



RISE

#FORTHEPARENTS

A "SCIENTIFIC" PEEK AT WHERE OUR MAGIC LIES

1

GOAL SETTING

#READYSETGOALS





GOAL LANGUAGE

TALK THE TALK TO
WALK THE WALK (AKA
GROWTH VS. FIXED
MINDSET)

Athletes' abilities are never 'fixed.' We know that. But do they know that? Teaching athletes about their mindset and how it can be **GROWN** fosters confidence. We will touch on this later...

So what is this ***growth and fixed mindset*** stuff we're talking about?

Growth Mindset = WHAT WE FOSTER. Belief that abilities can be developed. There is no limit on what can be achieved!

Athletes with growth mindset...

Enjoy challenges – they get EXCITED about them, they take them head on!

They TRUST the importance of effort because they know IT WILL pay off

SOAK UP ***constructive*** criticism because they want to get better and grow from the things they are unaware of

→ Example of Growth mindset goal language: Soccer Player "My goal for the end of the season is to score a total of 10 goals. This season will

be challenging, but if I work hard every day in practice and work on drills outside of practice, I could even score more."

Fixed Mindset = Belief that traits and abilities are 'fixed.' (You are born with your abilities and they cannot be grown.) AKA *WHAT WE AIM TO CHANGE*.

Athletes with fixed mindset...

Think effort is pointless

Are threatened by others successes because they feel they will never 'get on that level'

→ Example of Fixed mindset goal language: Swimmer "My goal for the end of the season is to break the club 100 freestyle record. But that swimmer was so fast so I probably can't do that." (They have the utmost potential to achieve that, they are just afraid of the challenge.) If your goals don't scare you, you're doing something wrong, right?



INTRINSIC VS. EXTRINSIC MOTIVATION

WHAT ARE THE WHY'S TO ACHIEVING THEIR GOALS?

If there is no 'why' or purpose, it is less motivating for the athlete to achieve their goal.

→ Athletes who are **intrinsically** motivated – We try to understand their 'why's' and cultivate their 'I am doing this for ME' mindset. (*Fosters #empowerment... we'll get into that later*)

They feel rewarded by participating in their sport and genuinely enjoy it

They are internally motivated for practice, games; they LOVE what they do – *because there is a purpose!*

→ Athletes who are externally motivated

Focus on achieving their goals for external factors (impressing coaches, rewards, *parents*)

Get burnt out early because of devastation when they don't perform up to *EXPECTATIONS*

We focus on lessening the pressure of expectations and more of what drives *the athlete* to do well.



GOAL MAPPING

Athletes have a-MAZING goals, but sometimes they are unaware as to how to actually '*get there*.' That is why we help them map out their goals to get them on the right track.

Simply we help them...

Define their goal – what is it and what does it look like to them?

Set a vision – what are they willing to do consistently to achieve their goal? Extra outside of practice? More effort in practice?

Create a 'goal map' – First focusing on process goals, then to short term goals, moving forward into process goals and finally into long term goals. This step by step process makes their goal attainment more motivating, creates confidence within the athlete and fosters learning.

When athletes can create sport goals, it makes them more willing to creating LIFE goals. #transferableskills.... continuing to #RISE through life!!

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EMPOWERMENT

#POWERFULSELF



**“THE PROCESS OF
BECOMING STRONGER
AND MORE CONFIDENT,
ESPECIALLY IN
CONTROLLING ONE’S
LIFE.”**

AKA THE ATHLETE IS IN CONTROL OF THEIR OWN PERFORMANCE!



SELF-TALK = CONFIDENCE

WE ARE REAL WITH
OUR ATHLETES.

There are going to be times that they will have negative or overwhelming thoughts about their performance, it has happened to the best of us. But there are *ways to COMBAT* these those to regain control. So, we give them techniques to overcome these thoughts to become more optimistic and confident.

