



Champion's Mind

Team Mental Skills Training Workbook & Guide



Champion's Mind

Mental Skills Training for Competitive Athletes

► What is Champion's Mind?

Champion's Mind is a mental skills training platform designed to help athletes and teams train the mental side of their sport.

It is a scalable and cost effective solution for teams of athletes at all stages of their development.



► How does it work?

Champion's Mind can be run by a coach, a mental skills coach or a sport psychologist.

Coaches do not need any specific mental skills training qualifications - everything is provided by the app.

A single sport psychologist can also deliver the program effectively to dozens or hundreds of athletes concurrently.

► Why use Champion's Mind?

Champion's Mind is a world class mental skills training program for athletes that is delivered by app. Progress can be monitored by coaches and/or sport psychologists to ensure accountability.

We believe that an app is the best way for an athlete to develop their mental skills:

It can be used during an athlete's quieter moments: while warming up, while travelling, first thing in the morning or last thing at night.

It allows athletes to practice proven mental training techniques like visualization, mindfulness and affirmations with headphones on.

It records each athlete's progress and reports back to the team and coaches. Everyone can see who is putting in the work.

The full 12 module training program plus over 100 additional support exercises are available to athletes for a fraction of the cost of a full time sport psychologist, making it accessible to club, college, academy and other development teams.

Find out More

To find out more or to request a demo, email info@champsmind.com or visit www.champsmind.com.



WEEK	THEME	MODULE	EXERCISE
1	Team	Your Champion's Mind	H-H-H Coach AMA
2	Growth	Mental Toughness	The Mental Game Personal Growth
3	Gratitude	How Champions Think	Gratitude List Gratitude Story Reach Out
4	Intensity	Competition Mindset	Competition Day Routine Animal Predator Competition Day Coaching
5	Focus	Grit and Determination	Breathwork Triggers
6	Leadership	Leadership and Teamwork	Leadership Scenarios Leadership Traits Reflection
7	Pressure	Thrive Under Pressure	Identifying Pressure Sources of Pressure Impact of Pressure
8	Confidence	Cognitive Distortions	Confidence Cards Reframing Routine
9	Injury	Recovery From Injury	Death, Taxes, Injury Setback/Fightback/Comeback
10	Goal Setting	Champion's Lifestyle	Goal Setting and Habits
11	Composure	Playing in the Zone	Scenario Planning
12	Self-Care	Mental Health	Self-Care Plan Balance



Welcome to the Champion's Mind Team Training Workbook & Guide.

These exercises are best suited to groups of 6-10 athletes who wish to work with a coach in a structured way to improve motivation, commitment and overall mental toughness. Each exercise has been developed based on sports psychology best practice and has worked for athletes at all levels - from the next generation of aspiring champions to Olympic gold medalists.

If you can, try to break your team up into smaller groups of six to 10 athletes. This will help them focus more than they'd be able to in a bigger group.

Preparing for each exercise

- The facilitating coach or athlete should prepare by reading the one page session guide and taking 5 minutes to visualize how they plan to run the session.
- Every athlete should bring a pen and paper, or a printed copy of the accompanying worksheet to complete the exercise.
- You can also assign the exercises to your athletes to complete on their own by a certain date. Once they've finished an individual exercise or entire theme, they can either turn in a hard copy or take a picture of it and text or email it to you. This way, the team can still be working on their mental game in the off season and at other times when you can't meet together.

Delivery

The coach or facilitator should:

- Open the conversation about the exercise's theme using the key points and delivery tips for the exercise.
- Add one or two honest and genuine personal experiences he/she may have to set the correct tone of openness and sharing of ideas.
- Start 5 minutes of quiet reflection and writing time to complete the exercise once the theme has been presented. This is important so that each athlete forms their own opinions first and reduces the level of "groupthink" - a situation where all the athletes gravitate towards the first or loudest point being made.
- Each athlete then takes 3-5 mins to share their reflections with the team and get support and feedback. A more general conversation can then ensue if appropriate.



