



LHSPHysEd



LARBERT HIGH SCHOOL HIGHER PHYSICAL EDUCATION



Factors Impacting on Performance
Course Notes

MENTAL Swimming

Name: _____

Teacher: _____

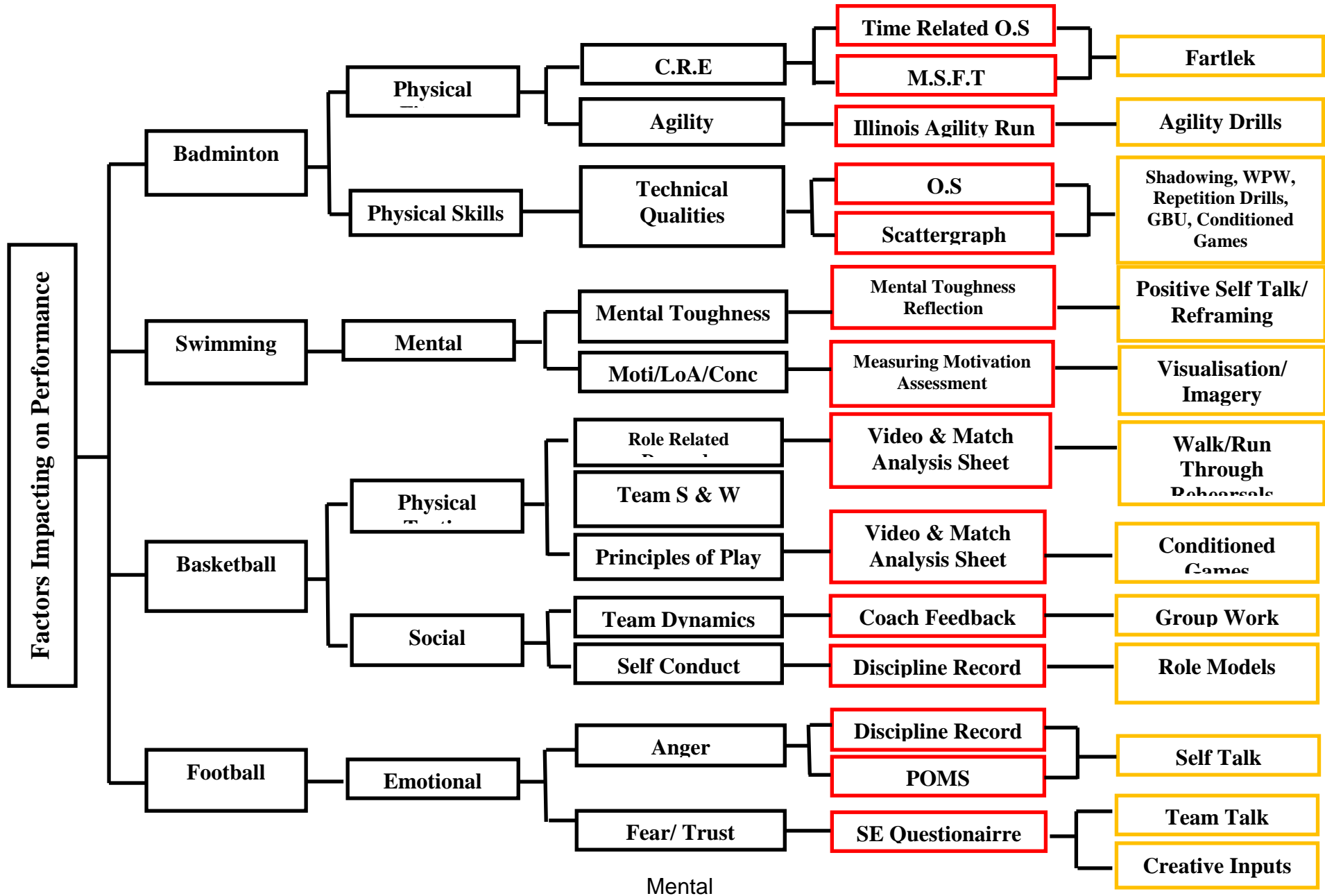
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MENTAL, EMOTIONAL, SOCIAL AND PHYSICAL FACTORS IMPACTING ON PERFORMANCE TABLE

Mental	Emotional	Social	Physical		
			Fitness	Skills	Tactics
<p>Concentration</p> <p>Level of Arousal</p> <p>Mental Toughness</p> <p>Decision Making</p>	<p>Happiness / Sadness (affecting confidence and resilience)</p> <p>Anger (affecting decision making and self-control)</p> <p>Fear (affecting confidence and decision making)</p>	<p>Team Dynamics: Co-operating with Others</p> <p>Contributing to a Team</p> <p>Relationships</p> <p>Self-Conduct</p> <p>Working in Isolation</p> <p>Etiquette Respect for self and others</p> <p>Environmental Issues: Barriers to participation</p>	<p>Physical aspects fitness: Cardio-Respiratory Endurance, Muscular Endurance, Speed, Strength, Flexibility Power</p> <p>Skill-related aspects fitness: Co-ordination, Agility, Reaction Time, Balance</p>	<p>Skill repertoire</p> <p>Technical qualities: Rhythm, Timing, Consistency</p> <p>Special qualities: Imagination, Flair, Creativity</p> <p>Quality of performance: Fluency, Effort, Accuracy, Control</p>	<p>Personal strengths and weaknesses</p> <p>Role related Demands</p> <p>Team Strengths and Weaknesses</p> <p>Principles of play: Width, Depth, Mobility, Penetration, Support, Communication</p>

