

Candidate 2

Section 1: Understanding factors that impact on performance

For each factor, Mental, Emotional, Social and Physical, explain its impact on performance. (8 marks)

In your answer you may provide a general response or relate to an activity or activities.

Factor 1: Emotional - In my performance through-out it I need to ensure that I do not proceed to show fear in my dance routines, this could make me lack on concentration and forget the skills/moves I need to do. This can also make me lack on confidence such as messing up on my overall performance which means I am not putting in the 100% effort I need to, that can make me loose marks and get a lower score.

Through-out my performance I should ensure I show happiness in my routine this can make me feel more confident in doing my routine as I am showing I am wanting to do it. By have confidence this can make me receive good marks as I have shown hard work during my routine as I wouldn't mess up on the skills I needed to do through-out my routine.

Factor 2: Mental - Through-out my performance I need to ensure I have full concentration through-out it as it can impact well or not well in the performance. For example if I have good concentration in my dance routine it can make me complete my skills well as I know what I am doing. This can make me get better marks as I have shown the concentration to the audience and I have presented my routine very well. Concentration can impact on my performance not so well as it may make myself distracted from the space and surroundings around me, this is a disadvantage as I may not use my space well enough or bump into items as I have full concentration on the routine rather than my surroundings. In my performance I need to ensure through-out I have motivation in doing my routine. Having full motivation can make a good impact on my performance as I can present the routine well. For example having full motivation whilst doing a dance routine can make my skills in my dance routine progress in perfection as I am wanting to present the routine and receive full marks in my performance. Showing motivation in the high standard skills can lead to better progress to complete my performance well.

Factor 3: Social - Through-out my performance I need to ensure to complete all responsibilities that I need to achieve in my dance routine. Completing all responsibilities in my routine it will help me get my skills in my performance to perfection. For example during my performance I will be thinking of the responsibilities that I need to achieve so it will give me higher chance of achieving the goals I have set myself in my routine. This can help me receive a higher overall result on my dance routine. Through-out my dance routine I also need to ensure I am cooperating. This can make a good impact on my performance, for example if I am practising before and I need to receive help as I am stuck or confused on a skill I + need to cooperate with my teacher to help me on what I am stuck on. This can help me on the skills in my routine I am not 100% sure on, so it can help me a lot by asking for help and cooperating with my teacher. I need to cooperate with my teacher to help me on what I am stuck on. This can help me on the skills in my routine I am not 100% sure on, so it can help me a lot by asking for help and cooperating with my teacher.

Factor 4: Physical- Through-out my routine I need to ensure I am using flexibility during the skills I do in my dance routine. This can make a good difference in my overall performance as I am able to move about and use my body and skills wisely. For example practising my routine being able to use my flexibility can make me do more progressive skills which may help me receive more marks as I have done higher level of skills in my routine. Using my flexibility can make me show off the skills in my routine and make me have a better performance. In my performance I also need to ensure I am using my balance well in the skills I am doing in my routine. This can make a good impact on my performance as I need to use my balance in skills I and movements I need to stay still for. For example if I do a movement or skill in my routine that I need to hold, balance can make an effect to it as I need to ensure I am using my balance to achieve the hold well.

Section 2: Planning, developing and implementing approaches to enhance personal performance

Choose two of the factors you selected in Section 1 and any one physical activity for which you will provide evidence in your portfolio.

Activity: Dance

Factor 1: Mental

Factor 2: Physical

2a Explain the challenges you may face when gathering reliable data on your two selected factors. (3 marks)

In the two factors that are selected the challenges I may face when gathering data are doing in a form of a mental toughness questionnaire for the mental factor. By doing a mental toughness questionnaire in Dance is may give a negative impact on your results. After my session of dance I would begin to fill out the mental toughness questionnaire by the end of my session I may have forgotten the pros and cons of my routine. This will make me forget what I need to work on in the future and I may have written false information which can affect any future performances as I don't know what skills I need to improve on.

When collecting data for the Physical factor, the challenges I may face when gathering data in the form of coach feedback. If I receive information from an experienced teacher the information I receive back after my performance may be false information and it may be bias as the teacher may want to think you have done well on all skills in the routine, it also may make you feel better about yourself which means the information I receive back after my performances are not 100% accurate, which is false information.

