

# Health and Physical Education

**Teacher:** Mr Berry

**Focus:** Sport Psychology

**Lesson 1:** Sport Psychology – what is it and how does it influence our performance in a sporting situation

**Instructions:**

1. Read the below information
2. Below this information is a lotus Diagram (coloured table)
3. After reading the information place key words in the boxes relevant to the questions. I have already started the first question in the top left hand corner
4. Finally watch the following YOUTube Video which gives an overview of “What is Sports Psychology”. Place below link in your browser.

<https://www.premiersportpsychology.com/videos/what-is-sport-psychology/>

What is sport psychology used for?

**Sport Psychology.** Sport psychology is a proficiency that uses **psychological** knowledge and skills to address optimal performance and well-being of athletes, developmental and social aspects of **sports** participation, and systemic issues associated with **sports** settings and organisations.

What is the meaning of sports psychology?

**Sports psychology** is the study of how **psychology** influences **sports**, athletic performance, exercise, and physical activity. Some **sports psychologists** work with professional athletes and coaches to improve performance and increase motivation. ... They also work with athletes to improve performance and recover from injuries.

What are the principles of sport psychology?

Within the **principles of sport psychology** are various concepts such as how do athletes prefer to learn, what is their personality, how can they attain states of relaxation and concentration (narrow and broad focus), how does an athlete learn to visualize a successful performance, do they understand and overcome their weaknesses.

What are the two types of sport psychologists?

Generally, there are **two different types of sport psychologists**: educational and clinical.

Does sports psychology really work?

**Sport psychologists** can be **effective** in part because they put a scientific imprimatur on the rituals they promote. ... A **sport psychologist** would be worth a lot of money if he could give players a genuine competitive advantage. Perhaps mental imagery and self-talk **really do work** better than superstitious fiddling.

What are the benefits of sports psychology?

- Improve focus and deal with distractions. ...
- Grow confidence in athletes who have doubts. ...
- Develop coping skills to deal with setbacks and errors. ...
- Find the right zone of intensity for your sport. ...
- Help teams develop communication skills and cohesion.

What is the importance of sports psychology?

Conclusively, it can be said that **sports psychology** plays a very vital role in enhancing the performance of sportspersons. It deals with the various mental qualities such as concentration, confidence, emotional control and commitment etc., which are **important** for successful performance in **sports** and games.

What is the difference between sport and exercise psychology?

**Sport psychology exercises** work on both the body and mind in tandem. Goal setting is used as key motivation tools in **sport psychology**. A **sport psychologist** typically helps others to deal with **psychological** demands. ... **Exercise psychology** is focused on the connection **between psychological** principles and physical activity.

How many years does it take to become a sports psychologist?

Most doctoral programs in sport psychology take a minimum of **four years** to complete. Some programs are post-doctoral and require additional specialisation and study after earning a PhD in clinical psychology. Master's programs typically take **two years** to complete.

What techniques do sports psychologists use?

The most popular sports psychology techniques are **visualization**, blocking distractions and **goal setting**. And although you may not be at the same level as your favourite player, you can use the same mental training techniques to get an edge over your opponents.

How do you study sports psychology?

Most positions require a master's or doctoral degree in clinical, counseling or **sport psychology**. Even then, additional classes in kinesiology, physiology, **sports** medicine, business and marketing are required. Direct training and experience in applying **psychology** to **sports** and exercise is a must.

#### What is a typical day like for a sports psychologist?

In a **typical day**, most **sports psychologists** will spend a significant amount of time working in an office setting directly with athletes and coaches at both the amateur and professional levels. Sessions might also take place during a practice or on the court or field of the **sport** to best diagnose and identify issues.

#### When Do You Need To See a Sports Psychologist?

- You struggle with confidence.
- You constantly have doubts about your performance during training or meets.
- You experience anxiety before or after trainings or meets.
- You feel demotivated about gymnastics most days.
- You have negative thoughts about your skills and knowledge.

Proficiency	Knowledge	skills						
?	What is Sport Psychology used for	?		What is the meaning of Sport Psychology			What are two types of Sport Psychologists	
?	?	?						
	How does Sport Psychology really work			Sport Psychology			What is the importance of Sport Psychology	
	What is the difference between Sport Psychology and Exercise Psychology			How do you study sports psychology			When do you need to see a Sports Psychologist	

## Health and Physical Education

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**Lesson 2:** Sport Psychology – Famous quotes related to sport psychology

**Instructions:**

1. Read the below quotes
2. Pick out a quote and write down the quote and explain in 59 words (no more or no less, no spelling mistakes, legible) why it relates and inspires you
3. Can you now make up your own quote and write in the box below

Selected quote from below	
Why Does it inspire you? Requirement 59 words	
Design your own personal quote. Write in this space provided	

## Quotes to Read

**"Good athletes perform well when they are thinking and feeling good, Great athletes perform well no matter what they are thinking and feeling"**

- Unknown

**"It's not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes up short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds' who knows the great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who know neither victory nor defeat."**

-Theodore Roosevelt

**"I've failed over and over again in my life. That is why, I succeed."**

-Michael Jordan

**"You miss 100% of the shots you don't take"**

-Wayne Gretzky

**"Don't ask yourself what the world needs, ask yourself what makes you come alive and then do that. Because what the world needs is more people who have come alive."**

-Howard Thurman

**"If we are motivated by goals that have deep meaning, by dreams that need completion, by pure love that needs expressing, then we truly live life."**

-Greg Anderson

**"No matter how many headaches you have in life, all that sort of goes away as soon as you stand up on a wave, you are solely, intently focused on what is two feet in front of you and processing what is going to be coming after that."**

-Ian Walsh

**"Know yourself and you will win all battles"**

-Lao Tzu

**"A champion is someone who gets up when he can't"**

-Jack Dempsey

**"If you have everything under control, you're not moving fast enough"**

Mario Andretti

**"The greatest glory lies not in never falling, but in rising every time we fall."**

- Nelson Mandela

**"If the only tool you have is a hammer, you'll see every problem as a nail"**

Unknown

**"If you're not failing regularly, then you are living so far from your comfort zone you're failing anyway!"**

Unknown

**"Then I spoke of the many opportunities of giving life a meaning. I told my comrades...that human life, under any circumstances has meaning... I said that someone looks down on each of us in difficult hours - a friend, a wife, somebody dead or alive, or a God - and he would expect us to disappoint him...I saw the miserable figures of my friends limping toward me to thank me with tears in their eyes."**

Viktor Frankl

**“All men dream, but not equally. Those who dream by night in the dusty recesses of their minds, wake in the day to find that it was vanity: but the dreamers of the day are dangerous men, for they may act on their dreams with open eyes, to make them possible.”**

T. E. Lawrence

**"There is nothing either good or bad but thinking makes it so"**

William Shakespeare

**We cannot change anything until we accept it. Condemnation does not liberate, it oppresses.**

Carl Jung

**The mystery of life is not a problem to be solved, but a reality to be experienced.**

Zen Saying

**If you don't know where you are going, you might not get there.**

Yogi Berra

**Life is what happens to you while you're busy making other plans.**

John Lennon

**Right now a moment of time is passing by!... We must become that moment.**

Paul Cezanne

**Although the world is full of suffering, it is full also of the overcoming of it.**

Helen Keller

**The significant problems we face cannot be solved at the same level of thinking we were at when we created them.**

Albert Einstein

**The only way out is through.**

Robert Frost

**If we all worked on the assumption that what is accepted as true is really true, there would be little hope of advance.**

Orville Wright

**It takes courage to grow up and turn out to be who you really are.**

e. e. cummings

**Live as if you were to die tomorrow. Learn as if you were to live forever.**

Gandhi

**Our greatest glory is not in never failing, but in rising every time we fall.**

Confucius

**Pay no attention to the man behind the curtain.**

The Wizard of Oz

**When suffering knocks at your door and you say there is no seat for him, he tells you not to worry because he has brought his own stool.**

Chinua Achebe

**I used to think that the brain was the most wonderful organ in my body. Then I realized who was telling me this.**

Emo Phillips

**Our one true home is in the present moment.**

Thich Nhat Hanh

**You can observe a lot just by watching.**

Yogi Berra

**When I dare to be powerful, to use my strength in the service of my vision, then it becomes less important whether I am afraid.**

Audre Lorde

**It takes a deep commitment to change and an even deeper commitment to grow. — Ralph Ellison**

**When you begin to touch your heart or let your heart be touched, you begin to discover that it's bottomless, that it doesn't have any resolution, that this heart is huge, vast and limitless. You begin to discover how much warmth and gentleness is there, as well as how much space.**

Pema Chodron

**When you change the way you look at things, the things you look at change.**

Wayne Dyer

**It's like you're surfing... The same wave that can be a source of pain can be a beautiful flowing grace and source of power. It's all a matter of how you respond to it.**

Trey Anastasio

**It is only by practicing through a continual succession of agreeable and disagreeable situations that we acquire true strengths. To accept that pain is inherent and to live our lives**

**from this understanding is to create the causes and conditions for happiness. — Suzuki Roshi**

**Seventy percent of success in life is showing up. — Woody Allen**

**In the end it's not the years in your life that count. It's the life in your years.**

Abraham Lincoln

**He is no fool who gives what he cannot keep to gain what he cannot lose.**

Jim Elliot

**Any emotion, if it is sincere, is involuntary.**

Mark Twain

**Life moves pretty fast. If you don't stop and look around once in a while, you could miss it.**

Ferris Bueller

**Be the change you wish to see in the world.**

Gandhi

**All life is an experiment. The more experiments you make the better.**

Ralph Waldo Emerson

**Experience is the teacher of all things.**

Julius Caesar

**In order for the light to shine so brightly, the darkness must be present.**

Sir Francis Bacon

**If we have no peace, it is because we have forgotten that we belong to each other.**

Mother Teresa

**If there is no struggle, there is no progress.**

Frederick Douglass

**Humour is mankind's greatest blessing.**

Mark Twain

**Make each day your masterpiece.**

John Wooden

**Never despair; but if you do, work on in despair.**

Edmund Burke

**When you come to a fork in the road, take it.**

Yogi Berra

**You can hold yourself back from the sufferings of the world, this is something you are free to do and is in accordance with your nature, but perhaps precisely this holding back is the only suffering that you might be able to avoid.**