Larbert Course Overview



PLANNING FOR SUCCESSFUL PERFORMANCE IN SWIMMING

**Explain the relevance of two challenges that you face in this single, one off
performance**
(4 marks)

Challenge 1

Challenge 2

Explain how you will prepare to meet these challenges
(4 marks)

Challenge 1

Challenge 2

FACTORS AND SUB FACTORS (1.2)

Mental Fitness is needed for successful performances. If you are mentally prepared you will possess a positive frame of mind where you are focused and calm, and have no self-doubt. If you are mentally fit you will be prepared to cope with the demands of challenging situations and possess the skills, tactics and physical fitness required to meet the demands of the activity. To be mentally fit you must be able to control your emotions when under pressure so to enable you to perform to your very best. Important aspects of mental fitness are:

SUB FACTOR: LEVEL OF AROUSAL

Definition

The level of mental arousal is the level of excitement, anticipation, stress, aggression, apprehension and nervousness. It refers to the state of mental preparedness for participation in an activity.

Impact on Performance

If I have to low a level of arousal than I will not be motivated enough and my performance will lack urgency and competitiveness and I will not perform anywhere near my peak performance level. If my level of arousal is too high then I will expend too much energy at the start of the race and tire quickly. Make poor decisions and mistakes. *“I must find the correct level of mental arousal to perform at my best, so that I am excited enough, yet calm enough to execute the race to the best of my ability.”*

SUB FACTOR: MOTIVATION

Definition

Motivation is thought to be a combination of the drive within us to achieve our aims and the outside factors which affect it. With this in mind, motivation has the following two forms, intrinsic motivation and extrinsic motivation.

Extrinsic motivation is ‘external’: money, prizes, acclaim, status, praise.

Intrinsic motivation comes from within i.e. an athlete driven by a need to succeed because they want to be the best and are not overly concerned by financial or ego boosts.

Impact on Performance

Having a high level of motivation will ensure that you continue to work until you have reached a goal that you have set yourself, often having to have overcome set backs on the way. Many of the world’s top athletes have had to overcome adversity at one time or another in their career or have had to have a high level of intrinsic motivation in order to dedicate the amount of time and effort required to reach the level of performance which they are capable of performing at.

Examples of this are: Cristiano Ronaldo, Jessica Ennis Hill, Andy Murray, and Rebecca Adlington



Having a lack of motivation or, being motivated by external factors can have a negative impact on performance as if things do not go the way you expect them, you may not put in the required effort in order to improve. Examples of this are common in a number of sports but can be shown in football where players such as Winston Bogarde of Chelsea and Jose Bosingwa of QPR have

been happy to not play for their team as they were receiving large sums of money whether they played or not.

SUB FACTOR: MENTAL TOUGHNESS

Definition

Mental Toughness is the ability to consistently perform at the top of your skill level and talent regardless of the competitive circumstances. It is the ability to be resilient and keep going even when there are difficulties or you are out of your comfort zone.

Impact on Performance

As you are playing any sport it is important that you are able to block out all external factors. If you are mentally tough you are able to block out the pressure from opponents, the crowd, coaches, managers, and team mates, your own negative feelings etc. to keep producing your best possible performance. If you let these factors affect your performance you are not mentally tough enough.

In a cup final that has gone to penalties not all players will be strong enough to volunteer to step up and take a penalty. They would be thinking ...what if I miss, what will the coach say, what will the crowd say, how will the manager react etc. A mentally tough player will step up, block out all these thoughts and concentrate only on scoring the penalty.

SUB FACTOR: ANXIETY

Description

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. But 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.

In Football, if a match is still tied at the end of extra time then players may have high anxiety levels during the resulting penalty shootout. Pressure is on the players to score from their team, from the fans who want the team to be successful and the individual player who wants to win. In a Basketball game your team is trailing by 1 point with 2 seconds left on the clock. The player in possession must act quickly knowing that if they score their team wins and if they miss then their team loses. In swimming, you might worry about your fitness or that the other swimmers will be faster.

SUB FACTOR: CONCENTRATION/FOCUS

Definition

Concentration is the ability to stay on task. It is the ability to completely focus your attention on something for a period of time. When athletes concentrate well they can take in all the information they need to make good decisions like responding to their opponent or adapting to their environment. It is the ability to pay particular attention to the task in hand.

Concentration is the ability to stay focussed on and be fully aware of what is going on around you. For example, when swimming a race I had to be aware of how I was feeling and performing as well as where the other swimmers were in the lanes round about me.

Impact on Performance

Concentration has two dimensions:

Broad/narrow dimension: The performer focuses on a large or small number of stimuli. Broad attention focus enables the performer to be aware of everything around and see several things at the one time. Narrow concentration focuses only on one or two cues at a time.

External/internal dimension: External concentration directs the focus outwards. This can be assessing the situation around you, but not concentrating on any one part, e.g., taking in playing environment. It can also be in the act of performing a skill automatically focusing on what your opponent is doing, as you are about to serve. Internal concentration focuses on thoughts and feelings, allowing you to analyse experiences from the past and prepare for the future.

The demand for concentration varies with the sport: Sustained concentration - distance running, cycling, tennis, and squash. Short bursts of concentration - cricket, golf, shooting, athletic field events. Intense concentration – swimming, sprinting events, bobsleigh and skiing.

Concentration can also vary when learning a skill. Initially you concentrate on the specific weakness identified. For example when developing a smash if faulty footwork has been identified as the weakness you must ensure that you concentrate on this aspect of the technique in practices. If you have numerous faults you should only concentrate on one or possibly two aspects at the same time. As you develop your level skill you can shift your concentration from specific subroutines to the overall performance then to external factors such as your opponent.