Tips for delivery

- Some athletes are happy to hog the spotlight, others prefer to remain quiet. The goal for each of these exercises is that everyone has an equal opportunity to have their voices heard. The facilitator should move the conversation along based on the available time and prevent any one athlete or idea from dominating the conversation.
- A fun mechanic with a subtle nod to team standards can be used to decide who goes first. e.g. If anyone was late, they talk first, otherwise alphabetical by first name (everyone tries to figure it out!) and then anti-clockwise, senior to junior if it's a quiet team etc.
- In the interest of time, feel free to break up the exercises in each theme. You could spread them out over several team meetings or have players work on individual exercises on their own and then, where appropriate, share their answers with the coaches and teammates.

Tips for larger teams

These exercises are best when delivered in smaller teams of 6-10 athletes and a single coach. For larger teams, consider breaking your athletes into sub-groups:

- Group athletes that might not normally have much face time together to help strengthen bonds between different parts of the team.
- Mix junior and senior athletes together, starters and non-starters, introverted and extroverted etc.
- Avoid grouping players who are competing against each other for the same starting positions. This may help increase the openness and sharing within each group.



THEME 1: TEAM

Module:
Your Champion's Mind

Key Point

Trust is the foundation of every successful team's unbreakable bond. The fastest way to build trust is to take time to learn a little more about each other. Teammates that trust each other work harder for each other, are more committed to each other, and handle feedback in a more positive way.

Exercise

(Ask your athletes or use the worksheet)

H-H-H

- **Hero** Who's a hero that inspires you to be your best? What is it about them that you connect with?
- **Highlight** What's a definitive highlight from your playing career? Why does it stick with you?
- **Hardship** What's a hardship you've experienced in your life or playing career? How has it shaped you?

Coach AMA

- Trust works both ways. Help your athletes understand more about you as a person by getting each athlete to ask you a question about yourself. It can be about anything (core values, philosophy, interests outside sport, best and worst sporting moment, lessons you've learned...)

Delivery Tip

Many athletes feel that opening up their feelings means showing weakness and might negatively affect their standing in the team. Thus, the more open and vulnerable you can make the conversation, the more effective it will be. Consider starting the session with a story about a defeat or a low moment you have had, and how it shaped you and eventually led to who you are today. This will set the tone for open and honest sharing.



THEME 2: GROWTH

Module:
Mental Toughness

Key Point

Athletes should understand that mental skills (like intelligence, commitment, focus, attitude and leadership) are learned skills, not fixed personality traits. They change over time, depending on how you feed them, and grow faster in adverse situations.

Exercise

(Ask your athletes or use the worksheet)

The Mental Game

Get each athlete to write down how much they feel each of the three areas of their sport—physical, mental and tactical—affect winning or losing on the day. Share everyone's numbers on a whiteboard / large piece of paper. Discuss any major differences.

Personal Growth

Each athlete reflects on the following questions and presents one to the group:

- Describe a **learning** task you found **difficult** in the past. What was hard about it? Did you overcome it? What did it take? Will it be as difficult next time?
- Describe a **mistake** you've made in the past. How would you approach the same problem today? Do you feel you've learned or improved from having made that mistake?
- Describe a time someone gave you **feedback** in a tense situation. What was their motivation in giving it to you? How did you feel as a result? How did you react as a result? Would you react differently next time? Would they?
- Are you the same person after each of these experiences or have you grown?
- What can you do to grow mentally with more deliberate intent in future?

Delivery Tip

Consider showing [this animated video](#) on fixed/growth mindset at the start.



THEME 3: GRATITUDE

Module:
How Champions Think

Key Point

Expressing **Gratitude** helps athletes feel more positive about themselves and strengthens their ability to handle adversity, builds stronger relationships and develops a greater appreciation for the role others have had in helping them succeed.

Exercise

(Ask your athletes or use the worksheet)

Gratitude List

Each player should list three people who have played an important part in their sporting journey.

