



SportPsych Manitoba

Major Games/ Multi Sport Preparation Introduction

Congratulations on making a Major Games team. All the hours you have dedicated to your sport have just paid off. This is a very exciting time! The goal now is to ensure you gain everything you can from this experience and enjoy your time as a member of Team Manitoba.

Whether this is your first major game or you're a seasoned vet at these things every experience is different and requires different preparation to help you perform at your optimal potential. The unknown is a highly stressful aspect of athletic competition at any level and the hope is that by working through this module you should be better prepared to deal effectively with whatever the games environment throws your way.

We recommend that you work through each section to make sure that you have covered all aspects. Getting a handle on sports psychology will come easy for some, while others may find it difficult. Do not get discouraged; just as in physical training there will be bumps along the way however by sticking with it you will persevere and as a result become a better athlete.

By taking the time to properly prepare now you will prevent yourself from encountering many headaches once arriving at the games. This will allow you to embrace the experience and hopefully achieve all the goals you set out to accomplish.

"Health, Happiness, & High Performance."

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The Team Section

This section of the module is designed for athletes who play a team sport. Since most of you play on other teams separate you're your Team Manitoba Team the purpose of this section is designed to facilitate team building, goal setting, and promote team unity in hopes of preventing common team issues that may prevent your team performing at its optimal level at the games.

This section is different from the section for individual athletes in that it requires the participation of your entire team and coaching staff. You may want to ask your coach to act as the facilitator for some of the activities. Discuss why you think this is important and how you believe this will help your team develop a solid foundation of teamwork and trust.

The first activity below will help your team identify who you are at a team, what you are willing to work for, and what you want to achieve as a team. This should be done soon after the team has been selected to make sure you are all working towards a common goal and to help keep motivation up when the season begins to drag on.

So let's get to work...

Creating a Mission, a Vision, and Team Values

Many great things occur when we can connect to the process involved in an experience and not just the end result (i.e., winning and losing). The better the process, the more likely a positive result is soon to follow. It is important therefore to not only set goals but to go further and create a mission, vision, and identity for a team.

A Mission: focuses on what the team wants to achieve. It is the “what” and can be more result oriented.

A Vision: is what allows us to see through and around obstacles. It is more than just a goal, it is the process, the “how”.

A Value: focuses on who the team is. It is the identity and what defines the team. It is the “who”.

Here are some suggestions on how to establish your mission, vision, and value statements. Remember this should take some time and there should be some discussion. The end result helps put everyone on the same page and provides the team with a point of reference for the season.

Preparation

1. If you have video of your team performing well, newspaper articles, photos celebrating your team, bring them.
2. Split up your team into groups (around 4 to a group). If applicable, have a mix of rookies and veteran players in each group.
3. Give each group 3 pieces of paper (flipchart paper works well) and markers. Write: What? How? Who? on the 3 pieces of paper.

While in their groups

1. Have players reflect and share feelings of past peak performances. (this is a good time to show video – it is a good hook!) The following

are some questions you can use to cue your athletes after the video or as they reflect:

- "How did you feel?"
- "What words would you use to describe the experience?"
- "What was the highlight?"

2. Explain the importance of vision

- Use the introduction from this activity
- Reference "The Law of the Compass" in John Maxwell's "17 Indisputable Laws of Teamwork "
- Put a quote on the board or read aloud. Discuss it for a few minutes.

Here are a few good examples:

- "Vision is the art of seeing the invisible" (Jonathan Swift)
- "Big thinking precedes great achievement." (Wilferd A. Peterson)
- "Leadership is the capacity to translate vision into reality." (Warren G. Bennis)
- "Determine that the thing can and shall be done and then we shall find the way." (Abraham Lincoln)
- "Dreams are extremely important. You can't do it unless you can imagine it." (George Lucas)

3. Break off into groups to complete the three charts

***Remember: the "what" (mission) is where you talk about **results**.

This is often difficult for athletes, coaches, and performers that don't have the experience so here are some questions to keep your athletes on task and focused.

The "What" (mission)

- What is our dream goal? (just out of reach)
- What is our long-term goal? (could be a result)
- What is our short term goal

The "How" (vision)

- How will we accomplish our goals?
- How do we want to feel at the end of the season? How do we create that feeling?
- When the answer is "give 100%" ask:
 - What does that look like? Sound like?
 - How will we train and compete at 100% but do it differently than everyone else who is giving it 100%?

The "Who" (values)

- What is our identity?
- What defines us as a team? What does "that" look like specifically?
- If a stranger were to observe our training what would he or she see? How would he or she describe it?

****Use these probing questions as needed. Otherwise, let the group brainstorm, disagree, discuss, generate. Have some fun with it and create the first chapter of your team's "story".*

4. Everyone shares the key elements of their small group discussion. Either a coach, manager, player can put it all together. Once there is consensus, your team has a mission, vision, and value statement that the team has agreed upon and to which they can return periodically in the season.

5. Post the page by water fountains, change rooms, or any other high traffic place. Be sure that each athlete gets a copy.
6. Re-visit after a couple of weeks (or when you need to re-focus training or address team building). Call it a “state of the union” meeting where we see where the team is at in relation to the mission, vision, and values.

Professional Bubble

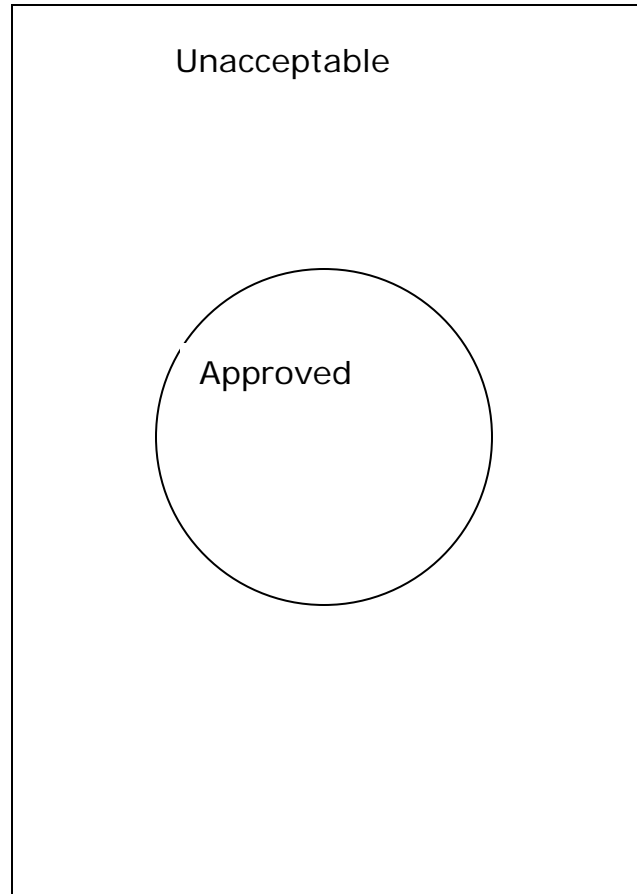
This is a continuation of the Mission, Vision, Value activity and helps build “real” teams.

1. Rather than just stating team rules, have players discuss and share the realities of their situations and how it relates to training.

Distribute papers with a large circle or “bubble” on each one in the center.

