



PLANNING
AND
PERIODISING
SPORT
PSYCHOLOGY

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AIM OF TODAY'S SESSION

In the past and specifically in June we spoke about several concepts in sport psychology and practical activities you could do with your swimmers.

Today we will address when and how we implement and adjust those concepts and activities.

Menti.com: **45 24 71 5**



I MAY BE AN
EXPERT IN
SPORT
PSYCHOLOGY...

- But you are the expert on your club environment and your swimmers. Adapt for your club, swimmers, and your style of coaching.

REVIEW OF CONCEPTS FROM
JUNE

(& PREVIOUS SPORT PSYCH WORKSHOPS)

BAG TAG

SPORT PSYCHOLOGY

GOAL SETTING

Specific

A personal best by 1 second in the 100m breast

Measurable

How you know when you achieve this goal?

Attainable

What is reasonable, but exciting

Relevant

Relates to training & is personal

Time-bound

Get a regional qualifying time by February

Process Goals

What gets you to your end result?
3 dolphin kicks off each wall
*More day-to-day control

vs

Outcome Goals

The end result.
Personal best in 200 IM
*Less day-to-day control

Keep goals visible & up-to-date!

SELF TALK

INSTRUCTIONAL:

Aid technical execution
("elbows high")
Help concentration
("focus")

MOTIVATIONAL:

Regulate arousal & anxiety
("I am calm")
Build confidence
("I am strong")

Shorten to
cue words

PRE-PERFORMANCE ROUTINE

Identify what needs to happen on race day:
Practice and adapt this routine. What if something goes wrong?

At the hotel?

At the pool?

Behind the blocks?

SPORT PSYCHOLOGY

IMAGERY

If you imagine your ideal response beforehand, you are more likely to respond in your preferred way. Find a quiet place: You can sit still, or move around

Let's Practice!

Walking to your front door

- What could you see? Smell? Hear?
- 1st person or 3rd person?

Your best event?

- What lane were you in? Could you smell the chlorine?
- Can you feel the excitement or anxiety?
- Imagine again, but this time your goggles break. What do you do?

RELAXATION

- Begin by finding a comfortable position either sitting or lying down in a location where you will not be interrupted.
- Tense each muscle, going head to toe, in turn for about five seconds, and then release the tension and feel the muscle relax.
- It may help to visualise the muscles tensing and a wave of relaxation flowing over them as you release that tension.
- Allow your attention to focus on your body. If your mind wanders, bring it back to the muscle you are working on.
- Remember to keep breathing throughout.

IN JUNE WE DISCUSSED...

- Review of psychological skills
 - Goal setting, Imagery, Self-talk, Pre-performance routine, Relaxation (Bag Tag)
- OADF: The Person
 - Enjoys the journey
 - Resilient & Robust
 - Driven
 - Good learner
 - Independent

