

AASP LEARNING GUIDES HELP TEACH KIDS LIFE LESSONS WHILE WATCHING THE 2010 WINTER OLYMPIC GAMES

Just in time for the Winter Olympic Games the Association for Applied Sport Psychology (AASP) is offering a series of interactive learning guides that adults can share with children while watching sports together. Sports provide an excellent opportunity to observe athletes in positive and negative situations, and with the assistance of the AASP Learning Guides, watching the 2010 Winter Olympic Games in February and beyond can be a source for valuable life lessons.

When children watch a sporting event like downhill skiing or ice skating and see their favorite athletes at the height of their careers, there are important lessons to be learned, including the importance of good sporting behavior, cooperating within a team, handling disappointment, and learning to focus. A series of 11 guides for parents, caregivers and teachers can be found in Resources for Parents at AASP's Resource Center at www.appliedsportpsych.org.

“AASP has developed a series of topics and questions that adults can discuss with children and have a healthy dialogue when they watch sporting events on television or attend a local sports event or competition,” explained Dr. Sean McCann, U.S. Olympic Committee Senior Sport Psychologist and AASP Past President. “Your child doesn't need to be an athlete to benefit from these discussions as children experience many of these issues in daily life.”

The complimentary learning guides include:

- #1 Importance of Good Sporting Behavior
- #2 Negative Effects of Poor Sporting Behavior
- #3 Cooperation vs. Competition within a Team
- #4 Defining Success (Winning and Losing)
- #5 Setting Goals in Sport and Life
- #6 What Sacrifices Do We Have to Make in Order to Do Great Things?
- #7 Using Five Minutes Before Your Performance
- #8 Dealing with Nervousness
- #9 Learning to Focus
- #10 Dealing with Disappointment
- #11 Resilience: “Bouncing Back Quickly”

The international Association for Applied Sport Psychology (AASP) promotes the ethical practice, science and advocacy of sport and exercise psychology. Founded in 1986, AASP is an international, multidisciplinary, professional organization that offers certification to qualified professionals who practice sport and exercise psychology. With more than 1,200 members in 28 countries, AASP is a worldwide leader, sharing research and resources with the public via its Web site, www.appliedsportpsych.org.

Learning Guide #1 For Watching the 2010 Winter Olympic Games/Sporting Events with Children

Good Sporting Behaviors

Watching the Olympic Games or a sports event can be a valuable learning experience for young people. Just in time for the 2010 Winter Olympic Games the Association for Applied Sport Psychology (AASP) has developed a series of learning guides for adults and children to use while watching sports on television or in person, both on the snow and ice, to promote healthy dialogue regarding sport. This guide suggests certain observations and presents several questions to discuss together. The learning guide concludes with a brief summary of important facts regarding the topic.

Observation and discussion questions: Good Sporting Behaviors

While you watch the 2010 Winter Olympic Games or another sports event:

- Pay attention to individual athletes and teams of athletes. In particular, watch for examples of positive sporting behavior.
- Do you see athletes shake hands before and after the competition?
- Do coaches shake hands before and after the competition?
- Why do you think it is important for athletes and coaches to shake hands before and after competition?
- Watch how the athletes and coaches interact with each other. Do they treat each other respectfully?
- Have you ever been in a situation where you were a "good sport" to someone on an opposing team? How did you think that made them feel? How did it make you feel?
- Watch how teammates interact with each other. Do you see them giving only constructive criticism and positively encouraging each other? Why do you think this is important?
- Think about the rules of the sport you are watching. Positive sporting behavior is exemplified by following all of the rules. Do you see athletes and coaches doing this?

Lesson Conclusion

Research on athletes and coaches shows that appropriate sporting behavior can be developed in both game and practice situations. Positive sporting behavior is important at all levels of sport because it aids in character development. It is also important because it impacts many areas of sport such as team cohesion, respect among opponents, emotional control, and transferring values of sport into everyday life and non-sport activities. When we see examples of positive sport behavior (e.g. respectfully questioning officials, playing by the rules, congratulating your opponent, encouraging teammates), positive values are modeled and reinforced. This creates a positive sport environment for all involved.

What is critical in the discussion of positive sporting behavior is the idea that displaying positive behavior is a choice and a moral action. Once an athlete or coach recognizes the dilemma at hand, he or she has a choice to respond in an appropriate positive manner. The more times we respond positively, the better examples we set for athletes of all ages.

