

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.

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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

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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	You have doubts or negative thoughts before, during or after competition
Perform better in practice than competition	Post injury you can not perform the way you did pre injury when you were 100% physically
You are self conscious and worry about what others think of your game	When become easily frustrated due to high expectations
You maintain self doubts about your sport during or before games	You cannot perform with freedom or trust during times of adversity or pressure
You worry about not performing in games up to others expectations	You work on your mechanics or technique even when competing
You are self conscious and worried about how others will perceive you	You do not concentrate on the here or now or focus only on execution
You suffer from anxiety, worry, excess tension when in competition	You think too much about consequences of your performance either good or bad
Pre game jitters do not go away once the game commences	You over analyse mistakes (technique) and thus think too much about technique
You are motivated by fear of failure and it affects your performance in competition	You suffer from low self confidence or self esteem
You have fear of success and sabotage yourself when you are winning	You limit your performance with negative self labels e.g I am
You are not sure why you play your sport or let others be your motivation	You have trouble letting go of bad past performances
You are motivated by external rewards, accolades, rewards and praise	Anger or frustration gets in the way of your peak performance
You attach your self worth to how well you perform in sports	You are frequently disappointed with your performance and wished you had performed better
You lose focus or have mental lapses during critical times in games	You are distracted by things that go on around you in your environment
Your pregame routines are not well defined or you lack mental focus in your routines	You have a burning desire to be the best ever in your sport or you just want to improve your mental game
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	

5 Scenarios forcing you to perform at peak performance	5 Scenarios preventing you from performing at peak performance
<ol style="list-style-type: none">1.2.3.4.5.	<ol style="list-style-type: none">1.2.3.4.5.
Place the one scenario from the preventing column that you feels has the greatest impact on you not achieving peak performance	
Evaluate and describe how this one scenario this has affected you in a sporting situation	

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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.

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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 <i>learning</i> in sport		
	FIXED mindset athlete	GROWTH 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 IF 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 YET
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 NOT 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

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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

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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**.

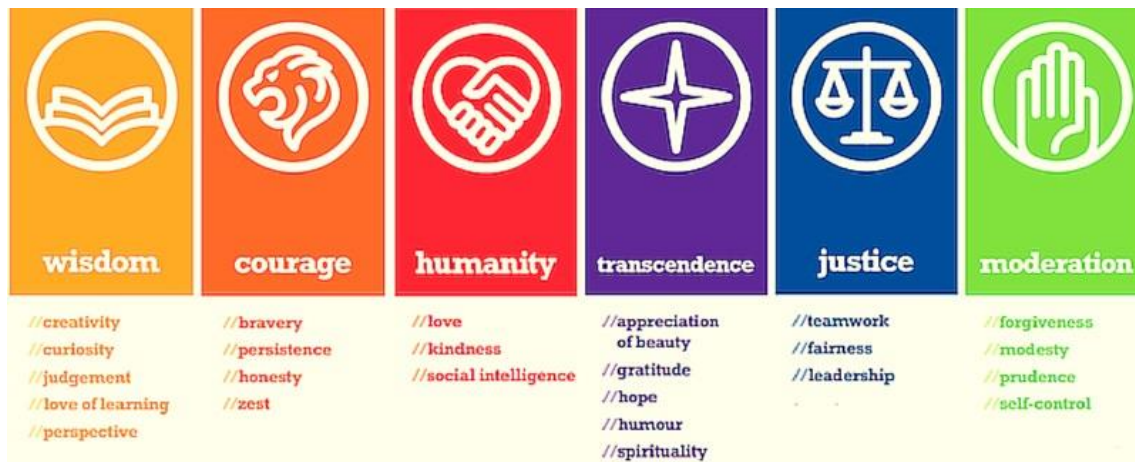
Your **character strengths** are demonstrated in your most common patterns of behaviour. Examples include being kind, showing courage, acting as a leader and being creative. This resource uses Peterson and Seligman's (2004) Character Strengths framework.

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

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?

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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

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 forWhat does the ‘T’ stand for.....etc
Write in the table below your ideas

Stronger Acronym - Resilience	
S	
T	
R	
O	
N	
G	
E	
R	

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

Stay optimistic and look for the positives.

Things will get better, but not always as quickly as you would like.

Reach out to others when things are worrying you or you feel sad.

Overcome unhelpful thinking and use better thinking.

Nobody's perfect. We all make mistakes.

Get real and accept what you can't change.

Everybody has things go wrong sometimes, not just you. Normalise, don't personalise.

Responsibility 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?