2. Inside the bubble, have players identify what behaviors or conduct they agree to uphold as the team.
3. On the outside of the bubble, have players identify behaviors and conduct that is not acceptable.
4. Have players agree to the professional bubble and then distribute a copy to each athlete and coaching staff.

*** For best results, this should be an honest conversation that takes into account the realities of the athletes. Challenge them a bit, discuss some "what if" scenarios.



Role Identification

The purpose of this activity is to achieve clarification and acceptance of each athlete's roles on the team.

Knowing Your Role...

"I never felt I was playing in Wayne Gretzky's shadow...I had a responsibility on the team that was different from Wayne's. Everyone had his role and I felt great about mine. So did many others about theirs. If we won, and won often, we knew everyone would get respect." – Mark Messier (quoted in Swift, 1996, p.60).

In sport there are formal and informal roles. Formal roles are those that are unambiguous and clearly labeled, such as the head coach, team captain, point guard, and goalkeeper. Informal roles, are less clear, but are well understood amongst teammates. These can include roles such as "the enforcer" or "the spark". Knowing and accepting your informal role on a team is very important to the team's success. Mark Messier's role was different than Wayne Gretzky's, however both roles were important and helped the Edmonton Oilers win multiple Stanley Cup Championships in the 1980s. The purpose of the following two exercises is to help you and your team mates know exactly what your roles are, and to understand the importance of each role on the team.

The Bring/Need Exercise

This will help have the roles on the team clarified and identified by the team members. This group exercise should be facilitated by a member of the coaching staff. Have the team meet and sit in a circle. Going around the circle, have each athlete say two things:

1. What other team members **bring** to the team.
2. What he/she **needs** from every other member of the team.

For example, an athlete could say, "I believe Jane brings energy to the team, and I need her to be a spark when I as an individual or we as a team start to play poorly. Next, I believe Jessica brings..." This athlete would continue to say what she believes every other athlete on the team brings to the team and what she needs from each

athlete. The exercise is completed once every athlete has had a turn to say something about every other member of the team.

Record what each player **brings** and **needs** on the Bring/Need Worksheet below. Have a member of the coaching staff fill out this worksheet for each athlete. Afterwards, the completed worksheet can be copied and given to each athlete, or a poster can be made up and posted for the team to see.

Ideally, this exercise will clarify each athlete's "informal" role, and emphasize the importance of these roles. If every member of your team says that they need a lot of energy and enthusiasm from a certain player, then this player may be the "spark" of the team, and hopefully this player will realize how important this role is to the overall success of the team.

Team Building Activities

Below is a list of different activities that you may want to do with your team. Because the purpose of the activities is to help you get to know all the players on your team it is best if these activities are done soon after the team has been selected. However it is important to remember that team building is something that is never done. So revisit some of your team's favorite activities throughout the season to help keep those relationships with each other strong.

1) Team orientated thinking

Objective: - Get the team involved in deciding what's important to the team. What things have to go/change to improve the training environment? What people are willing to do to create the ideal setting (responsibility)?

Process: - What do you want to do this season (individual/team, outcome/process)? How important is what goes on here (i.e. within the context of team in the training environment) in terms of helping you get/realize what you want? Then let's identify how we can make this environment one that helps get you there.

2) Ice Breaker Bingo

Objective: - Allow individuals to get to know each other
- To facilitate lines of communication and familiarity with everyone

Process: - Hand out bingo sheets, see who gets bingo first.
- Example of a sheet is below, edit where needed.

Ask someone about a hobby other than sport and why they like it.	Ask someone what they are most proud of.	Ask someone who their role model is and why.
Ask someone what career they might choose.	Ask someone what they are most excited about being here.	Ask someone their favorite subject in school.
Ask someone about their favorite sport moment.	Ask someone how they started to play their sport.	Ask someone what they like most about their best friend

3) Turkey Roaster

Objective: - To demonstrate the importance of team communication, the value of each team member's contribution, leadership, cooperation, & even focusing through distractions

- Trust Communication, respond, balance

Process: - Split team members into groups of 4 or 5. Have athletes get in a circle, lie on their backs and raise their feet in the air, all towards the centre of the circle. Place the turkey roaster on top of the group' feet. Then place an open bottle (water, Gatorade, etc.), filled with water in it. The athletes then have to take off their shoes without spilling the water. (Some players may get wet!☺)

4) **Human Knot**

Objective: - Communication, cooperation, perseverance

Process: - Split team into manageable groups (all of them or 8-10 per group). Have the group stand in a circle with everyone facing in shoulder to shoulder. Have every member grasp hands with someone on the other side of the circle, different hands grasp with different members across the circle. (makes a mesh of hands in the middle). Group has to become untangled without any hands letting go! (climbing & flexibility might be required!)

5) **Human chair**

Objective: - To encourage and demonstrate the importance of communication & trust

Process: - Arrange team members in a very close circle (scrunched together shoulder to shoulder. Instruct each athlete to turn 90° to the left (looking to the back of person). The Goal of activity is to see whether they can all be sitting at once in the "human chair" behind them. Progress to see if they can walk while seated on their "human chairs"

6) **Team Bubble – What does it mean?**

Objective: - To allow team to create their own expectations for appropriate behavior during practices and games. Commitment, Energy, Unity, excellence, tradition

Process: - Have team members contribute ideas for what is expected at games/practices (in the bubble) and what should be left outside of the bubble. Determine when the bubble starts. You can copy it for everyone, even a large one to post. What does the 'performance bubble' represents and what belongs in it?

7) **Need & Bring**

Objective: - Accountability, vulnerability, trust, communication, Role responsibility

Process: - Have every share what they believe they Bring to the team as well as state what they Need from the team in order to be able to contribute. Facilitate an open atmosphere with opportunity to speak. Can progress to having other players mention what they

believe another player brings. This promotes mutual respect and can be very influential in creating an open & responsible team atmosphere.

8) **State of the Union**

Objective: - Team unity, team vision, commitment, responsibility, Direction

Process: - Lead team through discussions revolving around what they believe their Mission (what do they want to achieve), Vision (how they will do this), and Team Identity/Values (who they are and what they stand for) are. Type up and distribute or post as reminder, revisit when in need of a refresher, create for debriefing and for reinforcing the process of their development.

9) **Bridge Building**

Objective: - Communication, teamwork, problem solving, distraction control

Process: - Divide members into groups of 4. Use 3 short and 2 long pieces of wood (2x4 or 2x6). The goal of the task is to get all members of the group from one side of a distance to the other without touching the ground. Only the short boards can be the ones on the floor. Can be made into a relay event.

10) **Birthday line up**

Objective: - Communication, comfort, icebreaker

Process: - Have the team put themselves in order of birthday without talking! Let them decide where the line begins. You can use this to help split up into groups or just as filler in between activities. You can also use other distinctions to organize by, be creative!

11) **Shoe Game**

Objective: - Communication, icebreaker, comfort level, team awareness.

Process: - Everyone takes off their left shoe and throws it into a pile in the middle of the circle. Mix the shoe pile for a few moments. Everyone must then select a shoe, other than their own, and find the owner. They then exchange information about themselves, such as, name, home town, living group, major, reason for joining SAC, what they hope to get out of being a member of SAC, an embarrassing moment in his/her life, a moment for which they are proud, etc.