AASP encourages adults to do their part to create a supportive youth sport environment so children will develop a lifelong interest in physical activity and sports. By teaching fundamental sporting principles, you can help children develop winning attitudes, both in sports and throughout life.

Prepared by Dr. Karen Collins, a professor in the Department of Kinesiology: Sport Studies, at the University of New Hampshire in Durham. She also serves on the Organizational Outreach Committee of AASP.

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Learning Guide #2

For Watching the 2010 Winter Olympic Games/Sporting Events with Children

Negative Effects of Poor Sporting Behavior

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Observation and discussion questions: Negative Effects of Poor Sporting Behavior

While you watch the 2010 Winter Olympic Games or another sports event:

- Pay attention to individual athletes and teams. Point out examples when athletes display poor sport behaviors.
- Do athletes and coaches argue with opponents? Do you see them acting aggressively towards opponents?
- Why do you think this happens?
- Do you see coaches and athletes questioning the officials in an appropriate manner? Or are the coaches and athletes arguing with officials?
- Watch how the athletes and coaches interact with each other. Are teammates making negative remarks towards one another? Are they arguing with each other? How do you think this behavior impacts the game or competition?
- Have you ever been in a situation where you argued with an official? Yelled at a teammate? Disrespected your coach? What was the situation that forced you to behave in that manner? What was the end result? What could you have done differently?
- Think about the rules of the sport you are watching. Examples of negative sporting behavior often relate to not following all the rules. Do you see athletes and coaches doing this? How does this impact the game?
- What are the consequences of negative sporting behaviors? Does behaving in this manner undermine the positive aspects of sport and competition? What can you do to change your behavior in sport?
- How could the athletes or coaches respond positively in these situations?

Lesson Conclusion

Research on athletes and coaches shows that appropriate sporting behavior can be developed in both game and practice situations. Positive sporting behavior is important because it can affect team cohesion, respect among opponents, and emotional control. Athletes also learn important lessons in sport that will transfer to other settings, such as school and non sport activities. However, when elite or professional athletes use negative behavior in sport (e.g., arguing with officials, not playing by the rules, disrespecting opponents, yelling at teammates), it teaches these behaviors to young athletes. That is why it is so important to talk about good and bad examples of sport behavior. Young athletes need to learn what behaviors are acceptable, the impact of negative sporting behaviors (e.g., penalties, conflict with teammates). Help young athletes avoid believing that poor sporting behavior is appropriate.

What is critical in the discussion of poor sporting behaviors is that this behavior is a choice. For example, athletes can choose to walk away from a disagreement or choose to argue about it. By pointing out negative behaviors, you then can help young athletes think of positive ways to act in such situations. And remember, you are a role model for your child. When you respond positively, you set good examples for athletes of all ages.

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Learning Guide #3

For Watching the 2010 Winter Olympic Games/Sporting Events with Children

Cooperation vs. Competition within a Team

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Observation and discussion questions: Cooperation vs. Competition within a Team

While you watch the 2010 Winter Olympic Games or another sports event:

- Observe a couple of team sports.
- What is the difference between playing on a team sport versus playing a sport as an individual?
- What is the difference between cooperating with others versus being competitive with them?
- Is being competitive with people on your own team helpful or harmful to the team? How can it help the team? How could it hurt the team?
- Have you ever been on a team where someone was very competitive with their own teammates? How did that make you and other teammates feel?
- What do athletes say or do that shows you they are cooperating with their teammates?
- “Do you think everyone on the team likes one another? If not, how do they make it work?”

Lesson Conclusion

Participation on a sport team can present unique challenges for athletes. For example, in Olympic competition, some athletes may have previously competed against someone who is now their teammate. Before, they were competing against them, and now they have learned to cooperate with them. One way they do this is by focusing on achieving team goals. Only by working together can a team be successful. Athletes also compete against their teammates for playing time, which can create unhealthy competition within the team. A positive team atmosphere can be encouraged by emphasizing that “friendly competition” will make everyone a better player. Athletes can find a good balance between cooperation and competitiveness by helping each other improve by working hard in practice while also supporting one another. This will help the team remain unified and play to their potential. Learning to cooperate will increase confidence and self-esteem in young athletes and lead to a fun youth sport experience.