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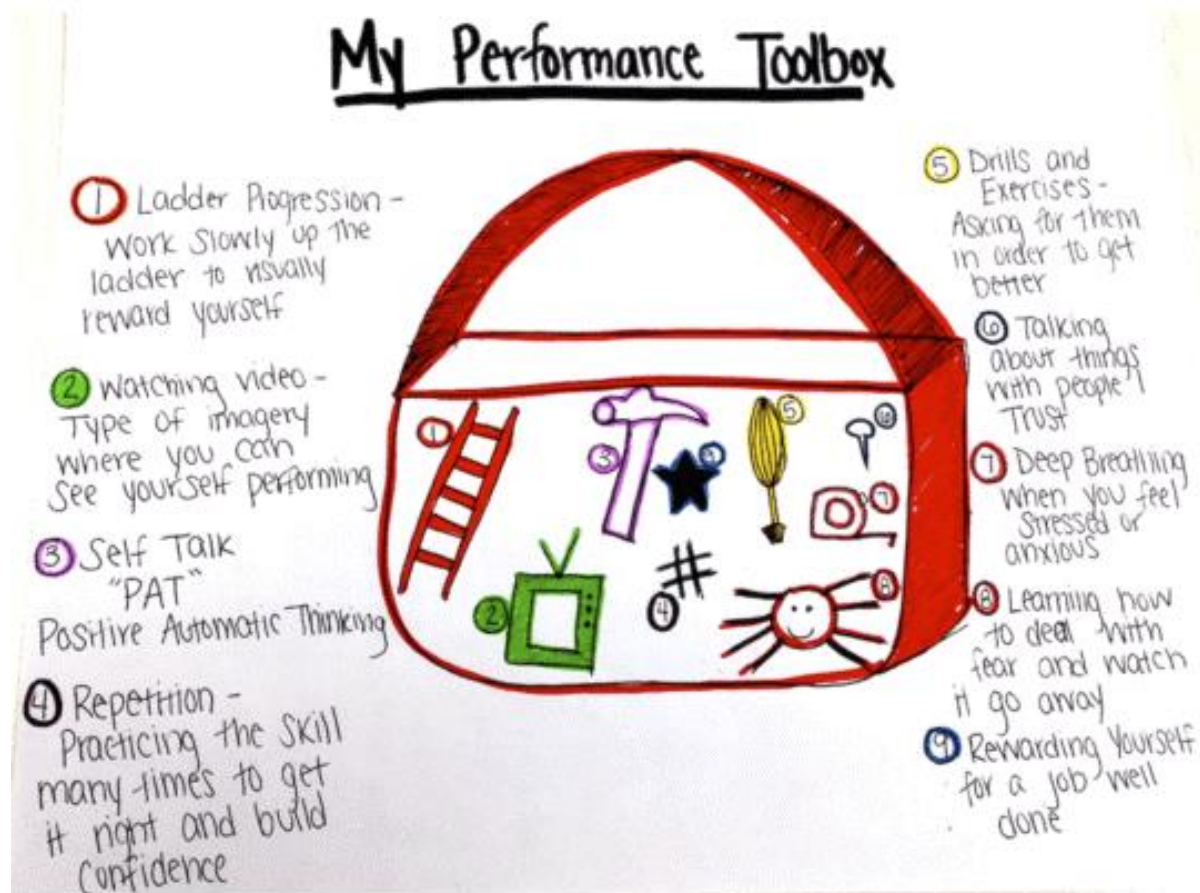
Teacher: Mr Berry

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.



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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

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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, 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:

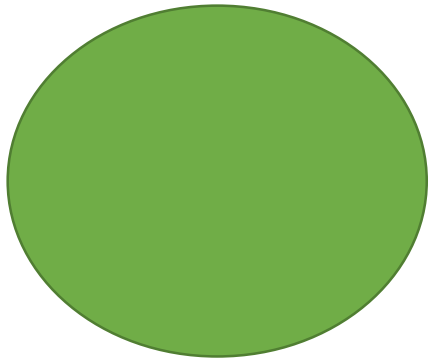
Green is for what is going well

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

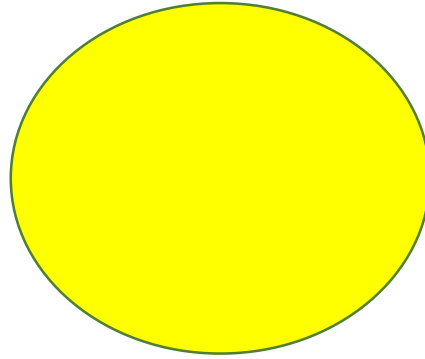
Red is you need to stop because your thoughts, feelings or behaviours are not good

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

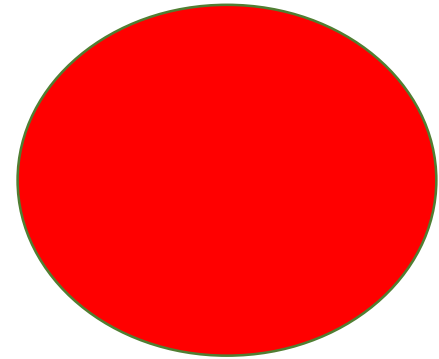
2. Write in each traffic light what was happening in your performance based on the below headings. Write in the circles



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.

