, and overall understanding of what I will be focusing on.
Global content	This is a particularly key step throughout the full process of my personal project journey. For the few days I will set myself I need to pick the global content for my topic.	21 st October	In this stage I need to finalize my global content.	24 th October	<ul style="list-style-type: none"> - Personal Project student guide - Student Example 	Throughout the three days, I was able to conclude and chose one global content which will stand by my topic: "Psychology of an athlete ". While comparing able

						and disabled athletes worldwide.
SMART Goal	The SMART goal is an especially important aspect in the personal project which will allow me to set up for success by making specific goals; measurable, achievable, realistic and timely.	9 th November	Throughout this period, I have continued to work on my SMART Goal and have accomplish "S" & "M".	13 th November	- Student guide - Laptop	By November 13 th I strive to have completed and have a set SMART Goal to continue with my journey with personal project .m
Create the SWHL Chart	This chart will be an ongoing thing in which I will include what I know, what I want to find out, how I can learn more and what I have learnt. This will organize my thoughts and allow me to specifically cut down the factors I would be researching.	29 th October	So far, I have completed the main parts of the SWHL in order to continue with my research.	Ongoing process -	- Books - Articles - Documentaries - Videos	My desired outcome for this is to have a completed chart where I can develop my ideas in specific subtopics, which will further help me develop my research and understanding of where I stand and my next steps in researching.
Developing Criteria to Evaluate the outcome or product / Success Criteria	The success criteria will help me analysis the outcome and product of my topic and will be something which will be done after I have completed the other steps mentioned.	1 st November	Throughout this process I have completed hold of my success criteria.	5 th November	- Personal Project - Student guide	After creating the success criteria, it will allow me to compare my expectations to my research and my finalize product. By the end of this I will be able to achieve the best product and research gathered.
Collecting Information	As part of understanding what I am researching on, I will record the key information regarding the source; by creating a table to demonstrate my time management and communication skills.	7 th November	As of right now I am still finishing finalizing various other aspects of my process before continuing with my research.	16 th November	- Books - Articles - Blogs - Interviews - Websites - Documentaries - Videos - Art works	Creating a table with the key information about the sources including the either, title, date published, and key quotes or statistics will help me organize my research and will allow me to keep track of all my sources.
Create Product Goal	My product goal is one of the most important aspects in my personal project journey. This goal will guide me throughout the making of my product to accomplish my goal, I have to ensure that I create a product goal which is achievable.	19 th November		19 th November	- Teacher guide (supervisor perspective and option)	My desired outcome for my product goal is to open the opportunity to develop a deeper understanding of what I am basing my product on and what I would like to create by the end of my personal project journey.
Contacting people to plan interviews with athletes	This is an especially crucial factor to consider during my personal project as I will be using my social media skills in an academic perspective and taking advantage of my connections with famous	20 th January	I have struggled dramatically in this factor, as many of the athletes are busy and it is extremely hard to interview them. I missed the opportunity to meet	Ongoing process	Social Media platforms: -Messenger -Instagram	This will help me drastically when gathering information for my research about this topic. This will also allow me to open to my primary and secondary resources.

	athletes. This allows me to get both secondary and primary sources.		with all the boxers in Czech Republic and ONLY meet one.			
Completing my success criteria	As mentioned before, these success criteria are particularly important to compare with my product and information gathered over the past few weeks.	10th January	I have made satisfactory progress with the different strands and diving the success criteria into various parts to get completed in time.	End of January	- Student example	After completing my success criteria, I strive to use it to analyze and compare it to my final product.
Finish Criteria A draft	Finishing my criteria A draft is key to receive feedback from my supervisor and work on it to ensure the best quality work and report done.		I have completed my criteria A draft and will be submitting to receive feedback from my supervisor.		- Up-to-date information - Website (research the ATL skills to ensure I have chosen the right ones.)	My desired outcome for this strand is to receive feedback from my supervisor to work better and to the best of my abilities.

Criteria B - Applying Skills

Throughout the process of achieving my learning and product goal, as a learner I have developed many ATL skills, some of which include research, communication, and critical thinking skills. All these are examples of techniques and skills developed throughout my personal project journey so far. This helps me prepare for and demonstrate my learning by meaningful assessments. This provides me the opportunity to reflect on and articulate on the milestone of learning by applying the common language between myself, supervisor and teachers and the community.

