##### Williamwood High School logo

May 2020

WILLIAMWOOD HIGH SCHOOL

HIGHER

PHYSICAL EDUCATION

Factors Impacting Performance

**Emotional Factor**

**Football / Hockey**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Cycle of Analysis**

Every topic in Higher Physical Education relates to the ‘cycle of analysis’. It is used to analyse and develop your performance as part of a performance improvement programme. As we continually repeat the cycle, performance should show a gradual and continued improvement.

**Command Words**

|  |  |
| --- | --- |
| **Describe** | **Explain** |
| * **HOW** we did something * **WHAT** was involved * **WHAT** it looked like * **WHERE** it was done | For each mark…   * Point * Example * Explain (...this means that…) |
| **Analyse** | **Evaluate** |
| For each mark…   * Point * Example * Explain (...this means that…)   *You could consider advantages and disadvantages.* | For each mark…   * Point * Example * Explain (...this means that…)   *You could consider advantages and disadvantages.*  *You should link your answer to your performance/PDP.* |

## 

## FACTORS IMPACTING ON PERFORMANCE

**(EMOTIONAL)**

**Emotional Factor**

This booklet will focus on **emotional factors** impacting on performance and approaches to develop your emotional performance.

|  |  |  |  |
| --- | --- | --- | --- |
| **FACTOR** | **Example Features** | | |
| **EMOTIONAL** | **Confidence** | **Anger** | **Anxiety** |

**Confidence**

**Definition**

The ability to have a feeling or belief that you can rely on your own or others ability.

**Impact on Performance**

Many athletes suffer from low confidence. With this they may perform well in practice but then struggle to replicate this in competitive games. Low confidence can lead to; self-doubt / players go in to ‘hiding’ / will not attempt difficult skills / only use shots that they are comfortable with / become predictable / quickly pass to others etc.

**Point – Example – Explanation:**

One feature that impacts my performance within the emotional factor is confidence. For example, in badminton if a player has high levels of confidence they will have increased levels of self-belief. This means that they will try to win every point even if the fall behind and may attempt shots out with their comfort zone to help them win points. This will give the player a higher chance of actually making the win possible as they will not give up.



**ANGER**

**Definition**

An emotion whereby the individual has normally been offended, denied, wronged and a tendency to react through retaliation. It is a strong, uncomfortable emotion after being provoked.

**Impact on Performance**

Anger in sport can be very useful in the right situation but more often than not it is about how you control your aggression that makes the difference. Opponents look to ways of irritating each other in the hope it puts them off a game plan or affects their performance.

Anger can be seen in many different forms in sport. It can be something as simple as a player shouting at themselves after a bad shot or pass, physically lashing out or even over exerting themselves in a skill such as increasing the power of the next serve in badminton or tackle in football.

**Point – Example – Explanation:**

One feature that impacts my performance negatively within the emotional factor is anger. For example, when a performer is angry because they have had an argument with a teammate or disagree with a referee’s decision, they may lash out or perform an unfair aggressive challenge. This means that they could concede a free-kick to the opposition who would gain an attacking advantage and also risk receiving a yellow/red card which could result in their team having one less player in the game.

**ANXIETY**

**Definition**

An unpleasant state of inner turmoil often accompanied by nervous behaviour, restlessness, fatigue, concentration problems and muscular tension. All affect performance in a negative manner, and need to be managed or controlled to aid effective performance. Anxiety takes many different forms but within sport you may feel as though you are choking, you want to run away, cannot move your body in ways that you want. In short, you freeze when the moment matters.

**Impact on Performance**

Many athletes suffer from Sports Performance Anxiety. With this they may perform well in practice but then anxiety interferes with their performance.

It is usual to have pre-performance nerves. Indeed, a certain level of physical arousal is helpful and prepares us for competition. However when the physical symptoms of anxiety are too great, they may seriously interfere with your ability to compete. Left untreated, it becomes a vicious cycle of negative thoughts and feelings followed by poor or inhibited performance.

