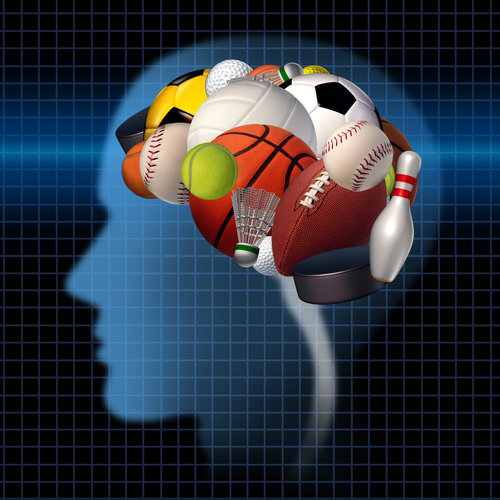
**Sports Psychology Workbook**

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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* Education Phase \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* Acquisition Phase \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* Practice Phase \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Mental skills**

* Motivation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* Self-confidence \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* Stress management \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* Concentration \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* Arousal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Mental Strategies**

* Imagery \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* Relaxation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* Self talk \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Sport Psychology

Short answer questions

**Question 1**

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

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**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)

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**Question 3**

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

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**Question 4**

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

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**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)

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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)

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**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)

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**Question 7 (4 marks)**

Grant has been wakeboarding for many years and is highly skilled in the sport. Earlier this year Grant had a bad fall as he attempted to land one of his more difficult tricks, a Scarecrow. Previously, Grant was able to consistently land a Scarecrow. However, since his fall he has been unsuccessful on each attempt. He realises that his inability to successfully perform this trick is due to a decrease in his self-confidence.

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

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**Question 8 (4 marks)**

Mile Jedinak is the current Socceroo’s captain and is the player trusted to take all the penalties shots. His ability to stay relaxed and manage the stress of the situation makes him very reliable in front of goal.

Explain **two** relaxation techniques that would benefit Mile when taking penalties. Explain one technique and how he could use it just prior to taking a penalty and another technique and how it could be used after a game to lower his arousal level.

