

SHUSWAP RINGETTE
WELLNESS PROGRAM

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**Reminder:* The activities in this booklet have been categorized with a minimum age due to required developmental levels, however there is no maximum age for the activities. Teams with children ages 5 to 7 would be limited to the “age 5 and up” category, but youth aged 14 and up can and are encouraged to do activities from younger age group categories. Also there might be some activities from older age categories that younger children can do depending on their developmental capacity or if the activity is modified.

Message to Coaches:

In order to maximize a team's potential it is important to incorporate not only the physical skill component of the game, but also the mental and emotional components as well. This booklet has been developed for Shuswap Ringette and contains a variety of fun and interactive activities that focus on team building, developing mental toughness, and increasing self-esteem. All of the activities included in this booklet can be facilitated by the team's coach. Team building helps teams to build cohesiveness, develop communication skills, raise issues, and pose challenges to the team. Developing mental toughness helps teams to block out distractions and to focus on the task at hand. Developing a positive self-esteem leads to increased self-efficacy, and as a result, increased performance levels.

As the coach you are also an important part of the team and are encouraged to participate in the activities. This will help players to also see you as part of the team. Remember that a great coach is a good listener, a good communicator, a motivator, leads by example, is committed, has patience, is fair, and is human so don't be afraid to make mistakes.

These activities only provide structure and guidance so feel free to add your own activities or adapt the existing activities in order to fit the needs of your team. Keep this booklet with you as you get new teams or coach different age groups. Each activity has the following components: the purpose of the activity, the recommended age group, time and space requirements, number of participants, instructions, and debrief questions to consider. Some activities can be combined if you have enough time. The activities are short enough in duration so you can fit them in before or after practices or games. Many of the activities can work across age groups, but I have categorized them by the minimum age requirement so even if an activity says "8 years and up" it doesn't mean that an older team can't benefit from it.

Shuswap Ringette has a great group of players, coaches, team managers, and parents. I wish you luck in the current season and all of the seasons to come. If you have any questions or concerns please contact Colleen Making at cocojo@sunlite.ca.

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Team Name

Purpose: This is a team building exercise designed to get the team working together early on in the season. It also helps the team identify with their team name and creates team spirit.

Age group: 5yrs+

Time: 20 minutes

Space requirement: Team dressing room

Number of participants: The whole team including the coach and team managers.

Materials:

- ✓ Large roll of paper or banner
- ✓ Felts or paints
- ✓ large plastic mat (to keep the mess to a minimum)

Instructions: With the team name in the centre of the paper, the team creates a collective art project based on what their team name means to them. The finished banner can be brought to games for encouragement and team spirit.

Debrief questions:

- How does it feel to play a part in giving meaning to your team name?
- Why is it important for everyone to contribute to this project?
- What are we going to do with this banner now?
- Did everyone have fun?

Balloon Toss

Purpose: This is a team building activity where players can have fun and increase their energy at the same time.

Age group: 5yrs+

Time: 10 minutes

Space requirement: Team dressing room with bags tucked under bench (need room to run around)

Number of participants: 8+

Materials:

✓ Balloons

Instructions: Start by throwing one balloon into the group and the team has to work to keep the balloon from touching the ground. Then one at a time add more balloons to make the activity more challenging. Following this activity discuss with the team what teamwork is, why it is important and how the team worked together.

Canyon Bridge

Purpose: This is a team building activity for players to learn how to work together.

Age group: 5yrs+

Time: 10 minutes

Space requirement: Team dressing room

Number of participants: 6+

Materials:

✓ One piece of cardboard (5' long X 6" wide)

Instructions: Divide the team into two even groups. The two groups line up single file on each side of the cardboard bridge. The goal is for one person from each end of the bridge to cross over to the other side without stepping off of the bridge and falling into the water. Following this activity discuss what teamwork is, why it is important, and how the team worked together.

Group Art Project

Purpose: For the entire team to create a piece of art together. To assess if team members interact as a team or individuals. The participants are not supposed to know the purpose of this activity at the beginning.