SUB FACTOR: DECISION MAKING

Definition

Decision-making is an action or process of choosing a preferred option or course of action from a set of alternatives. It forms the basis of all deliberate and voluntary behaviour.

Impact on Performance

Quality decision making is critical skill in sports. Experience plays a significant part in the decision making process. If you make the right decision on a regular basis you are likely to experience positive outcomes. The best tennis players usually select the right return shot to play based on several factors. Due to their experience and skill and level of performance the decision making process is instant. Making poor decisions can often lead to the loss of possession or loss of points or goals. In hockey, if the wrong decision is made when passing out from defence it can lead to an interception and 1 v 1 situation on your goal. In swimming, deciding how to pace your race might be the difference between first and second place.

METHODS OF GATHERING INFORMATION (1.1)

Why should I gather information on my performance?

- Allows me to identify my **strengths / weaknesses**:

Then I can focus on my weakness or negative aspects of my performance

Example -

- Allows me to make **comparisons**:

To a model/skilled performer.

Example -

- Allows me to plan my **programme of work** so it:

Is focused on my weakness;

Is set at the appropriate level of difficulty;

Have appropriate targets.

Example -

- Gives me a **permanent record**:

Set rules / procedures for each method;

They can be accurately repeated;

They can be used for comparison when monitoring / evaluating later.

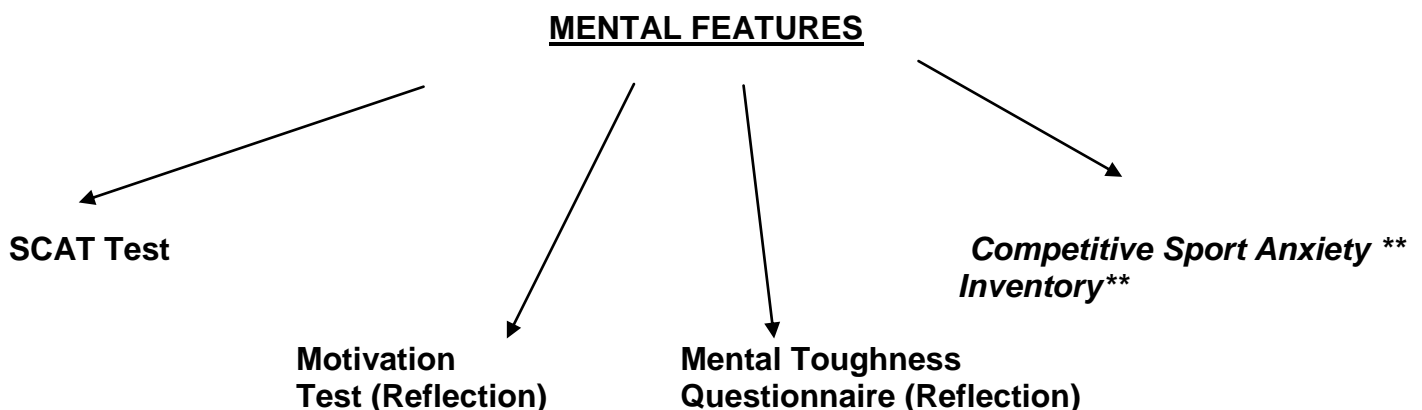
Example -

- Can **motivate** me to improve

I can set targets that are achievable

I can use the model performer to aspire to

Before we design a programme of work it is essential that we gather information on our performance using the following methods:



**** Only one of these tests needs to be completed. This is a personal preference.**

SCAT Test (Sports Competition Anxiety Test) - testing level of arousal

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

	Rarely	Sometimes	Often
1. Competing against other People/Teams 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			

SCAT Score Analysis

Less than 17 You have a low level of anxiety
 17 to 24 You have an average level of anxiety
 More than 24 You have a high level of anxiety

Competitive Sport Anxiety Inventory

A number of statements that athletes have used to describe their thoughts and feelings before or during competition are listed below. Read each statement and then circle the number to the right of the statement that indicates **how you feel right now** - at this moment. Some athletes feel they should not admit to nervousness or worry, but such reactions are common, even among professional athletes. To help us better understand reactions to competition, we ask you to share your true reactions with us. There are, therefore, **no right or wrong answers**. Do not spend too much time on any one statement.

	Statement	Not at all	Somewhat	Moderately so	Very much so
1	I am concerned about this competition.	1	2	3	4
2	I feel nervous.	1	2	3	4
3	I feel at ease.	1	2	3	4
4	I have self-doubts.	1	2	3	4
5	I feel jittery.	1	2	3	4
6	I feel comfortable	1	2	3	4
7	I am concerned that I may not do as well in this competition as I could.	1	2	3	4
8	My body feels tense.	1	2	3	4
9	I feel self-confident.	1	2	3	4
10	I am concerned about losing.	1	2	3	4
11	I feel tense in my stomach.	1	2	3	4
12	I feel secure.	1	2	3	4
13	I am concerned about choking under pressure.	1	2	3	4
14	My body feels relaxed	4	3	2	1
15	I'm confident I can meet the challenge.	1	2	3	4
16	I'm concerned about performing poorly.	1	2	3	4
17	My heart is racing.	1	2	3	4
18	I'm confident about performing well.	1	2	3	4
19	I'm concerned about reaching my goal.	1	2	3	4
20	I feel my stomach sink.	1	2	3	4
21	I feel mentally relaxed.	1	2	3	4
22	I'm concerned that others will be disappointed with my performance.	1	2	3	4
23	My hands are clammy.	1	2	3	4
24	I'm confident because I mentally picture myself reaching my goal.	1	2	3	4
25	I'm concerned I won't be able to concentrate.	1	2	3	4
26	My body feels tight	1	2	3	4
27	I'm confident of coming through under pressure.	1	2	3	4

Cognitive A-State: Items 1, 4, 7, 10, 13, 16, 19, 22, and 25

Somatic A-State: Items 2, 5, 8, 11, 14, 17, 20, 23, and 26

State Self-confidence: Items 3, 6, 9, 12, 15, 18, 21, 24, and 27.