A challenge I may face is when collecting data in the form of a mental toughness questionnaire is the information I have written after a performance may be false and not make any sense. As during my performance I may not be able to remember all strengths and weaknesses which can make the information not appropriate to what I need to work on.

Another challenge I may face when receiving coach feedback is the teacher watching my performance may not be experienced in that sport and have no knowledge of it. This means the coach may not give accurate feedback.

2b (i) Identify one appropriate method you used to gather data on your performance in factor 1. (1 mark)

Factor 1: Mental toughness questionnaire

(ii) Identify one appropriate method you used to gather data on your performance in factor 2. (1 mark)

Factor 2: Coach Feedback

Include a copy of the four A4 pages of data you have gathered.

You must attach this data to the template and ensure you add your SCN to each page of data.

- 2c Select one of the methods identified in 2b. Describe how you used this method to gather data about this factor. (4 marks)

Method: Coach Feedback

To record my data within the mental factor I will use it in the form of Coach Feedback. I will record how my routine for gymnastics went at the end of each session. For this I would set up a few mats that were a soft landing in horizontal shape. I would proceed to complete basic skills in gymnastics that were used in my routine I would do each basic skill two times so my coach had a good amount of time to record the information on my skills.

My coach would watch me perform and video my routine and looking at each basic skill and record my strengths and weaknesses within my areas of development in my performance. My coach would record my basic skills I have performed after I complete it and we will discuss their feedback for me.

The coach feedback will help me improve on the skills I'm not so confident on. As after watching my performance we will give me written feedback to read after my routine. This will help me improve on my overall performance. This coach feedback will help as the coach recording my skills have good knowledge of the sport so they know what they are looking for.

The coach feedback I received after my performance would make me help set targets to help me keep motivated to improve on my routine so I can put as much hard work into it as I can. By the written feedback I receive this would help me keep motivated as my coach will give me things I would need to work on further within my routine.

2d Explain why you selected this method to gather data on your performance in the identified factor. (3 marks)

I decided to use the method Coach feedback as I know it is a safe and reliable source of information helpful for me. The coach recording my performance has good knowledge of the sport so they realise what basic skills they will be looking for, this means the data I received from the coach is reliable and not false information and helpful towards the needs of my weaknesses.

Another reason I decided to choose this method because it is an easy observation to carry out and simple to record my skills and it is a helpful source as I get the reliable information straight after so for next time I know what to work on in the future.

A final reason why I decided to choose this method to gather data on my performance because it is a quick observation so it meant I could repeat the method so it could help me improve on the skills in my routine that were needed to be improved, I also receive accurate information from my coach after I have done my performance.

2e From the data you have gathered describe your strengths and development needs in relation to your performance for both factors. (4 marks)

The data I have gathered from receiving information of my performance from coach feedback, one of my strengths were that I was able to do a controlled front walkover in my gymnastics routine, I was able to keep controlled and complete neat walkover this was because I am already able to do a front walkover as one of my basic skills I can do in gymnastics. This was able to help me improve my concentration whilst performing my routine because I was able to concentrate on each individual skill so I was able to perform my skills well.

Another strength I had received from the data that was gathered by coach feedback was I was able to complete the splits with straight legs as one of my skills in my routine. I was able to hold the splits for 3 seconds without any movement, I was able to do this as I had motivation from completing the skills before in the routine well, by completing this skill I was able to have higher motivation to complete the rest of my routine.

The data I have gathered in the form of coach feedback I received within my gymnastics routine one of my weaknesses were forgetting some skills that I needed to perform in my routine this meant I when performing each performance there was missing skills in each performance and they were all different, this meant I feared of making any more mistakes in case I forgot any other skills I needed to do in my routine.

Another weakness I received from the data that was gathered by coach feedback was I would not hold the handstand for 3 seconds, this meant I wasn't able to keep control of my handstand forward roll which meant I had no confidence in completing my handstand forward roll well and it ended up looking messy which gave me a disadvantage.

Another weakness I had received from the data that was gathered after I had filled out the mental toughness questionnaire was unable to keep a high level of motivation and concentration through-out my performance as when performing a skill not well it would knock me down and over think about the worst possible things that could happen. From the mental toughness questionnaire filled out after my routine I filled out how I didn't feel much motivation through-out my whole routine after performing one skill not well. This was a disadvantage towards my routine.

