

First Name: _____

Last Name: _____

REC1050-23 – Assignment – Performance Planning Strategies /18 marks

Lesson Review

In *L01 – Ideal Performance State*, we learned that an ideal Arousal/Activation Level allows for optimal performance. If arousal level is too low, your body isn't ready to compete. If arousal level is too high, you feel too much pressure and aren't able to manage it.

Physical or Mental State	Arousal/Activation Level		
	Too Low	Ideal	Too High
Breathing	Shallow breathing	Comfortable breathing	Hurried breathing
Muscle tension	Too relaxed	Relaxed but ready	Tight and tense
Mental state	Bored	Challenged	Fearful or scared
Motivation	Unmotivated	Motivated	Burned out
Nervousness	No butterflies in stomach	Some butterflies	Too many butterflies
Mental activity	No thoughts	Some thoughts	Racing thoughts

In *L03 – Mental Fitness – Part 2*, we learned about Pre-Performance plans for the “*Train to Compete*” age range (Females 15-21yrs, Males 16-23yrs).

Phase	Mental Fitness Activities
Pre-Performance	<ul style="list-style-type: none"> <input type="checkbox"/> Set appropriate goals for training and competition, encompassing different types of goals (e.g. process, performance, outcome goals). <input type="checkbox"/> Develop sound focus and refocus plans. <input type="checkbox"/> Use imagery to reinforce and correct key skills and desired outcomes for performance. <input type="checkbox"/> Refine pre-determined competitive routines/plans. <input type="checkbox"/> Continue to develop and refine optimal activation level and arousal adjustment.
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> Execute and test performance plans developed for competition. <input type="checkbox"/> Establish one or two simple cues to focus attention on important segments of the competition. <input type="checkbox"/> Follow and refine pre-determined competition routines/plans. <input type="checkbox"/> Use positive reminders that maintain confidence and motivation. <input type="checkbox"/> Introduce and develop the practice of mindfulness. <input type="checkbox"/> Normalize, accept, and regulate emotions such as anxiety, fear, and anger.
Post-Performance	<ul style="list-style-type: none"> <input type="checkbox"/> Debrief performances; highlight strengths and areas for improvement. <input type="checkbox"/> Focus on the positive lessons from each performance.

In *L03 – Mental Fitness – Part 2*, we also learned that chances of achieving the “*Ideal Performance State*” was increased through

- Self-reflection – Journaling/Tracking
 - Look back on previous successes and failures and identify the key factors responsible.
 - Monitor and track the key “puzzle pieces” to identify trends and patterns on a daily basis.
- Mental preparation routines for training and competition
 - Develop a mental preparation routine that complements your other preparation routines (i.e. physical warm-up, pre-event strategy review, equipment preparation, etc.)
- Distraction management
 - There are multiple “stimuli” vying for your attention (other competitors, coaches, spectators, school, work, family, relationships, etc). You need to decide which ones are helpful and which ones are detrimental... be in control of your thoughts and manage the distractions.

Assignment – Performance Planning Strategies

Students will create a 3-5 page **Google Slides** presentation on one Performance Planning Strategy. This strategy could be selected from any of the *Pre-Performance*, *Performance*, or *Post-Performance* activities listed on the previous page.

Students will:

- Identify the strategy they are using, and classify it as *Pre-Performance*, *Performance*, or *Post Performance*.
- Explain, **in detail and using examples**, how to use that strategy.
- Connect the use of that strategy to achieving the *Ideal Performance State*.
- *Share the Google Slides assignment with Mr. Bayer.*

	Total	Weighting Multiplier	3	2	1	0
Strategy identification and classification.		x1	<i>Student has clearly identified and correctly classified their Performance Planning Strategy.</i>	<i>Student has clearly identified but incorrectly classified their Performance Planning Strategy.</i>	<i>Student had not clearly identified their Performance Planning Strategy.</i>	Not applicable.
Explain how to use the Performance Planning Strategy.		x2	<i>Student has explained both (a) in detail, and (b) using examples, how to use that strategy.</i>	<i>Student has explained either (a) in detail, or (b) using examples, how to use that strategy.</i>	<i>Student's explanation does not give detail or examples of how to use that strategy.</i>	Not included.
Connect the use of the strategy to achieving Ideal Performance State.		x2	<i>Student has explained in detail how the strategy can be used to increase or decrease arousal to meet IPS.</i>	<i>Student has explained briefly how the strategy can be used to meet IPS.</i>	<i>Student has failed to clearly connect the strategy to meeting IPS.</i>	Not included.
Compile and display findings using Google Slides, and share assignment.		x1	<i>Student has presented their material with Google Slides effectively.</i>	<i>Student has presented their material with Google Slides to a minimum standard.</i>	<i>Student has presented their material with Google Slides ineffectively.</i>	Not applicable.

Students will share their completed Google Slides assignment with Mr. Bayer.