Your scores for each will range from 9 to 36, with 9 indicating low anxiety (confidence) and 36 indicating high anxiety (nerves)

Measuring Motivational Behaviour

Do you show high or low motivational behaviour when performing? Before your next big performance, answer the following questions.

Questions of Behaviour	Not at all 1	Slightly 2	Quite a bit 3	Very much 4
I hate performing in front of people				
I feel nervous				
I feel relaxed				
I have self-doubts				
I feel jittery				
I feel comfortable				
I think I may not do as well as I could				
My body is all tense				
I feel self-confident				
I think I'll look stupid				
I feel secure				
My body feels relaxed				
I'm confident I can meet my challenge				
I think I'm going to perform poorly				
My heart is racing				
I'm confident about performing well				
I feel my stomach is sinking				
I feel mentally relaxed				
My hands are sweaty				
I'm not going to be able to concentrate				
I'm confident of coping with pressure				
I feel the audience will be let down				

If your total score is less than 50, you have high motivation.

TOTAL = _____

MENTAL TOUGHNESS QUESTIONNAIRE

Just how mentally tough are you? Take a few moments to fill out this questionnaire that covers several component skills of mental toughness. Check your answers in the evaluation section that follows.

Answer T for True and F for False for each statement

	TRUE	FALSE
1) I frequently worry about mistakes.		
2) I get really down on myself during performance when I mess up.		
3) It's easy for me to let go of my mistakes.		
4) If I start out badly, it's hard for me to turn my performance around.		
5) I get distracted by what the coach thinks whenever I screw up.		
6) I bounce back quickly from setbacks, bad breaks and mistakes.		
7) I do my best when there's more pressure on me.		
8) I get too nervous to really perform to my potential.		
9) I do better in practice than I do when it really counts the most.		
10) I tend to get easily psyched out or intimidated.		
11) I can keep myself calm and composed under pressure.		
12) I don't want the ball/dread competing at "crunch time." (big game/race).		
13) The coach's yelling knocks me off my game.		
14) I tend to get easily distracted.		
15) Certain opponents can get into my head and throw me off my game.		
16) Lousy playing conditions (weather, field conditions, temperature, etc.) negatively affect me.		
17) I have no trouble focusing on what's important and blocking everything else out.		
18) I think too much about what could go wrong right before and during performance, (the "what if's").		
19) One or two failures do not shake my confidence.		
20) I tend to compare myself too much with teammates and opponents.		
21) I'd rather compete against a better opponent and lose than go up against a weaker opponent and win.		
22) I am a confident and self-assured athlete.		
23) I tend to be too negative.		
24) I have trouble dealing with negative self-talk (thoughts).		
25) I get more motivated after failures and setbacks.		
26) It's easy for me to consistently train at a high level of intensity.		
27) I think about how today's practice will help me get to my goals.		
28) I find myself just going through the motions a lot in practice.		
29) I have clear goals that are important for me to achieve.		
30) I am a highly motivated athlete.		

SCORING FOR MENTAL TOUGHNESS QUESTIONNAIRE:

Section 1, questions 1-6 deal with "**Reboundability**" or your skill at mentally bouncing back from setbacks and mistakes. Mental toughness depends on your ability to quickly leave your mistakes and failures behind you. Hanging onto your mistakes will get you into big trouble, performance-wise. Athletes who dwell on their mistakes while the competition continues, end up making more. Score 1 point for each of the following answers:

Total =

Section 2, questions 7-12 deal with the ability to **handle pressure**. Without the ability to stay calm in the clutch, an athlete will always underachieve. Peak performance demands that you are relaxed once the performance begins. While a little nervousness is critical for getting "up" for a game/match/race and performing at your best, ("good nervousness") too much nerves ("bad nervousness") will tighten your muscles and send your performance down the tubes. Score 1 point for each of the following answers:

Total =

Section 3, questions 13-18 deal with your **concentration ability**. In every sport, your ability to focus on what's important and block out everything else is one of the primary keys to performance excellence. Poor concentration is the major reason why athletes choke and get stuck in performance slumps. Getting psyched out or intimidated is a direct result of concentrating on the wrong things. Score 1 point for each of the following answers:

Total =

Section 4, questions 19-24 deal with your **level of confidence** and the factors that affect confidence. One characteristic of the mentally tough athlete is he/she possesses a confidence level that seems to be unshaken by setbacks and failures. Under the pressure of competition, low confidence will neutralize natural ability, hard work and talent. Similarly, high confidence will enhance an athlete's training and God-given talents, lifting their performance to the next level. Score 1 point for each of the following answers:

Total =

Section 5, questions 25-30 deal with **motivation**. Motivation is the fuel that will drive your training to a successful completion and the accomplishment of your goals. Without adequate motivation athletes get stuck having "permanent potential." Without motivation you won't put in the work necessary to become a winner. Your motivation allows you to pick yourself up after a setback and keep going. Score 1 point for each of the following answers:

Total =

Gathering Information: Benefits and Limitations (1.1)

SCAT Test (M)

I completed the SCAT questionnaire my teacher gave me. I read each statement carefully and I then decided to tick either "Rarely", "Sometimes" or "Often" in relation to how I felt when I was competing within dance.