→ AIR Technique -

Aware of the thought- 'I'm not feelin' too hot today' ,
Interrupt the thought 'You can get through this practice, only an hour left' ,

Resplace the thought "Even though I'm tired I'm about to get my second wind. I'm ready, let's do this."

→ Counter Thoughts -

Knock OUT that thought. Toss it. "My opponent has more experience than I do" → TOSS → "That is not true, I have 6 years under my belt, I have a strong right hook, I put in more hours of training, I GOT this."

→POWER Affirmations -

Productive statements that athletes can draw energy and power from. "I CAN..." "I AM..." "I WILL...."
PHEW! I'm feelin' the confidence. Are you? *Because they will.* As soon as they can train their brain to take control, confidence will rise and so will their performance.



ABC'S OF BEHAVIOR CHANGE

THE BALL IS IN
THEIR COURT TO
CHANGE.

We just make them more aware of what they have control over.

#challengebychoice

Activating Event (*what pushes their buttons or sets them off*) →

Belief of the Interpretation (Emotions or Physical Reaction) →

Consequence.

AKA Their thoughts leads to their emotions, which affects their physical state which changes their performance.

Example: *Activating Event* – Athlete sees opponent that has beaten them before → *Belief* – The opponent will beat them again → *Consequence* – the athlete shuts down, loses confidence and motivation to succeed.

This is where WE swoop in to change the outlook on the event. We pop the “What if” question. *What if* you thought as seeing your old opponent as new opportunity, a new challenge for you to overcome and SUCCEED. Behavior change happens.

NEW example: Activating Event – Athlete sees opponent that has beaten them before → Belief – I get the chance to race them again, and this time I will succeed → ‘Consequence’ - Confidence builds, motivation increases and they set themselves up for a POWER performance.



MENTAL TOUGHNESS

WHEN THE
TOUGH GETS
GOING,
**HOW TO KEEP ON
GOING.**

→ Participating in sport is physically and mentally challenging. Simple as that. When adversity hits, how do we teach our athletes to 'fall down 7 times, stand up 8?' Build their confidence. Build their control.

We help them understand how to...

- **Adapt** – find new ways of challenging themselves to outer limits of potential
- **Expand** energy on things that benefit performance – focus on what they can do in the present moment to overcome the challenges of performance to give best opportunity to succeed.
- See that **mistakes are OKAY** – we are all *human*. We want them to see their mistakes as a learning experience and to be able to let go and move forward. Mistakes, errors, and losses don't define a mentally tough athlete, these experiences strengthen their resolve.

- **Take risks** – to seek opportunities to move OUT OF their comfort zone. We aim to get them to meet their challenges with *enthusiasm* instead of dread and anxiety.

A photograph of a person performing a tree pose (Vrikshasana) on a narrow, rocky ledge of a mountain. The person is wearing a pink top and black pants. The background is a vast, deep fjord with turquoise water and steep, green-covered mountains under a clear sky.

