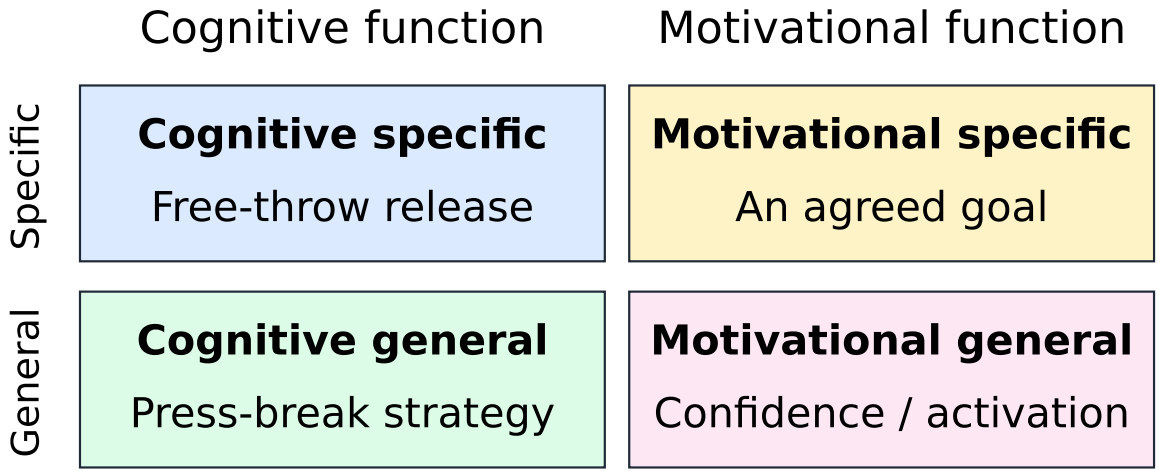
Exercise walk-through

11.1
Psychological skills training

International Baccalaureate · IB Diploma · Sports, Exercise and Health Science · HL

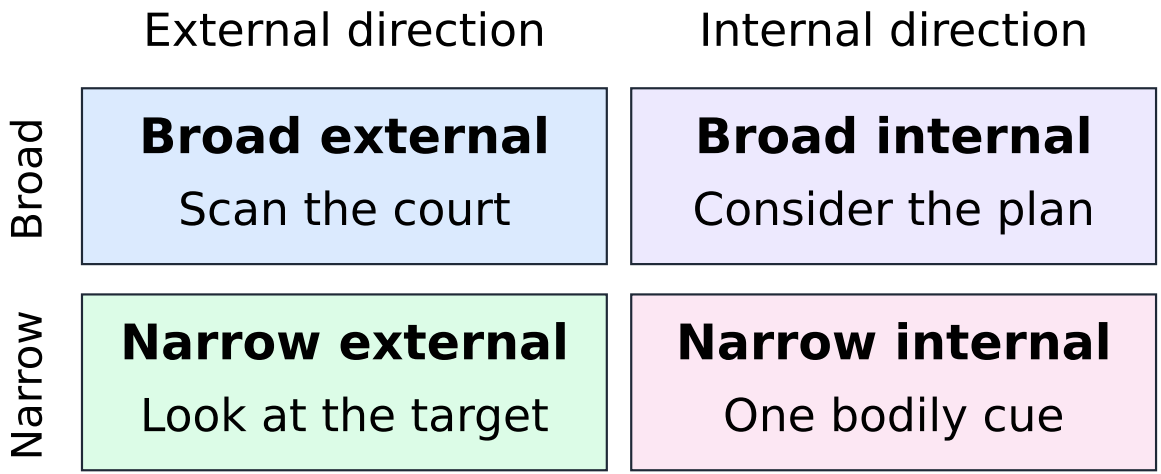
AHL: Paivio's framework



Purpose differs from first-person or third-person view.

> Function differs from perspective.