Competitive Sport Anxiety Inventory (M)

I completed the Competitive Sports Anxiety Inventory questionnaire by reading each statement very carefully. I did not spend too much time thinking about the answer as I knew there was no right or wrong answer. My answer went into one of the following categories, Not at all, Somewhat, Moderately so and Very much so. At the end of the test I totalled up all my scores to measure my anxiety levels before competing.

Benefits	Limitations
<ul style="list-style-type: none">*Designed to measure specific state of mind.*Reliable and accurate because questions are consistent and require direct answers*Easy and quick to use, no equipment required so objective results obtained*Valid because it is a standardised test and results can be compared to table of norms*Can collect data over several performances so more reliable	<ul style="list-style-type: none">*Performer needs to understand the test or it lacks validity*Relies on the performer being honest and motivated to answer correctly or it is not reliable data to work with

Mental Toughness Questionnaire (Reflection)

I answered True or False to statements on things that could happen prior to, during or after a race. The score would tell me if I needed to find different coping strategies so that I do not let setbacks impact on my performance.

Measuring Motivational Behaviour (Reflection)

I rated myself on a scale for behaviours before the race. The total score told me if I was motivated highly or not and then I could decide if this was a factor that was impacting on my performance.

Benefits	Limitations
<ul style="list-style-type: none">*Can gather information on key specific aspects of mental features which helps to design a specific programme so it is valid*You can gather personal information on key questions*It is simple to carry out and requires no one else so objective results obtained*It can be carried out quickly just before or after performance*Can collect data over several performances so more reliable or can show changes in attitude	<ul style="list-style-type: none">*Answers may be elevated to suit performance so results become less reliable*You may lack confidence in you knowledge or expertise to complete the answers*You may feel self-conscious about commenting on your own performance to create a profile*Relies on the performer being honest

Evaluate the Impact of Positive and Negative Factors on Performance (1.2)

Level of Arousal

POSITIVE IMPACT (Strength)	NEGATIVE IMPACT (Weakness)
<p>When performing I am able to control my level of arousal both before and during my performance. This allows me to perform to my potential and enables me to focus on my tactics and technique during the race.</p>	

Motivation

POSITIVE IMPACT	NEGATIVE IMPACT
<p>I scored highly on this test which told me that I was ready for the race and pumped up to try and win.</p>	

Anxiety

POSTIVE IMPACT	NEGATIVE IMPACT
	<p>Although I am able to train effectively, when it comes to competition I suffer from anxiety and my results from the SCAT/Competitive Sport Anxiety Inventory show this. During competition I struggle to regulate my breathing due to feeling as if I am choking and feeling sick before I start the race. At the start of the race my anxiety affects my reaction time off the blocks and this causes me to perform the race slower than when in practice.</p>

Mental Toughness

POSITIVE IMPACT	NEGATIVE IMPACT
	<p>Sometimes because I do not win the races or perform to my best due to anxiety. I then spend a few days worrying about this, being negative, not resilient and not concentrating on training. When the next race comes I then do not feel completely ready which means anxiety begins again.</p>

APPROACHES TO DEVELOP PERFORMANCE (1.3)

Methods of Practice/Training

You will select an appropriate method of training to suit the nature and demands of dance, what your performance strengths and weaknesses are and your training and competition schedule.

It is vital to select whether you will train within the activity; out with the activity or a combination of both. In order to select the correct method, you must fully understand each approaches advantages.

Training within the activity.

- Develops skill, physical & mental fitness types simultaneously (Improve fitness whilst perfecting skill level/technique at the same time)
- Takes place within context of activity so you can work under similar pressure situations.
- Saves time
- Completed on own/part of team/group

Out with the activity

- Intensive development of related fitness types
- Completed on own/part of team/group
- Completed to suit individual needs so you can focus specifically work on your weak aspect.
- Suits longer term planning. (Can be completed as a pre-season fitness programme before more intense skill development.)

Combination Training

- Incorporates all the advantages of the above two systems. Approaches for improving Mental Factors are usually combined with all other aspects of development plan.

METHOD OF TRAINING	REASONS FOR USING	BENEFITS	LIMITATIONS
Visualisation/ Imagery/ Mental Rehearsal <i>Use all the senses to project a picture of success before or during performance</i>	Links are made to final performance through training to encourage success.	Powerful tool to maintain confidence, commitment and control in performance. Knowing rather than hoping you can cope with challenges.	You have to be very aware of surroundings and this may require maturity and/or experience.
Positive Self Talk/ Reframing: <i>Changing negative thoughts from I cannot do to I can do statements</i>	Structured way of developing positive task orientated ideas. Develops mental toughness. Changes negative past thought to positive future action.	Straightforward. Repeated use will help find positives in any negative. Can apply to real life situations not just sport.	If your personality is very negative it might be difficult to change. Performer has to be willing to try hard.

Visualisation/Imagery

My fear of performing my dance is triggered by other factors such as the environment (spectators/classmates). Before my performance I always found a quiet place in the changing room and prepared for the demands of my performance by visualising how I was going to dance throughout my performance. I imagined completing the dance successfully in front of the spectators, shutting out the group by wearing headphones. Music can be used with imagery if it helps you settle down. Dancers often choose a certain song or set of songs to play before a performance – quite often the piece of music they are about to perform to.