Research Skills:

One of the important branches of the IB program that improves a learner's thinking and conversation skills is research. To meet my learning objective, I used my research abilities to dive deeper into my topic, which focused on the psychological impact on athletic performance. I was able to evaluate articles and videos. This helped me dramatically as I was able to understand different perspectives of sports psychologies and individual aspects of athletes. After comparing between both sources, I learnt the differences and similarities of both abled and disabled athletes and how many believe, disabled individuals are more psychological impacted then abled athletes. After using my research skills to investigate the topic to reach my learning goal, disabled athletes are more motivated in showing the community that being disabled is another way of proving the next generation that obstacles they face pushes them forward to show the society that such athlete's and individuals are abled in a different way. This ATL skill was applied when investigating with sources and social media. I was successful in developing and using my

research skills in different situations. As a part of my learning and product goal, I strived to enhance the ways I approach and use social media platforms like Instagram. Nowadays social media is used in many ways. It relates to a technological and computer-based platforms which allows users to share ideas, thoughts, and general information through virtual networks and communities. Over the years teenagers like myself have only used social media platforms such as Instagram to chat to friends and post stories.

As I opt to grow as a learner, I have used social media and technology to the benefit of my studies and research of different athletes around the world. I used Instagram to contact Dylan Alcott and Ahmed Al-Shahrani. Dylan Alcott, an incredibly famous Australian Paralympian champion of both wheelchair tennis and basketball had a

successful career in the world of sports as he retires in 2022. Disability did not stop him achieving his aspirations in sports. Tennis being one of my favorite hobbies, I took the time to send a message to both athletes where I included, my inquiries about their life as a disabled and how he mental approaches his competitions and games with the motivation mindset that such athletes want to show the world their potential despite physical disability. While doing this I used my **risk-taking skills** to accomplish my goal. I chose Dylan Alcott as he is a well-known Paralympian who won numerous grand slam titles. I looked at Dylan Alcott as an international worldwide athlete, while

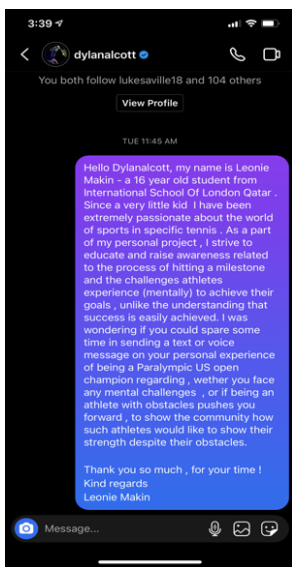


Exhibit 5

I also looked at a Local Qatari athlete as I faced many

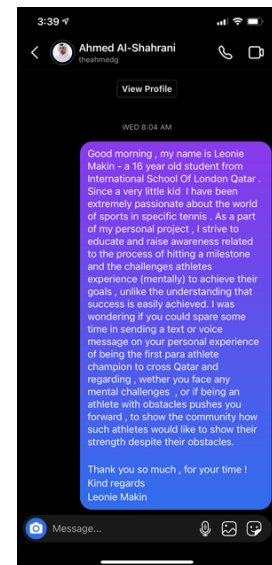


Exhibit 4

challenges to contact local athletes despite visiting the POC (Paralympic Committee Qatar). For this reason, I contacted Ahmed Al-Shahrani as shown in Exhibit 4, who is the first local Qatari disabled athlete to cross Qatar while broking the boundaries. In my note I asked him few questions related to the mental techniques he uses to prepare himself before a competition, writing a similar message to Dylan Alcott evident in exhibit 5. This clearly shows how I have used my problem-solving skills to manage the situation of not being able to meet athletes at the POC due to the current COVID restrictions and use my research and communication skills to contact them using social media platforms.