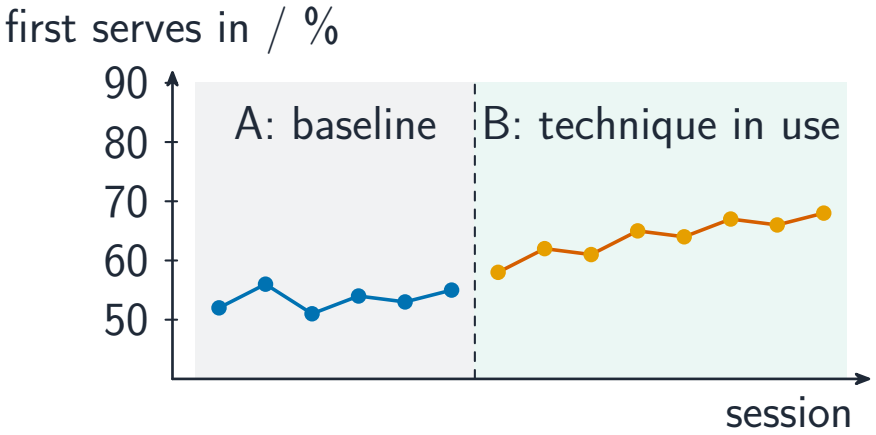
Attention changes with the task



Shift attention with the task; these are examples.

> These are example attentional states, not fixed athlete types.

A single-case A–B design

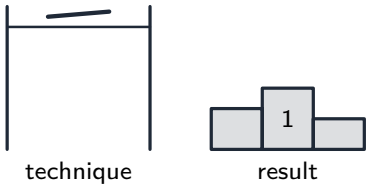


judge the change against baseline trend and spread; training, expectancy and maturation still compete

A stable baseline makes the change more convincing

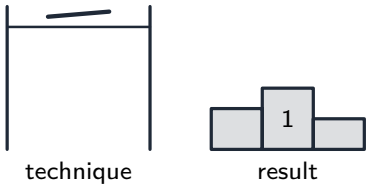
Exercise 2.1

2.1 Distinguish between process goals and outcome goals, with an example of each. [2]



Exercise 2.1

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2.1

process goal: about the actions / technique during performance, e.g. “drive the knee up at take-off”; outcome goal: about the result compared with others, e.g. “win the gold medal”

Exercise 2.2

2.2 Rewrite the goal "I want to get better at free throws" as a SMART goal, and identify **two** parts of SMART it now meets. [3]



Exercise 2.2

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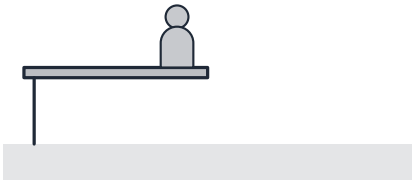


2.2

e.g. "score 8 out of 10 free throws in practice by the end of March"; any two, explained: specific (free throws); measurable (8/10); time-bound (end of March); achievable / realistic for the player's level

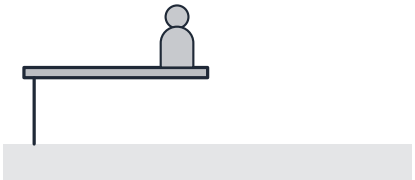
Exercise 2.3

2.3 Outline how a diver could use PETTLEP to make imagery of a dive more effective. [3]



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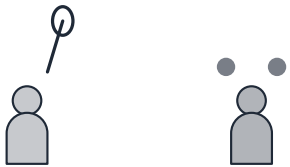


2.3

any three: physical: stand on the board in costume, in the take-off position; environment: image the real pool and venue; timing: image the dive at real speed; emotion: feel the real nerves and excitement; perspective: an internal (own eyes) view; learning: update the images as the dive improves

Exercise 2.4

2.4 Identify the function of imagery (Paivio) in each case: **(i)** a tennis player images a perfect serve; **(ii)** a boxer images staying calm and confident when hit. [3]