12) **Spool of thread**

Objective: - Team awareness, familiarity, communication, and icebreaker

Process: - Pass around a spool of thread and instruct each person to tear off a piece. Don't tell them why or how much to pull off. Each person then wraps the thread around his/her index finger. Everyone takes turns telling something about her/himself for each wrap of thread.

13) **Spider Web**

Objective: - Team unity, responsibility, cohesion,

Process: - The group forms a circle. One person has a ball of yarn. They tell why they enjoy the group & what they bring to the team & then toss the ball to another person. This continues until everyone in the group has caught the ball. The web formed between all of the members illustrates the individuality of the group & the ties that bind them into a group.

14) **Pass the key please**

Objective: - communication, unity, cooperation, encouragement

Process: - Divide the group into two equally numbered teams. Arrange the teams so they face one another. Team members then join hands. This leaves two "free" hands on each team (the two people at the ends of each line). Give a single key to one of the "end" people on each team. The task is to pass the key from one end to the other without unclasping the hands of the team. The key cannot be passed or kicked along the ground. If the key drops, it must be picked up while all hands remain clasped.

15) **Yurt Circle**

Objective: - Unity, cooperation, encouragement,

Process: - Players stand in a circle, facing in, holding hands, and shoulder-to-shoulder. Starting with one player, have the group count off by two's (1,2,1,2,1,2 etc.). Be sure that no 1's or 2's are standing next to one another. Each player places his/her feet closely together. On a cue word the 1's lean forward and the 2's back. The group is supported by the "cantilever" action of the opposing forces between the 1's and 2's. Players need to keep their arms and legs straight. Don't let go of hands. At first, only lean a little and increase the angle of the lean with each "creation" of the yurt circle. On the next cue word the 1's lean backward and the 2's lean forward. Go slowly and mirror your two neighbor's movements. This will allow for maximum support offered to each person. It is really a cool feeling to create and change the yurt circle.

16) **Gotcha**

Objective: - Icebreaker, comfort, enjoyment

Process: - Have everyone stand in a circle, arm a foot away from each other. Instruct everyone to have their left hand palm up and their right index finger placed into the palm up of the person to their immediate right. They will also have their left neighbor's index finger on their left palm. On a cue word they try to grab the finger of the person to their left while not getting caught by the person to their right. Those who get caught are out of the circle.

17) **2 Truths and a lie**

Objective: - Player awareness, communication, and icebreaker

Process: - Have each person write down on a piece of paper two truths and a lie about themselves, do not disclose which is which. Have players mingle amongst each other trying to guess which one is the lie. The person with the most correct is claimed the victor. Have them share stories where applicable, this can be a funny one if players are open to it.

18) **Fear in a Hat**

Objective: - Vulnerability, problem solving, distraction control, team awareness, unity

Process: - Have each person write down a fear of theirs onto a piece of paper (have it anonymous). Place each piece of paper into a hat. Then sit the team in a circle and start with one person pulling out a fear. They have to then describe why that is a fear for someone and then offer some suggestions about how they can deal with it and how they team can assist that player with it. Do not disclose names, this is to be anonymous. Then continue around circle until each fear is spoken. Respect and control is a must here. Players are being made vulnerable control over the environment is a must.

19) **Mine Field**

Objective: - Communication, teamwork, problem solving, and icebreaker

Process: - Divide team into groups of 4 or 5. Line them up single file at the end of a court (tennis, soccer, etc.). Place objects randomly in the court (pucks, water bottles, jerseys, etc.). The first person is blindfolded without seeing the court. The other members then lead this person through the mine field, if they hit a 'mine' they have to come back to the start (or just take a timed penalty, etc.). Once at the other side, player removes blind fold and runs back to the line. Next person blindfolds and goes through same process. First team to

get all players through the minefield successfully is the winner. Can put stakes on it if you like.

20) **Thumb wars Championship**

Objective: - Icebreaker, communication, enjoyment

Process: - Everyone challenging one other person in a thumb war. The winner of that continues to play, the loser grabs on to the back of the winners shirt to form a train behind. That train of 2 then goes and challenges another train of 2 or more to a thumb war. The first player in each train is the one doing the actions. The losing train then goes behind the winning train to form a longer train. There will be two long trains at the end. The players at the front of these trains then compete to find the thumb wars champion. All those in the train are deemed at the thumb war champion team. You can allow the other team to heckle the opposing team to try to mix them up; control here should be paid attention to. Positive rivalry environment is a focus. Have fun with it!

Hopefully the ideas above help your team become a tight, cohesive unit that allow you to work together and achieve your goals at the Canada Games.

The Individual Section

This section was designed for you to complete on your own. The purpose of this section is to enhance some of the core psychological skills necessary for optimal performance.

It is never too early to start developing psychological skills. It takes time and a great deal of practice to become proficient with your skills and therefore you can not wait until just before the games to start introducing these in to your performance and expect them to have a positive impact.

Many of the top athletes have spent years developing, modifying, and refining their psychological skills. Understand that you may stumble along the way, however by being persistent you will start to see gradual improvements in your performance.

You may want to approach one of your teammates who may also be interested in improving their psychological skills. This way you become each other's greatest resource, and can discuss what worked and what didn't, while brainstorming some solutions to problems each of you may encounter.

Goal Setting

“A journey of a thousand miles begins with one step” Lau Tzo

In order to reach excellence in life and in sport we must have a clear idea of what we want to achieve and how we want to get there. The process of developing a vision and setting goals is a great way to help you reach your potential as an athlete and a person. Goal setting can motivate you, help you stay focused, and maintain your commitment. The exercises below should help you set some effective goals.

We all have ideas, aspirations, or dreams of the things we would like to achieve in sports. The dreams or aspirations that we are willing to work towards can be called your dream goal or vision. This is your ultimate goal that could become a reality if you fully commit yourself to the development of your abilities and potential. This is the first step of the goal setting process. The following questions may help you clarify your vision or dream goal?

Describe your vision of what you would like to achieve in your sport, your education, or your life?

Describe why you believe you will achieve this vision? Describe the things you are willing to do achieve this vision?

Why I will achieve this vision?

What do I need to do?

Finally, I ask you to look back at the last two questions; do you feel what you are willing to do is what is necessary to achieve your vision?

Know that you have thought about and identified a vision of where you would like to be or what you would like to achieve. You can now plan and identify the steps that will lead you towards this vision. Goal Setting will help you on this journey; goal setting will direct your efforts and allow you to monitor your progress.

Before you set some goals it is important to understand the different and most effective types of goals. Please read through the following;

Long Term Goals: Realistic goals set for the future, these goals are often set over a season or year. They should reflect your current ability and your motivation to improve.

Short Term Goals: Goals that are set on a more short term basis, for example on a weekly or monthly basis. These goals should help you focus on achieving your vision or dream goal and be based on your current training or competition plans. Ex: Improve my putting from 10 feet.

Daily Goals: These goals are set on a daily basis to improve specific areas in training or competition. These goals help you stay focused everyday on your long-term goals. Ex: Shoot 300 jump shots today during my workout.

Goals can and should be set in various different categories including physical, mental, technical, tactical, and lifestyle. A great way to identify which areas you need to set goals in is a process called performance profiling.