Age Group: 5yrs+

Time: 20-30 minutes

Space requirement: Team dressing room.

Number of Participants: 8+ (works better with more people)

Materials:

- ✓ Roll of paper (approx.4m)
- ✓ Paints & brushes, felts, crayons, pastels, glitter, pencil crayons, stickers (any kind of art modality)
- ✓ Fun age appropriate music

Instructions: Place the unrolled paper in the centre of the room. Set up a variety of stations with the paints, felts, etc. Make sure there is one station per team member. Each team member will sit at a station around the paper. Play the music and tell everyone to start drawing or do what ever they want with the supplies at their station on the space in front of them. After about a minute ask all team members to move clockwise one station. You can use a whistle to mark the switching of stations. After everyone has participated at every station, then turn off the music and tell everyone to stop what they are doing.

Debrief questions:

- Does everyone like the art that they created together?
- Is there anything you would like to change or do differently?
- Who added onto other teammates drawings? Why?
- Who changed, scribbled out, or drew over other teammate's drawings? Why?
- Who did a completely separate and unrelated drawing? Why?
- Why is it important to work together as a team?

Acting Out

Purpose: This is an activity designed to help players develop mental toughness. It helps change bad moods into good moods, builds confidence, creates energy, provides structure for pressure situations, and allows players to try out new behaviours to use in games.

Age group: 8yrs+

Time: 20 minutes

Space requirement: Team dressing room or on the ice.

Number of participants: 8+

Materials:

- ✓ Judge score cards
- ✓ Ideas for actions written on cue cards (or just think on the spot)

Instructions: Tell players to think of themselves as movie stars playing the role of a ringette player. Their script requires them to act relaxed, confident, and energized. The script is the same in every game that they will play. Each player will act out a performance skill (see below) and a panel of judges (2 or 3 coaches/team managers/parents) will decide who's performance was best. Their decision will be based on how well the player's performance matches the mood that their script requires (i.e. relaxed, energized, confident).

Performance skills: confident skating, shot on net, high energy checking, reacting to a mistake, reacting to a bad referee call, sticking the ring, reaction to a penalty, negative comments from the other team, etc.

Debrief questions:

- How was that experience for everyone?
- Which actions were more difficult? Why?
- How did it feel to perform those actions with confidence and high energy?
- How can this activity prepare you for the game?
- How easy was it to get into the "script" feeling?
- Can you remember that feeling for a game?

Wishes With Feet

Purpose: This is a mental toughness activity that will help players become aware of which things they can and cannot control. They will also realize that trying to control the uncontrollable leads to increased stress and frustration, and decreased performance levels. They will also get to experience what it is like to let go of the things they cannot control.

Age group: 8yrs+

Time: 20 minutes

Space requirement: Can be done in a dressing room, but works better if done outside so the helium balloons can be let go into the sky.

Number of participants: This activity works well with any number of participants.

Materials:

- ✓ Helium balloons
- ✓ Candy to tie to the end of the strings on the balloons
- ✓ Felts (to write on balloons)

Instructions: Ask players what wish they have (can be related to the game or something completely different) and tell them that their balloon represents their wish (can even write their wish on the balloon). Once each player has come up with a wish, then ask them if their wish has feet (in other words can they do anything to make that wish happen?) If not, then they have to untie the candy and let the balloon go. If their wish has feet (in other words it can be controlled), then they can keep their balloon and must say one thing that they can do to make that wish happen.

Debrief questions:

- How did it feel to let go of your wish that didn't have feet?
- Did you want to let go of your wish?
- How did it feel when you tried to hold onto wishes that didn't have feet?
- How did it feel to hold onto wishes with feet?
- What is the difference between wishes with feet and wishes without feet?

Word Search

Purpose: This activity builds mental toughness by allowing players to focus on the task at hand, to experience the feeling of being “in the zone” despite multiple distractions, and to know how to get into the zone.