- A parent or family member
- A volunteer who has given their time for free
- A coach, mentor or teammate that has been there for them

Gratitude Story

Each athlete picks one of the above and shares a memory about how that person has affected their career and why they are grateful for them. Tell that story. Be specific.

Reach Out

Each athlete may then choose to send a message to one (or all three) of those people to thank them for the time and effort they have put into ensuring that they can participate in their sport. How does it feel to reach out and simply say thanks to someone?

Delivery Tip

As always, leading with a thoughtful and honest story of your own will help set the tone how safe the rest of the team feels when talking.



THEME 4: INTENSITY

Module:
Competition Mindset

Key Point

This exercise helps coaches and athletes reach peak intensity at the right moment.

Exercise

(Ask your athletes or use the worksheet)

Competition Day Routine

- Create a competition day routine from the time you go to sleep the night before until the time you finish competing. Is there enough time to do the basics: sleep, eat, drink? Do you have time set aside to mentally and physically prepare to reach the intensity level that is required?

Animal Predator

An animal predator is a personality you can switch into when you start to compete. For example, golfer Greg Norman called himself the “Great White Shark”. Kobe Bryant called himself “Black Mamba”. Ask each athlete:

- What animal predator do you want to emulate during competition?
- What is it about this animal that made you choose it?

Competition Day Coaching

As a coach, find out from each of your athletes:

- What advice do they like getting on competition day?
- What advice do they not like getting on competition day?
- What’s the most effective thing you could say to each athlete during competition?

Delivery Tip

Athletes achieve the right level of intensity in different ways. Some athletes are quiet and reflect and prepare internally. Others want to dance, sing and make noise. Some want tactical advice, others want positive feedback, other specific performance keys or just a quiet display of trust.



THEME 5: FOCUS

Module:
Grit and Determination

Key Point

Athletes can use techniques like breathwork and pre-programmed “triggers” to reset them back to a focused performance state.

Exercise

(Ask your athletes or use the worksheet)

Breathwork

Start by running a 10 minute guided breathing session (find one on the internet or use “Energizer Morning” in the Mindfulness section of the Champion’s Mind app).

Triggers

A trigger is a short phrase or action an athlete can use to “pre-program” a locked in mental/emotional state:

1. Each athlete identifies a number of pre- or in-competition scenarios they expect to be involved in, e.g., free throw/penalty taking, serving, baton transfer, running the last mile etc.
2. The athlete then identifies what is most important to them at that exact moment: e.g. footwork, positioning, visualizing a running line, muscle relaxation etc.
3. Finally, each athlete identifies a trigger word that is personal to them to help to direct their attention to the right focus at the appropriate moment, e.g., “Footwork”, “My ball” or “Launch”. Some athletes choose to write their triggers on their gear / themselves as reminders when competing.

Each athlete should share some of their triggers to get each other familiar with the process.

Delivery Tip

Team triggers can be useful to set standards in the team too. For example, when your athletes put on their uniform for practice or competition, they should use this as a trigger that they need to be 100% committed to what they are doing with no external distractions. They can visualize this by imagining putting all their thoughts about other parts of their life (as well as their phones) in a mental locker that they keep shut while training or competing and come back to afterward.



THEME 6: LEADERSHIP

Module:
Leadership and Teamwork

Key Point

Leadership is about behavior, not titles.

Exercise

(Ask your athletes or use the worksheet)

Leadership Scenarios

Players should describe the type of leadership that needs to be shown and by who (coaches, captain, team, other) in each situation:

- **Clutch moment:** Basketball game. Down by one, last few seconds. You're in possession.
- **Slipping standards:** Players start to show up late to training, locker rooms are left messy, focus in training and competition is poor.
- **Green team:** The team has a lot of new players this year who are not as experienced.

Leadership Traits

Each athlete picks one of the below leadership skills and tells a story:

- **Empathy:** A time a teammate was there for you when you really needed them.
- **Inspiration:** A performance from someone that motivated you to up your game.
- **Communication:** A time you had a clear understanding of your role in helping the team.
- **Integrity:** A time you felt you could trust a person you know because of their actions.
- **Growth:** A time another player went above and beyond to help you learn a new skill.
- **Responsibility:** A time someone spoke up when it would have been easier to stay quiet.