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Learning Guide #4

For Watching the 2010 Winter Olympic Games/Sports Events with Children

Defining Success (Winning and Losing)

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Observation and discussion questions: Defining Success (Winning and Losing)

While you watch the 2010 Winter Olympic Games or another sports event:

- Find an athlete who you think defines success through achieving their personal best (regardless of whether this results in winning a medal).
- Find an athlete who you think defines success through only winning a medal.
- Find an athlete who you think defines success by defeating his or her opponent.
- If you can do this (the first three bullets listed above), what is the main difference you observed between these athletes?
- Imagine you are an Olympic athlete. What do you think would be more important to accomplish: winning a Gold, Silver or Bronze Medal or performing your best and surpassing a prior performance?
- How would you feel if you participated in the Olympic Games but did not win a medal?
- Right now, do you define success as winning or by doing your best?
- Should you compare yourself to others or just to your own past performance?
- Do you concentrate on improving your game to become better, or, do you just want to beat someone?
- What if you beat someone, but they didn't play very well? Would you feel as good about winning?

Lesson Conclusion

Sport participation involves developing one's physical skills to challenge one's self as much as it involves competing against other athletes. The pressure to succeed comes from factors such as personal desire to do well, meeting coach or parent expectations, and from the importance of a particular competition. Initially, parents could teach young athletes the importance of trying one's best, being a good sport in victory as well as in defeat, and placing less emphasis on winning or being the best. Often, children and adults place too much emphasis on winning and losing, and only define success through the outcome of the game. Research on successful athletes suggests that they emphasize improvement and learning new skills and they do not just focus on the outcome.

Helping a youngster believe in his or her abilities, (over the final score or defeating an opponent) is more likely to contribute to a child's enjoyment of sport (or any other performance) and will foster healthy self-esteem. As a child develops trust in her or his capabilities, there is more of a willingness to develop and improve upon existing skills. This can lead to increasing a child's motivation, which in turn, inspires self-discipline, integrity, and perseverance. Once a youngster's skills improve, competition emerges as youth athletes find it gratifying to seek external recognition, praise and other non-verbal rewards (i.e., hugs) for their athletic accomplishments.

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Learning Guide #5

For Watching the 2010 Winter Olympic Games/Sporting Events with Children

Setting Goals in Sport and Life

Watching the Olympic Games or a sports event can be a valuable learning experience for young people. Just in time for the 2010 Winter Olympic Games the Association for Applied Sport Psychology (AASP) has developed a series of learning guides for adults and children to use while watching sports on television or in person to promote healthy dialogue regarding sport. This guide suggests certain observations and presents several questions to discuss together. The learning guide concludes with a brief summary of important facts regarding the topic.

Observation and discussion questions: Setting Goals in Sport and Life

While you watch the 2010 Winter Olympic Games or another sports event:

- Do you think the Olympic athletes set goals that helped them get there?
- What goals do you think they set?
- Do you think the athletes just had one goal to get to the Olympic Games? Or do you think they had many smaller goals that eventually got them to the Olympic Games?
- Have you ever set goals in sports, school or other performance areas?
- Have you ever set a goal and not reached it? Did that make you feel like giving up or did you become more determined? What can you do to change a goal to make it more achievable?
- Do you believe the Olympic athletes achieved every single goal that they ever set?
- Do you ever write down your goals?
- Do you think of yourself as successful only if you achieve the “FINAL GOAL,” or do you feel successful along the way as you make steps toward your ultimate goal?
- When an athlete or team wins a Gold medal, ask the child: “Now that they have won the Gold, what do you think they will do now?”

TIPS FOR SETTING GOALS:

- Set specific goals.
- Set realistic, but challenging goals. Aim high, yet be reasonable.
- Set short-term and long-term goals.
 - Write a goal that is your ultimate goal.
 - Short-term goals should focus on developing specific skills needed to achieve the long-term goal.
 - Create goals to reach your ultimate goal.
- Set goals for practice AND competition (not just competition).
- Write your goals down. “Ink it, don’t just think it.”
- Develop goal achievement strategies.
 - Think about how you will develop the skills to meet your goal.
 - Create a system where you get a small reward each time you make progress toward your “ultimate” goal.
- Set goals that are measurable.
- Set individual and, if appropriate, team goals.
- Periodically evaluate where you are and decide if you need to change your practice routines to reach the set goals, or if you need to change the goals themselves to make them more realistic.
- Realize that improvement and success is an ongoing and exciting process, and the “journey” can be as satisfying as the “destination”.