2f With reference to the data, identify an appropriate target for each factor.

(i) Identified target for factor 1. (1 mark)

My target is to maintain full concentration through-out my performance so it doesn't give me a disadvantage of forgetting the routine and to improve my mental toughness questionnaire to a score over 25 next time.

(ii) Identified target for factor 2. (1 mark)

My target is to improve my one-handed front walkover so I am able to land on my feet every time I perform.

2g Explain why it is important to set targets when creating a personal development programme. (3 marks)

It is highly important to set targets in a personal development programme because it is a useful thing to set targets the impact of this will keep my motivation high as setting targets and having something to achieve will make me try my hardest on completing them successfully. This can make me improve well in my overall performance.

Setting targets in a personal development programme is important because it is able to show your progress within the sport your performing, it will let you know if your personal development programme is working and helping you succeed to complete your targets. If the PDP is working to help you improve in that certain sport it can also help you with your overall performance. If the PDP is not working I can make an adaption of changing my programme to set targets easier so it gives me an advantage of completing the targets I have set for myself.

Setting targets in a personal development programme is also important because it lets you stay specific to what you are working on and wanting to achieve. Having specific set targets will keep you from not getting any distractions as you will have a task to work on all the time. This means you will be concentrated on your PDP at all times and also focus on the approaches such as repetition practise and positive self-talk I have done to help the achieve the targets I have set for myself.

Personal Development Programme (PDP) Table

Do not submit your PDP but you must transfer the relevant information from your PDP into the table below.

	Factor 1	Factor 2
Approaches you used in your development programme	Positive self-talk	Repetition practice and conditioning drills.
Length of each session	Each session was 50 minutes long which was the length of a period of physical education	Each session was 50 minutes long which was the length of a period of physical education
How many training sessions per week	We had 3 training sessions per week.	We had 3 training sessions per week.
Who you trained with	I trained by myself during each session	I trained by myself during each session
Methods used to monitor your programme	Mental toughness questionnaire Training diary	Coach feedback

Describing approaches to develop performance

2h (i) From your personal development programme, select and describe an approach that you used to develop factor 1. (2 marks)

Approach for factor 1: To develop my mental skill to maintain full concentration through-out my performance I will use the approach of self-talk this is to help me not have a disadvantage of forgetting my gymnastics routine through-out. Every time I would come upon a skill that I am not 100% confident I will talk and reassure myself I would say to myself, " Stay strong you can do this!" to make myself sure I would do the correct movements so I have an advantage of doing the skill in the routine well.

Before and after performing my routine I would give myself positive feedback about how well I performed the skills that are in my routine. When I would do a skill well I would present myself feedback on what I did well to help me have more confidence and full concentration to perform other skills well. So overall my performance can turn out well as by giving myself positive feedback on the skills which have went well and turned out the way they are supposed to be.

(ii) From your personal development programme, select and describe an approach that you used to develop factor 2. (2 marks)

Approach for factor 2: To develop my physical skill to improve my one-handed front walkover so I am able to land on my feet every time I perform. To improve the agility of my performance I will use repetition practice to help me improve the flexibility which is needed to perform the skills in my routine. To repeat each skill that I need improvements on this will help me on the agility which is needed for the rest of the routine.

Before performing the whole gymnastics routine, I would practice on each skills which is needing improvements. I would go onto a separate mat and repeat a skill over and over again around 10 times with cool down breaks in-between which are around 30 seconds long until I have improved well on that specific skill. This means repetition practice will help me improve well within agility as I have taken time to use my own time to go over the skills I need improvements on so it can make my overall performance perfect as I have tried the best I can to improve on my weaknesses.

- 2i In addition to the approaches you used, justify further decisions that you made when planning your personal development programme. (4 marks)

One decision I made when planning my personal development program was to increase the amount of time I take to complete my warm up within my gymnastics routine. This means I could have enough time to make sure my body is completely stretched and warmed up to practice my routine with flexibility skills. This would help me decrease the risk of receiving the risk of injuries.

A second decision I made when planning my personal development program was to make more pressure upon my sessions of practice. I would set myself harder targets this means it will have more of a benefit when following a PDP because much more progress will be made and I will have more pressure to complete anything that is needing to be either improved or focussed on.