Reflection

- Which of these leadership traits do you feel you are best at?
- Which of these areas do you feel you could improve at the most?

Delivery Tip

Leadership can be Autocratic (leaders decide and expect orders to be followed quickly and exactly), Democratic (everyone is consulted and then a decision is made) or Laissez Faire (the leader is hands-off and everyone is expected to make their own decisions). Different styles work in different situations and with different people (personalities, experience).



THEME 7: PRESSURE

Module:

Performing Under Pressure

Key Point

Pressure can benefit or hinder performance. Too little, you get lazy. Too much, you create mental and physical barriers to your best performance. The right amount: You get peak performance.

Exercise

(Ask your athletes or use the worksheet)

Identifying Pressure

- What does it feel like when you are under too much pressure?
- What does it feel like when you are under too little pressure?

Sources of Pressure

- Each athlete identifies where they feel pressure/worry coming from the most. Allocate 35 “points” between each of the following sources (max 10 in any one):

Personal:	Social:	Environment:
Failing to achieve potential	Expectations of parents / family	Worry about being selected
Fear of not winning	Responsibility to teammates	Worry about losing current or
Fear of making mistakes	Pressure from fans / media /	future scholarship / contract
	social media	Worry about the opposition

Impact of Pressure

- Which of the above lead to a healthy (motivating) level of pressure (you enjoy it)?
- Which ones lead to too much pressure?
- What conversation could you have or what decision could you make to reset that pressure if it regularly impacts your performance?

Each athlete should share and get feedback from teammates about strategies they have used.

Delivery Tip

Learn from your athletes what type of environment will help them to excel. Sometimes that means being a shield to external pressures, or getting them to focus on routine rather than outcomes, or controlling controllables and adopting a mental routine to discard the rest.



THEME 8: CONFIDENCE

Module:
Cognitive Distortions

Key Point

Self-doubt and loss of confidence affects all athletes. It can be restored by reflection, reframing and routine.

Exercise

(Ask your athletes or use the worksheet)

Confidence Cards

- For this exercise, get a small card for each athlete. They should fill it with positive memories about their best performances. They should then keep the card nearby and refer to it when they feel their confidence is lower than normal.

Reframing

- Get everyone to write down 3 things they've said to themselves in training/competition that express self-doubt. e.g. "This hill gets me every time" or "I can't make this shot" or "These guys are too good for us".
- Work together as a team to reframe (rewrite) this self talk more positively, e.g., "This hill is the best part of my run" or "tough opposition is how I prove myself", "He stuck me for that last point. He won't get so lucky next time".

Routine

- Name one thing in your pre-competition routine that makes you feel confident.
- Name one thing in your pre-competition routine that makes you doubt yourself.
- Decide on any changes to your pre-competition routine that will make you feel fully prepared to compete to your full potential.

Delivery Tip

Start with a quick visualization exercise:

Get each athlete to close their eyes and take a few deep breaths (or use a breathing exercise like Ratio Breathing from Champion's Mind). Now tell them to pick a favourite memory where they played really well. Say to yourself three times: "This is who I am". Open your eyes and start working on this exercise.



THEME 9: INJURY

Module:
Recovery from Injury

Key Point

Every athlete suffers an injury at some point during their career. Athletes should develop the mental toolbox to come back stronger after an injury by remaining positive and using the time wisely while recovering.

Exercise

(Ask your athletes or use the worksheet)

Death, Taxes, Injury

Name a famous athlete that has suffered from an injury.

- What do you know about their recovery path?
- What mental characteristics would you associate with their comeback?
- Did they come back stronger?

Each athlete talks about their biggest injury or setback

Setback

- Reflect on an injury you've suffered. What was the hardest thing about your comeback?
- How did you deal emotionally with not being able to compete?