Communication skills:

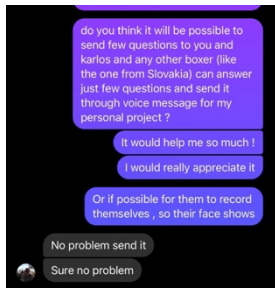


Exhibit 6

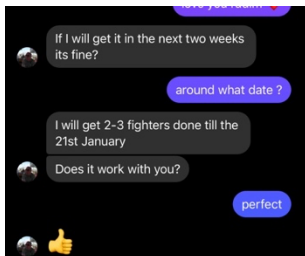


Exhibit 7

My communication abilities were associated with research skills as I communicated and researched the best ways to get in touch with disabled athletes on social media. I have further developed my communication skills when researching about abled athletes worldwide. I took the opportunity that my uncle is connected to many famous athletes and communicated with him on messenger seen in exhibit 6, 7 & 8 to agree on different athlete who are professional MMA boxers to interview them and get feedback on their general experience when mentally preparing for a boxing competition and some techniques they use to keep them motivated to win. I got in contact with three major

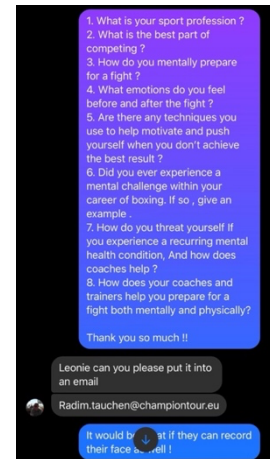


Exhibit 8

boxers, Karlo's Velma Terminator, Michal Martinek and Atilla Vegh. As I have met Karlos before, I was able to ask few questions while requesting a short video responding to my given questions.

Problem Solving Skills:

During the process of achieving my learning and product goal, another ATL still I have developed as a learner is problem-solving. This is a key skill to consider as not everything goes as planned. I need to have alterative options and solutions. As I faced several challenges throughout the process, I used my problem-solving skills to evaluate the situation and think of the best possible solution. As mentioned above, I had to produce a solution as I was unable to meet the athletes at the Paralympic Committee, therefore I used social media and my communication skills to talk virtually online on different social media platforms. This helped me gain confidence when communicating with individuals who are well known and famous.

Strengths:

Throughout this process of achieving my product goal, there are many strengths which I have encountered and accomplished. During the period of planning and creating my product I showed some honest communication, risk taking and research skills. My communication skills were one of the key factors which helped me socialize with my supervisors and plan out the next steps to grow while discussing areas of weaknesses and strengths in all aspects of my research and ideas. Communicating with my peers and teachers allowed me to grow as a learner, be more open-minded to new ideas and options. Adding to this, it has opened diverse ways for the community from a range of perspectives in looking at and understanding my art piece or product. Effective communication skills will ensure people surrounding me learn from you, and I learn innovative ideas and theories from them. I will also gain confidence and assertiveness. Though proper communication, any misunderstanding will be sorted out and will rarely face issues that come with any misunderstanding. Another strength I believe I have developed is my

risk-taking skills. When I faced the challenge of not being able to connect with several athletes at the Paralympic Committee, I looked for a solution and managed to communicate on Instagram. Sending a message to a well-known athlete was very nerve racking, as I did not know if they would reply or if the message is well elaborated for a high figure athlete like Dylan Alcott. This is very strongly associated with an individual's ability to take risks, which I believe I managed to do. Lastly my research skills. As mentioned above, throughout this process I was open to new ways of gathering information from both primary and secondary sources like books, athletes' biography, videos, documentaries, and websites. Primary sources provide raw information with first handed evidence. Some examples include transcripts and statistical data. Secondary sources provide secondhand information and commentary from researchers, athletes, commentators, and professionals. Furthermore, research skills have been one of my main strengths during the process to conclude my product. I used my research skills to understand and gather data from different resources to base my product on the information that I have learnt relevant to sports psychology and how athletes use various mental techniques affecting an athlete's psychical performance. Over the past few weeks, I believe I have developed and enhanced different ATL skills including ones that represent my strengths.

Weakness:

Alongside my strengths, I faced several challenges during the process of making my product. The one and most weaknesses I faced was time management. I had planned a timeline and list of actions to design and complete my product as shown in exhibit 9. Despite that, I struggled to manage my time rationally and efficiently which led

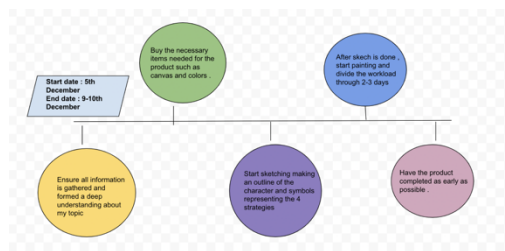


Exhibit 9

to various issues related to the quality of my art piece and video. I tried my best to have the appropriate action plan to abide by throughout the process,