Age group: 8yrs+ (have to be able to spell and do a word search)

Time: 25 minutes

Space requirement: Not a lot of space required

Number of participants: At least 2 people (more fun with a larger group)

Materials:

- ✓ Word search (age appropriate)
- ✓ Pencils
- ✓ Prize for the winner

Instructions: Divide up team into groups of 3 or 4. One person in each group will be doing the word search, while the other members of the group can do anything to distract them except for touching the person. All of the groups do the activity at the same time with the people doing the word search competing to find the most words in a 2 minute time limit. The activity continues until all team members have had a chance to be the word searcher. The winner(s) get a prize.

Debrief questions:

- What happened when your teammates were trying to distract you?
- Can you recall what was going through your mind when you were focussed? When you were not focussed?
- What worked and didn't work for you while you were trying to focus?
- Can you recall what it was like to be in the zone?
- How can you get into that zone during a game?

The “Worry” Tree

Purpose: This activity is designed to help players build mental toughness in order to get into “the zone” before the game so that they can play the game with the least amount of distractions and focus on the task at hand. Team members will learn how to leave their fears and worries behind and what it feels like to do so.

Age group: 8yrs+

Time: 5-10 minutes

Space requirement: Dressing room

Number of participants: Any number

Materials:

- ✓ Thin strips of paper (one per player)
- ✓ Pens
- ✓ A plant/small tree

Instructions: With all team members sitting in a circle have them write down a fear or worry about the upcoming game. The team members can share out loud what their fear is if they wish to. After everyone has written down their fear, then explain to them what the worry tree is and that they can choose to leave their fears behind by hanging them up on the tree just for the duration of the game. Ask them how they feel now that their fear is outside of them. Tell them that they can take back their fear after the game is over if they wish to, but they don't have to. We will always have fears and we can learn how to put them aside so that we can focus better on the game. Distractions tend to get in the way and keep us from performing our best. Finally, brainstorm with the team what they want to focus on during the game.

Some fears stated by actual team members: Getting hurt, embarrassing self, hurting someone else, coach will get mad and angry, getting a penalty.

Debrief questions:

- How does it feel to be able to put our fears aside?
- Did you want to hold onto your fears or was it easy to let them go?
- How do you feel knowing that you can take back your fears after the game?
- What can you do if a fear comes up during the game?
- Is it normal to have fears?
- How can our fears be helpful to us?

Acid River

Purpose: This is a team building exercise designed to get groups to work together with the purpose of developing group cohesiveness, raising issues, posing challenges to the team, and having fun while doing it. It also addresses issue of taking penalties and how the whole team contributes rather than putting the mistake on one individual.

Age group: 8yrs+

Time: 20 minutes

Space requirement: Team dressing room

Number of participants: 10+ (larger groups work best)

Materials:

- ✓ Tape or rope (tape stays in place better)

Instructions: The entire team must get from one side of the river to the other by stepping on islands in between. Mark off the river banks and islands with tape or rope. The islands should be small enough so that it is challenging. The group gets half + 1 as many islands as people in the group (ie. group of 12 or 13 gets 7 islands, group of 14 gets 8 islands). Everyone in the group must be off the first shore and onto the islands before moving onto the other river bank. Noone in the group can touch the water area because it is full of acid. The facilitator makes penalties to anyone that touches the river (ie. The individual goes back to the beginning, the whole group starts over, the individual is muted, etc.). If the activity is too easy, then try eliminating some of the islands.

Debrief questions:

- How was that for everyone?
- What challenges came up?
- What strategies did you use for people to fit on the stepping stone?
- What worked/didn't work?
- What is the importance of bringing everyone over together rather than leaving some people behind?
- What was the reaction when a team mate got a penalty for touching the water? Who was to blame?

Two Truths and a Lie

Purpose: This activity helps teammates get to know one another in a fun and interactive manner. This activity works well with teams who are forming for the first time or if new players have joined the team.

Age group: 8yrs+

Time: 15 minutes

Space requirement: Team dressing room

Number of participants: 8+

Instructions: Each member of the team, including the coach, thinks of 2 truthful facts about themselves and 1 untruthful fact about themselves. To make this exercise more challenging have players think of facts that most people wouldn't know about them. When everyone is ready have the team sit in a circle and one by one each player states their 3 facts. The rest of the team has to guess what fact is a lie.