Guidelines on how to create your own performance profile are listed below. By following the steps you will create a clearer picture of yourself as an athlete. Performance profiling requires you to identify the skills you believe an elite athlete in your sport must have and allows you to develop insight in to how close you are to also having those same skills.

Step 1: Think about the characteristics of an elite performer in your particular sport and specific position (ex.; setter, goalie, guard). Try to think in terms of **process or performance characteristics** rather than outcome or result characteristics and be specific as possible.

Step 2: Write down all the characteristics you thought of.

Step 3: Choose the 10 most important characteristics from your list and rate the skill in terms of 1) how important it is for an elite athlete to have that skill [you will have a lot of 10's and 9's and will be unlikely to have any 2's or 1's]. 2) your ideal self (this will likely be exactly the same as the importance to an elite performer. 3) Where you currently believe you are in that skill. A scale of 1 – 10 with respect to your current level in each characteristics with 1 being "this is not me" or "I am not very strong in this area" and 10 being "this is me" or "I am very strong in this area" is used.

Step 4: To determine your discrepancy take your Ideal level score for each particular skill, and subtract your current level score. Then multiply that number by the importance to an elite athlete.

Eg. Importance to an elite performer = 10

Ideal Level = 10

Current Level = 4

$(10-4) = 6$ $6 * 10 = 60$

Therefore this athlete's discrepancy score would be 60 for that skill

Characteristics of an Elite Performer	Importance to an Elite Performer	Ideal Level (Self)	Current Level (Self)	Discrepancy (IL - CL) x 1

Ratings:

Importance: 1 = "not very important" 10 = "very important"

Ideal Level: 1 = "I would not like to be strong in this area"

10 = "I would like to be very strong in this level"

Current Level: 1 = "This is not me" or "I am very strong in this area"

10 = "This is me" or "I am very strong in this area"

Once you have completed your profile you should have a better idea of the specific areas which are important to your sport that you may want to improve in. Choose the 2 -3 areas that have the highest discrepancy rating or biggest difference between ideal state and current state. These are the areas you may want to focus on improving first.

Before you set your goals in the areas you are weakest in take a minute to look over these key characteristics of good goals. The SMART principle for goal setting:

S.M.A.R.T.

- Specific:
- Measurable:
- Actionable
- Realistic
- Time-based

Answer the following questions keeping the SMART principle in mind?

What are your long-term goals for this season?

What are your short-term goals for the upcoming month or week?

Other important factors to consider when setting goals:

- Write goals down (“ink it don’t think it”)
- Post in a visible place, and review them regularly
- Set challenging yet attainable goals
- Choose controllable goals
- Be involved in your goal setting process

Taking Action: Once you have set your long and short term goals you will need to develop a plan or goal achievement strategy. This will help you stay focused and guide your actions everyday. Keep in mind your long and short term goals while developing some process and performance goals for every training session, practice, or competition. To help develop your plan, answer the following questions:

What steps can you take each day in training or competition to help you reach your short and long term goals?

A great way to stay focused on your goals and keep them fresh in your mind is by keeping a journal. Below is a simple format of an athlete journal that you can use to write down your daily goals and chart your progress.

ATHLETE JOURNAL

VISION:

LONG TERM GOALS:

SHORT TERM GOALS:

Daily Goals: WHAT STEPS AM I GOING TO TAKE TODAY TO GET CLOSER TO MY LONG TERM GOALS?

WHAT WENT WELL IN MY TRAINING/COMPETITION TODAY?

WHAT WAS I THINKING/FEELING THAT ALLOWED ME TO PERFORM WELL TODAY?

WHAT CAN I IMPROVE ON FOR MY NEXT TRAINING/PREPARATION SESSION?

Planning For The Games...

The purpose of this section is to enhance your focus while you compete. This will allow you to more effectively handle any distractions that may arise during the games. This section will illustrate how to create pre, during, and post competition plans to help you maintain focus, as well as offer tips on how to regain focus if you lose it at any time during your competition.

The better planned and organized you are, the more in control of things that affect your performance you will be. By failing to plan you increase the chance that outside distracters will take away from you performing at your top level. When planning, it is important not to worry about things beyond your control (such as who your competitors are, or what time you are scheduled to compete). However, DO prepare for those things that are within your control.

As an athlete you constantly have to learn new skills and tactics that require effort and concentration. You must learn what information to process and deliberately practice these skills so that you do not have to consciously think when you're required to execute them during competition. Things become difficult when you enter the competition environment as it often becomes too stressful or intense. This negatively affects your ability to focus or pay attention to the correct information because your "attention field" narrows, making it almost impossible to notice peripheral cues in your environment. Some call this experience "tunnel vision". The opposite of this experience can occur if you are under activated. Your focus becomes too large and you begin to process too many cues, many of which are irrelevant to your optimal performance. You want to be able to maintain your optimal level of intensity in either the presence or absence of stressors to be able to maintain the appropriate focus.

Competition Planning

By establishing pre-competition, competition, and post-competition routines you will develop a consistent approach to performance, allowing you to feel ready, confident, and in control. What else could an athlete ask for? Putting together a plan to help you focus and refocus when distractions arise before, during, or after competition will increase your chances of feeling the way you want to feel and achieve your goals for the games.

You probably already have a plan or routine to get ready for games/ competitions, that just needs refining. If you do not have one, you should start to develop one now. For your plans to be effective you must trust that you have done everything possible to prepare for the games. As you fine-tune your plan and test it in many competition situations you will develop a sense of trust in both yourself and your plan and will be able to carry it out without much conscious effort.

There are three different types of plans you must develop if you hope to consistently perform at your optimal level. Since the plans all have play a different role in assisting the athlete compete optimally each plan will consist of different physical, tactical, and mental tasks.

The 3 Plans and Their Purpose

- | | |
|--------------------------------|--|
| 1. Pre-game performance | Getting focused and optimally intense, be engaged in the process |
| 2. During the game performance | Staying focused and optimally intense, refocusing in the face of distractions, be engaged in the process |
| 3. Post-game performance | Staying focused for the game debrief, drawing lessons, reviewing and implementing goals, be engaged in the process regardless of the outcome |

The worksheets on pages 56, 57, 58, and 59 will assist you develop effective, pre, during, and post competition plans to help you to perform at your optimal level during the games.

Below are guidelines you may want to follow when developing your competition plans as well as some things that all good plans have.

Guidelines To Developing An Effective Game Plan

1. Consider what you need to do physically, mentally, technically, and tactically, to have an excellent performance. Highlight not only relevant actions (relaxing, eating, stretching, warming-up, focusing during pre game meeting, psyching yourself up) but also to relevant cue works or triggers that will help you stay connected or get re-connected when you lose your focus or do not feel the way you want.
2. Incorporate both individual and team activities (if you play a team sport)
3. Plan what you have to do from the time you wake-up the morning of the game right up until it is over and you have drawn lessons for your next practice and game
4. Be flexible enough so that you feel comfortable changing or adapting your plan as the game or competition unfolds. The last thing you want is to feel confident or pressured into following it "to a tee" no matter what happens. Remember that although the goal of your plan is to help you consistently and systematically prepare yourself to perform well, there are distractions or unforeseen circumstances that will require you to modify your preparation. This is why you should always have plan A, B, and C in case things do not go as planned.
5. Ask your coach and/or a sports psych consultant to help you develop your game plan
6. Experiment with your plan. Test it in different situations to determine which part is or isn't helpful. Trial-and-error is an inevitable part of your learning process.
7. Evaluate your performance after each game or competition. Analyze both your successes and failures. Pay attention to details as they are extremely important when you are competing at a high level. Draw significant lessons and use them to improve your plan for future competitions.
8. Record your plan as you go. This step cannot be emphasized enough. It is really too risk to rely on memory alone. If you want to perform consistently over time, you will have to continuously increase your

awareness or what works best for you. This means that as years go by, you will accumulate tons of information and draw thousands of valuable lessons. Get into the habit of writing them down in a journal or logbook. You don't have to do it every day, but do it at least a couple of times per week or after each game. This way you'll be able to track what is and isn't effective, and you'll be able to adapt your goals and performance accordingly. You'll also be able to refer to your journal when you hit performance lows. In those difficult situations, reviewing your "highs" could be instrumental in helping you get out of the whole or a vicious cycle.