Mental Rehearsal

Using mental rehearsal kept me calm when I was using a double pirouette I practised in my head each subroutine before going through the practice so that I could remain calm and perfect my technique. This prepared me for my performance and I was able to manage my emotions when performing a skill.

These involve thinking about and picturing a performance in your mind and involves no physical movement prior to performance. It consists of such activities as: mental imagery ie: picturing yourself performing the technique; and viewing videos of model performers. Some performers use mental rehearsal as a pre-competition psyching-up strategy. They visualise specific plays, skills, movements, reactions or feelings that they want to carry out in the event. Try to “see” and “feel” yourself doing the activity. Aim to develop a positive focus!

Positive Self Talk

I used this to help manage my anxiety when starting the dance. I developed alternate positive responses to negative triggers such as ‘*I can do this*’ and ‘*I have trained hard*’. . When in the stressful situation of performing a correct start to my dance I would say wait, execute and perform to increased my confidence and shut out any distractions.

Reframing

Instead of saying I am always the worst dancer on the stage in the first half of this performance, I will say, “I am going to perform better than anyone else and hit every move then I will be on equal terms with them.”

Watch this clip to see some mental toughness in action:

<http://www.youtube.com/watch?v=dZO1cKiuya4>

PERSONAL DEVELOPMENT PLAN (2.1)

FACTOR 1	<p>Factor: Impact on Performance:</p> <p>Targets:</p> <ul style="list-style-type: none">•• <p>Approaches you wish to use and why:</p> <p>How do you plan on monitoring your progress?</p>
FACTOR R 2	<p>Factor: Impact on Performance:</p> <p>Targets:</p> <ul style="list-style-type: none">•• <p>Approaches you wish to use and why:</p> <p>How do you plan on monitoring your progress?</p>

RECORDING AND MONITORING (2.2)

Monitoring

Why monitor our performance?

1. To measure improvement to make sure that my swimming is getting better as quickly as possible, if not, I will adapt the development programme.
2. To continue to identify strengths and weaknesses and check for changes
3. To give me accurate data which will allow me update/adjust my goals regularly
4. To make sure the methods of training were suitable and neither too demanding or not demanding enough.
5. It keeps me more confident and motivated by knowing that I am improving my mental factors and therefore my swimming performance.
- 6 At the end of the development programme I retested my performance in exactly the same ways as I did at the start. This allowed me to see how much I had improved since the start and helped me identify my future development needs.

How we monitor or Record our performance- There are 4 methods

1. Training Diary - I kept a training diary which I completed after every session. I filled in how I felt after each session and any feedback I got from you teacher. A training diary allows you to take notes on your performance development, you will be able to see how you trained on a particular day, what were your results, thoughts and feelings on that days training and plan what steps you are going to take next. It can highlight if particular thoughts have affected actions. This can all be recorded in one area.

2. Repeating the methods of data collection:

- SCAT /Competitive Sport Inventory Test
- Motivation Test
- Mental Toughness Questionnaire

By comparing the original tests with further tests, you will be able to gain valuable information about your progress i.e. what progress you have made, how much progress you have made and specifically where progress has been made. You must ensure that you follow the exact same procedures as you did in the original analysis - In this way you will be able to collect accurate and valid information to make your comparisons with

3. Informal Tests - I could use informal test such as performing my routine in front of my classmates or other classes to prepare me for competition.

4. Feedback - I received feedback from my teacher on technical aspects of my dancing as they had a good knowledge of dancing this information was reliable.

Personal reflections training diary		What this information means/ how it can be used in development
Session 1		
Session 2		
Session 3		
Session 4		
Session 5		
Session 6		

Recording and Monitoring My Programme of Work

(2.2)

Describe one method of Recording and one method of Monitoring your work.

Method of Recording	Reasons Why 1 2
Method of Monitoring	Reasons Why 1 2

(2.3) PERFORMANCE DEVELOPMENT PROGRAMME

Session / Week	Description of training completed	Feelings before, during and after session	Next steps / Plan for next session
1			
2			
3			

Session / Week	Description of training completed	Feelings before, during and after session	Next steps / Plan for next session
4			
5			
6			

FEEDBACK AND EVALUATING

(2.4)

Having monitored my performance during the development programme, I am now in a position to evaluate my progress and achievements from the information collected. I will then also be in a position to identify my future development needs.

Evaluating is checking the success **at the end** of your programme of work. On completion of your programme of work you should evaluate how successful it has been and if you have further development needs. You achieve this by Reviewing by using the same methods used when monitoring or gathering data before the development programme:

Repeat methods of gathering information

- Sports Anxiety /SCAT Questionnaire
- Motivation Behaviour Questionnaire
- Mental Toughness Questionnaire

I will consider the information collected and describe the progress under the following headings –

Have I improved?

Why have I improved?

What evidence do I have to support these claims?

FACTOR	METHODS OF MONITORING	EVALUATION OF PERFORMANCE – Have I improved? Why have I improved? What evidence do I have to support this?
MENTAL		

FUTURE DEVELOPMENT NEEDS

(2.5)

Following your process of monitoring and evaluating the success of your approaches to development, you may be able to identify next steps or future needs. By retesting and evaluating the process you have completed you will be able to identify any features within the factors that still require focus.

- You may decide to continue to work on the same factor
- Change to another factor or particular feature of that factor (See Section A)

FACTOR	IMPACT ON PERFORMANCE	FUTURE DEVELOPMENT NEED

EXTRA INFORMATION

Methods Used to Gather Data / Approaches to Improving Performance

1 MODEL PERFORMANCE OF FREESTYLE

Freestyle/Frontcrawl

Body Position

Flat with slight slope down to hips.