Debrief questions:

- Do you know more about your teammates now than you did before?
- Are you surprised with some of the facts about your teammates?

Mine Field

Purpose: This is a team building exercise based on trust so that team members can learn how to rely on their teammates. Teams must learn how to work together and depend on each other in order to perform their best. Sometimes in games players will only pass to certain people or not pass at all because they only trust a few others or they only trust themselves. Players will also learn how it feels to put your trust in someone else.

Age group: 8yrs+

Time: 20-25 minutes

Space requirement: You will need enough space to create an obstacle course. Depending on how large the group is the team dressing room will probably be big enough.

Number of participants: 6+ (more fun and challenging with larger groups)

Materials:

- ✓ Objects to create the mine field (i.e. sports gear, sticks, buckets, etc.)
- ✓ Blindfolds (half as many as participants)

Instructions: The object are scattered around the room. Get team members into pairs, and one person from each pair will be blindfolded. The blindfolded person is verbally guided by his\her partner through the mine field. Pairs can start the course one after another and try having some of the pairs start in the opposite direction. For an added challenge give each pair a time limit.

Debrief questions:

- How was that experience for the blindfolded person?
- How was that experience for the guide?
- What were some of the challenges you faced?
- Did you trust that you would get through the mine field safely?
- How did it feel to let go of control?
- How did it feel to have all your trust in someone else?
- When on the ice do you put your trust in others?
- What are some of the benefits in putting your trust in others?

Tangled Web

Purpose: This is a team building activity designed to encourage cohesiveness within a team and to demonstrate that the team is all interconnected rather than individuals. This activity is useful for demonstrating that if one team member is off his/her game then the whole team can be thrown off as well. This activity also helps build self-esteem among the team members.

Age group: 8yrs+

Time: 20 minutes

Space requirement: Team dressing room. Not a lot of space required.

Number of participants: 8+

Materials:

- ✓ One large ball of yarn

Instructions: The team sits in a circle and one person starts with the ball of yarn. The coaches can join in because they are an important part of the team. The player with the ball of yarn says another player's name along with one thing that the other player positively contributes to the team or one positive thing about the other person and then tosses the ball of yarn to that person. The player that catches the yarn does the same with a different player until all players have received positive feedback and the ball of yarn has been thrown to them. Make sure that as the yarn is being thrown around that the team members pull the string fairly tight. The facilitator/coach can now discuss how the team is all interconnected. Next make sure everyone is pulling their end of the yarn tight and designate one team member to let go of the yarn. The web won't hold up. Talk about how even if just one player gives up or is not playing as a team then it will effect the whole team.

Debrief questions:

- What did it feel like to visually see how we are all interconnected?
- How did it feel to give/receive positive feedback?
- What happened when the team member let go of their end of the yarn?
- How did it feel when one team member let go?
- How did it feel for the team member that let go?
- As a team/individual how can we contribute to keeping the team together?

I Got Your Back

Purpose: This is a team building and self-esteem building exercise that allows players to give and receive positive feedback from their teammates. This exercise is great for building self-esteem and seeing qualities within them that they might not have recognized or believed before. This exercise can also help to clear up assumptions that team members might have of one another.

Age group: 8yrs+

Time: 20 minutes

Space requirement: Any size space. A team dressing room will work well.

Number of participants: Any number.

Materials:

- ✓ 5X7 or larger coloured construction paper (one sheet per player)
- ✓ Tape
- ✓ Coloured felt markers
- ✓ Frames (optional)

Instructions: Each player gets one sheet of paper taped onto their back. Then each team member writes something positive about their teammate on their back. Some suggestions of positive things to write are qualities of the person, what that person brings to the team, what they do well, etc. After all of the players have written on each other's backs, then each player's piece of paper can be framed and kept for encouragement and reflection. It might be easier to set up the team in a single file train to make sure that everyone writes on everyone's back.