Franz Kafka

**Uncertainty is not a pleasant condition; but certainty is absurd.**

Voltaire

**Fear doesn't go away but you walk toward fear naked and the gate opens.**

Starhawk

**When a great ship is in harbour and moored, it is safe, there can be no doubt. But that is not what great ships are built for.**

Clarissa Pinkola Estes

**You can't stop the waves, but you can learn to surf.**

Joseph Goldstein

**Do not look back in anger, or forward in fear, but around in awareness.**

James Thurber

**Now and then it's good to pause in our pursuit of happiness and just be happy.**

Guillaume Apollinaire

**The truth that many people never understand, until it is too late, is that the more you try to avoid suffering the more you suffer because smaller and more insignificant things begin to torture you in proportion to your fear of being hurt.**

Thomas Merton

**The civilized man has built a coach, but has lost the use of his feet.**

Ralph Waldo Emerson

**It is impossible to live without failing at something, unless you live so cautiously that you might as well not have lived at all - in which case, you fail by default.**

J.K. Rowling

**You can close your eyes to the things you don't want to see, but you can't close your heart to the things you don't want to feel.**

Unknown

**It's not the load that breaks you down, it's the way you carry it.**

Lena Horne

**Blessed are the flexible, for they shall not be bent out of shape.**

Anonymous

**I've been absolutely terrified every moment of my life - and I've never let it keep me from doing a single thing I wanted to do.**

Georgia O'Keeffe

**Life is not tried, it is merely survived if you're standing outside the fire.**

Garth Brooks

**The dogmas of the quiet past are inadequate to the stormy present.**

Abraham Lincoln

**Do one thing every day that scares you.**

Eleanor Roosevelt

**In the beginning the universe was created. This has made a lot of people very angry and been widely regarded as a bad move.**

Douglas Adams

**Humans think they are smarter than dolphins because we build cars and buildings and start wars etc... and all that dolphins do is swim in the water, eat fish and play around.**

**Dolphins believe that they are smarter for exactly the same reasons.**

Douglas Adams

**Wisdom and compassion flow from simplicity and clarity; from having nothing to prove and nothing to defend.**

Barry Magid

## Health and Physical Education

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**Lesson 3:** Sport Psychology – Your psychological makeup dictates your performance and we can improve this.....

- Instructions:**
1. Read the scenarios below that may be part of your mental game sporting performance
  2. Select 5 scenarios that you perform well (force you to perform at peak performance in your sport)  
Select 5 scenarios that you don't perform well (prevent you from performing at peak performance)
  3. Place these 10 scenarios in the below box
  4. Select one from the column that prevents you from performing at peak performance and evaluate how it affected you.
  5. Note: we will use that one scenario in the next lesson to set a SMART sporting goal

### Scenarios

Do you have well defined goals  
Perform better in practice than competition  
You are self conscious and worry about what others think of your game  
You maintain self doubts about your sport during or before games  
You worry about not performing in games up to others expectations  
You are self conscious and worried about how others will perceive you  
You suffer from anxiety, worry, excess tension when in competition  
Pre game jitters do not go away once the game commences  
You are motivated by fear of failure and it affects your performance in competition  
You have fear of success and sabotage yourself when you are winning  
You are not sure why you play your sport or let others be your motivation  
You are motivated by external rewards, accolades, rewards and praise  
You attach your self worth to how well you perform in sports  
You lose focus or have mental lapses during critical times in games  
Your pregame routines are not well defined or you lack mental focus in your routines  
You go through the motions physically without mental focus or intensity  
You are not excited enough or too excited to perform your best in competition

You have doubts or negative thoughts before, during or after competition  
Post injury you can not perform the way you did pre injury when you were 100% physically  
When become easily frustrated due to high expectations  
You cannot perform with freedom or trust during times of adversity or pressure  
You work on your mechanics or technique even when competing  
You do not concentrate on the here or now or focus only on execution  
You think too much about consequences of your performance either good or bad  
You over analyse mistakes (technique) and thus think too much about technique  
You suffer from low self confidence or self esteem  
You limit your performance with negative self labels e.g I am ....  
You have trouble letting go of bad past performances  
Anger or frustration gets in the way of your peak performance  
You are frequently disappointed with your performance and wished you had performed better  
You are distracted by things that go on around you in your environment  
You have a burning desire to be the best ever in your sport or you just want to improve your mental game

5 Scenarios <b>forcing</b> you to perform at peak performance	5 Scenarios <b>preventing</b> you from performing at peak performance
1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
Place the one scenario from the <b>preventing</b> column that you feels has the greatest impact on you not achieving peak performance	
1.	
Evaluate and describe how this one scenario this has affected you in a sporting situation	

## Health and Physical Education

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**Focus:** Sport Psychology

**Lesson 4:** Sport Psychology – SMART goals - What is a SMART goal and how does it relate to our mental game in our sporting performance

Conclusion: The top athletes in sport have self-awareness and know what they need to work on. They also are clear with their goals and what is important to them. These athletes understand themselves and their own mental game and are able to develop a clear path based on personal and performance values.

**Instructions:** 1. Watch as an introduction the following you tube clip on goal setting within sport psychology

<https://www.youtube.com/watch?v=MeChdwU-53E>

2. Read the intro below

3. Take the final scenario from lesson 3 that prevented you from reaching your peak performance. Place this in box below again.

4. Use this scenario to develop a SMART goal using the SMART principle below

### Introduction:

Goal setting is a simple and practical mental tool you can use to maintain a high level of motivation in your sports participation. For some very elemental reason, people respond to goals in a very deep and personal way. The experience of setting a goal, working toward a goal, and achieving a goal has a powerful emotional resonance that causes us to continue to strive higher for the goals we set for ourselves. Goals offer two essential things that fuel your motivation. First, goals provide the destination of where you want to go in your sports participation. This endpoint is important because if you don't know where you're going, you're just going to stay where you are. Second, having a place you really want to go doesn't have a lot of value if you don't know how to get there. Goals provide the roadmap for getting to your destination.

Set S.M.A.R.T.E.R. Goals The acronym S.M.A.R.T.E.R. represents the five criteria that you can use to get the most out of your goal setting:

Write your scenario from Lesson 3 in the below box:

Make your scenario Specific. Your goals should be specific to what you want to accomplish. For example, if you are a lacrosse player, you wouldn't want a general goal such as "I want to improve my shooting." Instead, you want to identify what aspects of your stick handling you want to get better at. A more appropriate goal might be: "I want to improve my scoring percentage." The more specific you can get, the more you can focus on what you need to do in your training to improve that area.

Make your scenario Measurable. "Do your best" goals aren't very effective because they don't offer an adequate benchmark to strive for. Instead, you want to set goals that are measurable and objective. For example, if you are a basketball player wanting to improve her free-throw shooting, a measurable goal might be: "My goal is to shoot 50 free throws three times a week for the next four weeks to raise my free-throw percentage from 71 percent to 80 percent."

Make your scenario Accepted. Ownership of your sport is essential for your athletic success. Ownership is no less important in the goals you set. Goals that are set by parents or coaches will not inspire or motivate you fully because they come from outside of you and you won't feel real buy-in because they aren't yours. When you set goals that you believe deeply in, they will be woven into the very fabric of your motivation and you almost have no choice about whether you strive them.

Make your scenario Realistic. If you set goals that are too low, they will have little motivational value because you know you'll achieve the goal without much effort. You don't want to set goals that are too high because you'll know that you can't achieve them, so you'll have little incentive to put out any effort. You want to set goals that are both realistic and challenging. Realistic meaning that you can actually achieve them and challenging because your only chance of achieving them is by working really hard.

Make your scenario Time-limited. The best goals are ones in which there is a time limit for their achievement. You will feel highly motivated to put in the time and energy necessary to reach them when you have set a deadline to achieve them. For example, if you're a cyclist and want to improve your power output, a goal might be: "I'm going to work toward increasing my wattage by five percent by doing 45 minutes of interval training three times a week for the next six weeks."

Exciting. Your motivation to strive toward your goals is driven by the emotions you associate with those goals. As a result, you want to set goals that inspire and excite you. These emotions can be the deciding factor in whether you achieve your goals when faced with setbacks, failures, disappointment, fatigue, pain, tedium, and the desire to do other more interesting things.

Recorded. You are more likely to stay committed to the pursuit of your goals when you write them down (not just type them into your phone or computer) than if you just think about them. The physical act of writing your goals appears to somehow imprint them more deeply in your psyche. Writing them down also seems to make the goals more tangible and real. The explicitness of writing down your goals seems to create a greater sense of ownership of them that makes you feel more compelled to strive your goals.

Write your final goal in the below box after applying the SMART principle. Make sure it is a mental training goal relevant to the scenario from lesson 3.

# Health and Physical Education

**Teacher:** Mr Berry

**Focus:** Sport Psychology

**Lesson 5:** Sport Psychology – Challenge Mindset – How a growth mindset affects sports performance

- Instructions:**
1. Look at the below diagram (mindset behaviours and learning in sport) and decide whether you have a fixed mindset or growth mindset
  2. Complete the table below at the bottom placing a tick in the box that demonstrates a growth mindset example  
Complete the table below at the bottom placing a cross in the box that demonstrates a fixed mindset example
  3. Final step is to link by drawing a line between all the growth mindset examples that you have placed a tick in

## Introduction

This lesson we begin by continuing our focus on performance values (who I am and what's really important!) and then look at how to develop the right mindset to grow and learn. Much of the content of this lesson is based around "Growth Mindset" the popular term coined by psychologist Carol Dweck. This challenge mindset in Sport means welcoming challenges and adversity, seeing failure as opportunity to learn and keeping the big picture in mind. We talk about thoughts that tell us to run away versus thoughts that tell us to run towards challenges. Sport can so often seem to be a way to prove we are "a natural" or have "talent" this can cause a lot of pressure. This is because we tend to then wear each failure like it is a reflection of us as a person. Actually, it's just part of our journey of growth! So the students will leave this session with some learning to go forward and embrace challenges and failure!