Eyes look forward and downwards.

Waterline is between eyebrows and natural hair line.

Leg Action

The leg action keeps the body position horizontal and balances the arm action.

Leg action start in the hips

Action is alternating

Legs work closely together

Only slight bend in knee

Ankles relaxed to allow the toes to point

Feet kick up to the surface and churn the water up without splashing

Arm Action

The continuous alternating arm action is the powerhouse of the stroke and provides constant propulsion.

The hand is pitched (turned) with the palm facing half outwards for a clean, thumb-first entry

The hand enters between the head and shoulder line with the arm slightly bent

The hand reaches forwards under the surface without over reaching.

Down sweep- the hand sweeps/ sculls downwards and slightly outwards to the catch position.

In sweep- the pitch of the hand changes and curves smoothly inwards towards the center line. Elbow bends up to 90 degrees and the hand accelerates.

Upsweep- the acceleration increases through to the thigh, with the arm almost straight. The hand exits little finger first.

Recovery- elbow exits first and is kept higher than the hand. The hand passes as close to the body as possible. After passing the shoulder level the arm reaches forward to entry.

Breathing

Head is turned smoothly in time with the natural roll of the body.

In breath is taken when the breathing arm is completing its upsweep.

A breath is normally taken every two arm pulls (unilateral) or every three for (bilateral).

Approaches to Improving Performance

2 Goal Setting for Training

Setting Goals

This is important to provide a benchmark of how and whether you have improved and to motivate you to work hard. Goals should be specific to your needs and can be based on:

SMARTER

- ! Previous experience
- ! Positional responsibility
- ! Personal, physical, and mental characteristics
- ! Knowledge of the training methods
- ! Ability to monitor progress
- ! Available time to reach targets.

Benefits of target setting are:

- ! It increases motivation and determination, as long as the goals are realistic and attainable
- ! It reinforces the desire to keep working and builds self confidence
- ! It provides a purpose and performance focus
- ! It provides valuable feedback

Short Term Goals/Targets usually relate to specific area of development. Short-term goals provide satisfaction and they are often linked to daily or weekly action steps. This helps spur you on to keep going. An example of a realistic short-term target could be:

- To improve your next performance. During training sessions you work harder in to try and improve your PB.
- Long Term Goals/Targets are often classed as Process (performance) goals or Outcome goals
- An example of a realistic long-term target could be:
- To win a certain amount of races over the year.

3 Feedback on Performance

Feedback describes information you collect about your performance. It plays an important role in skill learning and development. 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 it also relates to kinaesthetic feedback.

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

Verbal Feedback: Spoken feedback from classmate / teacher
Written Feedback: General Performance Sheet
Standardised Tests or Questionnaires
Visual Feedback: Watching my own performance
Video

Using feedback in a meaningful way is essential for performance improvement. It helps you plan improvements to your performance and provides reinforcement about the successful parts of your performance. This encourages you to work towards further improvement.

Effective Feedback

For feedback to be most effective it should be **positive**. Positive feedback focuses on what you did well and suggests how further improvements could be made. Feedback also needs to be precise, accurate and be given as soon as possible. Immediate feedback is most effective.

4 TRAINING PROGRAMME SUGGESTIONS

MAKING IT WORK FOR YOU. In general, the following five strategies provide the basis for utilizing goal setting as a way for improving performance.

(1) Challenging yet realistic – Finding the right balance between pushing oneself without setting you up for failure. For example, a realistic goal might be “Qualify for the Championship meet this year.”

(2) Be specific – “I will commit myself to improving my starts and turns or I will engage in training habits that lead to quality meet performances”

(3) Breaking it down – Use short-term goals as stepping- stones towards long term goals.

Example: Summer: Develop a strength and conditioning program

Work on flexibility and imagery

Fall/Winter Work on body position and stroke technique

Get stronger

Develop a strong aerobic base

Spring Focus on race strategy in strongest events

Fine tune – good technique and aggressive racing on each race attempt.

Visualize my swims once a day

(4) Implement strategies to achieve goals – In order to reach your specific goals you must develop specific action steps for achieving them. This can be separated into four separate times

of the year:

Summer (pre-season)

Work on flexibility and develop a weight-training program focusing on the core and legs

Begin to visualize swims, including those you wish to learn in the coming year

Talk to your coach about his/her performance and outcome goals for you

Review basics such as technique, turns, starts

Fall / Winter (in season)

Begin analysing necessary splits for each of your best races

Deal with issues of fear

10

Use smaller meets as practice for big ones to come-take each one as an opportunity to

race and learn

Listen to, understand and execute the corrections given-be coachable

Refine race strategies

Spring

Fine tune swims, perfect race strategy and technique

Focus on consistency and attitude on a daily basis

Continue to be coachable

Decide which swims are worth doing in the meet; how will you best earn points?

(5) Increase visualization and mental preparation for pressure situations

Method of training = Train within the activity or conditioned training.

It was important to train within the activity. The main reasons were to improve our fitness level at the same time as improving our skill level. On a whole the class had not completed a swimming block for a number of months therefore on average, skill level and fitness in the pool would be low. It was crucial therefore that technique drills were incorporated whilst improving cardio respiratory endurance. The training programme therefore involved movements similar to those completed in a competitive race and hence proved important.

This method could prove motivating and challenging and would keep all pupils involved throughout the training programme. By making the sessions gradually more competitive within the ability groups, swimmers could compete against one another throughout the training programme. This in turn would allow swimmers to focus on developing the correct level of arousal for them and hence enable them to produce the correct level of adrenaline to enable them to perform to the best of their ability.