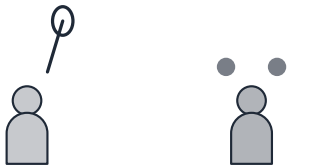


(i)

(ii)

Exercise 2.4

2.4 Identify the function of imagery (Paivio) in each case: **(i)** a tennis player images a perfect serve; **(ii)** a boxer images staying calm and confident when hit. [3]



(i) (ii)

2.4

(i) cognitive specific: rehearsing one skill; (ii) motivational general-mastery: confidence and coping under pressure

Exercise 3.1 (a)

3.1 A basketball player always bounces the ball three times, breathes out and says "smooth" before each free throw.

(a) Identify the type of self-talk she uses. [1]

Exercise 3.1 (a)

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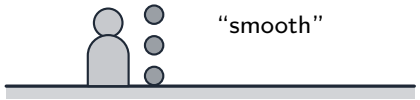
(a) Identify the type of self-talk she uses. [1]

(a) instructional self-talk

Exercise 3.1 (b)

3.1 A basketball player always bounces the ball three times, breathes out and says "smooth" before each free throw.

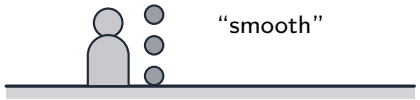
(b) Explain **three** ways the routine could help her performance. [3]



Exercise 3.1 (b)

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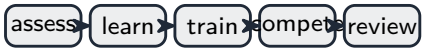


(b) any three: controls arousal (breathing out relaxes); blocks distractions such as the crowd / narrows attention; triggers the learned motor programme, so the movement is automatic; gives consistency and a sense of control, raising confidence

Exercise 3.2

3.2 A swimmer's coach plans a 10-week psychological skills training programme.

Describe how the programme should be planned and how the coach could judge whether it worked. [5]



weeks 1–10

Exercise 3.2

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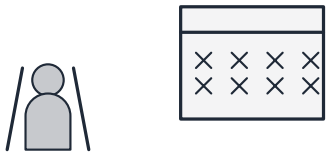
3.2

award up to [5]: needs assessment first: interview, questionnaire or performance profile to find her weaknesses; choose skills to match, e.g. relaxation for high anxiety; education then regular practice, first in training, then in competition; measure before and after: performance (times) and questionnaires (e.g. anxiety, confidence); compare with a control period or group, as times may improve anyway from physical training; ask the swimmer for feedback / check she actually practised

Exercise 3.3

3.3 A marathon runner's goal was to qualify for the Olympics, but a stress fracture means she cannot race this season.

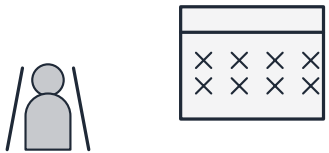
Explain how she should adjust her goals. [4]



Exercise 3.3

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3.3

keeping a goal that is now unattainable leads to frustration, anxiety and lower well-being; she should disengage from the qualification goal; and re-engage with new, achievable goals, e.g. rehabilitation milestones, upper-body fitness, a later race; process goals within her control keep motivation and competence

Exercise 3.4

3.4 A young golfer often hits poor shots under pressure.

Discuss how imagery and relaxation could be combined in a programme for this golfer. [6]



Exercise 3.4

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Discuss how imagery and relaxation could be combined in a programme for this golfer. [6]



3.4

award up to [6]: relaxation (breathing, PMR) lowers somatic anxiety and muscle tension, which spoils fine control; imagery of successful shots (cognitive specific) strengthens the motor programme; PETTLEP: image in the real course, with real timing and the real pressure; motivational general-mastery imagery builds confidence for pressure moments; combine: relax first, then image, so images are clear and controlled; evaluation: imagery skill differs between people and needs regular practice; effects are greater for skilled performers; measure scores and anxiety before and after