**Point – Explain – Example:**

One feature that impacts my performance within the emotional factor is anxiety. For example, in football if a match is still tied at the end of a game then a player might run away from the ball and not move to help a team mate in possession as they are scared of making a mistake. This means that the team have less passing options, increasing the chance of losing possession.

**Model Performer**

A model (skilled) performer has many attributes, including:

**Confidence**

- Willing to try things that are outside of their comfort zone;

- Is able to attempt skills during high pressure moments in the game e.g. match point;

- Has a positive attitude when faced with a challenging situations e.g. playing against a better opponent;

- Believes in their own ability to succeed.

**ANGER**

- Controls their aggression and can use it appropriately it in the right situation;

- Is not negatively affected by opponents who try to irritate them during matches;

- Is able to get angry with themselves but not allow it to have a negative impact;

- Does not allow anger to affect their ability to make the correct decisions during matches;

- Would never allow their anger to result in a physical outburst of any sort.

**ANXIETY**

- Can manage or control anxiety to aid effective performance;

- Remains in control of their body to move in ways that they want;

- Is able to control their level of arousal when competing;

- Does not allow negative thoughts and feelings to inhibit their performance;

- Can control their level of anxiety in both training and matches.

**Who are my skilled/Model performers?**

* A Professional (Premier league match, internet, video)
* Classmate.
* Teacher.

**Benefits of Considering a Skilled/Model Performer**

* Gives a clear picture of what you are trying to do as skilled/model performers are consistent.
* It allows performance comparison against specific criteria
* Helps identify strengths and weaknesses and set targets.
* Provides various types of feedback - Visual (if videoed and watched on TV), Verbal (If another pupil in your class)
* Skilled/model performers can be observed at different levels e.g. other pupils in your class, your teacher or from a video performance e.g. Olympic footage
* Provides you with a challenge in practices.
* Makes it easier to break the skill down in to the preparation, action and recovery stages
* Help motivate you to copy their skills and techniques
* Shows a wide range of skills which can inspire you to try to improve.

**GATHERING INFORMATION/**

**GOAL SETTING**

**Types of Information**

Information gathered on performance can be characterised in terms of **Quantitative** and **Qualitative** Data.

**Quantitative Data**

**Quantitative** data is concerned with facts and figures and provides statistics and a measurement of performance in related areas. This allows for easy comparison to others. Methods include:

* Standardised Fitness tests,
* Sports Competition Anxiety Test (SCAT),
* Observation Sheets,
* Performance Profile Wheels (PPW).
* Training Diaries

Advantages (Benefits)

* Fast and easy to compare.
  + For example…
  + **This means that**… Saves time.
* Easier to understand data.
  + For example…
  + **This means that**… Less chance of mistakes.
* Data can be used to make class averages.
  + For example…
  + **This means that**…I can use the averages to compare/set targets.
* Data can be used to make graphs/tables to track progress.
  + For example…
  + **This means that**…it is easy and fast to track progress.

Disadvantages (Limitations)

* Does not provide you with any specific detail.
  + **This means that**…I do not know exactly where I need to improve.

**Qualitative Data**

**Qualitative** data involves methods which are ways of collecting data concerned with describing meaning, rather than with drawing statistical inferences.

Methods include:

* interview,
* receiving feedback from a coach or teacher,
* questionnaire,
* training diary,
* Performance Profile Wheel (PPW),
* Sports Competition Anxiety Test (SCAT).

Advantages (Benefits)

* More detail provided.
  + For example…
  + **This means that**…I know specifics / exactly where I need to improve
* Creates an opportunity to expand.
  + For example…
  + **This means that**…I can provide further information to make it very clear and easy to understand.

Disadvantages (Limitations)

* Harder to compare information.
  + For example…
  + **This means that**…takes more time / might not be possible.
* Success depends on the experience of whoever is providing the information.
  + For example…
  + **This means that**…information might not be accurate

**Gathering Information – Advantages/Disadvantages**

**Performance Profile Wheel**

**Advantages (Benefits)**

* Easy to complete / fill out and interpret
  + For example…
  + **This means that…**more accurate/valid

* Permanent record.
  + For example…
  + **This means that…**track progress
* Can be completed from another person’s point of view
  + For example…
  + **This means that**…more accurate/valid.
* Can be completed live by another person
  + For example…
  + **This means that**…more accurate/valid.
* It can be made personal to you when deciding on what features to include.
  + For example…
  + **This means that**…it allows you to identify the exact information you require.