Lesson Conclusion

Research on athletes and in business psychology clearly indicates that people who set goals, and then periodically evaluate their goals, are more successful than people who do not set goals. Athletes usually set long-term goals, but they often don't set daily practice goals that will lead them to their ultimate goals. When children set goals that are achievable and then begin to see themselves reaching these goals, they will increase their confidence and self-esteem. Being more confident then brings about more success. Unrealistic goal-setting can create a sense of hopelessness and failure. While few athletes become Olympians or professional athletes, those who do had childhood dreams of doing so. So be careful not to dash the hopes of an aspiring Olympian! Athletes do best when they aim high, but focus on their short-term goals. Parents can help young athletes be realistic by helping their daughters and sons develop sensible short-term daily, weekly or monthly goals.

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Learning Guide #6

For Watching the 2010 Winter Olympic Games/Sporting Events with Children

What Sacrifices Do We Have To Make In Order To Do Great Things?

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Observation and discussion questions: What Sacrifices Do We Have To Make In Order To Do Great Things?

While you watch the 2010 Winter Olympic Games or another sports event:

- What sacrifices do you think these athletes have made to get to the Olympic Games?
- Have you ever had to make a choice between playing your sport and doing something else that would be fun? How did you decide?
- Can you think of other people in these athletes' lives who have made sacrifices to help them get there?
- What have the athletes and their families given up?
- Do you think they are comfortable with the sacrifices they have made?
- Have you ever had to make a sacrifice for something you do that's important to you? At school? In music? For your team?
- What did that feel like to you? How did you deal with it?
- Can you think of a sacrifice your family has made for you that has helped you achieve something you wanted?

Lesson Conclusion

Successful athletes realize that sacrifice is part of competitive sports. Young athletes give up alternative activities to excel in one particular area. Often educational experiences are modified and social experiences are limited to their sport and coaching relationships. Parents and families of athletes make many sacrifices as well: carpooling, washing uniforms, preparing two dinners — one for a child involved in sport and one for the rest of the family — as well as attending practices, games and competition. There are also financial sacrifices families make to support the travel and training expenses of talented athletes. Most sport psychology consultants agree that the key to whether a sport experience has been worthwhile is whether the athlete has had the opportunity to grow and develop as a person.

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Learning Guide #7

For Watching the 2010 Winter Olympic Games/Sporting Events with Children

Using Five Minutes Before Your Performance

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Observation and discussion questions: Using Five Minutes Before Your Performance

While you watch the 2010 Winter Olympic Games or another sports event:

- Observe athletes immediately prior to performing their events.
- What do these athletes do immediately before competition?
- Do some athletes appear to have a routine (structured sequence of behaviors and thoughts) that they go through?
- What do you think the athlete is thinking about right now before he or she performs?
- Are there any differences between the athletes that use routines and the athletes who do not? For example, does either athlete look more relaxed, confident, happy or panicked, rushed, confused or worried?
- What do you do immediately before performing a skill?
- How might being at the Olympic Games (or playing an important game) change your thoughts and behaviors immediately before performing a skill? Might this change affect your performance? How can you remain steady and focused before a big game?
- How might using a routine help you to stay focused, relaxed and confident going into your performance?

Lesson Conclusion

Successful athletes are appropriately energized, confident and focused immediately prior to performing. Rather than allowing their surroundings, such as being at the Olympic Games, affect how they prepare, successful athletes go through the same behaviors and think the same thoughts during the five minutes before every performance. Athletes may physically walk through their performances or some aspect of their performance. For example, they may visualize executing their performances flawlessly (especially watch downhill skiers who move their arms and body as they would if they were standing on flat ground). Some athletes will talk to themselves, saying things to stay confident or say cue words (explode, smooth and strong) that guide them through specific movements. The last five minutes prior to performing a skill can be critical for athletes in focusing their emotions and energy. Some athletes use this time to make sure they are psyched up and ready to explode while others use this time to calm themselves down. Importantly, successful athletes use this time productively to put themselves in a mindset that helps their performance.