Note: Durand-Bush, N. University of Ottawa

Competition plans include:

- Ways to minimize distractions under your control
- Ways to cope with distracters that you can not eliminate
- Ways to deal with competition anxiety
- Specific ways to achieve your optimal level of arousal
- Ways to maintain confidence and focus
- Strategies to insure you give your maximum effort
- Things you do, say, think about, concentrate on, before, during and after you compete that increase your ability to perform at your optimal level

Competition plans incorporate:

- Mental imagery
- Self-talk
- Strategies to maintain confidence and concentration

Effective pre-competition plans should leave you:

- Warmed up and energized
- Free of excessive nervousness or anxiety
- Maintaining positive self-talk
- Focused on your goals
- Mentally rehearsing past successful performances
- Ready to focus on cues that will help remind you of the specific things you need to do once the competition begins

Note: Svenning, L. University of Manitoba

Since the games environment is a very different experience than when you compete at home a few extra steps must be taken to ensure you are aware of and can plan for these different demands.

Below are some things that you will want to do soon after arriving at the games.

Sit down and:

- Review the competition schedule
- Check the transportation schedule and availability
- Check on times for leaving and arriving at the venue and athlete's village
- Decide on the best times for eating and sleeping
- Record your schedule in a training diary or on the calendar found on page 54 of this module

With your coach/ teammates:

- Explore the venue and facilities looking for the best place for warming up, stretching, relaxing, and visualizing.
- Become comfortable with the surroundings and people early
- Decide when you will begin warming up, stretching, mentally preparing, Ect.
- Be confident with your routines and stick with them

Note: Tkachuk, G. (2000).

Traffic Light Exercise

Being aware and in control is vital to peak performance. This means you must compete with the mind set that things must come one at a time. One shot, one move, one step. To do this effectively you must do regular checks to see if you are in control; are you loose, are you thinking confident thoughts; do you have proper focus? By checking regularly your awareness of important details will likely increase and make a difference in the way you perform. Remember that you must practice this during training if you want to be able to do this automatically in games.

Imagine you have a traffic light inside of you telling you when to Go, Slow down, or Stop. When a driver sees a traffic light they don't really think about what they have to do they simply respond to it. This is something you should also be able to do in sport. You do not want to think too much, you only want to be aware of what is happening during competition and be able to respond to it.

Green Light: You are playing well
You have flow, rhythm, and momentum and you feel the way you want

Yellow Light: You are having a little bit of trouble
You might have made a bad pass or missed a move in your routine
You are a little too tense, not quite focused, or are rushing

Red Light: You are really struggling
You might have missed 2-3 moves and the coach is not impressed
Your mind is racing, you are stressed out and tense, you just want the game to be over with

The point is to recognize when you experience a green light and when you don't. When you are in the yellow stage regaining your control isn't nearly as difficult as if you wait until you are in the red state.

To avoid setbacks, try to see the traffic light as you approach it. If it changes yellow, keep your composure, and make a sound decision about how you are going to react.

A worksheet to help you complete this exercise is found on page 55 of this module.

By incorporating this in to your performance you will be able to maintain your focus in the face of distractions. In doing so you will be able to more effectively follow your competition plans and achieve peak performance.

Note: Durand-Bush, N. University of Ottawa.

Planning for Opponents

It is important to not only plan for your performance, but also for the performance of others. It's obvious you can't control your opponent's play, however, you can incorporate strategies in your plan to deal with certain players or teams you and your coach have scouted. In you know this in advance and you have identified their strengths and weaknesses in past games, you will be able to devise a game plan to counteract their strengths and capitalize on their weaknesses.

Date: _____ Opponent Team: _____

Player(s) I have to watch out for: _____

Their strengths:

Their weaknesses:

My strengths against them:

My strategies to dominate them:

Key words or actions:

The guidelines below will help you to get everything you can out of your post competition evaluation. Although the last thing you may want to do after competing is to sit down and reflect on what just happened, especially if your performance did not go as you would have liked this is a vital part of becoming an elite athlete. By taking the time to go over what went well, and what didn't go so well you will learn from your mistakes and be able to prevent yourself from doing the same thing in the future.

Post- Competition Evaluation Guidelines

- | | | |
|--------|-------------|--|
| Step 1 | FEEL | <ul style="list-style-type: none"> ■ How do you feel? ■ What exactly do you feel? ■ Get your feelings under control before you attempt to evaluate your performance or share information with others ■ Channel the energy from your emotions in to drawing valuable lessons for the next game |
| Step 2 | THINK | <ul style="list-style-type: none"> ■ What did you do well? What could you have done better? ■ Be accurate and objective in assessing the outcome of your performance ■ Take responsibility for your own actions ■ Be honest with yourself and with others ■ Assess the whole picture |
| Step 3 | COMMUNCIATE | <ul style="list-style-type: none"> ■ What do you want to communicate to your teammates and coach? ■ If you didn't do you job, do you accept the situation as it is and avoid trying to justify it? Or do you want to say something to try to get yourself off the hook? ■ Whatever you do, say something constructive that will strengthen the team's performance |
| Step 4 | INTERNALIZE | <ul style="list-style-type: none"> ■ Digest the game. Don't chew on it for too long ■ If it was bad, draw out constructive lessons, then park it ■ If it was good, draw lessons as well and carry the positive feelings with you as you move on to your next activity |

- Step 5 DO
- Implement the lessons you have learned
 - Refine your game plan, make changes if needed
 - Set new goals if needed

Note: Durand-Bush, N. University of Ottawa.

Eating Healthy At the Games

Eating properly in a games environment can be difficult. However, failing to do so can cause problem down the road when it is time to compete. Below are some simple guidelines concerning proper eating that will help you perform at your optimal level.

Eating the right foods cannot guarantee a super performance but it can help somewhat. Also, eating the wrong foods can impair performance. Experts on nutrition and athletic performance agree on the follow:

- For maximum energy, eat a reasonable amount of complex carbohydrates before the competition (whole wheat breads, whole grain cereals, rice, corn, beans, pancakes, pastas, steamed or baked potatoes, etc.)
- A pre-competition meal should be eaten at least three, and for some athletes, as many as five hours prior to competition. The closer to competition, the less should be eaten.
- Drink lots of water or diluted unsweetened fruit juices, especially before and after training and several hours before competing.
- For snacks, stick to items like popcorn, raw vegetables, and fresh fruits, etc.
- Stay away from fatty or greasy foods that slow down digestion.
- Stay away from high protein foods, such as steaks, before competing. Not only does protein contribute minimally to energy production, but it also stimulates acid secretion in the stomach.