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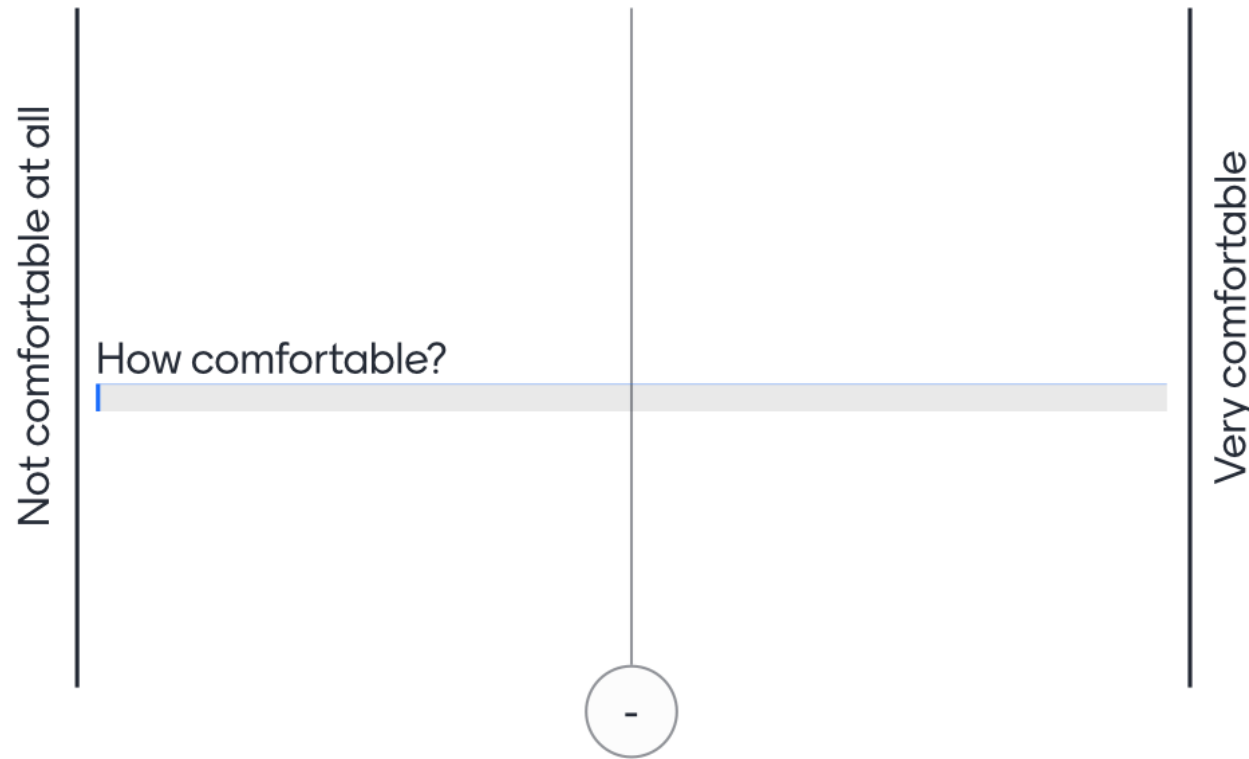
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Any clarification questions on psychological skills before we continue?

Press ENTER to pause scroll



how comfortable are we with actually introducing these concepts to athletes?



CREATING MOTIVATED SWIMMERS: SELF-DETERMINATION

*People are motivated to grow and change by **perceiving** three psychological needs are being met. It gives them a sense that direct action will result in change.*

Competence

- the ability to do something successfully or efficiently

Relatedness

- a sense of belonging and attachment to other people

Autonomy

- to feel in control of their own behaviours and goals

TO ADDRESS THIS THEORY



Growth mindset



Self-esteem

Evidence Brick Wall
Confidence Pyramid
Processing Positives



Taking responsibility exercise

GROWTH MINDSET:
“ABILITIES CAN BE DEVELOPED THROUGH
DEDICATION AND HARD WORK”
- CAROL DWECK



WATCHING YOUR WORDING

- Avoid the word “talent”
- Threat vs challenge
- “...Yet”
- Praising effort
- Process goals
- “I will write good sets, it’s your responsibility to come prepared and put the effort in”
- “What can we do better?”
- It is not failing, it is learning