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Learning Guide #8

For Watching the 2010 Winter Olympic Games/Major Sporting Events with Children

Dealing with Nervousness

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Observation and discussion questions: Dealing with Nervousness

While you watch the 2010 Winter Olympic Games or another sports event:

- See if you can identify several athletes who seem to be nervous.
- How can you tell that they are nervous?
- What do you think they are thinking and feeling?
- Do you think that this helps them perform well or does it get in the way?
- Have you ever felt nervous before performing in a sporting event, acting in a play or taking a test in school?
- How do Olympic athletes deal with nervousness?
- How do you deal with it?
- Would it be helpful to learn how to control your nerves (not become nervous) better?

Lesson Conclusion

Being nervous is common before a game or event when the outcome is really important to you. For many athletes, being a little nervous is a sign of being excited, which can be a good thing. It can motivate and energize you, and even help you pay attention. For most athletes, being a little nervous is a normal feeling before competing. However, being too nervous can get in the way of a good performance. This is sometimes called "stage fright" or "choking". Olympic athletes practice many different ways to control their nerves. Some will think about, or visualize, playing well. Others may take a deep breath just before starting. Sport psychology consultants can teach athletes and other performers how to relax under such pressure.

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Learning Guide #9 For Watching the 2010 Winter Olympic Games/ Sporting Events with Children

Learning to Focus

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Observation and discussion questions: Learning to Focus

While you watch the 2010 Winter Olympic Games or another sports event:

- While watching a specific event, describe what you think an athlete is focusing on (paying attention to) at the start of the event and during the event.
- Some people think they can tell if an athlete is focused by looking at his or her face. Do you think you can tell? If so, what part of the face would you observe?
- How about you? What are some things you focus on best? Have you noticed that the more you work at something and the better you get at it, the better you can focus?
- Have you noticed that it is easier to focus on things you like to do? What happens to your focus when you get tired or things go wrong?
- Even the greatest athletes lose focus sometimes. As you watch the Olympic Games, see if you notice when athletes lose focus. Try to figure out why.
- Does feeling a lot of pressure to perform well cause some athletes to lose focus? How about worrying? What kinds of things might an athlete worry about? What are the kinds of things you worry about?
- Can you explain the difference between worrying and trying to figure out what to do if things don't go well?
- There is also refocusing. This means getting your mind back on track after you get distracted. Watch for athletes who seem to lose their focus but then successfully refocus and perform well (e.g., a figure skater who falls on the ice, but gets back up and finishes the routine successfully.) Can you think of a time this has happened to you?

Lesson Conclusion

Successful athletes are very focused. During competition they pay attention at all times. They also can refocus quickly if they get distracted. All athletes can learn to do this with practice. The more you do it, the better you do it. Also, the more you believe in yourself, the easier it is to focus. Worry is the most common enemy of focus. It usually starts out as an attempt to solve a problem, but worry can quickly become a problem in itself. It is like thinking in a circle. Worrying is having the same negative thoughts again and again. Everybody worries to some degree. When it happens — tell yourself STOP! Then, take a deep breath and think about your sport. Think about what you do well. Think about how much fun it can be.

As a competitive athlete, you may feel pressure to perform well. Sometimes we want to do well for our teammates, coaches and parents. Try not to think about that. STOP! Instead, think about what you do well. This will help you stay excited about competing and will help you focus on the task at hand. Sometimes it helps to make a list of things that can cause you to lose focus. Then make a second list of ways to avoid being distracted or that can help you refocus. For example, if a snowboarder gets distracted by observers, she can remind herself to look at the gates on the slope of the hill. By having a list of ways to refocus, you will be ready to use those strategies when you need them during a competition. Elite athletes have very specific plans for coping with distractions, which allow them to stay focused and perform well. Always remember, the more fun you have, the better you focus - the better you focus, the more fun you have!

Study Guide #9

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Learning Guide #10

For Watching the 2010 Winter Olympic Games/Major Sporting Events with Children

Dealing with Disappointment

Watching the Olympic Games or a sports event can be a valuable learning experience for young people. Just in time for the 2010 Winter Olympic Games the Association for Applied Sport Psychology (AASP) has developed a series of learning guides for adults and children to use while watching sports on television or in person to promote healthy dialogue regarding sport. This guide suggests certain observations and presents several questions to discuss together. The learning guide concludes with a brief summary of important facts regarding the topic.