Most people only think of talent when it comes to sports – even the experts. Sports is actually where the whole idea of being “a natural” was born. “A natural” is someone who moves, looks, and is an athlete without having to work hard. Since so many people believe in natural talent, many professional coaches and scouts only look for naturals, paying huge amounts of money to recruit these individuals.

Unfortunately, many coaches look back with frustration when they suddenly realize that some of the most talented athletes, the “naturals”, never really achieved great success. Why aren't these talented athletes successful? The real reason is that these athletes didn't have the correct mindset.

The book, “Mindset,” by Carol S. Dweck, Ph.D. talks about two different mindsets that individuals may have about their abilities and talents. Individuals with a fixed mindset simply think that their abilities and talents are fixed. They have what they have and that is it. With a fixed mindset, athletes often become so preoccupied with looking and being talented that they don't realize their full potential.

The other mindset is known as a growth mindset. Individuals with this mindset think of their abilities and talents as things they're able to grow and develop. They realize that with practice, instruction, and effort, they can realize their full potential. The growth mindset recognizes talent, but it focuses on developing and building on talent instead of displaying talent and trying to simply coast along to success.

## The Fixed Mindset

Individuals with a fixed mindset believe that their intelligence and skills are already determined and can't be changed. This mindset often results in emotional athletes that continually compare themselves to others. This results in fearful, rigid athletes that limit their potential.

## The Growth Mindset

When individuals have a growth mindset, they believe that they can improve and develop their intelligence and skills. This means they're able to both win and loss gracefully, and they're also able to enjoy and share the successes of other athletes as well. This mindset results in open minded, hardworking, calm athletes that are coachable, making them able to reach their full potential.

View the following website for relevant information related to growth mindset and sports performance.

<https://biglifejournal.com/blogs/blog/kids-sports-growth-mindset>

## Mindset behaviours and *learning* in sport

	<b>FIXED</b> mindset athlete	<b>GROWTH</b> mindset athlete
Believe..	...talent is something you are born with and you have it or you don't	...talent is a process of learning and is not set in stone
Motivation....	...showing off (or hiding) your ability	...learning how to develop your ability
Effort focus	Expect things to come easily because you have talent	Feel anything is possible <b>IF</b> you can understand where to focus your effort
Challenges	Avoid challenges you struggle with because you don't like to look less talented	Embrace challenges as a chance to learn even if you can't achieve them <b>YET</b>
Set backs	See setbacks as a confirmation that there are some things you will never be good at	See setbacks as part of the learning process and <b>NOT</b> as a way of defining ability
Negative feedback	Ignore useful negative feedback and keep the focus on what you are good at	Learn from criticism and use it to understand how to improve
Ownership	If things don't work out....it's not your fault!	Understand you need to drive things
As a result..	...can plateau early and under achieve	...maximise potential

Challenges should be avoided		They can improve upon their skills		Setbacks offer opportunities to learn		Mastery comes from effort
Effort is an essential trait	Challenges offer a chance to test themselves				People are born with skills	
If individuals have to work hard, it's because they aren't good enough			Perseverance doesn't help		Feedback can be used to help find areas that can be improved upon	
	Feedback is something to take personally		If failure occurs, it's the fault of someone else		Effort isn't really needed	
	Challenges may show off a lack of skill	Feedback can be used to help find areas that can be improved upon			Skills are a result of hard work	
They can learn from feedback			They should embrace challenges			Setbacks can be a wakeup call

# Health and Physical Education

**Teacher:** Mr Berry

**Focus:** Sport Psychology

**Lesson 6:** Sport Psychology – Challenge Mindset – What are the key terms of the Challenge Mindset and definitions appropriate to it

**Instructions:** 1. Read each definition and place the red key words in one of the spaces provided to make the sentence correct

## Definitions

### WHAT IS 'POSITIVE PSYCHOLOGY'?

*Positive Psychology* is the \_\_\_\_\_ study of the strengths, \_\_\_\_\_ and actions that enable individuals, \_\_\_\_\_ and organisations to thrive and prosper. Positive Psychology is just as concerned with helping people to build their \_\_\_\_\_ and psychological \_\_\_\_\_ so that they can lead a fulfilling life, as it is with \_\_\_\_\_ mental illness.

skills                      healing                      physical                      Scientific                      wellbeing                      communities

### WHAT IS 'POSITIVE EDUCATION'?

*Positive* \_\_\_\_\_ outlines how the principles of \_\_\_\_\_ Psychology are applied within an educational \_\_\_\_\_. Positive Education creates an educational environment in which all \_\_\_\_\_ of the school community can \_\_\_\_\_ and prosper by integrating the core principles of Positive Psychology with the evidence-informed structures, practices and programs that enhance both \_\_\_\_\_ and academic \_\_\_\_\_ (Noble & McGrath, 2015; 2016).

Succeed                      Positive                      achievement                      Education                      members                      context                      wellbeing

### WHAT IS 'STUDENT WELLBEING'?

*Student* \_\_\_\_\_ defines optimal *student wellbeing* as 'a \_\_\_\_\_ emotional state characterised by (predominantly) \_\_\_\_\_ mood and attitude, positive \_\_\_\_\_ with other students and teachers, \_\_\_\_\_, self-optimisation, and a high level of \_\_\_\_\_ with their learning experiences at school' (Noble et al., 2008; NSSF, 2011).

sustainable                      positive                      satisfaction                      Wellbeing                      relationships                      resilience

### WHAT IS 'MENTAL HEALTH'?

*Mental health* is defined by the World Health Organization as a state of \_\_\_\_\_ in which every individual realises his or her own \_\_\_\_\_, can cope with the \_\_\_\_\_ stresses of life, can work productively and fruitfully, and is able to make a \_\_\_\_\_ to her or his community.

potential                      wellbeing                      contribution                      normal

## WHAT IS 'MENTAL FITNESS'?

Note: We are going to use the term 'mental fitness', rather than 'mental health' or 'wellbeing', as the term is a student-friendly way to promote positive mental health and wellbeing strategies and practices. In her work in Positive Education, Paula Robinson (2015) has found the term 'mental fitness' to be more acceptable to students, especially boys, than 'wellbeing'.

She has defined *mental fitness* as 'the modifiable \_\_\_\_\_ to utilise resources and \_\_\_\_\_ to psychologically adapt to environmental \_\_\_\_\_ or advantages to meet psychological needs' (Robinson, Oades and Caputi 2015, p. 56).

capacity      challenges      skills

The definition of mental fitness used in this resource helps students to link mental fitness with physical fitness. Just as students can learn skills for becoming more physically healthy and fit, with perseverance and effort they can also acquire skills to enhance their mental health and mental fitness.

### Physical fitness (HPE definition)

Your level of *physical fitness* indicates your \_\_\_\_\_ ability to physically function efficiently, \_\_\_\_\_ and without injury across a \_\_\_\_\_ of situations. People who are \_\_\_\_\_ fit have greater capacity for speed, endurance, \_\_\_\_\_, agility and \_\_\_\_\_.

effectively      physically      flexibility      range      BODY's      strength

### Mental fitness (definition used in this resource)

Your level of mental \_\_\_\_\_ indicates your \_\_\_\_\_ ability to function efficiently and effectively. When you are mentally fit, your mood is mostly \_\_\_\_\_, you know and use your strengths well, you develop and \_\_\_\_\_ positive relationships with others, you are \_\_\_\_\_ about your ability to learn and \_\_\_\_\_, and you cope well with setbacks across a range of situations.

MIND's      succeed      confident      positive      sustain      fitness

## Health and Physical Education

**Teacher:** Mr Berry

**Focus:** Sport Psychology

**Lesson 7:** Sport Psychology – Challenge Mindset

**Instructions:** 1. In the next few lessons we are going to inquire into five modules related to Challenge Mindset. They will be

**A. Mental fitness**

**B. Personal strengths – “Flow”**

**C. Positivity mindset**

**D. Relationships**

**E. and Resilience.**

2. First module and topic within it is **“Mental fitness”**

3. Complete the questions below

### Introduction

#### **How can our physical fitness be improved?**

We can work on improving our physical fitness by regularly engaging in physical exercise and playing sports such as football, tennis, water polo, going to the gym, dancing, surfing, tramping, etc.

#### **What is mental fitness?**

Our mental fitness is just as important as our physical fitness, and both can be improved with determination and effort. Our level of mental fitness indicates our MIND’s ability to function efficiently and effectively. When you are mentally fit, your mood is mostly positive, you know and use your strengths well, you develop and sustain positive relationships with others, you are confident about your ability to learn and succeed, and you can cope well with setbacks across a range of situations.

#### **How can our mental fitness be improved?**

Just like physical fitness, we can work on improving our mental fitness. However, people generally find it easier to understand how to improve their physical health and physical fitness (*good food, exercise, good night’s sleep*) than their mental fitness.