It may also be a good idea to get in to the habit of eating the same thing before every competition so that you know how your body will react to the foods. Try experimenting with different foods well before the games until you find a meal that is just right and stick with it.

Note: Tkachuk, G, 2000.

Coach and Athlete Role Clarification

This worksheet is designed to clarify and resolve any discrepancies between an athlete's role according to the coach, and an athlete's role according to the athlete.

This exercise is designed to be performed with your coach individually. Have your coach fill out a copy of the Role Identification Worksheet*. The scoring reflects how your coach perceives your behavior in competition and in practice.

While your coach is doing this fill out your own copy of the Role Identification Worksheet. Your answers should reflect how you perceive your own behavior in competition and in practice. Hand in your worksheet to the coach.

Finally, meet individually with your coach. Look for any discrepancies between your answer and the coach's answers. Discuss them with your coach. For example, if you believe that you are not that quick on the court, and your coach believes that this is one of your strengths, this should be a point of discussion.

Ideally, each member of your team will participate in this exercise, and will meet with your coach to clarify any discrepancies.

Knowing and accepting your role on a team can enhance the enjoyment and success experienced by the team. No matter what role you play, it is important that you and your teammates realize that every role contributes to the team's success. These two exercises can expose exactly what the team expects and needs from you and your teammates, and can emphasize the importance of these individual roles.

* The questionnaire can be altered to make it more specific for your sport. For example, volleyball teams could include items that ask for a player's confidence when playing in the front or back row, or basketball teams could ask for a player's focus when playing defence or offence. Have your coach fill in the blank items at the end of the questionnaire to make the questionnaire more specific to your sport/your team.

Role Identification Worksheet

Fill out how you believe each statement accurately describes you as a player. Please answer accurately and honestly, and remember that there is no right or wrong answer.

Circle your answer using the following scale:

9 – Very True for Me

5 – Not True or False for Me

1 – Very False for Me

PLAYER'S NAME: _____.

FILLED OUT BY: _____.

I am very confident when competing

Very False for Me				Not True or False for Me				Very True for Me
1	2	3	4	5	6	7	8	9

I am very intense during *practices*

Very False for Me				Not True or False for Me				Very True for Me
1	2	3	4	5	6	7	8	9

I am very intense during *games*

Very False for Me				Not True or False for Me				Very True for Me
1	2	3	4	5	6	7	8	9

I have a very positive attitude when competing

Very False for Me				Not True or False for Me				Very True for Me
1	2	3	4	5	6	7	8	9

I am a leader when competing

Very False for Me				Not True or False for Me				Very True for Me
1	2	3	4	5	6	7	8	9

I am very focused when competing

Very False for Me				Not True or False for Me				Very True for Me
1	2	3	4	5	6	7	8	9

I have very good control over my emotions before, during, and after competition

Very False for Me				Not True or False for Me				Very True for Me
1	2	3	4	5	6	7	8	9

Very False for Me				Not True or False for Me				Very True for Me
1	2	3	4	5	6	7	8	9

Very False for Me				Not True or False for Me				Very True for Me
1	2	3	4	5	6	7	8	9

Very False for Me				Not True or False for Me				Very True for Me
1	2	3	4	5	6	7	8	9

Very False for Me				Not True or False for Me				Very True for Me
1	2	3	4	5	6	7	8	9

Very False for Me				Not True or False for Me				Very True for Me
1	2	3	4	5	6	7	8	9

Very False for Me				Not True or False for Me				Very True for Me
1	2	3	4	5	6	7	8	9

Very False for Me				Not True or False for Me				Very True for Me
1	2	3	4	5	6	7	8	9

Very False for Me				Not True or False for Me				Very True for Me
1	2	3	4	5	6	7	8	9

* These last blank items can be filled in by the coach to make this questionnaire more specific to your team/sport.

Entering the Games and Looking Ahead...

Although you have participated in tournaments and matches before, it is important to realize that the Canada Games are very different. The sport may not have changed, but the environment in which you will be playing and living is very different from what you have ever experienced before. Thus, the following activities are designed to prepare you for what to expect and how to effectively deal with the Canada Games environment.

What to Expect

An important first step when entering the games is to know what you are getting into and becoming informed so you know what to expect. This can be done in many different ways. One of the best ways is to visit the Canada Games website, www.2009canadagames.ca. The website contains a lot of information and specific details about the upcoming games, such as:

- Participating sports
- Sports Venues
- Information about the history of the games
- Information about P.E.I (maps, directions)
- An informational video about the games.

Spend some time exploring the links on your own or as a team. If you have other the resources available, such as photos of the venue use them to help you prepare for what competing there will be like.

Exploring the website is not the only way that you can learn about the games. Other methods include:

- Ask athletes and coaches who have been to the games to share personal experiences and stories.
- Ask your coach to bring in guest speakers.
- Ask your coach for any brochures and other information packages about the games.

The goal of this exercise is to eliminate as many unknowns as possible so there will be no surprises when you arrive at the games. By knowing what you're getting into, you gain an advantage over your opponents who may not be as prepared as you, and thus may take more time to get acclimatized to the Canada Games environment. No matter what method you choose, this will allow you to devote more time to focusing on your event, and less time dealing with the surrounding environment.

Dealing with Distracters

Now that you are more informed about what to expect in the upcoming games, you can address some of the issues that may arise while at the games that may decrease your focus and prevent you from achieving your goals. The purpose of the next activity is to help you establish strategies for dealing with these distracters.

On your own, or with teammates, list some factors that relate to the **training/competition environment** that may be different at the games compared to other competitions. Some examples could be:

- Media activities
- Drug testing
- Bigger crowd

In addition, for every factors listed, suggest a way that you/the team can prepare for this changes. Again, some examples of solutions could be:

- Prepare answers to common media questions before hand
- Know the procedure and protocol for drug testing
- Compete in larger events prior to the Canada games, or use visualization to help prepare for the bigger crowd.

Next, list some factors that relate to the **living environment** that may be different at these games compared to other competitions. Some examples could be:

- Communication (phone/internet)
- Accommodations
- Lack of personal space

Again, for every factors listed, suggest a way that you/the team can prepare for these changes. Again, some examples of solutions could be:

- Determine what types of communication will be available beforehand
- Prepare to make changes to your normal routine (such as different bedtimes and roommates)
- Determine certain times/places where you can be alone and away from other people.

The above exercise can be done using scrap paper/a white board, or you can use the attached "Entering the Games Worksheet". Keep this completed worksheet and review is periodically during your preparation for the games.

A lot of the preparation for the games can be done simply through being informed about what to expect. You will (and should) be excited about the games and will be thinking a lot about them. By being informed and educated about the Games, your beliefs and thoughts about the games will be more accurate, and you will be better prepared for what to expect.



Emotional Inoculation

Emotions: The Basics...

Vallerand (1984) has identified seven basic human emotions, which are: fear, anger, guilt/embarrassment, surprise, sadness, happiness, and interest. For better or for worse, emotions are a central part of sport at any level. However, when entering the upcoming Canada Games, the emotions that you could feel may be different or more intense than what you are used to. So, it is important to develop a plan *prior* to the Canada Games so you are prepared to cope with these new emotions. The following is an exercise that is intended to develop a plan for dealing with these emotions.