EVIDENCE BRICK WALL

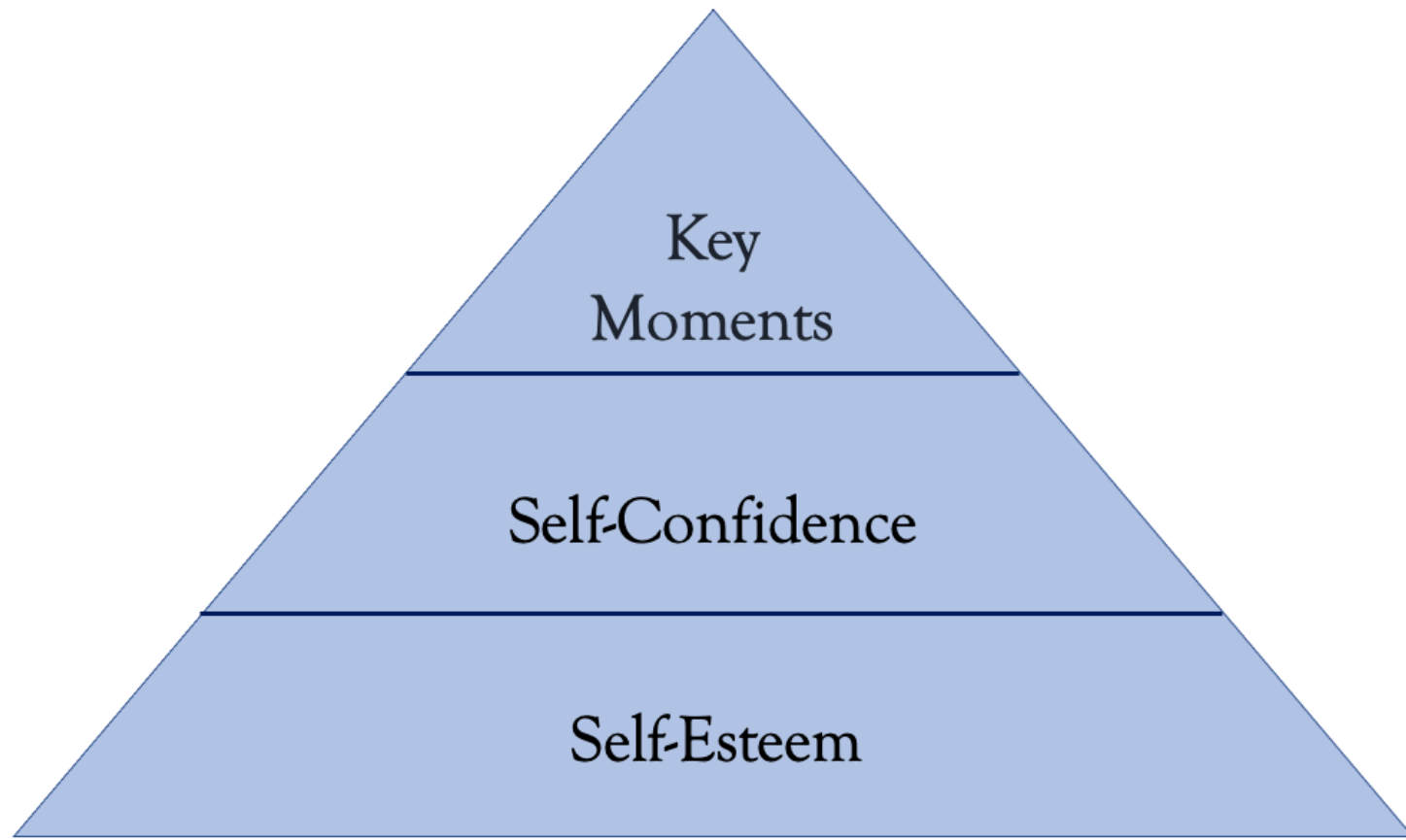
Brick wall 1: You are a swim coach

- What makes you a swim coach? This is fairly easy.
- Bricks would be that you went to the pool this morning, you write sets, you smell like chlorine, etc!

Brick wall 2: You are a *good* swim coach

- Explore what makes you “good”. Realise it is not just the results, it’s the type of person they are too.
- This is a harder and more vulnerable wall





Slow swim \neq bad swimmer \neq bad person

PROCESSING POSITIVES

3 Great Things About You
(non-swimming)

1. _____

2. _____

3. _____

3 Great Things About You
(swimming related)

1. _____

2. _____

3. _____

TAKING RESPONSIBILITY

Whose responsible that I bring a swimsuit, cap and goggles?____

Whose responsible that I come to training (on time)?____

Who is responsible that I work hard in training?____

Who is responsible that I work hard at S+C?____

Who is responsible that I achieve my swimming goals?____



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Questions/Clarification on what we have discussed so far?

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IMPLEMENTING SPORT PSYCHOLOGY

How and When

TYPES OF
IMPLEMENTATION:

FORMAL
VS
INFORMAL





FORMAL : HOW

- 1-2-1 meetings with athletes
 - Goal setting session
 - Formal Emotional and Physical Check-ins
 - Progress reports
 - These don't need to be long, but setting should be such that it is clear, separate meeting (i.e. scheduled; in an office)
- Team meetings
 - Sport Psychology workshops to teach a concept
 - Group activities / team bonding
- “Homework”
 - Activities for swimmers to do at home and then discuss



FORMAL : WHEN

- Basic rule of thumb for formal meetings (1-2-1 & Team)
 - Start of season (Short Course & Long Course)
 - After a break (holiday, lockdown)
 - After key moment (mid-season or championship meet)
 - End of season recap (Short Course & Long Course)
 - Every 6 weeks
- Show it is a priority for you as a coach
 - Taking time away from the pool to do this shows you are serious about it and that you think sport psych training is just as important and physical training

OF THE CONCEPTS WE HAVE WHEN WOULD YOU IMPLEMENT THEM?