**Questions:**

1. Rate yourself from 1-5 numbers (1 = not very healthy 3 = reasonably healthy 5 = very healthy) that indicate how **physically healthy** you think you currently are. Answer = \_\_\_\_\_
2. Your level of **physical fitness** indicates your BODY'S ability to physically function efficiently, effectively and without injury across a range of situations. Circle the number from 1 to 5 that indicates how physically fit you think you currently are. (1 = very unfit 3 = reasonably physically fit 5 = very physically fit). Answer = \_\_\_\_\_
3. Your level of **mental fitness** indicates your MIND'S ability to function efficiently and effectively across a range of situations. People who are mentally fit are mostly in a positive mood, have good self-knowledge about their strengths and good relationships with others and they feel competent and confident about their ability to learn and succeed. Mentally fit people also cope well with setbacks across a range of situations.
4. Do you think a person can improve their mental fitness? Answer Yes \_\_\_\_\_ No \_\_\_\_\_
5. Do you agree or disagree with the following statement:  
I can think of lots of ways to get physically fit. Give examples:

6. Do you agree or disagree with the following statement: Answer Yes \_\_\_\_\_ No \_\_\_\_\_

I can think of lots of ways to get mentally fit. Give examples if you know of any:

# Health and Physical Education

Teacher: Mr Berry

Focus: Sport Psychology

Lesson 8: Sport Psychology – Challenge Mindset

- Instructions:
1. The next module that we are covering as part of Challenge Mindset is called “Personal Strengths”
  2. Read the intro and understand the difference between character strengths and ability strengths. Note you have an ability strength possibly in sport but what character strengths do you display.
  3. Complete the task with your character strengths and show how they relate to sport

## Introduction

No one is good at everything

Everyone has some things they do well, and other things they don't do well or need to improve on. The things you do well and are best at are called your **'strengths'**. Evidence shows that when you are using your strengths, you are happier, more energised, you feel that what you are doing is purposeful and meaningful, and you are less depressed.

When you know your strengths, you can use them to help you achieve your goals. When you understand your 'limitations' (things you don't do quite so well), you can take steps to overcome them, or to find a way around them. We all have two types of strengths. We all have two main types of strengths: **character strengths and ability strengths**.

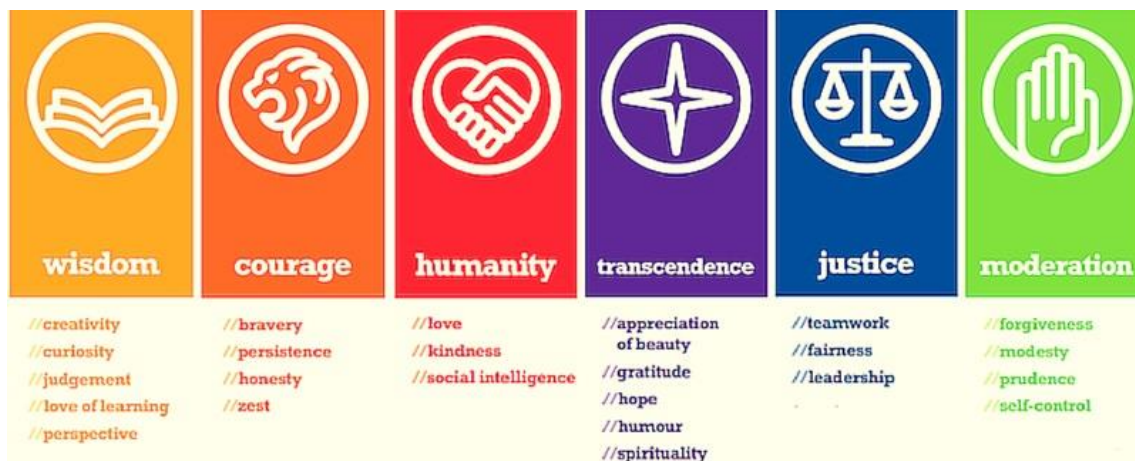
Your **character strengths** are demonstrated in your most common patterns of behaviour. Examples include being kind, showing courage, acting as a leader and being creative. This resource uses Peterson and Seligman's (2004) Character Strengths framework.

Your **ability strengths** are demonstrated in the tasks or actions you do well, such as reading, writing, debating, doing maths and science, playing or composing music, understanding other people, understanding yourself, creating artworks, playing sport, acting, dancing, or understanding and working with nature. This resource uses Howard Gardner's (1999) multiple intelligences to identify ability strengths.

You need to look for evidence of your strengths. You can't be sure you are right about what your strengths are unless you have some evidence. Ask other people what they think you are good at. Listen for their comments on what you can do. Keep a record of the things you have done well or achieved. Think about what you like doing best and when you really get 'in the zone'. Look for the things you need to improve on or get help with. Everyone has strengths, but everyone has some limitations, too.

**'Limitations'** are the things you are not so good at. If you know what your limitations are, then you can work on trying to improve them. You can look for someone to help you so that your limitations don't stop you from achieving your goals. Look for opportunities to 're-craft' a task using your strengths.

## Character Strengths



**Task:** What is one character strength that you demonstrate under each of the subheadings. List these and give an example related to sport.

	Selected Character Strength	Example related to sport – How do you demonstrate these
Wisdom		
Courage		
Humanity		
Transcendence		
Justice		
Moderation		

## Some possible examples of character strengths in sport

**Honesty** = With others and with yourself. Have the courage to do the right thing. Be truthful and promote fairness in every situation.

**Teamwork** = Treat everyone equally, support each other and work together to have fun and achieve. Celebrate each other's success. Be a good friend and a positive team player in school, sport and life.

**Respect** = Treating others politely and with understanding. Accepting life's 'ups and downs' with grace. Respect every day, in everything you do and for everyone around you.

**Self-belief** = You've got to believe to achieve. Have the self-belief and confidence to succeed and reach your personal best.

**Passion** = Giving it 100%, putting your heart and soul into whatever you are doing and never giving up. Care about what you do and the people around you, and approach each opportunity with enthusiasm and positivity.

**Determination** = Keep going no matter what. Determination is about the journey you go on to push yourself and achieve your dreams. Have the mental strength and the self-discipline to overcome obstacles, commit to your goals and keep working every day to become the very best you can be. Don't hold back

## Health and Physical Education

**Teacher:** Mr Berry

**Focus:** Sport Psychology

**Lesson 9:** Sport Psychology – Challenge Mindset – “Flow”

**Instructions:**

1. Watch the following two Youtube clips.
2. Read the introduction
3. Answer the 10 questions below giving your own personal examples

How to reach flow states – 8 mins 52

<https://www.youtube.com/watch?v=bsSUbnFCtLI>

Five professional athletes talk about what it is like to be in the zone – 3 mins 19

<https://www.youtube.com/watch?v=aiechBcdYhg>

### Introduction

Flow is a psychological construct developed by psychologist Dr Mihalyi Csikszentmihalyi. Athletes refer to ‘**flow**’ as ‘being in the zone’. Hobbies and sporting involvements can provide many young people with the opportunity to achieve psychological flow. When they feel worried or distressed, it can be helpful to have this ‘positive space’ to temporarily retreat to so that they can re-energise and feel more able to cope with what is distressing them. This has been termed ‘adaptive distancing’ and is an aspect of being resilient.

Some of the key features of being in a state of ‘flow’ or ‘in the zone’ are:

You have a strength that can be successfully used in the task.	The task requires skills that you have practised well.
The task is challenging for you.	There are clear goals involved in the task and you know what to do.
You can tell how well you are going.	Time passes very quickly. Hours go by like minutes because you are so deeply involved.
You feel in control of the task.	You are concentrating so much, you forget about yourself.

**Flow Questions:** Whatever the case, if you want to know if an experience qualifies as flow, you can use these ten items as a checklist. Answer questions below:

**1. Action and Awareness Merge.** The doer and the doing become one. From the perspective of consciousness, we become the action. In other words, actions feel automatic and require little or no additional resources.

How in sport have you felt like this – give an example:

**2. Selflessness.** Our sense of self disappears. Our sense of self-consciousness as well. The inner critic is silenced.

How in sport have you felt like this – give an example:

**3. Timelessness.** We experience an altered perception of time. Past and future disappear and we are plunged into an eternal present, a deep now.

How in sport have you felt like this – give an example:

**4. Effortlessness.** Our sense of struggle and strife vanishes. The experience becomes intrinsically-rewarding or—in technical parlance—“autotelic.”

How in sport have you felt like this – give an example:

**5. Paradox of Control.** We have a powerful sense of control over the situation. We are captain of our own ship; master of this small slice of destiny.

How in sport have you felt like this – give an example:

**6. Intrinsic Motivation.** The experience is intrinsically motivating. We do it for love not money. We do it because the activity itself is so incredibly enthralling that it’s its own reward.

How in sport have you felt like this – give an example:

**7. Intense Concentration.** More specifically, intense concentration on a limited field of information. Total focus on the right here, right now. Complete absorption in the present moment.

How in sport have you felt like this – give an example:

**8. Challenge/Skills Balance.** The challenge of the task at hand slightly exceeds our skill set so we have to push ourselves outside our comfort zone. But not too far outside. We have to stretch, not snap.

How in sport have you felt like this – give an example:

**9. Clear Goals.** These are not big goals (like winning the Olympics in downhill skiing), rather they are much smaller chunks (like getting out of the starting gate fast). What's critical is we know what we're doing now and we know what we're doing next so attention can stay focused in the present.

How in sport have you felt like this – give an example:

**10. Immediate Feedback.** The gap between cause and effect is tiny—so we can always course-correct mid-flight.

How in sport have you felt like this – give an example:

### Conclusion

Explain that being in 'flow' is the opposite of being bored. The best way to deal with boredom is to find an activity that will help you to get 'into the zone'.

# Health and Physical Education

**Teacher:** Mr Berry

**Focus:** Sport Psychology

**Lesson 10:** Sport Psychology – Challenge Mindset – “**Positivity Mindset**” - **Self Talk** in Sport

**Instructions:** 1. Watch following youtube video on positive self talk in sport

<https://www.youtube.com/watch?v=-BKWIMBleYQ>

2. Read introduction below and complete task questions below.

## Introduction

What is a positivity mindset? Positivity is defined as ‘the state or character of being positive; a positivity that accepts the world as it is’ (Dictionary.com, 2014).

A positivity mindset has two components:

1. Understanding how our emotions (both pleasant and unpleasant) influence our mental fitness. Mental fitness isn’t always about feeling good or never having negative feelings; it’s about developing good strategies for managing strong, unpleasant emotions, as well as for boosting pleasant emotions.
2. Learning how to think optimistically, to express gratitude, and to positively track the good things in our self, in others and in our life.