**Disadvantages (Limitations)**

* Success of the method depends on the knowledge/experience of the person completing the PPW.
  + For example…
  + **This means that…**information might not be accurate.
* Information is not very specific.
  + For example…
  + **This means that…**might not be relevant to performer.

**SCAT Test**

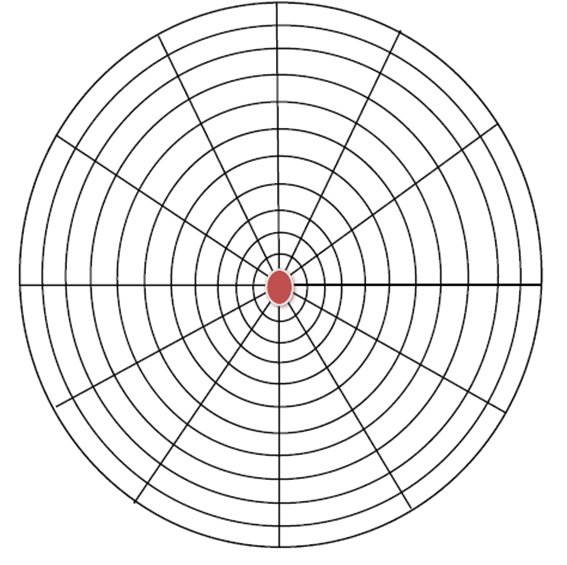
**Advantages (Benefits)**

* Easy to complete and easy to interpret.
  + For example…
  + **This means that…**more accurate/valid
* Permanent record.
  + For example…
  + **This means that…**track progress
* Set rules and procedures.
  + For example…
  + **This means that**…more accurate and easier to compare
* Provides Quantitative Data.
  + For example
  + **This means that…**See page 9

**Disadvantages (Limitations)**

* Results are not very detailed.
  + For Example
  + **This means that…information is not reliable**
* Subjective / Biased
  + For example…
  + **This means that…information might not be accurate**
* Not activity specific (questions are general)
  + For example…
  + **This means that…information is not reliable**

**Method 1 – Performance Profile Wheel (PPW) Quantitative & Qualitative**

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**BEFORE**

**Analysis**

* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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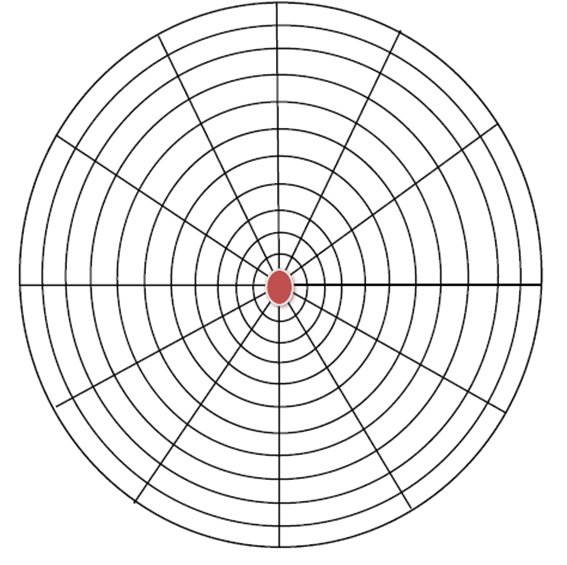
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**Method 1 – Performance Profile Wheel (PPW) Quantitative & Qualitative**