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**Question 9 (6 marks)**

1. Nideffer’s Model of Attention identifies four possible types of attentional focus. Label the figure below. (2 marks)

**Width**

**Direction**

1. Provide a brief example for each of the four types of attentional control in relation to tennis. (4 marks)

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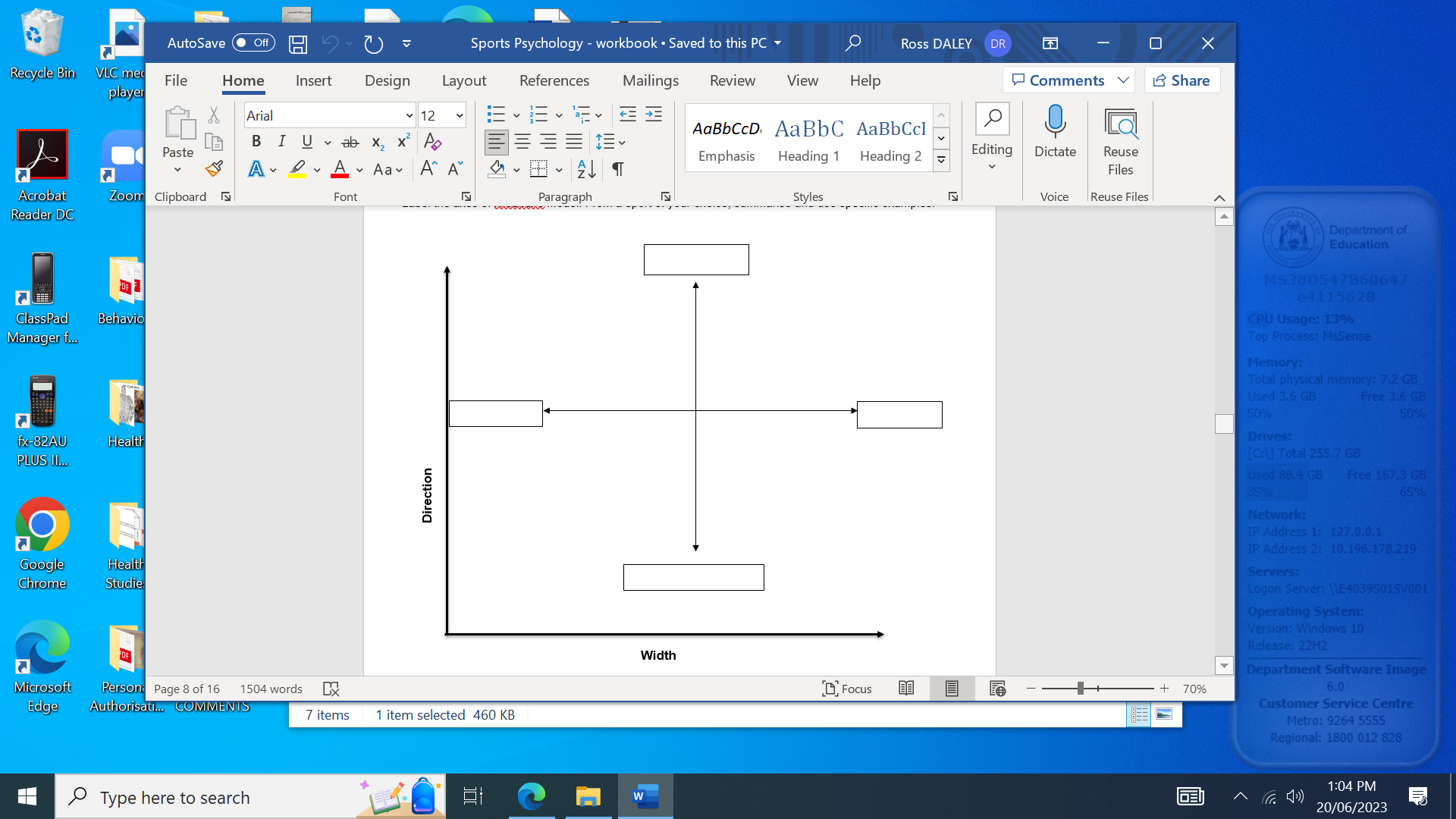
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**Question 10 (10 marks)**

Label the axes of Nideffer’s Model. From a sport of your choice, summarise and use specific examples.

**Direction**



**Width**

**Question 11 (4 marks)**

Athletes at different stages of learning require different arousal levels for optimal performance.

In the space below, draw and label The Inverted-U Hypothesis demonstrating the differences in skill level between a beginner athlete, intermediate athlete and an advanced athlete.

1. There are 3 basic types of personal goals. Explain each using a sport example of your choice. (6 marks)

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**Question 12 (2 marks)**

During periods of stress an athlete may experience an increase in heart rate and respiratory rate. Identify **two (2)** additional physiological changes an athlete could experience that may affect their performance.

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**Question 13 (6 marks)**

Bethany is a competent netballer, currently playing in division 2, who would like to be playing in the top division team in her local competition. To achieve this, she will need some goals.

Describe 4 characteristics that goals should have in order to be effective.

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Suggest 2 short term goals that Bethany could set for herself.

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**Question 14 (6 marks)**

Earlier this year, former Aquinas College student Logan McDonald made his AFL debut for the Sydney Swans against last year’s preliminary finalist, the Brisbane Lions.

Identify and explain the hypothesis that outlines the relationship between arousal and performance. (3 marks)

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Identify which state of arousal Logan was likely to be in for the start of the match. (1 mark)

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Explain three factors that have an influence on the optimal level of arousal of an athlete (3 mark)

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**Question 15 (7 marks)**

A gymnast struggles with pre-competition nerves each time they get ready to perform their floor routine. The impact of stress and nerves negatively affects their physical performance and self-confidence.