## **Positive mindset: Component one: Understanding our emotions**

1. Emotions are useful to you, even unpleasant or uncomfortable ones. ‘Emotion’ is another word for ‘feeling’. It comes from a Latin word meaning ‘to move’. So, emotions ‘move’ you to act. They can energise or de-energise you. Positive feelings such as being joyful, interested and proud energise you to do more of the activity that makes you feel happy. Angry feelings warn you about possible unfairness and ‘move’ you to act in your own defence. Feelings of fear and nervousness warn you about possible danger and ‘move’ you to protect yourself.
2. Unpleasant or uncomfortable emotions are useful, but they also need to be managed.  
If your negative emotions control and overwhelm you, they can be very destructive for both you and others. You can become ‘emotionally hijacked’ and act without thinking, causing yourself or others harm. You are responsible for your own anger and how you handle it. One of the most important life skills is learning to manage your unpleasant or uncomfortable feelings. Negative and unhelpful ‘self-talk’ exaggerates feelings and leads to over-reactions. No person and no event can make you feel a certain way. It may be understandable that you have a certain feeling in response to an event or another person’s behaviour, but what exaggerates your feelings is what you say to yourself about what has happened (i.e. your ‘self-talk’).

Positive mindset: Component two: Thinking optimistically

There are three ways to think optimistically.

1. Being optimistic means expecting that good things are more likely to happen and that things will improve, so you cope better and bounce back more quickly after a setback. If you think pessimistically, you don't expect things to get better, so you are less likely to persevere and it is harder to cope with setbacks.
2. Being optimistic means that you explain things to yourself differently than a pessimist might. When things go wrong, people who are pessimistic are more likely to blame themselves (I'm stupid, I'm unlucky). They think the setback affects everything in their life, and that it will go on for a long time. In contrast, a person who is optimistic sees a setback as not being their fault, and expects that things will improve. They also keep things in perspective, seeing a setback as affecting only this particular situation and not everything else in their life.
3. Being optimistic means you are a positive tracker and that you always try to look for the good things in yourself, in others, and in what happens in your life. Being a positive tracker also means learning how to express gratitude and to be more appreciative of the good things in your life, such as your friendships, your family, or going to a good school. It's also about being more grateful for and appreciative of the everyday things we tend to take for granted: our connection with nature, our pets, listening to good music, living where we do, and so on. Greater gratitude and appreciation makes us feel more optimistic, boosts our positive mood, helps us to be more mindful and improves our mental fitness. Sometimes it is harder to feel optimistic than at other times. Even the most optimistic person sometimes encounters an unpleasant situation where it is very hard to be optimistic straight away. Sometimes it takes a while before you can start thinking optimistically again. Expecting that the situation will improve, using an optimistic explanatory style which helps you to keep things in perspective, and tracking a small good thing in a bad situation all contribute to improving our mental fitness.

#### Questions:

1. What do you understand about the concept of self talk?
2. Think about a sport you are involved with. Write down a list of examples of self talk which you often experience. Identify whether each particular example of self talk is largely positive or negative, helpful or unhelpful to what you want to achieve.

Self Talk Example	Positive / Negative	Helpful / Harmful

3. As athletes there might be certain times before, during and after your performance when you experience more self talk. Try to identify when these times might be. Pick a sport that you play and design or comment on what positive self talk you use or can use during these times.

Before Performance Self Talk:

During Performance Self Talk:

Post Performance Self Talk:

Athletes often use “cue” words in their self talk to help them focus during their performance. Think about times when you could use this technique during your sport. Remember to make the cue word something personal to you and something which directs your focus towards what you would like to achieve.

Situation	“Cue” word	Outcome of using “cue” word

4. Positive and helpful self talk often helps athletes with their performance, though often athletes might experience negative and unhelpful self talk. It is a useful technique to be able to change negative and unhelpful self talk into more positive and helpful self talk. List some of the common negative and unhelpful self talk that you often experience and think about how you can “reframe” the thoughts into something which will be more positive and helpful.

## Health and Physical Education

**Teacher:** Mr Berry

**Focus:** Sport Psychology

**Lesson 11:** Sport Psychology – Challenge Mindset – “**Relationships**” - in Sport

**Instructions:** Watch the following you tube video on good and bad teamwork and the importance of relationships

[https://www.youtube.com/watch?v=fUXdrl9ch\\_Q](https://www.youtube.com/watch?v=fUXdrl9ch_Q)

Read introduction and complete questions.

### Introduction

This lesson begins with students seeing how poor relationships affect an athletes mental fitness and we explore the importance of positive relationships.

We will identify the benefits of the range of positive relationships in an athletes life (especially the importance of family and peer relationships) in terms of enhancing mental fitness, health and performance. Athletes engaging in positive interactions with others by working collaboratively on a group task, taking responsibility for their individual roles, contributing positively to the group's or teams objectives and using effective interpersonal skills such as active listening, negotiation, group and individual decision making.

We will identify the features of conversational skills and how these and other interpersonal skills can be used to reach out to others to form connections and build caring and respectful relationships within a team.

1. Write down who you have relationships with as an athlete?
2. Place the following in order of **your** importance:  
  
Family   School friends   Friends   Coaches   Significant adults   Teachers
3. How will these relationships contribute and be supportive to your positive mental fitness?
4. How is your positive family relationships important to you as an athlete?

5. How are the following important to your relationships with significant others?

A. Thoughtfulness and empathy

B. Positive Values e.g honesty

### **What is empathy?**

Empathy is one of the most important building blocks of respect, kindness, compassion and ethical behaviour. There are three main components of empathy. These are:

1. Cognitive empathy: This involves understanding intellectually how someone else might be feeling as a result of seeing their facial expressions and actions and listening to what they say and how they say it.

2. Emotional empathy: This means going further than just recognising how someone is feeling. It means actually 'feeling' some of the same emotion. For example, you sense that an athlete is feeling nervous about a talk they have to give and you start to feel just a bit nervous yourself.

3. Empathic concern: This means that after working out how someone else is feeling, you say or do something kind or supportive that will help them.

### **Discussion questions:**

A. Describe a time when someone responded to you with empathy in a sporting situation and made your life better. What was the situation? What did they do? How did it make a difference?

B. What might prevent someone from responding with empathy to another person in distress?

## Health and Physical Education

**Teacher:** Mr Berry

**Focus:** Sport Psychology

**Lesson 12:** Sport Psychology – Challenge Mindset – “Resilience” - in Sport

**Instructions:** Watch these you tube videos with the links below and complete questions below:

<https://www.youtube.com/watch?v=HYsRGe0tfZc>

[https://www.youtube.com/watch?v=V\\_8ZTOv672Q](https://www.youtube.com/watch?v=V_8ZTOv672Q)

### Introduction

**Resilience** is a process which is built up by an individual over time through situations and scenarios which encourage them to overcome adversity, through developing coping strategies to deal with these situations and become a mentally stronger individual.

The purpose of this activity is to introduce the ‘STRONGER’ acronym, which encapsulates the key coping messages that contribute to resilience. An acronym helps students to learn and memorise these key messages so that they can easily recall the most helpful message(s) when faced with a difficult situation. Being STRONGER when faced with a difficult time means bouncing back, and not dwelling too long on negative thoughts or negative emotions when faced with adversity.

### **Instructions:**

1. What does the “Stronger” acronym mean to you related to resilience. What does the ‘S’ stand for .....What does the ‘T’ stand for.....etc  
Write in the table below your ideas

Stronger Acronym - Resilience	
<b>S</b>	
<b>T</b>	
<b>R</b>	
<b>O</b>	
<b>N</b>	
<b>G</b>	
<b>E</b>	
<b>R</b>	

Here is a definition of the stronger acronym – compare your ideas to the definition below:

**S**tay optimistic and look for the positives.

**T**hings will get better, but not always as quickly as you would like.

**R**each out to others when things are worrying you or you feel sad.

**O**vercome unhelpful thinking and use better thinking.

**N**obody's perfect. We all make mistakes.

**G**et real and accept what you can't change.

**E**verybody has things go wrong sometimes, not just you. Normalise, don't personalise.

**R**esponsibility for a difficult situation can usually be shared between you, other people, and factors over which you have no control.

Write down how the following phrases have impacted on you in sport.

Life has its ups and downs.

There will be lots of obstacles along the way.

Sometimes you will feel lonely, and be 'waiting' for things to get better.

Persevere: don't give up.

Mostly you will succeed.

You have choices; steer yourself in any direction you choose.

## **Purpose Reflection Activity**

1. Why are you?
2. Why do you get up in the morning?
3. What keeps you awake at night?
4. When are you most alive?
5. What does being successful mean to you?
6. How might you apply your gifts to a pursuit that is of deep interest to you and helps others?
7. What can you do to make a difference in one person's life, today?
8. What is your sentence (meaning, if you summarized your purpose in one 140 character sentence, what would it be)?
9. If you say yes to living purposefully, what do you say no to?
10. If you met an older version of yourself, what sage advice would they give you?

