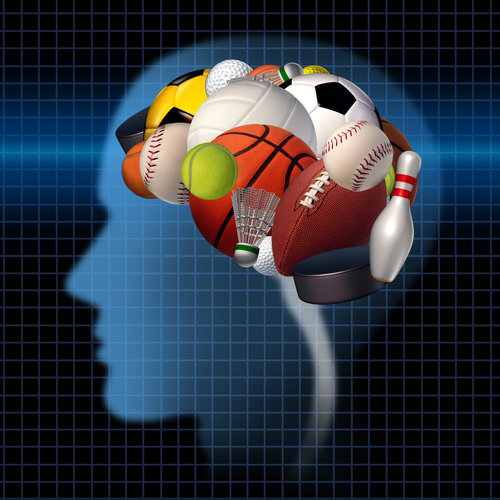
**Sports Psychology Workbook**

Teacher:

Student:



**Learning Intentions:**

* Identifying mental skills
* Identifying mental strategies
* Understanding goal setting

**Success Criteria:**

Define each of the following and explain using sport specific examples.

* Motivation
  + Intrinsic vs extrinsic
  + Strategies to improve motivation
  + Influence of age, skill level and activity type
* Self confidence
  + Self efficacy
  + Strategies to improve self confidence
* Stress management
  + Stress process
  + Strategies to improve stress management
* Concentration
  + Nideffer’s model of Attention
  + Strategies to improve concentration
  + Influence of age, skill level and activity type
* Arousal
  + Inverted U hypothesis
  + Strategies to reduce and increase arousal
  + Influence of age, skill level and activity type
* How mental strategies (Self talk, Imagery and Relaxation) can improve
  + Stress
  + Motivation
  + Concentration
  + Arousal
* Goal setting
  + Types of goals
  + Effects of goal setting
  + Influence of age, skill level and activity type

Sport Psychology

Define each of the following terms.

* Sport Psychology - the study of how the human mind influences sports, athletic performance, exercise and physical activity.
* Education Phase - Players are made aware of what psychological skills are and how they could benefit and improve their performances by using them.
* Acquisition Phase - Players determine what specific psychological skills would benefit them and when, why and how they would use them.
* Practice Phase - The necessary mental skills are regularly practiced until the player can use them without conscious thought in a game. Application of mental skills becomes an automated response when needed.

**Mental skills**

* Motivation - The direction and intensity of effort by a performer towards a given task.
* Self-confidence - The belief that a performer has in their own ability to successfully perform a desired skill or behaviour.
* Stress management - Stress occurs when there is an imbalance between the demands of the task and the ability level of the performer to respond in a situation where failure has consequences.
* Concentration - The ability to focus on a task at hand whilst ignoring irrelevant cues or distractions.
* Arousal - The degree of stimulation or alertness present in a performer about to perform a skilled task.

**Mental Strategies**

* Imagery - The mental recreation, using as many senses as possible, of a successful past performance or skill.
* Relaxation - An activity undertaken to reduce tension and the effects of physical and mental stress
* Self talk - Talking to / thinking to yourself positively before, during or after performance.

Sport Psychology

Short answer questions

**Question 1**

Describe the difference between extrinsic and intrinsic motivation using a sporting example.

Define motivation – direction and intensity of one’s efforts, reasons for behaving in a certain way

* Intrinsic motivation - identified as actions that are driven by internal rewards for inherent satisfaction

Examples include because they love of the sport, personal improvement, pride in performance

* Extrinsic motivation - identified as behavior undertaken for a reward or a specific outcome

Examples may include medals, trophies, prize money, praise from others

**Question 2**

In terms of motivation, briefly describe two (2) differences you would expect to see between a young athlete and an older experienced athlete. (2 marks)

**Young athlete**

* Tend to be motivated by extrinsic rewards such as trophies/medals
* May be motivated by short term goals, instant gratification
* Learning new skills

**Mature/older athlete**

* Tend to be motivated by intrinsic factors such as performance.
* May also be motivated by social factors
* Refining skills

**Question 3**

List three important characteristics of an athlete who is “in the zone” (3 marks)

* High quality of concentration
* Emotional calmness
* Alertness or readiness to perform
* Positive feelings about performance (self-confidence)

**Question 4**

Describe the difference between an outcome goal and a performance goal. (5 marks)

**Outcome goals**:

Outcome goals focus on the competitive result of an event and achievement of them depends on the performance of others. Focus on outcome of performance (Win a netball game)

**Performance Goals**:

Focus on the achievement of a particular standard irrespective of the performance of others. Specify a result of the performance (eg take 10 rebounds in basketball game)

Difference - performance goals can be tailored to challenge individuals within a team and their successful completion will often result in the team achieved their outcome goal (ie. Winning)

**Question 5 refers to the following information.**

Abby is sitting in the change-rooms prior to her football game. She has her headphones on and is listening to music to block out distractions as she prepares for the game ahead. She is visualising herself successfully kicking for goal. The whistle blows and Abby removes her headphones as she walks out onto the field with the other players. She takes her position and prepares for bounce-down.