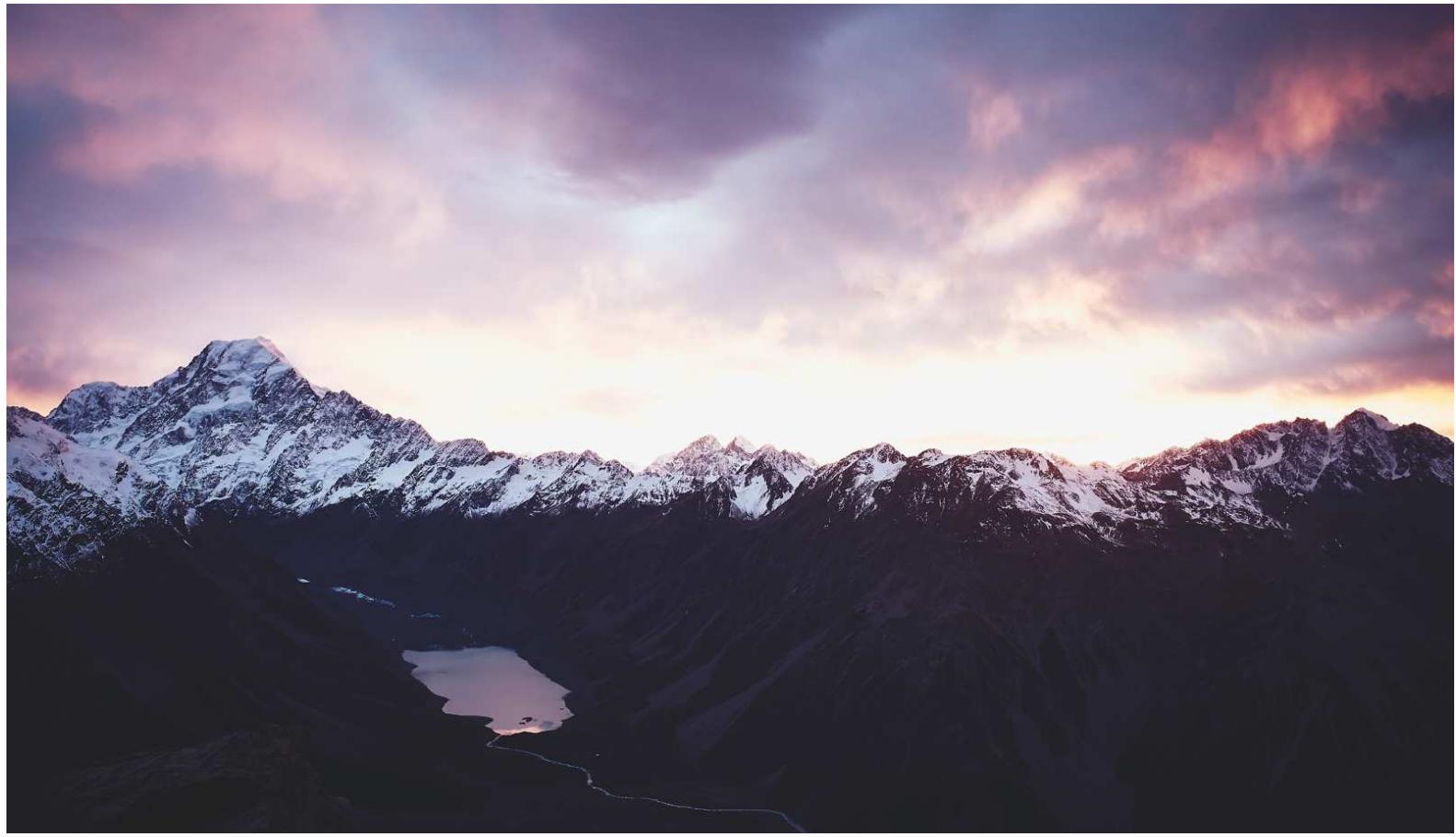
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FOCUS

#HORSEBLINDERS

“PUTTING ON THE HORSE BLINDERS TO STARVE YOUR DISTRACTIONS AND FEED YOUR FOCUS.”

WHAT CAN ATHLETES DO TO CREATE LASER FOCUS?



VISUALIZATION/ IMAGERY

"USING ONE'S
SENSES TO RE-CREATE
OR CREATE AN
EXPERIENCE IN THE
MIND."

But what does it actually mean to visualize or imagine a performance and what is the point of doing it? Athletes partake in physical practice to make them strong, *but mental rehearsal can make them even stronger.*