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**DURING**

**Analysis**

* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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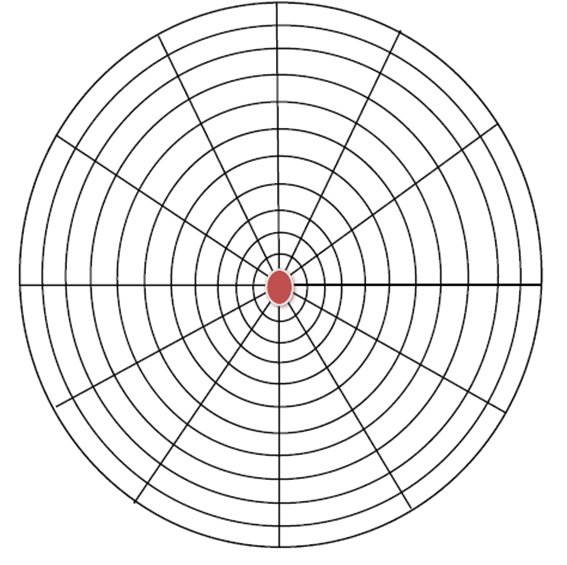
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Method 1 – Performance Profile Wheel (PPW) Quantitative & Qualitative**

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**AFTER**

**Analysis**

* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Method 2 – Standardised Test - Sport Competition Anxiety Test (SCAT)**

**Quantitative & Qualitative**

Read each statement below, decide if you "Rarely", "Sometimes" or "Often" feel this way when competing in your sport, tick the appropriate box to indicate your response.

You will complete this test at 3 different stages:

1. Gathering Information (before training)
2. Monitoring (during training)
3. Evaluation (after training)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SPORTS COMPETITION ANXIETY TEST (SCAT)** | **Rarely** | | | **Sometimes** | | | **Often** | | |
| **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** |
| 1. Competing against others is socially enjoyable |  |  |  |  |  |  |  |  |  |
| 2. Before I compete I feel uneasy |  |  |  |  |  |  |  |  |  |
| 3. Before I compete I worry about not performing well |  |  |  |  |  |  |  |  |  |
| 4. I am a good sportsman when I compete |  |  |  |  |  |  |  |  |  |
| 5. When I compete, I worry about making mistakes |  |  |  |  |  |  |  |  |  |
| 6. Before I compete I am calm |  |  |  |  |  |  |  |  |  |
| 7. Setting a goal is important when competing |  |  |  |  |  |  |  |  |  |
| 8. Before I compete I get a queasy feeling in my stomach |  |  |  |  |  |  |  |  |  |
| 9. Just before competing, I notice my heart beats faster than usual |  |  |  |  |  |  |  |  |  |
| 10. I like to compete in games that demands a lot of physical energy |  |  |  |  |  |  |  |  |  |
| 11. Before I compete I feel relaxed |  |  |  |  |  |  |  |  |  |
| 12. Before I compete I am nervous |  |  |  |  |  |  |  |  |  |
| 13. Team sports are more exciting than individual sports |  |  |  |  |  |  |  |  |  |
| 14. I get nervous wanting to start the game |  |  |  |  |  |  |  |  |  |
| 15. Before I compete I usually get uptight |  |  |  |  |  |  |  |  |  |

**Method 2 – Standardised Test - Sport Competition Anxiety Test (SCAT)**

**Quantitative or Qualitative**

The score for the response to each is detailed below. Enter the score for each question in the “Athlete’s Score” column and then total the column up to provide a SCAT score.

Note that questions 1, 4, 7, 10 and 13 score 0 regardless of the response.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Question** | Rarely | Sometimes | Often | Score | | |
|  |  | | | 1 | 2 | 3 |
| 1 | 0 | 0 | 0 |  |  |  |
| 2 | 1 | 2 | 3 |  |  |  |
| 3 | 1 | 2 | 3 |  |  |  |
| 4 | 0 | 0 | 0 |  |  |  |
| 5 | 1 | 2 | 3 |  |  |  |
| 6 | 3 | 2 | 1 |  |  |  |
| 7 | 0 | 0 | 0 |  |  |  |
| 8 | 1 | 2 | 3 |  |  |  |
| 9 | 1 | 2 | 3 |  |  |  |
| 10 | 0 | 0 | 0 |  |  |  |
| 11 | 3 | 2 | 1 |  |  |  |
| 12 | 1 | 2 | 3 |  |  |  |
| 13 | 0 | 0 | 0 |  |  |  |
| 14 | 1 | 2 | 3 |  |  |  |
| 15 | 1 | 2 | 3 |  |  |  |
|  |  |  | **TOTAL** |  |  |  |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | 1 | 2 | 3 |
| SCAT Score |  |  |  |

<17: You have a low level of anxiety

17 – 24: You have an average level of anxiety

>24: You have a high level of anxiety

**Feedback**

Feedback describes information you collect about your performance. The two types of feedback are also known as internal and external.