Fightback

- Name 3 parts of your game you could have worked on while injured?
- Name 3 other parts of your life you could have worked on while injured?
- Name 3 ways you could support your teammates while injured?

Comeback

- How prepared did you feel when you got back to competing?
- What would you do differently next time?

Delivery Tip

1. The mental toll of an injury is often worse than the physical one.
2. Recovery is your new sport. Athletes should adopt pre-planned strategies for staying positive and use the time wisely in order to come back stronger than before.



THEME 10: GOAL SETTING

Module:
The Champion's Lifestyle

Key Point

Goals come in 2 flavors - outcome goals and process goals. Process goals ("make 100% of my gym sessions this month") usually tend to get better results than outcome goals ("win the division").

Exercise

(Ask your athletes or use the worksheet)

Goal Setting and Habits

Start with big outcome goals:

1. What's a big dream goal you'd like to achieve this season?
2. What's a big dream goal you'd like for the team to achieve this season?

Break that down into daily/weekly activities:

3. What daily activities do you need to do to achieve this goal?
4. Name 1-3 things you should start doing today to achieve this goal?
5. Name 1-3 things you could stop doing today to achieve this goal?

Create a new habit & provide support:

6. What does your daily and weekly routine look like with these goals in place?
7. As your coach, how could I help you achieve these goals?

Delivery Tip

Adequate time should be allocated for all parts of a balanced life. A goal that is so focused that it will quickly cause burnout will quickly be discarded or cause resentment. When making a plan, ensure adequate time is allocated for training and work/study, but also socializing, sleep, family etc.

Finally, get each athlete to verbally commit to their teammates to work on their goals together and hold each other responsible. "Are you prepared to do this for the team?"



THEME 11: COMPOSURE

Module:
Playing in the Zone

Key Point

Composure is the ability to stay calm in the face of adversity and setbacks. Developing a “nothing fazes us” attitude comes from having the confidence that you are prepared for any eventuality.

Exercise

(Ask your athletes or use the worksheet)

Scenario Planning

Each athlete creates a list of scenarios from your sport and the team discusses strategies for coping with them. Be as specific as possible to make it more real and aid visualization - score, distance, time etc.

- Get everyone to write down 2-3 unusual scenarios they have encountered in their career to date (either competing or watching).
- Together create a list of scenarios that cover most aspects of your sport.
- As a team, decide how you would handle each scenario, and how each player would contribute to it.

Examples:

- 30 seconds left. In possession and within scoring distance. 3 points down. What do we do?
- A key player gets injured in the warmup. How do we adjust our strategy?
- Halfway through, nature calls. What do you do?
- The opposition takes a commanding points lead in the first period.
- The opposition are aggressively cheating and the referees are not noticing.

Delivery Tip

1. For a team sport, this exercise can be done with 4 columns on a whiteboard: 1 for situation, 1 for time, 1 for score, and the final one for the team's decision.
2. At the end, remind your team: We are a team that wins because we have prepared for everything. Even when things go wrong, we stay calm and confident because we have figured out the best way to get out of **any** situation.



THEME 12: SELF-CARE

Module:
Mental Health

Key Point

Athletes should never be allowed to tie their entire self-worth to outcomes in their sport. Having other outlets lets them rest, relax and reinvigorate when needed.

Exercise

(Ask your athletes or use the worksheet)

Self-Care Plan

- What 3 things do you do to get your mind off school/work & your sport?
- What helps you relax, recover and restore after a long day?
- Who do you reach out to when you need a break from sport?

Balance

- Name three things that are important to you outside your sport?
- Would they still be there for you if you had to stop competing tomorrow?
- What obstacles are there to you implementing your self care plan, and how can you overcome them?

Try problem solving as a group.

Delivery Tip

- Sometimes the solution to a dip in performance is to practice less, not more. Ask athletes if they've ever felt their best performances come after they have taken time off from their sport.
- Dips in performance or commitment are often related to burnout, stress or anxiety. In such cases, time spent resting, relaxing and recovering is the best solution.
- Discuss different ways your athletes can emphasize being good to themselves ("self care plans") outside of their sport. Always remember - "Champion's max it, then relax it".