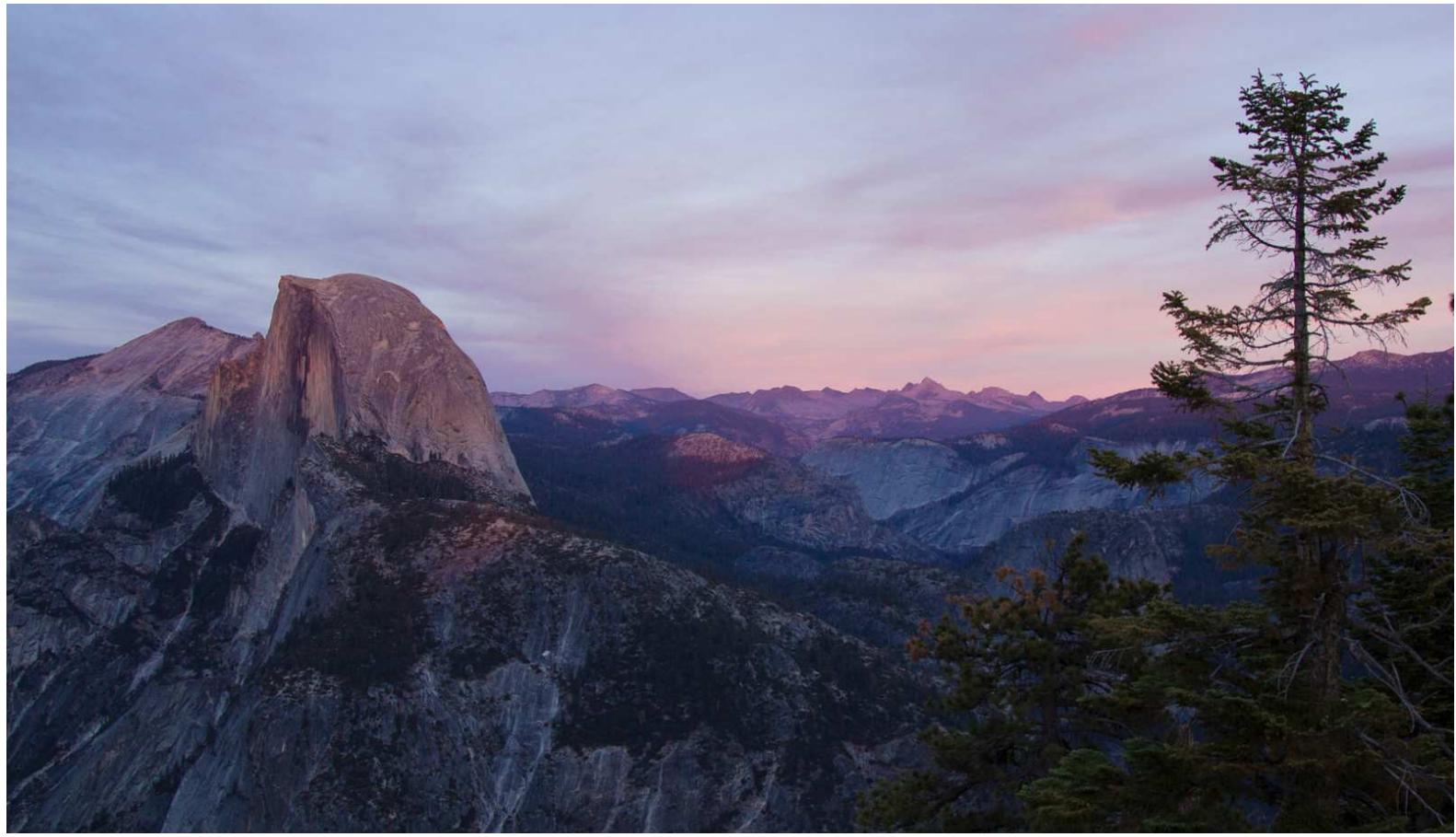
By re-creating an imagine of their optimal performance the brain begins to believe it will happen and learns how to make it happen. *No, seriously, it is science.* Neuroplasticity = when the brain has the ability to reorganize itself by making new connections due to environment, behavior, and *thinking and emotions*.

'To break it down simply: If an athlete visualizes their optimal performance with vividness (what do they see, hear, smell, feel, etc), control (slowing down the image, taking time to absorb what they want to happen) and positive focus (them completing a skill or winning a competition) it will increase their chances of making it happen in real time.