**Internal Feedback** relates to my own **thoughts** and **feelings** about my own performance.

**External Feedback** can be obtained through **verbal**, **written** or **visual** information.

Verbal Feedback: Spoken feedback from classmate / teacher

Written Feedback: Analysis Sheet

Visual Feedback Watching my own performance

Recorded Video / Ipad

**Importance of Feedback**

* Important in the development of my weak skill as it allows me to make **comparisons** between my performance and a skilled performance
* Helps me to **identify the strengths and weaknesses and plan improvements** within my performance
  + For example, if I am aware that I am not contacting the shuttle at the highest point during the action stage of my high clear, then I can focus on improving that subroutine
* Can also **motivate** me to continue to develop my high clear
  + for example, if the feedback I receive is positive but indicates that I am not making good progress this will help raise my level of motivation as I will know that I need to **concentrate more** and work even harder
* If the feedback I receive is positive and indicates that I am making good progress this can **inspire me** to keep working as I will want to improve even more.

**Considerations when giving/receiving feedback:**

* Receiving:
  + Listening, respect
* Accepting:
  + Trust, interpreting the information, tool for motivation, implementation of recommended changes as a result of feedback
* Giving:
  + Appropriateness and types of feedback, quantity and depth
* Timing of feedback
  + Immediate, delayed, continuous (before, during and after PDP/performance)

**Goal Setting (SMARTER Targets)**

An effective performer requires a range of technical, physical and mental skills to cope with the demands of competition. Developing these skills requires careful planning and this can be achieved by setting short/immediate targets and long-term targets.

Always set **SMARTER** targets:

**S** pecific

**M** easurable

**A** chievable

**R** ealistic

**T** ime-phased

**E** xciting

**R** ecorded

Targets must be **specific** to your ability and be easily **measurable**. It also important that the targets set are **achievable** and **realistic**. Targets must also be **time-phased**. Short-term targets influence long-term targets. Short-term targets usually relate to specific areas of development. Try to ensure that achieving short term goals provides satisfaction and that they are linked to daily and weekly action plans. Long-term goals are often classified as outcome goals. Try to use outcome goals such as improving your performance.

**Short-term goal - example**

An example of a realistic short-term target could be to develop your aerobic endurance by increasing your training zone from 70% to 75% of your maximum after 2 weeks training.

**Long-term goal - example**

An example of a realistic long-term target could be to develop your aerobic endurance to a level that will improve your overall performance and win a certain event.

**Advantages (Benefits) of Goal Setting:**

* It increases motivation and determination (i.e. if you reach your first short term target this will motivate you to continue.)
* It reinforces the desire to keep working and builds self-confidence
* It provides valuable feedback which will help identify development needs, training requirements and provide a starting point to monitor progress

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## APPROACHES TO DEVELOP THE EMOTIONAL FACTOR

## (PDP)

Personal Development Programme (PDP)

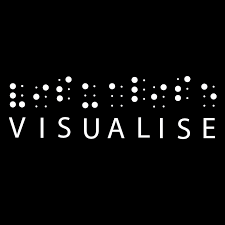
Football/Badminton – Physical & Emotional Factors

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **SESSION 1** | **SESSION 2** | **SESSION 3** | **SESSION 4** |
| **WEEK 1** | WU - jogging, stretching, 8-10 mins  Approach 1  Fartlek, 15 mins  Sprint 50m  ½ pace, 100m  Walk 50m  Approach 2  Deep Breathing,  Cond. Game – | WU - jogging, stretching, 8-10 mins  Approach 1  200m Intervals  3:1 work:rest  6 reps  Approach 2  Positive Self-talk  Cond. Game – | WU - jogging, stretching, 8-10 mins  Approach 1  Isolated drills  (stage 1)  Approach 2  Visualisation  (during isolated drills)  Cond. Game – |  |
| **WEEK 2** |  |  |  |  |
| **WEEK 3** |  |  |  |  |