WORKSHEET 1

Name

H-H-H

Who's a hero that inspires you to be your best? What is it about them that you connect with?

What's a definitive highlight from your playing career? Why does it stick with you?

What's a hardship you've experienced in your life or playing career? How has it shaped you?

Coach AMA

Ask your coach a question about themselves. It can be about anything – core values, philosophy, interests outside sport, best and worst sporting moment or lessons learned – anything you'd like to know about them as a person.



WORKSHEET 2

Name

The Mental Game

In your opinion, what percentage of winning in your sport is:

%

Raw physical talent

%

Tactical/strategic

%

Mental toughness

Personal Growth

Pick one **learning** task you found **difficult** in the past. What was hard about it? Did you overcome it? What did it take? Will it be as difficult next time?

Think of a **mistake** you've made in the past. How would you approach the same problem today? Do you feel you've learned or improved from having made that mistake?



WORKSHEET 2 (CONT.)

Name

Personal Growth

Think of a time someone gave you **feedback** in a tense situation. What was their motivation in giving it to you? How did you feel as a result? How did you react as a result? Would you react differently next time? Would they?

Are you the same person after each of these experiences or have you grown?

What can you do to grow mentally with more deliberate intent in future?



WORKSHEET 3

Name

Gratitude List

Think of three people who have played an important part in your sporting journey.

A parent or family member

A volunteer who has given their time for free

A coach, mentor or teammate that has been there for you

Gratitude Story

Pick one of the above and write down a memory about how that person has affected your career and why you are grateful for them. Tell that story.

Reach Out

Optionally, reach out and send a message to thank any or all of those people for their help in supporting you as you compete in your sport.



Name _____

Competition Day Routine

Create a competition day routine from the time you go to sleep to the time you finish competing. Is there enough time to do the basics: sleep, eat, drink? Do you have time set aside to mentally and physically prepare to reach the intensity level that is required?



WORKSHEET 4 (CONT.)

Name

Animal Predator

An animal predator is a personality you can switch into when you start to compete. For example, golfer Greg Norman called himself the “Great White Shark”. Kobe Bryant called himself “Black Mamba”.

What animal predator do you want to emulate during competition?

What is it about this animal that made you choose it?

Competition Day Coaching

What type of advice do you like getting on competition day?

From your coach

From your teammates

What type of advice do you **not** like getting on competition day?

From your coach

From your teammates

What's the most effective thing your coach could say to you during competition?



Name

Breathwork

Do a 10 minute guided breathing session. Find one on Youtube or use one of the ones in the Champion's Mind app.

Triggers

A trigger is a short phrase or action that can be used to “pre-program” a locked in mental/emotional state.

1. Identify a number of common pre- or in-competition situations you expect to be involved in, e.g., free throw/penalty taking, serving, baton transfer, running the last mile etc.
2. Identify what is most important to you at that exact moment, e.g., footwork, positioning, visualizing a running line, muscle relaxation etc.
3. Finally, identify a trigger word that is personal to you to help to direct your attention to the right focus at the appropriate moment, e.g., "Footwork", "My ball" or "Launch".



WORKSHEET 6

Name

Leadership Scenarios

Describe the type of leadership that needs to be shown and by who (coaches, captain, team, other) in each situation:

Clutch moment: Basketball game. Down by one, last few seconds. You're in possession. Who needs to lead, and how do they need to do it?

Who?

How?

Slipping standards: Players start to show up late to training, locker rooms are left messy, focus in training and competition is poor.

Who?

How?

Green team: The team has a lot of new players this year who are not as experienced.

Who?

How?



WORKSHEET 6 (CONT.)

Name

Leadership Traits

Pick one of the below leadership skills and tell a story about how someone has shown that leadership trait in your life.