Working within the demands of the activity would allow performers to move on to the next stage of their programme at the correct time. Performers would also be able to simulate the pressure demands of a competitive activity. This would allow performers to develop their mental fitness alongside the physical and skill related training programme that will be focused on.

Swimmers would also be able to work on their own weakness and design a training programme that would enable their own individual performance to improve. Swimmers could also develop their aerobic capacity & training zone requirements and monitor the effects of every training session by recording whether they were successful at completing the designated distance in the time allocated. This would give instance feedback. The repeated bursts of speed will also help the player develop their anaerobic energy system.

Imagery Categories <http://www.brianmac.co.uk/imagery.htm>

The five main categories of imagery have been identified as follows:

1. Motivational-specific (MS) - This involves seeing yourself winning an event, receiving a trophy or medal and being congratulated by other athletes. MS imagery may boost motivation and effort during training and facilitate goal-setting, but is unlikely on its own to lead directly to improved performance
2. Motivational general-mastery (MG-M) - This is based on seeing yourself coping in difficult circumstances and mastering challenging situations. It might include maintaining a positive focus while behind, and then coming back to win. MG-M imagery appears to be important in developing expectations of success and [self-confidence](#)
3. Motivational general-arousal (MG-A) - This is imagery that reflects feelings of [relaxation](#), stress, [anxiety](#) or arousal in relation to sports competitions. There is good evidence to suggest that MG-A imagery can influence heart rate - one index of arousal - and can be employed as a 'psych-up' strategy
4. Cognitive specific (CS) - This involves seeing yourself perform specific skills, such as a tennis serve, golf putt or triple-toe-loop in figure skating. If learning and performance are the desired outcomes, evidence suggests that CS imagery will be the most effective choice
5. Cognitive general (CG) - This involves images of strategy and game plans related to a competitive event. Examples could include employing a serve-and-volley strategy in tennis or a quick-break play in basketball

Where do I start?

To be effective, like any skill, imagery needs to be developed and practiced regularly. There are four elements to mental imagery - Relaxation, Realism, Regularity and Reinforcement (The 4Rs) (Hale 1998)^[1].

Relaxation

A relaxed mind and body is essential to help you feel the movement patterns and experience any emotions generated. It will help to use a [relaxation technique](#) prior to imagery training.

Regularity

Spending between 3 and 5 minutes on imagery seems to be most effective. It should be included in training and time outside of training should be spent on imagery. (10-15 minutes a day)

Reinforcement

The writing of imagery scripts will help you plan the content and timing of your imagery training.

<http://www.brianmac.co.uk/imagery.htm>

EVALUATING PERFORMANCE

Evaluate your performance in relation to how you planned and prepared for your challenges

Analyse the effectiveness of your planning and preparation for the two challenges explained in 1(a)

Challenge 1

Challenge 1

Evaluate at least one strength of, and at least one area for development from, your performance

Strengths

Areas for development

UNIT AND COURSE ASSESSMENT HELP

Command Words

Throughout the FIP Unit you will be asked to demonstrate your understanding of the course through responding to the following command words:

Analyse – This requires critical thinking by exploring various concepts related to the course. For example, you will be asked to analyse different methods of gathering information on different factors. To answer this you should provide the advantages and any disadvantages of these methods and draw conclusions based on your analysis.

Evaluate – This involves making informed judgements supported by findings from your own experience, personal feelings and any other types of evidence. For example, you will be asked to evaluate the effectiveness of your development plan. To answer this you will need to comment on the effectiveness of your programme by highlighting any positive or negative effects it has had on your performance.

Explain – This requires you to demonstrate your understanding through reasoning. For example, you will be asked to explain the relevance of using certain approaches to develop performance. This involves making clear the main points and reasons why selected approaches are chosen to develop performance (advantages of method).

Justify – This is similar to explain although more evidence may be required to support reasons. For example, you will be asked to justify why a particular factor requires development. You could justify this by referring to data you have collected on your performance. These command words will also feature in the final course assessment as part of both the single performance and the question paper.

Single Performance

Here you are required to explain the relevance of two challenges you will face in the single performance and explain how you will prepare to meet these challenges. Following your performance you will be required to analyse the effectiveness of your preparation for the two challenges and evaluate your strengths and areas for development from your performance.

Question Paper

The question paper will have two sections. The first section will contain 3 questions which are worth a total of 24 marks. These questions will be similar to the types of questions you have answered in the FIP unit workbook. The second section will involve a scenario question worth 16 marks. You will need to apply your knowledge and understanding of the coursework across to other sports and performance situations in order to access high end marks.

HWB Profiling

What parts of this unit/block I have performed well in...

How have you shown you can plan and organise?

Where have you shown problem solving skills?

When have you used oral communication?

When have you used written communication?

How have you used literacy across learning?

How have you used numeracy across learning?

When have you successfully worked with others?

When have you shown leadership?

In my performance I still need to work on...

How will I be able to achieve this?

Parental Signature:

Date:

Comment:

Senior Learning Conversations

Name

Date of Meeting

My teacher and I have identified the following strengths;

Within this area it has been agreed that I need to continue to work on..

From the list below we discussed the following skills as my strengths...

From the list below we discussed the following skills as areas to work on...

Planning & organizing
Problem solving
Customer handling
Team working
Other technical and practical
Oral communication
Written communication
Strategic management
Computer literacy/using IT
Literacy

Using numbers
Thinking skills
Health and wellbeing across learning
Working with others
Leadership
Personal learning planning and career
Enterprise and employability
Physical coordination and movement
Additional IT or software
Numeracy