**Approaches to Develop Performance**

We will use a variety of different **approaches** to develop our performance taken from the list below:

|  |  |  |
| --- | --- | --- |
| **Factor** | **Feature** | **Approach** |
| Emotional | Anger | Deep Breathing |
| Confidence | Visualisation |
| Anxiety | Positive Self-Talk |



**Approach 1: Visualisation (Mental Rehearsal)**

Many elite performers routinely use visualisation techniques as part of training and competition. There are many stories of performers who've used these techniques to cultivate not only a competitive edge, but also to create renewed mental awareness, a heightened sense of well-being and confidence. All of these factors have been shown to contribute to a performer’s sports success.

Visualisation has also been called guided imagery, mental rehearsal, mediation, and a variety of other things -- no matter the term, the basic techniques and concepts are the same. Generally speaking, visualisation is the process of creating a mental image or intention of what you want to happen or feel.

A performer can use this technique to 'intend' an outcome of a race, game or training session, or simply to rest in a relaxed feeling of calm and well-being. By imagining a scene, complete with images of a previous best performance or a future desired outcome, the performer is instructed to simply 'step into' that feeling. While imagining these scenarios, the performer should try to imagine the detail and the way it feels to perform in the desired way.

For example many badminton players visualise the flight of the shuttle prior to playing their shot. They ‘see’ the shuttle on its intended trajectory, visualise its flight path and where it will end up. The player will continue this process throughout the training session – visualising the perfect overhead clear for example to further reinforce the movement patterns.

On completion of the overhead clear they visualise the flight path of the shuttle again – ‘watching’ it land in the target area of the court.

Therefore when they perform the shot for real the process feels familiar and is more likely to succeed.

**Approach 2: Positive Self-Talk**

One of the simplest concepts of [sports psychology](http://sportsmedicine.about.com/od/sportspsychology/Sports_Psychology.htm) is developing positive self-talk. It’s also one of the hardest sports psychology skills to master.

Getting a handle on our self-talk is one of the hardest things many of us will attempt, whether we play sports or not. In fact, developing positive self-talk is at the heart of many [mindfulness](http://stress.about.com/od/tensiontamers/a/mindfulness.htm) based programs. For a performer, negative internal messages and thoughts are among the biggest contributors to [pre-performance nerves and performance anxiety](http://sportsmedicine.about.com/cs/sport_psych/a/aa010603a.htm). The goal is to replace the negative self-talk with more positive messages.

Research supports the theory that a performer who continually practices positive self-talk will improve his or her sports performance. Succumbing to negative mental self-talk is a sure way to reduce performance and sports success.

# Positive self-talk is crucial to performance in pressurised situations such as those encountered in Badminton.

# For example when a player is facing ‘Match Point’ on their serve they could easily take a pessimistic approach and concede that they are beaten. Or they can convince themselves with positive internal messages that they can overcome the challenges and go on to secure a victory for them-selves.

# Phrases such as “Dig deep”, “Focus”, “You’re a winner” and “You can do this” all have a positive impact on a performers mindset and therefore have to be incorporated into all aspects of an athlete’s preparation and performance. Self-talk techniques can be practiced during Pressure training drills and conditioned games to ensure they are embedded prior to competition.

**Approach 2: Positive Self-Talk (cont.)**

**Below are some examples of how negative self-talk can be changed to become positive.**

**Negative Thought/** [**Positive Thoughts/ Statements Statements**](http://www.thesportinmind.com/)

Too much pressure                                                                  Be patient, let training take over

Want a quick finish                                                                   Patience, don’t rush

“this isn’t going to plan”                                                           Relax, restructure, reactivate

Getting shouted at                                                                    Zone it out

Panicking                                                                                  Patience, I’m better than that

Feeling tired/ weak                                                                   Trust the preparation

**Task**

* **Below are various situations that athletes may find themselves in when competing.**
* **Complete a statement on how they could respond to that particular situation using positive self-talk.**

**Situation                                          The model performer responds by…**

Inconsistent refereeing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unfair criticism \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Recovering from injury \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Making mistakes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Crowd pressure \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dips in form \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Approach 3: Deep Breathing (Relaxation)**

**Five-Breath Technique**

This exercise can be performed while you are standing up, lying down or sitting upright. You should inhale slowly, deeply and evenly through your nose, and exhale gently through your mouth.