## Health and Physical Education

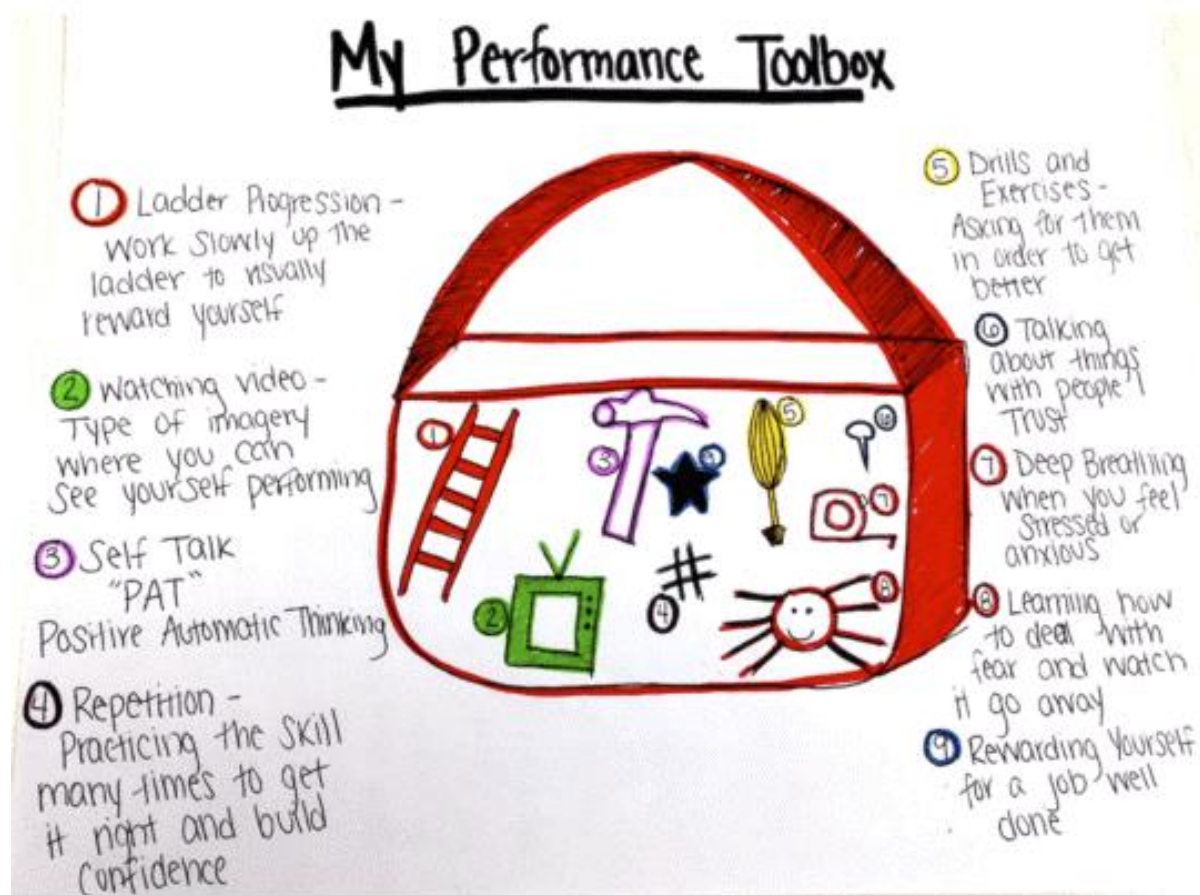
Teacher: Mr Berry

Focus: Sport Psychology

Lesson 13: Sport Psychology - Your sport psych toolbox

Instructions:

Design your own sports psych toolbox. Below is an example. Draw your toolbox below and draw a picture to highlight your thoughts. Use some of the content we have covered so far in lessons. We will do another one later after going through our next phase of work.





# Health and Physical Education

**Teacher:** Mr Berry

**Focus:** Sport Psychology

**Lesson 14:** Sport Psychology - Imagery

**Instructions:** Watch this you tube video on Tiger Woods and imagery <https://www.youtube.com/watch?v=NjZE4sOzvco>

Introduction:

## **Imagine Yourself**

Imagery (or visualization as it is often referred to) is a powerful tool to develop as an athlete.

We all use imagery, to a certain extent. We all have the capability to dream, which in essence is imagery. But imagery, the type used by athletes, is a skill that is developed through purposeful practice.

Imagery can be used to rehearse or practice a technical skill, can be used for motivation, for rehabilitating an injury, for pain relief, for relaxation, for getting in the 'Zone', or for rehearsing a strategy or tactic.

Whatever the reason for using imagery, there are a few key ingredients:

- Involve all of your senses.
- The brain and body learn through the senses, and if you want to reap the benefits of imagery, imagine yourself in the moment: feel it, smell it, hear it, taste it, and see it.
- Create the image in your mind as if you were actually physically doing what you imagine yourself doing. Believe it, feel it, with every cell in your body.
- Practice it, over and over again.

Remember to treat your brain like you would a muscle in your body: take it one step at a time, start slowly, then build on it gradually. It's ok if your image is not perfect right away, or if you get tired (can't focus or hold the image for very long) ... it's a skill. Practice it and it will become easier, and soon it will be automatic.

Write down what you want to imagine, what you actually imagine, and what you feel after you imagine. What went well? What didn't? Like a training journal, your imagery practice should be written down as well. How else can you track your progress? Do it daily, even if it's only for 5 seconds, but do it daily.

Whether you are imagining yourself successfully performing a skill that you are just learning in 'real life', or imagining yourself performing a play or strategy that you want to use in your game tomorrow, believe in what you 'see' in your mind's eye. Imagine yourself on the podium, because if you imagine it, if you allow yourself to feel it and believe it, it is more likely that you will be motivated to dedicate the countless hours that are required to be successful.

Most of all, have fun with it. Imagery is one of the things that distinguishes us from many other animals ... we can use our minds to dream, so DREAM BIG!

**Pick a quote from below:**

What is the meaning of the quote and how is this person using imagery?

Create your own imagery quote or statement of what you visualise when you play sport? Write it below

*Every once in a while I run the Olympic downhill in Japan in my head. I think of how the energy is going to flow and then I make it all work for myself.*

~ Picabo Street

*Dreaming means 'rehearsing' what you see, playing it over and over in your mind until it becomes as real to you as your life right now.*

~ Emmitt Smith

*I used to imagine what it would be like to do what Jim Brown was doing. I used to imagine what it would be like to be like a Tony Dorsett. I used to imagine what it would be like to be like a Walter Payton. I was imagining Emmitt Smith doing exactly what they were doing.*

~ Emmitt Smith

*A good athlete always mentally replays a competition over and over, even in victory, to see what might be done to improve the performance the next time.*

~ Frank Shorter

*I used to pretend that I was Tom attacking Jerry, who was drawn on the ball.*

~ Monica Seles

## Health and Physical Education

**Teacher:** Mr Berry

**Focus:** Sport Psychology

**Lesson 15:** Sport Psychology – “Self Awareness”

**Instructions:** Watch the following video on self awareness and then relate it to the questions below - <https://www.youtube.com/watch?v=vWgVzXbntf0>

### Introduction:

Before we start below we can just recap on the relationship sport psychology has to athletes in sport. Below are the areas, strategies and tools under four categories used by athletes to improve their performance.

- **What athletes say to themselves:** Self-talk, keeping perspective and a positive attitude, focus, and reflection.
- **What athletes see in their minds:** Imagery, self-awareness, focus (centering), goal-setting, and the overall “mission,” or athletic pursuit.
- **What athletes feel:** Managing, acceptance or challenge of emotions and anxiety, adjusting arousal, maintaining composure, and passion and love for the sport.
- **How athletes act:** Pre-competition routines, performance plans, confidence building, mindfulness, commitment, execution, effective communication, healthy team environment, and distraction management.

Some of these we have touched on such as self talk, keeping perspective and positive attitude.....goal setting.....

This lesson focuses on self awareness:

1. From the video answer the following questions:

	Answer Below:
Who can you control in your performance	
What is self awareness	
Why is self awareness important	
How can we improve our self awareness	

1. The following traffic lights represent your three parts to your self awareness and a strategy to improve:

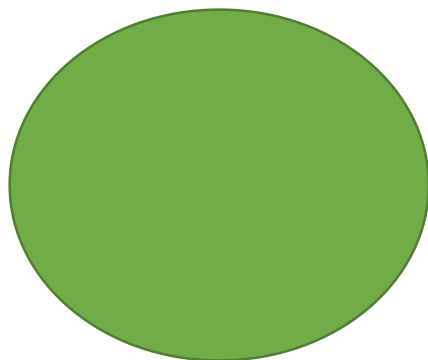
Green is for what is going well

Yellow is what may be not quite right at that time or period in your performance

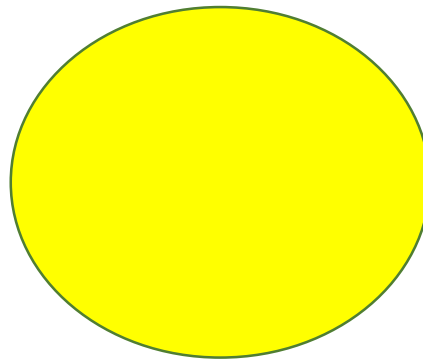
Red is you need to stop because your thoughts, feelings or behaviours are not good

Select a time when you have been performing in a sports game or during competition. Write down where and when:

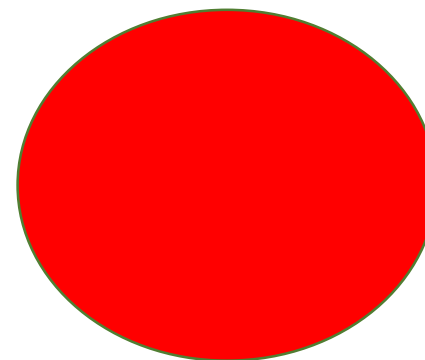
2. Write in each traffic light what was happening in your performance based on the below headings. Write in the circles



What was going well



What was not quite right



What did you need to stop

3. How does self awareness relate to you being responsible in your performance. Use the findings in the video and your own ideas to answer.

# Health and Physical Education

**Teacher:** Mr Berry

**Focus:** Sport Psychology

**Lesson 16:** Sport Psychology – “Focus and Centering/Relaxation”

## **Instructions:**

1. Watch the following you tube video's on focus and centering

<https://www.youtube.com/watch?v=Ru-CfZQBTz0>

<https://www.youtube.com/watch?v=gcRARq2DVjE>

2. Read the introduction below on what is focus and centering / relaxation
3. Complete the relaxation task
4. Finish with completing your own strategies that you can use within performance to center or relax yourself
5. Read the conclusion on the benefits of centering and relaxation

## **Introduction:**

Theory: Focus is an essential component to sporting success. Focus allows performers to attend to the cues in hand and concentrate on tasks to achieve success. The ability to focus is important because it allows performers an opportunity to achieve their goals.