Another decision I made when planning my personal development program was to increase the length of time I was practising my routine, made it to over 5-6 weeks. This was to make sure I had enough time to see any progress which has been made between each practise within my PDP. This would help me achieve any improvements or targets I had set myself over the weeks I had been given to practice my skills in y routine.

The last decision I made when planning my personal development program was to shorten the length of each session as I felt there were too long as in the last 10-15 minutes I lost interest as I was too tired and made me lose my motivation for practicing my gymnastics routine. By shortening my session lengths It will make me get the benefit out of my session as I won't be wasting any time by getting too tired and not practicing any skills.

Section 3: Monitoring, recording and evaluating performance development

- 3a During your personal development programme you will have received feedback from others. Explain whether the feedback you received was useful or not. (2 marks)

The feedback I received from using my personal development programme from my coach. This was a very useful method as the feedback I received from my coach will be reliable as the coach is well known within the sport as they have done the sport before so they know how to perform the basic skills and is educated with that sport. I knew the feedback I was given from my coach on the basic skills that I performed in my routine was going to be accurate as the information given to me was accurate as it was given to me from my coach straight away after I performed which meant I would remember the information given to me from my coach as it was easy to keep in mind.

The feedback I received after my routine was given to me the day after I had performed from my coach. This was not useful as it was too hard to remember what I did in the routine the day before. My coach proceeded to talk about my weaknesses in my routine and didn't give me information on the things I needed to work on. As my coach had given me so much information the next day I was unable to take all the information in so I forgot some parts of what my coach had said to me.

- 3b Explain why it is necessary to monitor your performance development. (3 marks)

It is important to monitor your performance as it is able to allow you to see what information you have gathered about your performance and see what you have improved on during the course of using a personal development programme and lets you see if you are improving or not improving. It can also help you know what stage you are at in your sport and see if you need to make any changes within your programme so it can make any improvements.

It is also important to monitor my performance as it is a helpful method to compare your performances from when you first performed and when you have performed now. Using a personal development programme, it can present information to help you see the standards you are at when you first performed this is helpful to give you feedback to help you improve on the weaknesses you have. This means if you have improved within your performance, the PDP has helped so no changes would need to be made in the programme.

Another reason why it is important to monitor your performance is to keep you concentrated and keep motivation high within the sport you have performed in. Using a personal development programme can help with setting targets and goals for you to succeed to make your performance as best as it can be. It can also make you try as hard as you can as you want to achieve your targets at the end of the programme which means it will keep your motivation to complete the targets.

Describing methods to monitor performance

3c (i) Describe how you monitored your programme of work for factor 1. (2 marks)

To monitor factor 1 I would monitor my performance in the form of a training diary. To use the training diary after each performance I would write what I did well and not so well within my routine. This would help me set goals in both how I felt mentally for further performances. I would then write what I personally thought I needed to improve and work on in any further performances within my routine.

By monitoring my performance using a training diary this would help me set targets on what I thought I needed to improve on. I would set the targets in my training more difficult to complete which would put pressure upon me. This would make me achieve that best I can and make me work as hard as I can to help me reach the targets I had set myself.

(ii) Using a different method describe how you monitored your programme of work for factor 2. (2 marks)

To monitor factor 2 I would monitor my performance in the form of coach feedback. I did this by performing the basic skills within my gymnastics routine and my coach would then after my performance give me information on anything I did well in performing the basic skills and the improvements I need to do to achieve the best I can in my performance. My coach would give me reliable information on my routine which helped me in making my weaknesses into strengths.

By monitoring my performance using coach feedback this would help me know the improvements I am needing to change straight away. This will also help me set me targets which will help me improve what is needing to be improved through-out my gymnastics routine. This will help me work well as I have something to be working towards.

3d Evaluate the effectiveness of your personal development programme. (6 marks)

The personal development program was effective and helped me improve in my one-handed front walkover so I was able to land on my feet every-time. This meant using repetition practice with given feedback from my coach helped me keep my motivation high whilst completing my PDP as my coach had given me skills to work on which meant I wasn't bored and I was able to stay focused as I always had some skills to work on to make them perfect.

One thing that went well in my personal development program is the amount of time I gave myself for the warm up before performing my routines. Before every session I would ensure to make sure I was warmed up and stretched so I was able to perform flexibility basic skills in my gymnastics routine and helps me reduce the risk of any injuries. My warm ups were effective as they were the right amount of time to increase my heart rate and by stretching my body out correctly it meant that I would not have any sore muscles for any future performances. This means I will not need to make any changes on my PDP as I know it has helped and was efficient as it made me perform my routine the best as I can.