Exhibit 11

however I faced few obstacles when trying to accomplish my goal. I struggled to keep on track and manage my time with the workload

from other subjects and underestimated the workload and pressure on creating the product which led me to panic

and overthink how my product ended up. All these attributes played a big part in my learning experience to adjust and enhance my time management skills. Another drawback I faced is the fact that I was not able to use my time effectively since my uncle has wide connection with famous athletes like Mike Tyson - shown in exhibit 10, Tyson Furry, Conor McGregor, Karolina Pliskova, Arnold Schwarzenegger, Karlo's



Exhibit 10

Velma Terminator, and many other athletes. I did not take the opportunity being with my uncle overseas few months ago to meet with these legends. I have only met Mike Tyson and Karlo's Terminator. Going on Mike Tyson's tour back in 2019 and met with Karlos this winter as shown in exhibit 11. With that, I did not take the

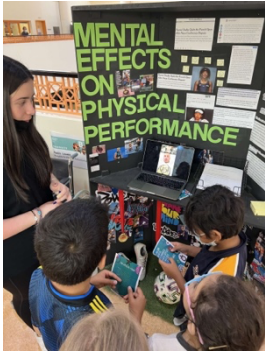


Exhibit 14

I've also worked to improve my communication capabilities by speaking confidently and passionately to both parents and students with groups across the different school grades. I talked to the next generation of younger children throughout my exhibition, as shown in exhibit 14 & 15 and was able to improve my communication skills to explain my ideas in a more clear and friendly way because some terms



Exhibit 15

and ideas were challenging to understand when related to sports legends like that of Dylan Alcott and Zion Clark. Communication skills have helped me acquire more confidence while speaking in public throughout the process of my presentation and using social media to interview athletes. After this process, I learned to organize and communicate my thoughts in a logical manner.

Self-Management Skills:

PERSONAL PROJECT PRESENTATION CHECKLIST							
	Mon	Tue	Wen	Thur	Fri	Sat	Sun
Title Printed	✓						
Equipment Layout	✓						
Printed Images		✓					
Printed Text			✓				
Speech Completed						✓	

Exhibit 16

I was able to improve myself management in addition to my communication skills. During the process of preparing my booth, I was able to schedule my day so that I could finish putting up my booth while also contemplate my speech, shown in exhibit 16. I was able to manage my time clearly and efficiently throughout the exhibition week

as illustrated in exhibit 16. This has greatly helped me in applying what I've learned to my daily life to work hard, efficient, and smart.

Personal growth:

I've evolved intellectually and personally as a result of my learning and research regarding psychological effects of altheas performance. As I've learned more about sports psychology, I've learned new terms and learned about the four key mental tactics employed by disabled and abled athletes, as well as how these techniques affect a person's psychological performance. The project has allowed me to interrelate performance with mental abilities, display my learning to manage and control my emotions while playing football. When I'm playing football or tennis, I'll remember to think and practice the mental tactics I've acquired during this endeavor. When playing football, I become very competitive and emotional while finding it challenging to maintain my stress and competitiveness for the game. That said, I have decided to go into depth in understanding the psychology behind both disabled and abled athletes to reach to such a professional level. Despite this, before starring my personal project research I knew that motivation is a key mental state to keep individuals and athletes eager to pursued themselves when they are down. As I struggled with controlling my emotions while playing football before I

started my project, I was extremely competitive and did not know how to control my emotions. Few examples of how I was not able to mentally control my anger include shouting, hitting my thighs and various other actions. This being said, I have learnt thereafter many strategies to manage and control my stress. At this moment of time, despite my mental putdowns and after researching I gained a deeper understanding on techniques to control my emotions such as motivation, self-talk, and self-imagery. This, however, is not the only factor that has contributed to my success. However, on a personal level, I've acquired a new perspective on the challenges sports legends like Dylan Alcott, Zion Clark and Naomi Osaka encounters and come to appreciate that I can accomplish what I aspire with a clear mindset and best performance. Despite announcing his retirement at the start of the Austrian Open in 2022, Dylan Alcott has achieved great successes in his career and continues to be a role model for disabled children to show them that their disability does not limit them from achieving their goals. This has inspired me, to pursue challenges, workout more often, and play the sports I adore since people who are differently disabled are achieving so much in their sports careers despite physical obstacles.