So **why** use imagery? It can help get athletes past mental blocks, increase confidence, help with skill development, relaxation, and increases attentional control.

With athletes, we help them create an imagery script to read and record so before competition they can play it back in listen.

We work with them to **talk it out**. We want them to reflect on their performance, walk through their thoughts emotions and how it affected them. What went well? What were areas of improvement? Most of all how focus and *take control of their performance*.



'CONTROL THE CONTROLLABLES'

WHAT CAN YOUR ATHLETE CONTROL?

The effort, the attitude, and the outlook. They're their own person. There is only one of them. They are #empowered ...remember ;) ? If they are empowered, they're in control and can **choose to focus on what they need to do to be successful**

Okay, so what are some **controllables**? Training, mental rehearsal, tapering, diet and hydration. These are types of aspects that the athlete has COMPLETE control over and can change when necessary.

Uncontrollables? They are things such as their opponent and their ability, other people's actions such as the referee and the coach, the environment (field ripped up? Pool too cold? What is the weather like?), others' mistakes (again we are all human).

We try to get the athlete to see that the things that they cannot control are not worth stressing over.

The overlap of things that matter vs. things that they can control *is what they should focus on*.

IF THEY TAKE A
HOLD OF WHAT
THEY CAN
CONTROL AND
THRIVE OFF OF
THOSE ASPECTS,
BETTER
PERFORMANCE
WILL FOLLOW.



WHEN FOCUS IS LOST...

NERVES AND DISTRACTION WILL ALWAYS COME IN COMPETITION.

By educating them on focus, we try to reduce the cause of those nerves and help them better deal with distraction.

What can athletes do when they lose their focus in competition?

Get it back by..

1. Recognize – when they are off task in practice or seem to be focused on other things in the game. May be thinking about future outcomes (*What if I don't perform well and we lose?*)
2. Regroup – by interrupting their train of thought (*using some self-talk techniques previously learned*)
3. Refocus – by direction their attention back to the execution

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NAVIGATING CHALLENGES

#FINDTHEBALANCE





ANXIETY/STRESS MANAGEMENT

SOMETIMES THEY
LOOK SO NERVOUS
BEFORE THE BIG GAME,
DON'T THEY?

That's because they are. Mentally AND physically.

→ Releasing pre-game tension and anxiety – we aim to get the athletes to focus on one thing at a time. One event at a time; one quarter at a time; one opponent at a time.

→ Stress occurs when there is an imbalance between what the athlete perceives and what is being demanded from their environment (coaches, teammates, parents), and what they perceive their capabilities are, when they believe the outcome is important. *We aim to create balance within them.*

→ We help them create awareness of what they are physically feeling when they get stressed – Quick breathing? Tense muscles? Sweating? Clammy hands? Rapid heartbeat? These are all things we typically feel when we feel nervous. But WHAT IF we thought of it as our bodies preparing us to have the greatest performance of our lives? Stress decreases = confidence increases. We help athletes channel their nerves to use them *to their advantage.*

→ There are a variety of ways to manage stress such as breathing techniques, meditation, visualization and progressive muscle relaxation. All of which help an athlete reset and prepare for their performance in practice or competition.



AROUSAL CONTROL

FINDING THE 'SWEET SPOT' OF OPTIMAL PERFORMANCE.

If athletes are over aroused (really nervous, pumped up and thoughts are racing) it tends to hinder their performance. In other words, they go over board and lose control.

If athletes are under aroused (not excited at all, not physically warmed up, possible negative thoughts) it tends to hinder their performance as well. In other words, they're a little sluggish and just not on their A game.

But in the MIDDLE of that, is what lies the *sweet spot*. The good stuff. Tip top performance where they are confident, ready to go, and just ON.

How do athletes find the sweet spot? With lots of practice.

If athletes are over aroused, we work on relaxation techniques such as controlled breathing, muscle relaxation, meditation – how to CHILL out.