On the other hand a disadvantage of my personal development program was not giving myself enough time for breaks after practising my gymnastics routine or using repetition practice for my basic skills which meant I should increase the time of my cool down times. The amount of time I was giving myself was not enough as I wasn't able to rest and meant I wasn't ready to proceed to practice my routine again as I didn't get my breath back to then do the routine again. This meant it may have caused me to receive any injuries and make me not try my best for any future performances. I should change my PDP to increase my cool down times so it can become more helpful and I was able to be warmed up for carrying on my session.

During my personal development programme, I felt it was effective in improving my balances in my gymnastics routine. I know this as from the first observation schedule in the form of coach feedback I was giving loads of improvements to make whilst performing the balances such as the splits. I was giving improvements to hold the balance for the amount of 3 seconds long. Over the time during my PDP I know I had improved as when performing my routine again later on I had no improvements given from my coach on my balances. This was able to help me notice and the effectiveness of my personal development program.

Also during my personal development programme, I found that my repetition practice for my basic skills in my gymnastics routine was very helpful and effective towards my performances. I noticed this as in my observation schedule in the form of training diary. In the training diary it presented that I needed improvements on each of my basic skills that I needed to perform in my routine such as a back walkover. I needed to improve on completing them with full focus in making them as good as they can be. In my training diary it said the specific skills I needed to work on to make my overall performance perfect. After focusing on the basic skills in my routine over the weeks I had no improvements to work on which meant the personal development program.

During my personal development programme, it was effective as it improved my ability to keep a good posture whilst performing my gymnastics routine as it is needed to make my performance good. From one of my observation schedule in the form of coach feedback my coach said I needed to improve on my posture as when perform a skill I do not stand up after with correct balance and a straight back which meant my posture wasn't good which made my routine look rushed and not well done. Over the time of my PDP I had improved on my posture as my coach didn't have any improvements I needed to do for my posture during my gymnastics routine.

3e Evaluate your performance in the two selected factors. (4 marks)

During my performance of my gymnastics routine I was able to keep full concentration through-out my whole performance. This meant I was able to perform each skill well without messing or falling over. This gave me confidence during my routine to keep the concentration so my overall performance was the best as it could be as I worked as hard as I could to do my best.

During my performance one of my weaknesses of my routine was I wasn't able to keep up all motivation as one of the balances wasn't performed well as I didn't hold it for over 3 seconds which meant I didn't hold it long enough which made me lose motivation but after performing the basic skills such as my back walkover well it made me want to perform the rest of the routine well and keep my motivation high.

When preparing for my gymnastics routine I had to ensure I was warmed up correctly so I was able to use my flexibility during my routine so I had no risk of injuries whilst performing. This meant by making sure I was warmed up to be able to use my flexibility in my routine I wouldn't struggle on performing those certain skills well.

During and before my performance I would forget to give myself self-talk after performing a skill which I didn't perform well and also before my performance which didn't help me whilst doing my routine. After a skill I had performed not well such as holding a balance for not as long as 3 seconds this would make me less confident in holding balance in any other balances in my routine. If I was to give myself self-talk it would make me more motivated in performing the balanced skills better.

3f With reference to your current performance, justify the next steps in planning for your future performance development. (4 marks)

In my current performance my balance of the splits needs worked on so to help me progress to make my balances better my next steps will be to make an observation schedule dedicated just to balances through-out my gymnastics routine. I would use the approach of repetition practice so it ensures myself to keep the correct movement and balance to make the technique for my balances correct. By using repetition practice this will make me more confident and motivated to perform my routine as I would be practising pacific balances over and over again so it gains me confidence on those balances that are needing improvements on.

In my current performance I forgot to give myself positive feedback which made me less motivated in me continuing to do the rest of the skills in my routine. So by using the approach of positive self-talk before and during my performance will make me calm down in any high pressure situation which will make me have more confidence in doing the performance well and not losing marks by messing up on skills. It will also make me calm and concentrated through-out as I am able to talk to myself to make me perform better.