- **Empathy:** A time a teammate was there for you when you really needed them.
- **Inspiration:** A performance from someone that motivated you to up your game.
- **Communication:** A time you had a clear understanding of your role in helping the team.
- **Integrity:** A time you felt you could trust a person you know because of their actions.
- **Growth:** A time another player went above and beyond to help you learn a new skill.
- **Responsibility:** A time someone spoke up when it would have been easier to stay quiet.

Reflection

Which of these leadership traits do you feel is a strength of yours? Why?

Which of these areas do you feel you could get better at? How?



WORKSHEET 7

Name

Identifying Pressure

What does it feel like when you are under too much pressure?

What does it feel like when you are under too little pressure?

Sources of Pressure

Identify where you feel pressure/worry coming from the most. Allocate 35 “points” between each of the following sources (max 10 in any one):

Failing to achieve potential

Fear of not winning

Fear of making mistakes

Expectations of parents/family

Responsibility to teammates

Pressure from fans/media/social media

Worry about being selected

Worry about scholarship/contract

Worry about the opposition

Other



WORKSHEET 7 (CONT.)

Name

Impact of Pressure

Which of the above lead to a healthy (motivating) level of pressure (you enjoy it)?

Which ones lead to too much pressure?

What conversation could you have or what decision could you make to reset that pressure if it regularly impacts your performance?



WORKSHEET 8

Name

Confidence Cards

Take a sheet or a small card and fill it with positive memories about your best performances. You should keep the card nearby and refer to it when you feel your confidence is lower than normal.

Reframing

Write down 3 things you've said to yourselves in training/competition that express self-doubt. e.g. "This hill gets me every time" or "I can't make this shot" or "these guys are too good for us".

Reframe (rewrite) each of these more positively: e.g. "Hills are my favourite!" or "I'm giving my absolute best in the next play" or "tough opponents are how I test myself."

Negative self-talk

Positive self-talk



WORKSHEET 8 (CONT.)

Name

Routine

Name one thing in your pre-competition routine that makes you feel confident.

Name one thing in your pre-competition route that makes you doubt yourself (if you can).

Note any changes to your pre-competition routine that could make you feel more prepared to compete to your full potential.



WORKSHEET 9

Name

Death, Taxes, Injury

Name a famous athlete that has suffered from an injury.

What do you know about their recovery path?

What mental characteristics would you associate with their comeback?

Did they come back stronger?

Setback

Describe an injury you've had. What was the hardest part of recovery?

How did you deal emotionally with not being able to compete?



WORKSHEET 9 (CONT.)

Name

Fightback

Name 3 parts of your game you could have worked on while injured?

Name 3 other parts of your life you could have worked on while injured?

Name 3 ways you could support your teammates while injured?

Comeback

How prepared did you feel when you got back to competing?



WORKSHEET 10

Name

Goal Setting

What's a big dream goal you'd like for the team to achieve this season?

What's a big dream goal you'd like to achieve this season?

Habits

Write down 5 daily habits you need to maintain to achieve this goal.



WORKSHEET 10 (CONT.)

Name

Write down 3 things you should stop doing today to achieve this goal?

How can your coach help you to achieve these goals?



WORKSHEET 11

Name

Scenario Planning

Results in sport often come down to a small number of key decisions a team makes. Think of 5 unusual scenarios that had a significant impact on the overall result of a contest you played in or watched. Discuss how you might handle them if a similar situation occurs again in future.

Examples:

- 30 seconds left. In possession. 5 points down. What do we do?
- Star player gets injured in the warmup. How do we adjust?
- Half way through a race, nature calls. What do you do?
- The opposition takes a big points lead in the first period.
- The opposition are cheating and the referees are not noticing.

Situation

Time/Position/Score

Decision



WORKSHEET 12

Name

Self-Care Plan

What 3 things do you do to get your mind off school/work & your sport?

What helps you relax, recover and restore after a long day?

Who do you reach out to when you need a break from sport?

Balance

Name three things you do that are important to you outside your sport?



WORKSHEET 12 (CONT.)

Name

Would they still be there for you if you had to stop competing tomorrow?

What obstacles are there to you implementing your self care routine, and how can you overcome them?