**Goal setting
(process and
outcome)**

Self-talk

Imagery

**Pre-
performance
routine**

Relaxation

**Self-
esteem/self-
confidence
exercises**

**Control the
controllables**

What else?

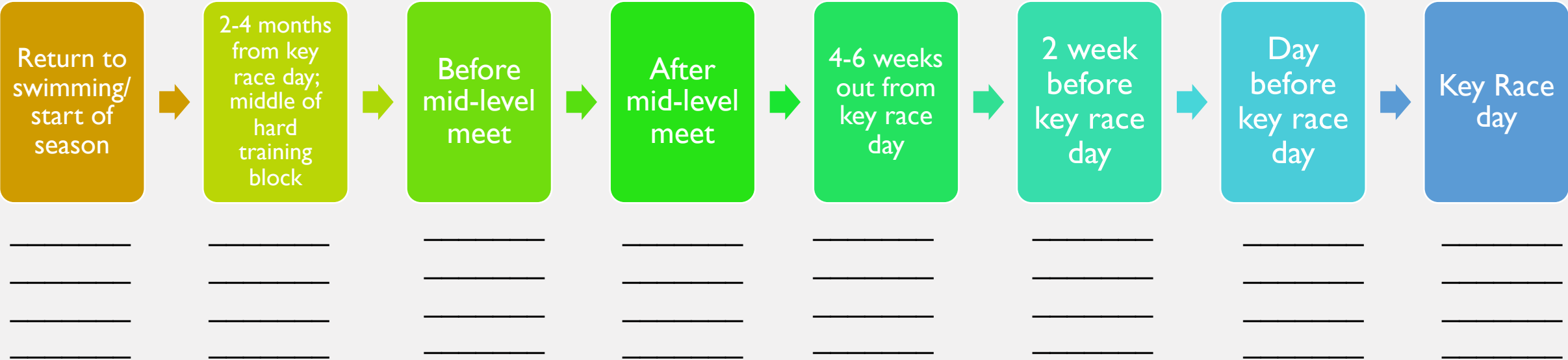
ROUGH TIMELINE





REMEMBER

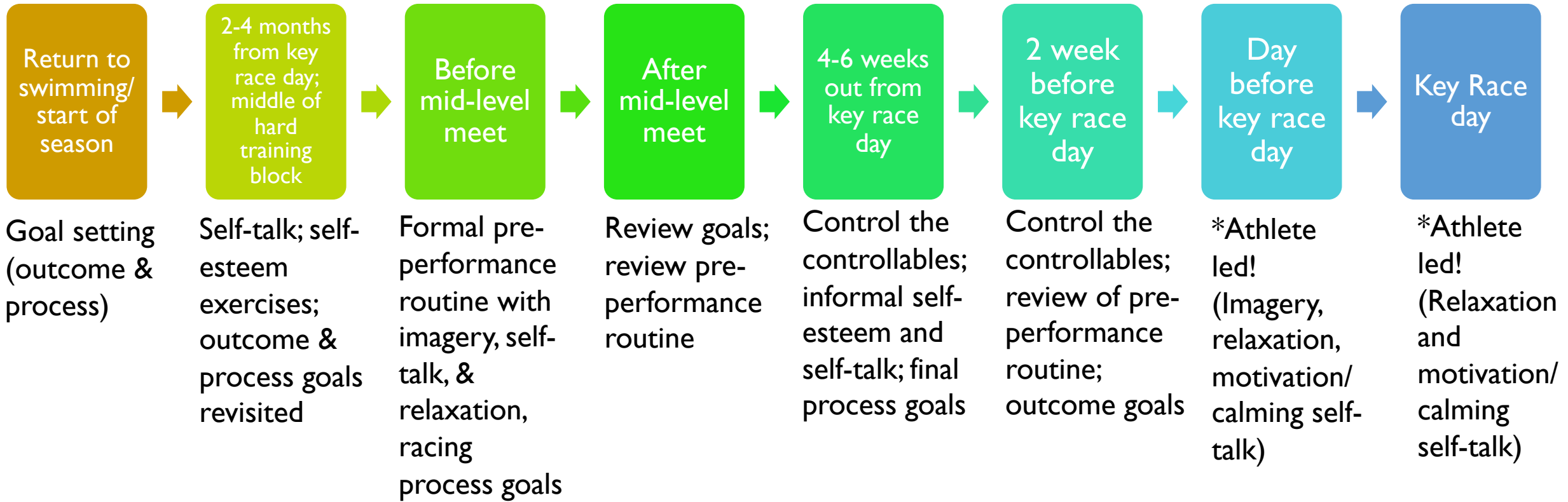
*You can review and advance the concepts. It is not just
about introducing once and walking away*