Another approach that I didn't do well in my current performance was giving me enough time for cool downs in between each time I practice my routine which made me get more tired easily and not put enough effort into each of my skills I needed to perform in my routine. By giving myself for any future performances more time for cool downs it will make me more motivated to carry on and will cause me less risk of any injuries.

In my current performance I didn't allow myself to go over every improvement I received from one of my observation schedule in the form of coach feedback. This made me waste time as I was going over only certain skills that needed to be improved on and forgot about any other improvements I needed to improve on that my coach said to me. For future performances each time I practice certain skills I will go over every skill that needed improvements so I am not wasting time and it means for the next time I perform my full routine I will know I am able to do skills well as I had focused on them in a session before.

Mental Factor - MENTAL TOUGHNESS QUESTIONNAIRE

Just how mentally tough are you? Take a few moments to fill out this questionnaire that covers several component skills of mental toughness. When you're finished, check your answers in the evaluation section that follows to determine your mental strengths and weaknesses:

Answer T for True and F for False for each statement

Roundability	TRUE	FALSE	
1) I frequently worry about mistakes.	✓		
2) I get really down on myself during performance when I mess up.	✓		
3) It's easy for me to let go of my mistakes.		✓	1/6
4) If I start out badly, it's hard for me to turn my performance around.	✓		
5) I get distracted by what the coach thinks whenever I screw up.	✓		
6) I bounce back quickly from setbacks, bad breaks and mistakes.	✓		
Handling Pressure			
7) I do my best when there's more pressure on me.	✓		
8) I get too nervous to really perform to my potential.		✓	5/6
9) I do better in practice than I do when it really counts the most.	✓		
10) I tend to get easily psyched out or intimidated.		✓	
11) I can keep myself calm and composed under pressure.	✓		
12) I don't want the ball/dread competing at "crunch time." (big game/race).		✓	
Concentration			
13) The coach's yelling knocks me off my game.	✓		
14) I tend to get easily distracted.	✓		
15) Certain opponents can get into my head and throw me off my game.	✓		2/6
16) Lousy playing conditions (weather, field conditions, temperature, etc.) negatively affect me.		✓	
17) I have no trouble focusing on what's important and blocking everything else out.		✓	
18) I think too much about what could go wrong right before and during performance, (the "what if's").		✓	
Confidence			
19) One or two failures do not shake my confidence.		✓	3/6
20) I tend to compare myself too much with teammates and opponents.		✓	
21) I'd rather compete against a better opponent and lose than go up against a weaker opponent and win.	✓		
22) I am a confident and self-assured athlete.		✓	
23) I tend to be too negative.		✓	
24) I have trouble dealing with negative self-talk (thoughts).	✓		
Motivation			
25) I get more motivated after failures and setbacks.	✗	✓	0/6
26) It's easy for me to consistently train at a high level of intensity.		✓	
27) I think about how today's practice will help me get to my goals.		✓	
28) I find myself just going through the motions a lot in practice.	✓	✓	
29) I have clear goals that are important for me to achieve.		✓	
30) I am a highly motivated athlete.		✓	

Total - $\frac{11}{30}$

SCORING:

Section 1, questions 1-6 deal with "Reboundability" or your skill at mentally bouncing back from setbacks and mistakes. Mental toughness depends on your ability to quickly leave your mistakes and failures behind you. Hanging onto your mistakes will get you into big trouble, performance-wise. Athletes who dwell on their mistakes while the competition continues, end up making more. Score 1 point for each of the following answers:

1) F, 2) F, 3) T, 4) F, 5) F, 6) T

Section 2, questions 7-12 deal with the ability to handle pressure. Without the ability to stay calm in the clutch, an athlete will always underachieve. Peak performance demands that you are relaxed once the performance begins. While a little nervousness is critical for getting "up" for a game/match/race and performing at your best, ("good nervousness") ~~too much nerves ("bad nervousness") will tighten your muscles and send your performance down the tubes.~~ Score 1 point for each of the following answers:

7) T, 8) F, 9) F, 10) F, 11) T, 12) F

Section 3, questions 13-18 deal with your concentration ability. In every sport, your ability to focus on what's important and block out everything else is one of the primary keys to performance excellence. Poor concentration is the major reason why athletes choke and get stuck in performance slumps. Getting psyched out or intimidated is a direct result of concentrating on the wrong things. Score 1 point for each of the following answers:

13) F, 14) F, 15) F, 16) F, 17) T, 18) F

Section 4, questions 19-24 deal with your level of confidence and the factors that affect confidence. One characteristic of the mentally tough athlete is he/she possesses a confidence level that seems to be unshaken by setbacks and failures. Under the pressure of competition, low confidence will neutralize natural ability, hard work and talent. Similarly, high confidence will enhance an athlete's training and God-given talents, lifting their performance to the next level. Score 1 point for each of the following answers:

19) T, 20) F, 21) T, 22) T, 23) F, 24) F

Section 5, questions 25-30 deal with motivation. Motivation is the fuel that will drive your training to a successful completion and the accomplishment of your goals. Without adequate motivation athletes get stuck having "permanent potential." Without motivation you won't put in the work necessary to become a winner. Your motivation allows you to pick yourself up after a setback and keep going. Score 1 point for each of the following answers:

25) T, 26) T, 27) T, 28) F, 29) T, 30) T

Interpretation:

A score of 6 in any one of the five sections indicates a special strength in that area. A 5 indicates solid skill and 4 or less highlights that particular area as a mental weakness that needs to be addressed. For example a "6" in "reboundability" indicates consistent ability to bounce back quickly from mistakes, failures and losses. A score of "2" or "3" in section #2, handling competitive pressure, indicates the need for arousal control/relaxation training. Low scores in each section highlight problem areas. These "mental weaknesses" should then form mental training goals for you to help raise your overall performance to the next level. For example, a low score in the concentration section means that some of your poor performance is a direct result of your inability to control your focus of attention before and/or during competition. By putting some time and energy into practicing concentration exercises you will become a better overall athlete.

Overall Score: below

A score of 26-30 indicates strength in overall mental toughness. Scores of 23-25 indicates average to moderate skill in mental toughness. Scores of 22 or below mean that you need to start putting more time into the mental training area.

Mental Factor - MENTAL TOUGHNESS QUESTIONNAIRE

Just how mentally tough are you? Take a few moments to fill out this questionnaire that covers several component skills of mental toughness. When you're finished, check your answers in the evaluation section that follows to determine your mental strengths and weaknesses:

Answer T for True and F for False for each statement

Roundability	TRUE	FALSE
1) I frequently worry about mistakes.		✓
2) I get really down on myself during performance when I mess up.		✓
3) It's easy for me to let go of my mistakes.	✓	
4) If I start out badly, it's hard for me to turn my performance around.		✓
5) I get distracted by what the coach thinks whenever I screw up.		✓
6) I bounce back quickly from setbacks, bad breaks and mistakes.	✓	
Handling Pressure		
7) I do my best when there's more pressure on me.	✓	
8) I get too nervous to really perform to my potential.		✓
9) I do better in practice than I do when it really counts the most.		✓
10) I tend to get easily psyched out or intimidated.	✓	
11) I can keep myself calm and composed under pressure.		✓
12) I don't want the ball/dread competing at "crunch time." (big game/race).		✓
Concentration		
13) The coach's yelling knocks me off my game.		✓
14) I tend to get easily distracted.		✓
15) Certain opponents can get into my head and throw me off my game.		✓
16) Lousy playing conditions (weather, field conditions, temperature, etc.) negatively affect me.		✓
17) I have no trouble focusing on what's important and blocking everything else out.	✓	
18) I think too much about what could go wrong right before and during performance, (the "what ifs").		✓
Confidence		
19) One or two failures do not shake my confidence.	✓	
20) I tend to compare myself too much with teammates and opponents.		✓
21) I'd rather compete against a better opponent and lose than go up against a weaker opponent and win.		✓
22) I am a confident and self-assured athlete.	✓	
23) I tend to be too negative.		✓
24) I have trouble dealing with negative self-talk (thoughts).		✓
Motivation		
25) I get more motivated after failures and setbacks.	✓	
26) It's easy for me to consistently train at a high level of intensity.	✓	
27) I think about how today's practice will help me get to my goals.	✓	
28) I find myself just going through the motions a lot in practice.		✓
29) I have clear goals that are important for me to achieve.	✓	
30) I am a highly motivated athlete.	✓	

6/9
 4/9
 9/9
 5/5
 9/9

Total ~ $\frac{27}{30}$

SCORING:

Section 1, questions 1-6 deal with "Reboundability" or your skill at mentally bouncing back from setbacks and mistakes. Mental toughness depends on your ability to quickly leave your mistakes and failures behind you. Hanging onto your mistakes will get you into big trouble, performance-wise. Athletes who dwell on their mistakes while the competition continues, end up making more. Score 1 point for each of the following answers:

1) F, 2) F, 3) T, 4) F, 5) F, 6) T

Section 2, questions 7-12 deal with the ability to handle pressure. Without the ability to stay calm in the clutch, an athlete will always underachieve. Peak performance demands that you are relaxed once the performance begins. While a little nervousness is critical for getting "up" for a game/match/race and performing at your best, ("good nervousness"), ~~too much nerves ("bad nervousness") will tighten your muscles and send your performance down the tubes.~~ Score 1 point for each of the following answers:

7) T, 8) F, 9) F, 10) F, 11) T, 12) F

Section 3, questions 13-18 deal with your concentration ability. In every sport, your ability to focus on what's important and block out everything else is one of the primary keys to performance excellence. Poor concentration is the major reason why athletes choke and get stuck in performance slumps. Getting psyched out or intimidated is a direct result of concentrating on the wrong things. Score 1 point for each of the following answers:

13) F, 14) F, 15) F, 16) F, 17) T, 18) F

Section 4, questions 19-24 deal with your level of confidence and the factors that affect confidence. One characteristic of the mentally tough athlete is he/she possesses a confidence level that seems to be unshaken by setbacks and failures. Under the pressure of competition, low confidence will neutralize natural ability, hard work and talent. Similarly, high confidence will enhance an athlete's training and God-given talents, lifting their performance to the next level. Score 1 point for each of the following answers:

19) T, 20) F, 21) T, 22) T, 23) F, 24) F

Section 5, questions 25-30 deal with motivation. Motivation is the fuel that will drive your training to a successful completion and the accomplishment of your goals. Without adequate motivation athletes get stuck having "permanent potential." Without motivation you won't put in the work necessary to become a winner. Your motivation allows you to pick yourself up after a setback and keep going. Score 1 point for each of the following answers:

25) T, 26) T, 27) T, 28) F, 29) T, 30) T

Interpretation:

A score of 6 in any one of the five sections indicates a special strength in that area. A 5 indicates solid skill and 4 or less highlights that particular area as a mental weakness that needs to be addressed. For example a "6" in "reboundability" indicates consistent ability to bounce back quickly from mistakes, failures and losses. A score of "2" or "3" in section #2, handling competitive pressure, indicates the need for arousal control/relaxation training. Low scores in each section highlight problem areas. These "mental weaknesses" should then form mental training goals for you to help raise your overall performance to the next level. For example, a low score in the concentration section means that some of your poor performance is a direct result of your inability to control your focus of attention before and/or during competition. By putting some time and energy into practicing concentration exercises you will become a better overall athlete.

Overall Score: high

A score of 26-30 indicates strength in overall mental toughness. Scores of 23-25 indicates average to moderate skill in mental toughness. Scores of 22 or below mean that you need to start putting more time into the mental training area.

Coach feedback

For next steps in improvements:

- Holding balances for the length Of 3 seconds

In gymnastics when performing a routine each balance performed needs to be held for 3 seconds. To improve the length of balances try using repetition practice at the start of each session for around 10-15 minutes. This will help you improve on balances and will give you a benefit of improving in your overall performance.

Balances needed improved:

- Holding balance after front-handed-front walkover
- Handstand

Skills presented well:

In the gymnastics routine what was presented well was the back-walkover which was a more high standard skill which was in full focus and showed all concentration and strength was used to hold yourself up with straight legs. Another skill which was presented well was the splits what was shown was flexibility which is a strength of yours this shows all flexibility skills use were presented well as they were able to be done in the routine.

Coach feedback**Improvements:**

From each session the improvements that have been made that my coach has said to me is being able to land perfect and keep balance on completing your one-handed front walkover. was able to have listened by using repetition practice to practice the skills I have not much confidence in them. This shows has taken the feedback given to last time and worked on it until she had achieved her goal.

Another improvement made during 's routine was she had succeeded keeping balanced movement which was improved over each session. This shows able to achieve holding each balance for the length of 3 seconds long. has listened to use repetition practice then she able to achieve a target she had set herself.