The Emotional Game Plan

The purpose of this activity is to help you develop a plan for dealing with the many different emotions you may feel at the Canada Games.

Individually or with the other members of your team, complete the "Emotion Game Plan Worksheet". The worksheet outlines the seven basic emotions, and asks you to:

- Identify possible causes of these emotions
- Outline some common responses to these emotions
- Develop a desired response that will either not interfere with your individual or team's performance, or enhance it.

Here is an example of one of the emotions on the worksheet; Anger. One possible **cause** of anger may be when the referee makes a controversial call in your opponent's favor. A **common response** to this emotion may be to yell at the referee. One possible **desired response** would be to quickly forget about the referee and focus on the next play, as this is a response that can contribute to your team's success.

If done individually, keep your copy of the worksheet and review it periodically prior to the games, as this is your emotional "Game Plan". If done as a team, compile a master copy and distribute a copy to each member of your team.

Ideally, this exercise will allow you to address each emotion, and develop strategies that will prepare you to deal with any emotion that you may face at the games.

Emotion Game Plan Worksheet

EMOTION	CAUSES	COMMON RESPONSES	DESIRED RESPONSE
FEAR			
ANGER			
GUILT/ EMBARRASS MENT			
SURPRISE			
SADNESS			
HAPPINESS			
INTEREST			

Perspective...

Having perspective as an athlete is an important part of making sure you are able to perform at your optimal level. When perspective is lost irrational thoughts creep in and throw off our performance. Those that have developed and maintain perspective are able to

approach every competition free of fear as they know that no matter what the outcome they will accept themselves knowing that they put everything on the line and have no regrets.

Perspective can be lost at any moment and takes time to regain it. Therefore, the goal is to prevent it from being lost. Major Games are prime places for perspective to be lost as many athletes view the games as their only opportunity, creating irrational beliefs like "I must perform well, otherwise all this has been for nothing". Unfortunately, these places add additional pressure on oneself, setting them up for failure.

The purpose of this section is to identify the major components of perspective, and provide helpful methods that will prevent you from losing your perspective.

Perspective is made up of three main sources

1. Identity- People with perspective "know who they are!" They know there are several dimensions and attributes to "who they are", and they have a high level of "self-acceptance", no matter what the outcome is. In today's busy world it is easy to get pulled in a thousand different ways, and lose sight of "what really matters" about us.
2. Support- We can all benefit from knowing "where our real friends are!" Again in today's busy world, it is easy to end up with lots of colleagues, but no real friends. Real friends are always "unconditionally" there for you! By nurturing a few "**real**" sources of support can be big help in maintaining a healthy perspective. It can help you stay rational in an irrational world.
3. Values- People with perspective seem to know "how they want to live and compete!" They know "what they value!" They have decided what is most important to them. Often family, friends, and community have been made a priority. Because they have strong core values and priorities, it's often much easier to embrace higher level values, which are such an important aspect of great perspective.

IDENTITY: The first component to PERSPECTIVE

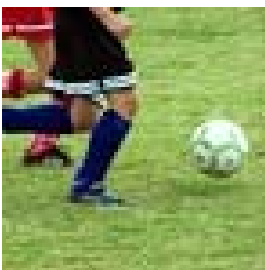
We are "who we are" for a lot of good reasons! Our identity is a product of "what we are born with", our "experiential history", and "what we have decided to be or become". There is much more to us than we often think or feel at any given moment. To think or feel that

“our self-worth is on the line at any moment” is extremely irrational when you take time to reflect carefully. One’s whole history of worth and future worth is being overlooked when people lose perspective and feel this way. Despite this reality, this irrational belief about self-worth is one of the most common that people feel.

Perhaps for the unmotivated or unfocused, this tendency to see self-worth on the line may have occasionally had situational merit as this can produce focus and motivate. On the other hand, for those who are motivated, this irrational perspective simply produces unnecessary pressure, fear, and difficulty fully focusing on the task at hand.

Those best able to focus under pressure seem to have “perspective” and enjoy the challenge versus questioning their self-worth. A key component in being able to do so is “knowing who you are”. People with great “perspective” seem to know the depth and nature of their identity. They deeply realize their many attributes, roles, and interest as a person, not just as a performer. And perhaps more important than “self-esteem”, they have “self-acceptance”.

How do we go about appreciating our identity? Most of us totally undervalue our potential! If undervaluing one’s self-worth is a deeply rooted thing, it may take persistent, meaningful work to recognize or develop an “appreciated” identity. On the other hand, if there is a strong basis for self-worth that can be uncovered, a strong identity and perspective may be amazingly achievable. How often do you review your “identity”?



The Identity Pie

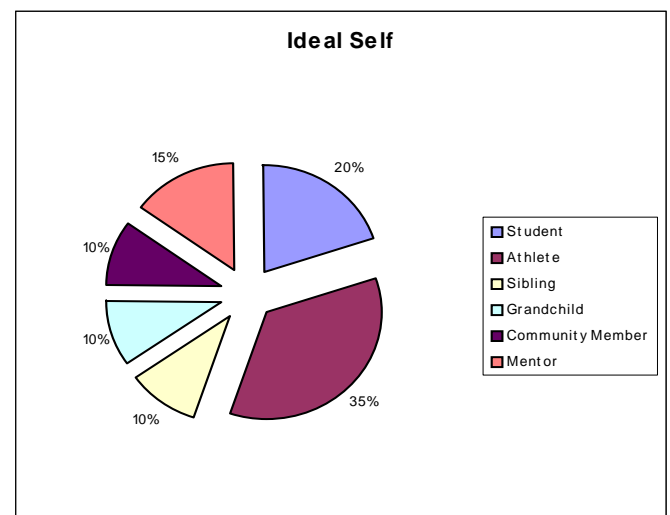
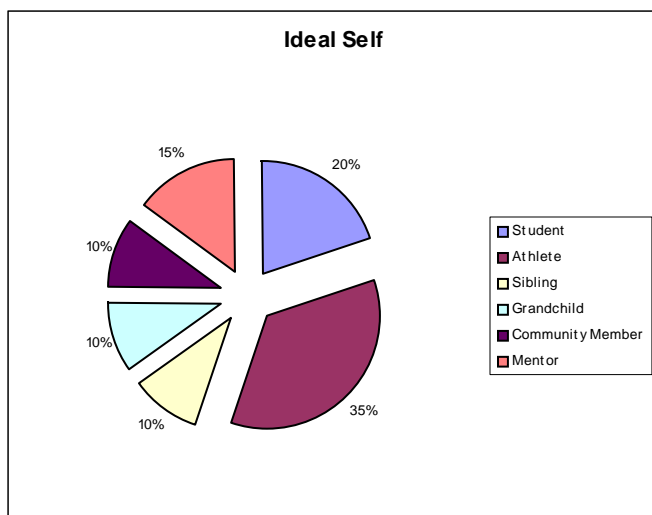
One of the simplest, yet most meaningful ways to explore one’s identity is to do the “Identity Pie” exercise. It is a simple, constructive response to the question “who are you?”