Evaluating my product (please refer to criteria A for the highlighted strands of evaluation):

The product I designed is an art piece representing both disabled and abled athlete’s mindsets. Throughout the process I have used my success criteria to guide me through the process. I have also elaborated on the achieved strands for all generic areas of my final product under criteria A.

Function:



Exhibit 17

Evident in the success criteria shown under criteria A with the highlighted strands and as a part of the functions of my product I have incorporated the four techniques namely mental imagery, motivation, self-talk and managing emotions. As shown in exhibit 17, I have mentioned all the four strategies, on both sides of my portraits that are displayed in a bold font. The image enables audience to grasp and comprehend the key words and strategies used in relation to the mindset which drives physical performance of both

abled and disabled athletes. As stated in my success criteria when relating back to strand two, I have clearly used a wide range of different visuals showcasing the differences and similarities through images. I have used a range of both words and visuals in my final art piece.

PHE & Psychology:

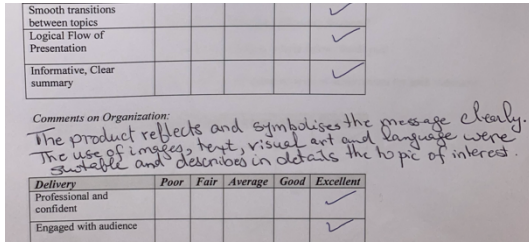


Exhibit 18

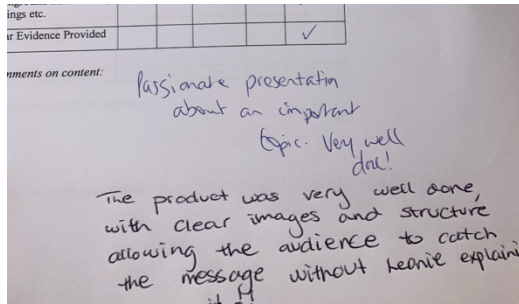


Exhibit 19

My product displays the same shaped character head shaped, one signifies abled and the other represents disabled athletes. Both character shaped heads, demonstrates what goes through the mind of an athlete both abled and disabled. I conducted a survey after finalizing my presentation among the audience to get feedback on the effectiveness of my product, the colors, text, and shape used. As shown in both exhibits 18 and 19, I have obtained 6 of total 10 attendees' constructive feedback as they were able to understand the purpose and overall message articulated in the art piece clearly even before explaining to them the product in detail. I also demonstrated constructive use of images that were in large fronts and visually clear, enabling audience to understand the story I endeavor to gage

the awareness of the community thereof.

Aesthetics:

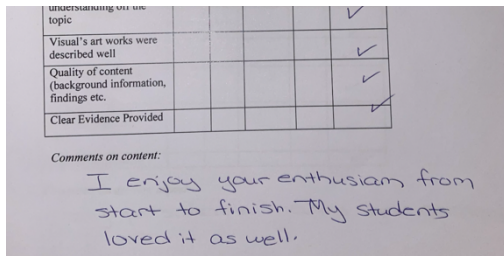


Exhibit 20

My art piece displayed visual images with clear and bright colors representing the four main major mental techniques. The images and fonts were bold and stood out to the audience. This drastically helped me when looking at the aesthetics of my product, as the audience were engaged with the vibrant colors and attraction to the audience.

One teacher for grade 4 completed the survey after my presentation, as evident at exhibit 20, confirmed that students in her classroom loved the presentation. It was interesting for grade 4 students for the bright color used, the efforts and detailed thinking elaborated in the product and the knowledge gained by young students from the presentation.

Form:

As evident at exhibit 18, my art canvas was large, visible, and bold to everyone passing by my booth. This helped me grasp attention from the audience and people walking around the exhibition hall.

One issue to reflect one is my documentary video that was 15 minutes long and I was not able to present during the exhibition. I should have edited the video to shorten the duration and used technology in different ways to my academic benefit but all that said it was a lesson learnt. As mentioned in my product goal, I aimed to combine both my artistic and technological skills to reflect the impact of mental status of athletics on physical performance. This has allowed me to further enhance my creative thinking abilities and to utilize technology to my academic benefit while improving my editing skills.

Overall, this has been an unforgeable challenging assignment with several learned lessons and experiences that will enable me to continue my study journey to complete my diploma program.