Observation and discussion questions: Dealing with Disappointment

While you watch the 2010 Winter Olympic Games or another sports event:

- Find an athlete who might be disappointed with how they performed in the Olympic Games.
- What did they say or do to let you know they were disappointed?
- What did you like or not like about how they showed their disappointment?
- Have you ever been disappointed in your own performance? In sport? Music? School?
- What did that feel like to you, and how did you get over it?
- Often, athletes want to win every competition in which they participate. Is it realistic to expect to win every time? Would you have fun if you knew that you would “magically win” every time, even if you didn’t try?
- What if you lost to someone and you performed very well, but they performed better that day? Can you still feel good about how you played, even if you are disappointed?
- Do you feel like you have to perform PERFECTLY every time you compete? Is it possible to be perfect? Do you think you need to be perfect to be good at something?
- How might you feel if you do not perform perfectly?
- Do you get angry at yourself when you make a mistake? Why? What can you do instead of being mad?

Lesson Conclusion

Successful athletes realize disappointment is part of sport. If they won every competition, they would eventually become bored with their sport and quit. The only way to win every competition would be to compete against others who were not as good. Sometimes athletes perform well, but their opponent might seem to have an edge that day, and beat them. It is easy to be gracious when you win, but it is more difficult to accept defeat. Good sports will always tell their opponent “good game.”

Successful athletes pursue excellence, not perfection. While they want to win, they realize they won’t always win. They learn to evaluate how well they played, win or lose. For example, watch an athlete who has a personal best at the Olympic Games, but may get a Bronze Medal. He may still be very excited, yet disappointed he did not get a Gold Medal. These athletes respect their sport, the other participants and those around them. When they are disappointed, they do not allow that emotion to ruin their experience, or other participants’ sport experience. They learn to cope with adversity and loss, as well as with success. Successful athletes use disappointment to motivate them to practice so they do better in the future.

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Prepared by Dr. Mark A. Hogue who is a clinical and sport psychologist in private practice in Erie, PA at Northshore Psychological Associates. He is the Chair of AASP’s Organizational Outreach Committee.

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Learning Guide #11

For Watching the 2010 Winter Olympic Games/Major Sporting Events with Children

Resilience: “Bouncing Back Quickly”

Watching the Olympic Games or a sports event can be a valuable learning experience for young people. Just in time for the 2010 Winter Olympic Games the Association for Applied Sport Psychology (AASP) has developed a series of learning guides for adults and children to use while watching sports on television or in person to promote healthy dialogue regarding sport. This guide suggests certain observations and presents several questions to discuss together. The learning guide concludes with a brief summary of important facts regarding the topic.

Observation and discussion questions: Bouncing Back Quickly

While you watch the 2010 Winter Olympic Games or another sports event:

- Find a few examples of athletes in individual sports that made mistakes during their performances.
- How did these athletes respond after making these mistakes? How did they perform just after the mistake and/or in later trials or events?
- Think of a time when you made a mistake. How did you feel? How long did the feeling last? How did that feeling affect you when you tried again?
- Watch a team sport like hockey and identify a point in the game where an obvious rule violation is not called. Focus on those players who are visibly upset about the official’s mistake. How do their reactions affect their performances? Are they able to let it go and get back to focusing on the game?
- While watching a team game, or team effort, notice a team that is behind. How can they “bounce back?” When a team or player bounces back, THAT is called resilience.
- How do you feel when someone treats you unfairly and gets away with it? What happens to your concentration?
- When you make a mistake or something doesn’t go your way, how quickly do refocus on what you were doing?
- Does refocusing help your performance?
- While performing, does focusing on your mistake or the mistakes of others help you perform better? If so, how?
- If something goes wrong in your performance, what are some ways you can quickly bounce back and perform your best?

Lesson conclusion

Successful athletes understand that things happen during competitions that are unplanned. The best response is to ignore them or quickly refocus on the game and move forward. Sometimes athletes themselves make mistakes. Other times, the environment (weather or equipment), a competitor, or even an official can knock an athlete off track. Successful athletes do not dwell on these mistakes or mishaps. They quickly refocus on the present and what they need to do next. It is natural to experience immediate negative emotions when something goes wrong; however, resilient athletes do not allow these emotions to linger. Athletes who are not resilient waste valuable energy and focus on things other than the skills they are doing. These athletes often perform poorly. In contrast, resilient athletes limit the effect of adversity on later performances, allowing them to return to performing well. Successful athletes may experience disappointment, anger or frustration associated with adversity, but rather than being overcome by these emotions they find ways to quickly bounce back.

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