IF ATHLETES ARE UNDER AROUSED,
WE HELP THEM CONSTRUCT A
PRIMING ROUTINE THAT WILL SET
THEM UP TO FEEL ENERGIZED.

WHETHER IT IS LISTENING TO CERTAIN
MUSIC, MENTALLY WARMING UP OR
PHYSICALLY WARMING UP
MOVEMENTS, PRIMING ROUTINES
PREPARE.

THEY HELP AN ATHLETE GET
COMFORTABLY PSYCHED UP,
CONFIDENT AND READY TO TAKE ON
THE COMPETITION.



MINDFULNESS

RISE IS COMPRISED
OF A MINDFULNESS
MENTORING TEAM.

We are here to supply them with utmost support. In simple terms, mindfulness can be defined as the integrations of three components: self-awareness, acceptance, and action. Tying all of the above topics together, *making them aware of what helps them perform BEST.*

Self-Awareness – How do we make athletes more aware?

Unveil their blind spots – by watching videos of themselves perform whether it was in their prime or in a slump – what are they doing? What is their body language, pre competition routines, during good and bad times – what was the difference?

Acceptance – Things don't always go the way we want them to. But in order to move on we must accept our past performance and move on and look forward to the next.

Action – Now that the athlete is aware of some of their pitfalls and strengths, they can take ACTION as to how they want to move forward. Whether it is practicing skills a new way, setting different goals, communicating with coaches/teammates differently, they must take action in order for their mindset to change.



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#PARENTPAGES

What can you do to support your athlete?

So we've talked a lot about what we do with our athletes. But we're only with them for a little bit. What can you do at home to keep these mental skills flowing? Check out our friendly suggestions below. YOU are the parent and #1 influencer, after all, so just KNOW you are doing an INCREDIBLE JOB raising your athlete. Period.

Outcomes vs. Process Praise – Of course praising your athlete on their accomplishments is one of the biggest supports you can offer. But the way in which you do can make all the difference

- Person/Outcome Praise vs. Process Praise
 - Person/Outcome praise = fosters fixed mindset.
 - Example "You are so athletic" "you are a natural" "You are the best player on your team" "You were born to play"
 - Creates an Ego-Oriented motivational climate which athletes do not grow under
 - Process Praise – Fosters GROWTH mindset = boosting them to success
 - Praised the strategy, process, behavior, effort used not the outcome

- Example: “You did a great job passing the ball to Jen, because you used the inside of your right foot, and planted your left foot, placed it in the direction you were aiming to, then you had a great follow through”
- Fosters a Mastery (task)-Oriented Motivational Climate which enhances their motivation

Encourage athlete to compete against themselves – This creates personal growth as well as, here it is again, #empowerment. They can strive to be the best version of themselves.

- That way they have full control over ‘who they are beating’ and takes spotlight off of competitor that may be inhibiting their mental performance as well as their confidence.

Avoid comparisons with regards to developmental differences in age, size etc. –

- Try to steer clear of using other athletes that your athlete competes against to compare and evaluate your athlete’s progress. Each child matures differently and the process of comparison ignores significant distorting effects of developmental differences. For example, two 12 year-old boys may only have their age in common! One may physically have the build and perform like a 16 year-old while the other, a late developer, may have the physical size and attribute of a 9 year old. Performance comparisons can prematurely turn off otherwise talented athletes on their sport.
- The only value of comparisons is in teaching. If one child demonstrates proper technique, that child can be used comparatively as a model only! For your child to do his/her very best, he/she needs to learn to stay within themselves. Worrying about how another athlete is doing interferes with them doing this.

Detach self-esteem from accomplishment – Again, praise is a fabulous thing. But how you praise matters to them.

- Too many athletes attach self-worth to the level of performance or outcomes. Help your child understand that they are a person FIRST and an athlete second instead of an athlete who happens to be a person. Success or number or wins should not determine a person’s self-esteem. Help them to feel confident in other aspects of their life as well to create #BALANCE.





