Exercise walk-through

11.1
Psychological skills training

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

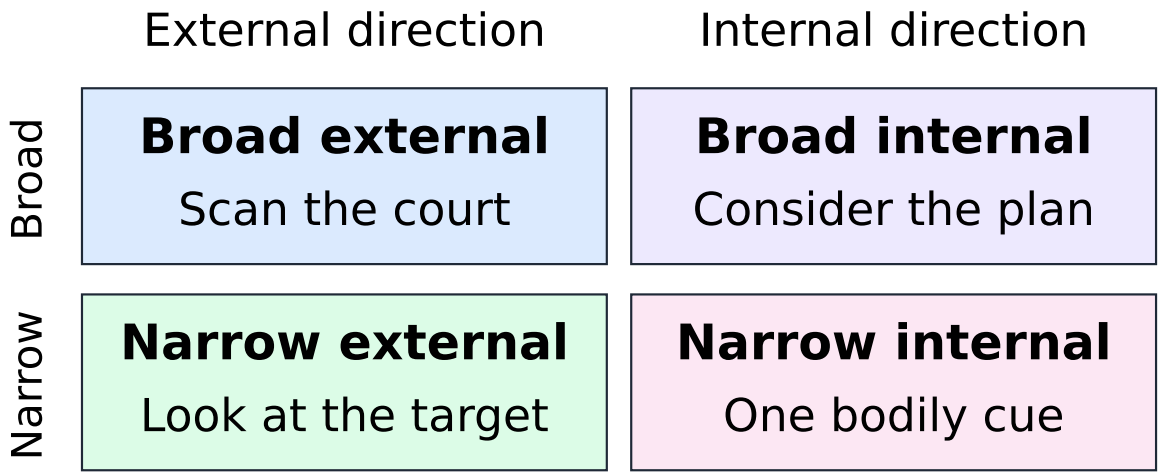
Three types of goal

Process Technique or strategy	Relax shoulders
Performance Personal standard	1500 m under 4:20
Outcome Result against others	Win the final

Different targets; none guarantees control or benefit.

> Classify the target; no type guarantees full control.

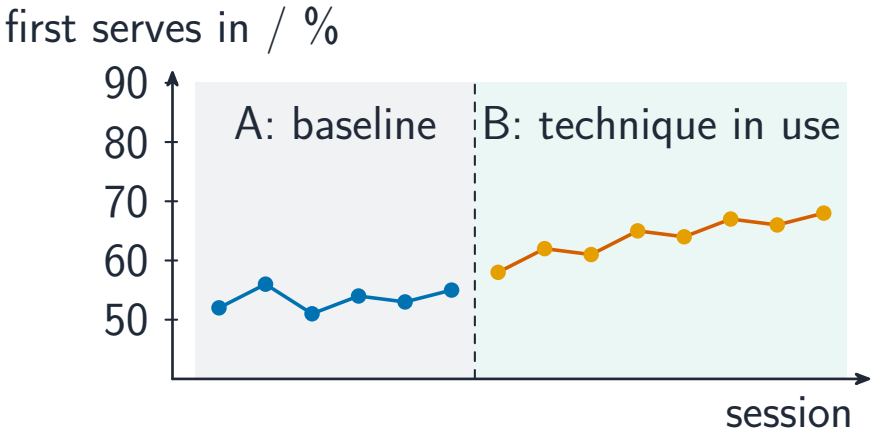
Attention changes with the task



Shift attention with the task; these are examples.

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

A single-case A–B design

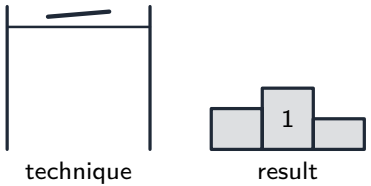


judge the change against baseline trend and spread; training, expectancy and maturation still compete

A stable baseline makes the change more convincing

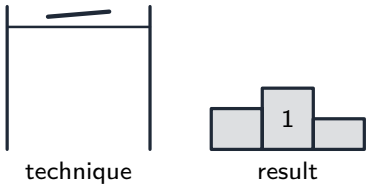
Exercise 2.1

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



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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]



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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 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]

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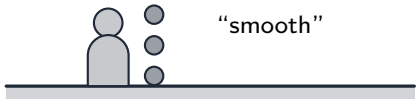
(a) Identify the type of self-talk she uses. [1]

(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.

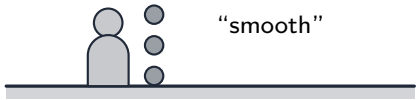
(b) Explain **three** ways the routine could help her performance. [3]



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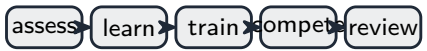


(b) any three: controls arousal (breathing out relaxes); blocks distractions such as the crowd / narrows attention; triggers the learned motor programme, so the movement is automatic; gives consistency and a sense of control, raising confidence

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

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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