Practice: Focus is something that we can develop in training and take into competition. Therefore, we need to practice focus on a consistent basis. Allow time for focus. Make sure that you are focused before you attend training. Before competition you must focus on the vital cues that relate to your own performance.

Application: Focus is about your task and position. It is not about the other person. You must be in control of your own focus. Therefore, think about your position and balance. From there focus on what you will need to perform.

## **Centering and relaxation Task**

***Centering and relaxation*** assists an athlete shift his or her thoughts away from anxious negative thinking towards a relaxed, positive, focused mind-set. A simple way of achieving this is through breathing exercises. One breathing exercise is centring, which is breathing that commences from your centre of gravity (behind your navel). This process reduces tension and assists control under pressure through remaining relaxed. The process deserves further reading but in simple terms it requires:

An at ease standing position or lying with legs uncrossed

Placing hands on top of each other on the abdomen below the navel

Focusing on point behind the navel – the power and control centre

Breathing in through nose, using the stomach and sensing it expand

Breathing out through the mouth, with the exhalation equal in time to inhalation

Focusing attention on breathing and a single meaningful word on exhaling

Progressing from practicing 10-minutes per day to practicing in a time and place that is relevant to the athlete's sport.

Relaxation and centering can also be achieved through other activities such as stretching, listening to music, using positive self-talk or imagery, or having specific routines. Different methods suit different people and at times are used in combination.

**Deep breathing** How can deep breathing assist you in relaxing and centering yourself. Give an example from the video of what you should do. Write below

**Relaxation** How can you use relaxation pregame and during the game to release nervous energy. Give an example:

**Self-talk** What self talk strategies can you use to keep yourself calm and stay composed during performance. Give examples of what you would say:

**Cue words** What is a cue word, phrase or acronym that can be used during games and can be leaned upon during situations that cause anxiety. Please write words specific to your sport.

**Conclusion – The benefits of relaxation and centering**

## Relaxation and Centering

- Become physically and mentally free from uncontrolled:
- Activation
- Tension
- Negative thoughts. Characterised by: ease, looseness, readiness.
- Purpose
- Decrease muscle tension
- Decrease heart rate
- Decrease breathing
- Reach optimal performance
- Increase oxygen to muscles
- Decrease negative tension
- Better balance , movement controlled cog creates better timing and coordination



# Health and Physical Education

**Teacher:** Mr Berry

**Focus:** Sport Psychology

**Lesson 17:** Sport Psychology – “acceptance or challenge of emotions and anxiety”

**Instructions:** For this lesson we are going to focus on anxiety

## Introduction:

### **What is being mentally fit.....recap!**

Being mentally fit can mean different things to different people, but for most it's about being able to live your life with freedom and enjoyment. Coping with life's ups and downs, recognising your potential, adapting to change and achieving your goals, are all key factors to being mentally fit.

Watch video of Kevin Melamu (All Blacks hooker) talking about mental fitness

<https://youtu.be/U6EhHn5r92w>

1. Complete the following questions by reading the information below first

Everyone has feelings of anxiety at some point. Whether it's a job interview, wanting to impress selectors or meeting a partner's whānau for the first time. Anxiety is really common; 1 in 4 Kiwis experience anxiety, panic attacks or phobias, so lots of people have felt the same way you do.

### **A BIT OF STRESS OR ANXIETY IS OK**

Adrenalin and anxiety can work together to help us react to stresses or potential threats, by quickening our reflexes and focusing our attention, and it usually settles once the stressful situation has passed.

What's not OK is when the anxiety is constant or gets so bad that it starts to impact the way you want to live your life or makes you feel miserable.

### **WHAT DOES IT FEEL LIKE?**

The symptoms of worry and anxiety can sometimes go unnoticed and it can be hard to know how much worrying is too much and what a normal reaction looks and feels like.

Experiencing anxiety can mean having lots of worries or fears that you know might be unreasonable but that you still find hard to stop. They are often negative and it can sometimes feel like you're going round in circles and are stuck inside your own head.

Everyone experiences anxiety in their own way but no matter how you feel there are things that can help.

#### COMMON SYMPTOMS

If several of these symptoms are sounding familiar (or even just a couple of them, but in a major way), you may be suffering from anxiety.

**Question 1. A bit of stress or anxiety is ok? Why**

**Question 2. What does anxiety feel like?**

**Question 3. What are some common symptoms of anxiety?**

**Place the following symptoms of anxiety into the three correct columns below. I have done the first one for you by placing in the behavioural column.**

Needing to perform certain rituals, like cleaning, to try and relieve the worries

Avoiding situations out of fear or worry

Racing heart, shortness of breath

“I can’t control myself”

Snowballing worries that get bigger and bigger

Having hot and cold flushes

“I’ll get it wrong and everyone will laugh at me”

Feeling nauseous

Shaky or dizzy

Feeling irritable and unable to relax

Have difficulty concentrating  
“Something terrible is going to happen”  
“People are looking at me”  
“I’m going crazy”  
Unable to decide what you want to do or make decisions  
Feeling tired all the time  
Needing to pee a lot  
Finding it difficult to get to sleep  
Going off your food or overeating

**Physical Symptoms of Anxiety**

**Emotional Symptoms of Anxiety**

**Behavioural Symptoms of Anxiety**

Needing to perform certain rituals, like cleaning, to try and relieve the worries

Anxiety can sometimes build up so much that it overwhelms your ability to cope and you may experience a panic attack. A panic attack is the body's way of responding to anxiety that we feel when we are under extreme pressure.

The symptoms of a panic attack are:

- Racing heart and/or tightness in the chest
- Shortness of breath or difficulty breathing
- Tingling feeling in the arms and legs

If you, or someone you know, is experiencing a panic attack it's important to stay calm, make sure you/they have space and ask others to move away. The key is to focus on breathing long slow deep breaths into your belly and out. This will help slow the heart rate and reduce the feeling of panic.

How do panic attacks originate? What is a panic attack?

Write below about how three of the following strategies or tips can tackle and reduce the effect of anxiety on your performance?

- Getting out into nature
- Making a plan
- Relaxing your muscles
- Limit your worry time
- Get exercising
- Try Mindfulness

Select three and write about how they can support you.

Explain what one of these strategies is and how it reduces anxiety when performing in sport

Conclusion: How do you get things sorted if you require support. Who are people you can go to support you?

## Health and Physical Education

**Teacher:** Mr Berry

**Focus:** Sport Psychology

**Lesson 18:** Sport Psychology – “adjusting arousal”

**Instructions:** For this lesson we are going to focus on adjusting your arousal levels as part of your performance

### Introduction:

What is **arousal**?

Your “Arousal Level” is your state of readiness and refers to your physical, emotional and mental state. In simple terms, it is a measure of your internal energy level (also known as butterflies). It includes psychological (anger, confidence, fear, nervousness, aggression, etc.) and physiological (pulse, breathing, temperature, etc.) elements.

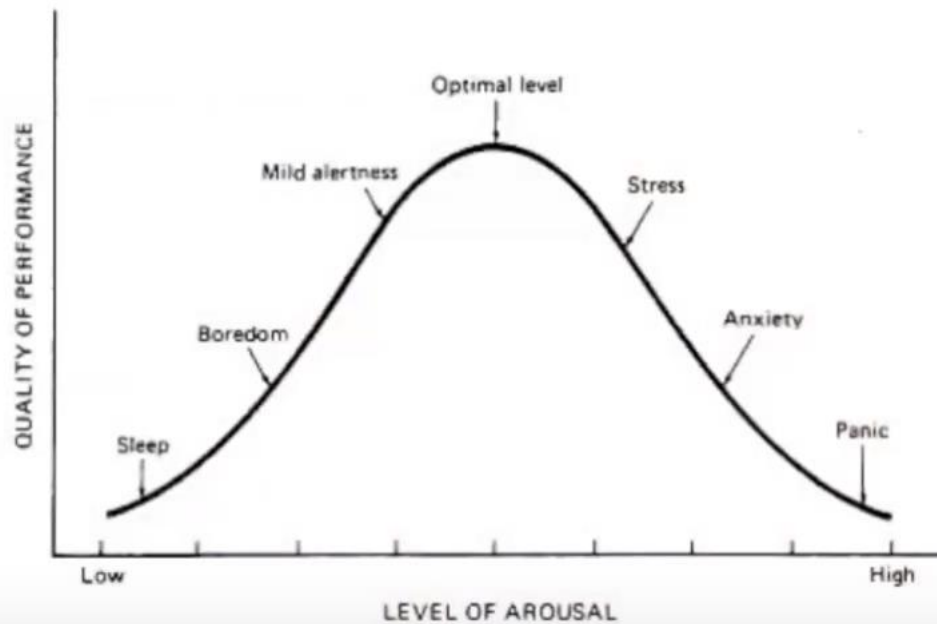
**The Inverted U Theory** states that each of us has an optimal arousal level. Note inverted U theory diagram below:

Watch this you tube video on the inverted U theory.

[https://www.youtube.com/watch?v=L9yI6DWq\\_M8&feature=youtu.be](https://www.youtube.com/watch?v=L9yI6DWq_M8&feature=youtu.be)

Where are you currently on the inverted U theory diagram. Describe what you are currently doing and where you are at.

Secondly describe your last sports performance and where you were on the diagram below.



Why is managing **arousal** in your performance important?

We all have an optimum arousal level where we can perform at our best. Too much energy, you are nervous, lose confidence and can't flow. Too little energy, you are flat and lack the ability to concentrate and execute. In both situations, you are falling short of your potential.

Each athlete has their own arousal level that they will need to find. However, there is a twist to this. Based on research by Yerkes-Dodson, there is a level of arousal for various tasks.