1. Discuss the changes in Abby’s attention focus as she moves from the rooms to the field (4 marks)

In change-rooms: On field:

Identifies narrow focus Identifies broad focus

Identifies internal focus Identifies external focus

1. Abbey listens to soft calming music as opposed to fast paced, loud music. Identify the purpose of this.

Discuss two other strategies that Abby could use for the same purpose. (5 marks)

Decrease arousal levels or promote relaxation – (1 mark)

Identifies self talk as second strategy – (2 marks)

Provides a relevant example of self-talk: Abby can tell herself positive things such as ‘You’ve been training hard, you are ready for this’, ‘Calm down and focus, you’ve got this’ etc.

Identifies self-imagery as third strategy – (2 marks)

Provides a relevant example of self-imagery: Abby can visualise herself successfully performing the skills of the game or visualise her past successful training sessions

**Question 6**

Researchers have found a strong link between an athlete’s success in performing a skill and their ability to concentrate on the task.

1. Draw a graph to represent the relationship between concentration level and skill level. (3 marks)
2. Identify and explain the relationship between concentration and skill level. (2 marks

Concentration levels

Skill Level

As skill level increases, concentration levels increase (there is a positive exponential relationship between skill level and concentration)

1. As a performer becomes more skilled, they are able to attend to relevant cues more effectively (Or skilled performers become less distracted by irrelevant cues)
2. As a performer becomes more skilled they are able to focus more on the skill itself rather than the outcome (more task oriented)
3. As a performer becomes more skilled, they can effectively switch their focus without becoming overwhelmed (can attend to internal and external cues without becoming overwhelmed)

**Question 7 (4 marks)**

Discuss self-confidence and the impact it has on an athlete.

|  |  |
| --- | --- |
| Description | Marks |
| Definition of self confidence:  Self-confidence is the belief in ones own self that they can successfully perform a desired outcome. | 1 mark |
| Impact of self confidence (any three):  Having good levels of self confidence leads to:  Positive thoughts/emotions  Increased motivation to learn  Better focus on goals  Having low self confidence can lead to:  Doubt in ones own ability  Negative thoughts  Expectation of failure leading to actual failure  Being over confident can lead to:  Inadequate preparation due to expectation of success  Low motivation and/or arousal | 3 mark max |

**Question 8 (4 marks)**

|  |  |
| --- | --- |
| **Marks** | **Elaboration** |
| (max 2 marks)  1 mark for explanation of technique  1 mark for explanation of how Mile could use the technique | *Technique to be used prior to the penalty – Choose from;*  Progressive Muscle Relaxation (PMR) – the process of contracting and relaxing muscles in a progressive manner to reduce tension  How – Mile could use the few minutes prior to the penalty to progressively contract then relax each muscle starting from the legs through to the upper body  Imagery – using all senses to create a mental picture of the successful completion of a skill  How – Mile could use the few seconds while waiting for the whistle to visualise himself placing the penalty kick in the top left corner of the goals and beating the keeper to score.  Centred Breathing – taking long slow breath’s in and out to lower the arousal level and focus on the upcoming task  How - Mile could use the few seconds while waiting for the whistle to take 5 long slow breaths in and out, clearing his mind and releasing tension. |
| (max 2 marks)  1 mark for explanation of technique  1 mark for explanation of how Mile could use the technique | *Technique to be used after a game to lower arousal level – Choose from;*  Meditation – the act of focussing one’s thoughts to clear the mind and reduce stress/promote growth/promote relaxation  How – After the game Mile could find a quiet place, close his eyes and meditate for a period of time to relax his mind and reduce his arousal  Floatation tanks – spending time floating in salt water capsules that block out all sensory information (sight, sound etc)  How – after a game Mile could spend 30mins suspended in a floatation tank to clear his mind from the game and begin the relaxation process  Music – listening to soft/calming music to lower arousal levels and promote relaxation  How – Mile could put headphones on after the game and listen to soft/calm/slow music to reduce his arousal |