Name **two** relevant mental skills strategies which this gymnast could use pre-performance to

1. decrease the physical symptoms of nerves e.g. shaking
2. increase self-confidence prior to performance.
3. For **each** strategy provide a relevant example of how the gymnast could apply this technique. (4 marks)

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**Question 16**

Describe the concept of “self-efficacy” in sports psychology using Bandura’s model. Explain how self-efficacy can influence an athlete’s motivation and performance. Provide a sporting example to support your response.

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**Question 17**

Discuss the role of goal setting. Explain the characteristics of effective goals ad how they can enhance athletic performance. Provide a sporting example to illustrate your points

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**Question 18**

Explain the key differences between a short- and long-term goal. Use a sporting example to support your answer.

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**Question 19**

Explain the concept of mental toughness in sport. Discuss the characteristics of mental tough athletes and how they are able to cope with pressure, setbacks and challenges in their sport.

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**Question 20**

Explain the principle of imagery/visualisation. Discuss how athletes can use metal imagery techniques to enhance their performance, improve technique and build confidence. Provide 2 sporting examples to explain your response.

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**Question 21**

Describe the practical implications of the inverted U hypothesis for athletes and coaches. Explain how knowledge of the arousal-performance relationship can be applied to optimise performance and manage anxiety in competitive sports.

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**Question 22**

Explain each of the 3 phases of Psychology Skill Training (PST)

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**Question 23**

Discuss the relationship between self-efficacy and performance. Explain how high self-efficacy and low self-efficacy can influence and athletes’ performance. Use a case study to support your answer.

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**Question 24**

Analyse the relevance of SMARTER goals in swimming. Discuss how swimmers can set specific, measurable and time bound goals to enhance their stroke, technique, speed, endurance and competitive performance. Provide examples of SMARTER goals tailored to swimming.

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**SECTION C – EXTENDED ANSWER**

**Question 1 (15 marks)**



The ‘Tour De France’ is an extremely challenging event, both physically and mentally. Riders continually push their bodies to the limit over 21 days. Being able to cope with mental issues plays an important role in the rider’s success. Identify and briefly outline the five mental strategies the rider could use to manage various mental issues and identify a specific example of each strategy which might be utilised by a first time rider of the race.

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**Question 2 (10 marks)**

With reference to the Inverted-U Hypothesis, explain the concept of arousal regulation and discuss the different levels of arousal required for the three sports identified in the pictures below.

 Snooker Weightlifting

Netball

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**Question 3 (10 marks)**

Australian cricket captain Steve Smith recently posted his highest test score of 239 runs against England at the WACA. In that particular innings he batted for over 9 hours before being dismissed.

Identify and define **two** mental skills that Smith would have developed throughout his career that would have allowed him to bat so well over such a long period of time and identify and explain **two** mental skill strategies he could have utilised whilst batting and how he would have implemented them throughout his innings to improve his performance.

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**Question 4 (10 marks)**

Arousal levels during performance are an important component in sporting competitions. High jump competitors often have to wait for long periods of time between jumps, which can affect arousal regulation and performance levels.

Name and explain the relationship between arousal and performance, draw and label a diagram to support your discussion, indicating the point of optimal arousal for the high jumper.

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**Question 5 (10 marks)**

Discuss the impact of psychological factors on injury prevention and rehabilitation in sports. Explain how psychological interventions and strategies can contribute to the recovery process and help athletes return to play successfully. Provide sporting examples to support your response.

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**Question 6 (10 marks)**

Describe the strategies that athletes can use to enhance their self-efficacy belief according to Bandura’s model. Discuss the importance of mastery experiences, vicarious experiences, social persuasion and psychological and emotional states in developing and strengthening self-efficacy. Provide practical examples of how athletes can apply these strategies in sports.

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