- | | | | | | | | |
|--|-----------|---------|--------------------------------|------------|--|------------------------------|------------|
| Goal setting
(process and
outcome) | Self-talk | Imagery | Pre-
performance
routine | Relaxation | Self-
esteem/self-
confidence
exercises | Control the
controllables | What else? |
|--|-----------|---------|--------------------------------|------------|--|------------------------------|------------|

BREAKOUT ROOMS

10 min to fill this out and discuss



WHAT WILL WORK FOR YOUR ATHLETES?

- *Reflect:* What may need to be adapted for younger and older swimmers?
- Very little harm in introducing anything too early as long as you review it, and advance it as season progresses

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How I may need to adapt content and timing for my swimmers?



FORMAL : CONTENT CONTINUED

YouTube: “Swim England Sport Psychology”

YouTube search results for "swim england sport psychology".

Search bar: swim england sport psychology

Filter icon FILTER

Sports Psychology Support - question and answer session
391 views • 9 months ago
Swim England
Swim England sports psychologists Hannah Stoyel and Helen Davis have answered a range of questions sent in by athletes, ...

Sports Psychology Support (1)
4.1K views • 10 months ago
Swim England
Sports psychologists, Hannah Stoyel and Helen Davis, deliver their first in a series of videos to support athletes with the current ...

Sports Psychology Support - No events in 2020
255 views • 8 months ago
Swim England
Swim England sports psychologists Hannah Stoyel and Helen Davis have created a video to help and support you after the news ...

Remember to use previous videos for reference
Swimming.org

INFORMAL: HOW

Wording choices for feedback

- What is helpful versus unhelpful?

Informal “how are you”

- What questions can you ask when they come on pool deck

Relationship building

- Do you know your swimmers as a person AND as an athlete. Do they know you as a coach and as a person?

BREAKOUT ROOMS

Learn from each other, how do you do informal check-ins and sport psych content?

(5 min)

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How do you informally check-in with your athletes?

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INFORMAL : WHEN

- White board with names on it... everyone get's tick at least once a week/ every other week
- When does everyone arrive for training? Is there time in pre-pool? Ask for everyone to arrive 15 min early?
- When swimmers arrive, “how are you?”
- End of session, “how did you find that?”

FINAL BREAKOUT ROOMS

1. What about for you in your club with your swimmers?
2. How might it tie to OADF?
 - Enjoys the journey
 - Resilient & Robust
 - Driven
 - Good learner
 - Independent

10 min

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What about for your club and your swimmers?

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How does this connect with OADF?

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ASSIGNING “HOMEWORK”

- Something tangible
 - Something to be written down: A worksheet to be filled out or write a few bullet points of reflection
 - Create something (poster, paperchain and take a photo)
- Assess if it is the right amount: On a scale from 1-10 you are looking for a 7
 - 1 being they won't do it; 10 being they will do it even if a zombie apocalypse

PSYCHOLOGY IMPLEMENTATION

- Does not have to be done covertly. We do not have to do stuff that they don't realise is happening. Talk to your athletes. Tell them your aims for using sport psych tools and ask them to feedback

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Final Q&A: What doubts and worries do you still have about sport psychology?

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