The idea is to explore the dimensions and nature of your identity by considering the different roles or interest in your life. Try to “weigh” the components of your identity with a % (out of 100%) that each plays. You may want to do a “current” and a “desired” pie if you feel your environment has “pulled” you off what you really believe you are or should be!

Take time to consider all the roles/interests that might be part of your overall identity. Ask close friends or family if there are things you might be temporarily overlooking.

Once you complete this exercise you will start to more completely appreciate your scope and worth as a person. You begin to appreciate that there are many solid core parts of your identity that will always be there unless you neglect them.

Wrestling with the percentages also makes us aware that we are evolving – and that overtime some identity elements will grow and new elements may appear (as other become less important). But growth, if healthy, should never result in our losing touch with the “core” elements of our identity. It is called staying “grounded” and maintaining perspective. Humility and the other two elements in perspective – true support and values – clearly play a role.



SELF-ASSESSMENT IDEA – Attribute Assessment

Completing the “Attribute Assessment” can help with another element of identity building and recognition. Doing these self-ratings

can help you identify many of your important attributes. This helps you appreciate more of your identity and can help you plan ways of realizing more of your potential.

NOTE: Evolved from Nideffer's Test of Attentional and Interpersonal Style (TAIS) 1981.

1. *Sensitive/Perceptive*: I am extremely sensitive and perceptive regarding my environment and people in it

Not at all 1 2 3 4 5 6 7 8 9 10 Extremely so

2. *Analytical*: I am good at analyzing and problem solving

Not at all 1 2 3 4 5 6 7 8 9 10 Extremely so

3. *Focused/Disciplined*: I am good at narrowing my focus when necessary to get tasks done

Not at all 1 2 3 4 5 6 7 8 9 10 Extremely so

4. *Overloaded-Internal*: I get distracted and overloaded by too many thoughts and concerns

Not at all 1 2 3 4 5 6 7 8 9 10 Extremely so

5. *Overloaded-External*: I get distracted and overloaded by environmental factors

Not at all 1 2 3 4 5 6 7 8 9 10 Extremely so

6. *Self-Pressure*: I tend to put too much pressure on myself which affects focus and performance

Not at all 1 2 3 4 5 6 7 8 9 10 Extremely so

7. *Informational Load*: I enjoy lots of information and a busy world versus one thing at a time

One Thing at a time 1 2 3 4 5 6 7 8 9 10 Busy World

Not at all 1 2 3 4 5 6 7 8 9 10 Extremely so

16. Expressiveness: I share my insights and ideas easily and effectively

Not at all 1 2 3 4 5 6 7 8 9 10 Extremely so

17. Listening: I am a great "empathetic" listener

Not at all 1 2 3 4 5 6 7 8 9 10 Extremely so

18. Negative Emotions: I can accept and process negative emotions effectively

Not at all 1 2 3 4 5 6 7 8 9 10 Extremely so

19. Positive Emotions: I am emotionally supportive of those around me

Not at all 1 2 3 4 5 6 7 8 9 10 Extremely so

20. Leadership: I am willing to do what is best, even when it involves "tough love"

Not at all 1 2 3 4 5 6 7 8 9 10 Extremely so

Hopefully this exercise helped "trigger" some thinking and feeling about the things you are best at. If your ratings are still too self-critical, give yourself credit for the things you are better at than others!

Perspective & Four Popular Irrational Beliefs

- Myself worth is on the line
- I must perform for others
- I must be perfect
- The world must be fair

Positive Perspectives

In the boxes below identify three situations that may cause you to lose your perspective, even if it is for a moment before, during, or after competing. Then identify methods that will allow you to relax, regroup, and refocus, and thus regain you perspective.

The 3 R's

R

R

R

Anticipated Situation	Relax	Regroup	Refocus
Note: Botterill, C., & Patrick, P. (2003).			

Respecting Your Personal Traffic Light To Play With Confidence, Consistency, and Control

Think of situations that cause you to hit a yellow or red light. Know in advance where these intersections are and make a habit of checking your internal traffic light to keep your performance under control. Remember that you can make any adjustments required to play consistently if you are not aware that adjustments are needed. You may want to print off as many of these sheets as you need.

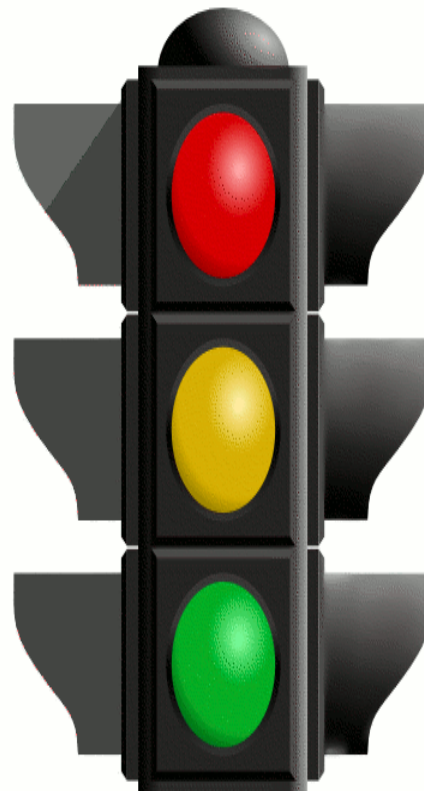
Yellow Light

I get a yellow light when:

When I have a yellow light I feel:

When I have a yellow light I will:

Me When I _____



Red Light

I get a red light when:

When I have a red light I feel:

When I have a red light I will:

Green Light

I get a green light when:

When I have a green light I feel:

When I have a green light I will:

Developing My Pre-Game Plan

Make a checklist of things you want to do before your compete. As you do, refer to the guidelines provided above. For each activity you want to include on your list, write down your desired thoughts and how you want to feel, images, triggers, or cue words that will keep you engaged or focused, as well as refocusing/coping responses in case you lose your focus.

BEFORE I GET TO THE COMPETITION SITE

What I want to do	Desired thoughts/ how I want to feel	Images/ Triggers Cue Words	Refocusing/ Coping Response
▶			
▶			
▶			
▶			

ONCE I GET TO THE COMPETITION SITE: Stretching, Warm-Up, Pre Game Meeting

What I want to do	Desired thoughts/ how I want to feel	Images/ Triggers Cue Words	Refocusing/ Coping Response
▶			
▶			
▶			
▶			
▶			

Now make a checklist of all things you want to do during games. Once again, for each thing you include on your list, write down your desired thoughts, how you want to feel, images, triggers, or cue words that will keep you engaged and focused, as well as refocusing/coping responses in case you get distracted. Remember to cover all important aspects of your game (start, middle, and end)

During the Competition

What I want to do	Desired thoughts/ how I want to feel	Images/ Triggers Cue Words	Refocusing/ Coping Response
▶			
▶			
▶			
▶			

Post-Competition Plan

Now make a checklist of thing you want to do after competition. Once again, for each thing you include on your list, write down your desired thoughts, how you want to feel, images, triggers, or cue words that will keep you engaged and focused, as well as refocusing/ coping responses in case you get distracted.

What I want to do	Desired thoughts/ How I want to feel	Images/ Triggers Cue Words	Refocusing/ Coping Response
▶			
▶			
▶			
▶			

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2007 Western Canada Games Team Manitoba Men's Volleyball preparation worksheet

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