- Complex/unfamiliar tasks (learning a new skill, taking a test): *Recommended low arousal*
- Familiar tasks (playing their sport): *Recommended medium arousal*
- Easy tasks (riding a bike): *Recommended high arousal*

Activity type – fine movements & complex skills (which require large amount of attention) require a lower arousal level, e.g. putting in golf / snooker shots / pistol shooting (high arousal interferes with fine muscle movement, co-ordination & concentration). Whereas tackling in football or rugby requires a high level of arousal (which helps skills requiring speed or strength).

What activity type does your sport mainly involve? Fine or complex movements? List the sport and what activity type it is (Fine or complex)

What is your arousal level for your activity type required to be – i.e high or low

Level of expertise – a beginner needs only very low levels of arousal to perform well. Because control of the skill is not yet automatic, i.e. a novice may lose concentration or become anxious, therefore low levels result in optimum performance. In contrast, such low levels of arousal will have no effect on the elite performer, who needs much higher levels to produce optimum performance

For your sport are you a beginner/novice or expert? What level of arousal do you require based on your level of expertise?

Personality – personality types who enjoy high levels of excitement & are generally more extrovert can cope in a high-arousal situation. People who are more introverted are general more likely to perform well under low-arousal conditions.

What is your personality type like? What arousal conditions will you perform well under in normal circumstances?

How do you decrease and increase arousal to optimal performance levels:

Place the following statements in one of the two columns:

Increase your rhythm and rate of breathing

Visualize powerful forces (e.g., leaping cheetah, rocket blast)

Engage in Progressive Muscle Relaxation-briefly tensing and relaxing muscle groups, noting differences between tension and relaxation

Draw energy from the crowd

Breath deeply and slowly from the diaphragm

Listen to upbeat music prior to play

Dictate your own pace and take your time between points

Engage in a popular form of meditation

Quietly repeat a key word or phrase to yourself (e.g., calm, easy, cool)

Focus on the task at hand and distract yourself from fatigue

Direct your focus on performance rather than outcome

Stretch and exercise more prior to play

Increase Arousal	Decrease Arousal

**Conclusion:**

Practice adjusting your level of arousal on a regular basis until you find the level at which you perform best. You'll know it when you are optimally aroused! Until next lesson....

# Health and Physical Education

**Teacher:** Mr Berry

**Focus:** Sport Psychology

**Lesson 19:** Sport Psychology – “**Maintaining Composure**”

**Instructions:** For this lesson we are going to focus on maintaining composure during performance.

## Introduction:

The first step to improve your composure is to identify the mental breakdowns that cause you to lose emotional control in sports. For example, an athlete with very high expectations for his/her performance is likely to become easily frustrated, lose control emotionally, when they believe that those expectations are not being met. Below is a list of the top mental errors that can reduce your composure.

Rank the following mental errors in bold below from **1-5** with 1 being the mental error that has the least impact to 5 having the most.

**Perfectionism** - When you don't perform perfectly you lose composure because you become frustrated and then focus too much on your errors instead of the tasks needed to perform well. Ranking = \_\_\_\_\_

**Social approval** or worrying too much about what others think — Worrying too much or mind reading into how you think others may judge you distracts you from your performance. You lose composure because you are too concerned with how others may perceive your performance. Ranking = \_\_\_\_\_

**Irrational Beliefs** — Irrational beliefs cause you to stay stuck in old, ineffective patterns of behaviour. Ranking = \_\_\_\_\_

**Fear of Failure** — Fear is based on your intense need to win and causes you to worry too much about losing or failing. This can lead to you play defensive and tentative instead of composed and free. Ranking = \_\_\_\_\_

**Dwelling on Errors** — When you get too caught up in mistakes and dwell them, it becomes easier to get frustrated and lose emotional control, which will not help you stay composed after errors. Ranking = \_\_\_\_\_

What mental error above had the greatest impact or is influencing your sports performance the most. List \_\_\_\_\_

Expand on this mental error and list 5 things below that get you frustrated based on this mental error.

- 1.
- 2.
- 3.
- 4.
- 5.

Note: We don't want athletes to get frustrated that they can't perform like they are capable of. How you as an athlete thinks about the mistake is what causes you to get frustrated i.e It's the thought process and reaction that causes you to get frustrated. We need to instil a new reaction.

Here are some tricks for helping you re-gain composure in competition

To gain maximum composure in competition you must accept that you are going to make mistake and experience setback in competitions. Remember you are human and that you can't be perfect. Learn to be more accepting of mistakes and encourage the ability to move forward and focus on the next play, shot, race, or routine. When you do make a mistake have a strategy that helps you regain composure.

We teach athletes the 3 R's for composure to help them maintain composure after making a mistake or error. **The 3 R's for composure** stand for: Recognise–Regroup–Refocus. The first step is to **Recognise** that you are dwelling on the mistake, which limits your ability focus on the next play. The next task is to **Regroup** by interrupting the chain of thought.

This requires you to battle your own emotions and dispute your irrational thinking. For example you may say, "I'm a hitter, stay patient and wait for my pitch." The last step and most crucial is to **Refocus** on the next play. Ask yourself what you need to focus on right now to do your best on the next play? The answer will help you refocus on the task-relevant cues for the next play.

Below write three **R's** for your own sports performance to maintain your composure:

<b>Recognise</b>	
<b>Regroup</b>	
<b>Refocus</b>	

## Health and Physical Education

**Teacher:** Mr Berry

**Focus:** Sport Psychology

**Lesson 20:** Sport Psychology – “Passion and Love for Sport”

**Instructions:** For this lesson we are going to focus on how we maintain our passion and love for sport.

### Introduction:

Do you know why you like to play sport? Is it all about winning or do they simply want to hang out with their friends?

To ‘have fun’ is widely acknowledged as the main reason children play sport!

Amanda Visek from George Washington University talked to kids about what makes sport fun. Her research reveals that both boys and girls are looking for similar things from their sport experience. The study surveyed 141 8 to 19-year-old football players who rated 11 fun factors from highest to lowest importance below:

1. Trying Hard
2. Positive Team Dynamics
3. Positive Coaching
4. Learning and Improving
5. Games
6. Practices
7. Team Friendships
8. Mental Bonuses
9. Game Time Support
10. Team Rituals
11. Swag (gear, clothing, looking the part).

What are five reasons that you play sport? You can use examples from above or any of your own examples. Write below

Each fun factor was made up of a number of fun variables. What was interesting was that girls and boys ranked the factors quite closely, with the only difference being learning and development which was ranked at 7 by girls and 4 by boys.

Of the 11 fun factors, boys and girls rated most of them the same, showing how similar boys and girls actually view fun in sport.

Since fun doesn't differ drastically for boys and girls, this research can help us look at new ways of thinking and approaching sport for children.

Look at the following table:

Climate of <b>PERFORMANCE</b>	AREA OF A CHILD'S SPORT EXPERIENCE	Climate of <b>DEVELOPMENT</b>
<b>PRIMARY FOCUS:</b> <b>WINNING &amp; LOSING</b> Win at all costs attitude High concern with status/ego Mistakes are to be avoided Focus on the outcome	<b>INSPIRE</b> Child's belief in their own ability	<b>PRIMARY FOCUS:</b> <b>EFFORT &amp; IMPROVEMENT</b> Striving to Play to one's best Little concern with status/ego Mistakes are necessary for growth Praise for effort & trying new things
<b>ONLY THE BEST MATTER</b> Love/affection based on performance Playing favourites or most talented Encouraging gossip and rumour	<b>2 CONNECT</b> Child's sense of belonging to others and inclusion to the group	<b>EVERYONE MATTERS</b> Cheering for all children Unconditional affection Encourage friendship and care All valued as important
<b>STRICT ADULT CONTROL</b> Adults make all decisions Mistakes immediately corrected Ignore children's ideas/feelings	<b>3. EMPOWER</b> Child's sense of personal autonomy	<b>KIDS HAVE CONTROL</b> Children involved in decisions Time given to correct own mistakes Recognise children's ideas/feelings
<b>PERFORMANCE TRAINING</b> Repetitive drilling Direction instruction & punishment	<b>4 PLAY</b> Purpose of training Role of adults Teaching strategies	<b>LEARNING THROUGH PLAY</b> Enjoyment first and foremost Discovery approach Strategic questioning Healthy desire to compete
<b>EARLY SPECIALISATION</b> Single sport Year---round Pressure to select one sport when young	<b>5 SAMPLE</b> What investment in sport during early/middle childhood means for long term participation	<b>LATE SPECIALISATION</b> Trying out multiple sports Balance with school & mates Single sport focus best after sampling

Answer the following questions in relation to the table above:

Note when we are participating in sport we should be at the right hand column which is **Climate of Development**

**Question:** What does the following mean to you as a participant in sport. E.g for the first section **Effort and Improvement** you may say that when playing sport I attempt to perform at my best for my own personal development. I feel supported but not overwhelmed by pressure to perform in a particular way. I am conscious that I am human and mistakes during my performance are inevitable but I don't let these draw or drag me down. I try a number of sports and get support and praise for taking up new opportunities in a variety of different activities or sporting codes. Now complete the remaining sections.

	Write personal statements below:
<b>PRIMARY FOCUS:</b> <b>EFFORT &amp; IMPROVEMENT</b> Striving to Play to one's best Little concern with status/ego Mistakes are necessary for growth Praise for effort & trying new things	
<b>EVERYONE MATTERS</b> Cheering for all children Unconditional affection Encourage friendship and care All valued as important	
<b>KIDS HAVE CONTROL</b> Children involved in decisions Time given to correct own mistakes Recognise children's ideas/feelings	
<b>LEARNING THROUGH PLAY</b> Enjoyment first and foremost Discovery approach Strategic questioning Healthy desire to compete	
<b>LATE SPECIALISATION</b> Trying out multiple sports Balance with school & mates Single sport focus best after sampling	