* Take a deep breath and allow your face and neck to relax as you breathe out
* Take a second deep breath and allow your shoulders and arms to relax as you breathe out
* Take a third deep breath and allow your chest, stomach and back to relax as you breathe out
* Take a fourth deep breath and allow your legs and feet to relax as you breathe out
* Take a fifth deep breath and allow your whole body to relax as you breathe out
* Continue to breathe deeply for as long as you need to, and each time you breathe out say the word 'relax' in your mind's ear

The simple acts of inhaling, exhaling and relaxing for just a few moments can have a significant impact on sporting performance.

When Cristiano Ronaldo takes a free kick, the moment he lines up his strike he inhales deeply before exhaling to allow himself the time to relax and focus on the task at hand.

The likes of Dan Carter lining up conversion kicks does likewise and it is all part of his routine as he bids to ‘tune out’ the crowd, as well as any other distracting factors, and focus solely on the act of kicking the ball.

**Advantages / Disadvantages of Approaches**

**Deep Breathing**

**Advantages (Benefits)**

* Does not require any special equipment or location; it can be done by anyone anywhere, regardless of physical condition
  + For Example…
  + This means that…
* Increases energy levels – because of an increase of oxygen delivered to the body
  + For example…
  + This means that…
* Decreases stress, anxiety, fear and improves state of mind
  + For example…
  + This means that…
* Allows the athlete to ‘tune out’ surrounding environment/distractions and focus on task in hand.
  + For example…
  + This means that…

**Disadvantages (Limitations)**

* Mind can wander
  + For example…
  + This means that…
* Needs to be developed over time
  + For example…
  + This means that…
* Requires effort, dedication and time
  + For example…
  + This means that…

**Positive Self-Talk**

**Advantages (Benefits)**

* Does not require any special equipment or location; it can be done by anyone anywhere, regardless of physical condition
  + For example…
  + **This means that…**
* Can block out distractions
  + For example…
  + **This means that…**
* Can increase pain tolerance
  + For example…
  + **This means that…**
* Develops positive mental attitude which introduces positive mental thoughts
  + For example…
  + **This means that…**

**Disadvantages (Limitations)**

* Difficult to master the skill of positive self-talk as most people are self-critical
  + For example…
  + **This means that…**
* ‘Phrases’ that are used are critical to success so therefore must be appropriate to a particular situation otherwise ineffective
  + For example…
  + **This means that…**
* Is very much a personal area and what might work for one performer may not work for another
  + For example…
  + **This means that…**

**Visualisation**

**Advantages (Benefits)**

* Does not require any special equipment or location
  + For example…
  + **This means that…**
* Helps the decision making process as a performer can ‘play out’ many different scenarios in their mind, such as different ‘returns’ in badminton from their opponent and settle on a preferred one prior to execution
  + For example…
  + **This means that…**
* Reduces stress as a situation is pre-rehearsed in your head before you encounter it in a game/competition
  + For example…
  + **This means that…**
* increases confidence/belief in yourself as a performer in pressurised environment
  + For example…
  + **This means that…**

**Disadvantages (Limitations)**

* Takes time and consistency to develop the technique in order for it to be effective
  + For example…
  + **This means that…**
* Mind can wander away from ‘picture’ they are trying to create in their head
  + For example…
  + **This means that…**

MONITORING / EVALUATING

**Monitoring and Evaluating**

**Monitoring**

The effectiveness of your programme of work is **monitored** by:

* Repeating and comparing each of the methods used to gather information **DURING** training (every 3-4 weeks).
* Keeping a Training Diary
* Knowledge of results

**Evaluating**

**Evaluating** is carried out at the **END** of your training programme.

* Making informed decisions based on the evidence you have recorded from the monitoring process to judge the effectiveness of the PDP.

**Importance of Monitoring / Evaluating your Performance**

* To allow **comparisons** to previous information gathered
  + For example…
  + **This means that…**
* To check if **targets** have been met;
  + For example…
  + **This means that…**
* To **motivate** me to keep working or to work harder.
  + For example…
  + **This means that…**
* To see if my programme has been **appropriate** (principles);
  + For example…
  + **This means that…**
* To see if I need to make any **changes / adaptations** to my programme (progression);
  + For example…
  + **This means that…**

**Performance Development Plan - Training Diary**

Training Session No. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

My Target for this session is: ­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Approach(es)/Method(s) used today: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Today’s session included:

(b) Comment on success of today’s session. (How did you feel/get on? Did you achieve success? Did you make changes? Was it a challenge?)

Teacher’s Signature / Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Performance Development Plan - Training Diary**

Training Session No. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

My Target for this session is: ­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Approach(es)/Method(s) used today: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Today’s session included:

(b) Comment on success of today’s session. (How did you feel/get on? Did you achieve success? Did you make changes?)

Teacher’s Signature / Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Performance Development Plan - Training Diary**

Training Session No. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

My Target for this session is: ­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Approach(es)/Method(s) used today: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Today’s session included:

(b) Comment on success of today’s session. (How did you feel/get on? Did you achieve success? Did you make changes?)

Teacher’s Signature / Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Exam Questions

**Question 1**

1. **Explain in detail the impact that the Emotional factor has on your overall performance in an activity of your choice. (4 marks)**

**\*Pages 5-7 of Emotional booklet\***

**Your answer should include:**

* **Four paragraphs**
* **Each paragraph should have: Point – Example – Explain impact of example**
* **You must include the phrase “this means that…” at least once in each paragraph.**
* **One feature should be a strength. Provide two positive comments on how this can benefit your performance.   
  (2 Marks)**
* **The two other features should be an area for development. Provide two negative comments on how each feature can impact your performance.   
  (2 Marks)**

**Question 2**

**2. Describe the method(s) you could use to collect information about the impact of emotional factors on performance. (4 marks)**

**\*Pages 14-17 of Emotional Booklet\***

**Your answer should have two extended paragraphs. Details below of what should be included in each:**

* **What does it look like? What equipment is required to complete the method?**
* **Where did you complete the method?**
* **When did you complete the method?**
* **Who was involved in the process?**
* **HOW did you do it? What did you have to do?**

**Question 3**

**Explain why the method(s) described in question 2 might be selected (4 marks)**

**\*Page 10-13 of Emotional Booklet\***

**Your answer should include:**

* **Four paragraphs – (Advantages)**
* **Each paragraph should have: Point – Example – Explain**
* **You must include the phrase “this means that…” at least once in each paragraph.**

**Question 4**

**Describe two approaches which can be used to develop emotional factors. (4 marks)**

**\*Pages 25-28 of Emotional Booklet\***

**Your answer should have two extended paragraphs. Details below of what should be included in each:**

* **What does it look like? What equipment is required to complete the method?**
* **Where did you complete the method?**
* **When did you complete the method?**
* **Who was involved in the process?**
* **HOW did you do it? What did you have to do?**

**Question 5**

**5. Evaluate the impact of both approaches on your performance.**

**(4 marks)**

**\*Page 25-28 of Emotional Booklet\***

**Your answer should include:**

* **Four paragraphs**
* **Each paragraph should have: Point – Example – Explain**
* **You must include the phrase “this means that…” at least once in each paragraph.**
* **Each paragraph should outline how the approach has affected your performance - Has it improved? How?**

**Question 6**

**6. Explain why it is necessary to monitor your performance development**

**(4 marks)**

**\*\*Page 33 of Emotional Booklet\*\***

**Your answer should include:**

* **Four paragraphs**
* **Each paragraph should have: Point – Example – Explain**
* **You must include the phrase “this means that…” at least once in each paragraph.**