Debrief questions:

- How did it feel to write something good about your teammate?
- How does it feel to know that your teammates feel that way about you?
- What are you going to do with your sheet of paper now? Will you look at it again? Throw it out?
- Do you believe you are all of those positive things?
- Knowing how it feels to receive positive feedback from your peers, how and when can you continue to create this feeling (i.e. during a game, after the game, etc.)?

Positive Self-Talk

Purpose: This activity is designed to build mental toughness through learning how to transform negative self-talk into positive self-talk. Players will understand the benefits and use of positive self-talk, and the consequences and damage that negative self-talk has on the mind and on performance.

Age group: 10yrs+

Time: 20 minutes

Space requirement: Team dressing room

Number of participants: 8+

Materials:

- ✓ Pens
- ✓ Sheets of paper
- ✓ Judge score cards

Instructions: The team gets into pairs. The coach reads a negative self-talk statement to the group. In response to the negative statement the group will all clap their hands at once, which functions as a signal to stop negative thoughts. The coach then asks each pair to think of a positive statement to replace the negative one. Get the pairs to write it down with a 30 second time limit. Then ask each pair to read their positive self-talk statement out loud. A panel of judges (coaches) will decide which positive self-talk statement is the best. The criteria for judging is based on whether the statement is short and concise, addresses the previous negative statement, it is positive, and it is under the player's control.

Debrief questions:

- How does it feel when you talk to yourself negatively?
- How does it feel when you talk to yourself positively?
- Was it easy or difficult to change from negative self-talk to positive self-talk?
- How do we change negative self-talk into positive self-talk?
- What are the consequences of negative self-talk? (i.e. we believe it, poor performance, what we resist persists, etc.)
- What are the benefits of positive self-talk?
- How can positive self-talk become second nature? (i.e. practice it, fake it 'til you make it)

Three Blind Mice

Purpose: Three blind mice is a team building exercise to help the members of a team realize that all positions are vitally important, and not one position is better than the other. Without all positions the task at hand could not be accomplished. It brings awareness to working as a team rather than an individual. This is a great activity to use with teams whose members glorify one position over others or get upset because they don't like the position they play. This activity also helps players learn how to focus despite many distractions.

Age Group: 10yrs+

Time: 20 minutes

Space requirement: This activity can be done in a dressing room with player's gear tucked under the benches so they do not trip and fall.

Number of participants: Works best with groups no larger than 12, with three lines of four people.

Materials:

- ✓ Masking tape, hula hoop, or rope to make a circle
- ✓ 4 blindfolds (1 per blind mouse)
- ✓ Random objects such as balls, rings, or gear (1 or 2 objects per blind mouse)

Instructions: Two lines face each other, approximately 1 metre apart, and can not move from their spot. The third line is blindfolded and can move from their spot. One of the two immobile lines can't speak, but can use gestures and sign language to communicate to the other immobile line who can speak, but has its back to the task area and the blindfolded line. Facilitator tells the goal to the silent group, who then must signal to the other immobile line, who can then verbally relay instructions to the third line (mobile & blindfolded). Set up is a circle made with a hula hoop, rope, or tape arranged with randomly placed objects outside of it. The goal is for the blind mice to place the objects inside the circle. Some useful tips are to have one person from each line working together so it is less confusing, and if the activity is getting too loud or out of hand, then stop everyone and ask the verbal group how they can strategize to make the task easier (i.e. one group speaks at a time).

Debrief questions:

- What was that like for each line?
- What do you think is the most important line?
- What would happen if one of the lines were missing? Could you have completed the task?
- What strategies did you use? Did you have to change your strategy throughout?
- What worked/didn't work?
- How could you do it differently?
- Did you feel you could rely on the other lines?
- What it mean if the lines were positions in ringette?
- What were some of the distractions?
- How did you stay focussed?

Weighted Down

Purpose: This activity is designed to build self-esteem. It demonstrates the effect that negative labels have on an individual's ability to perform, such as in a team sport. The negative beliefs and labels that we give ourselves or hear from other people act as rocks that weigh down on our self esteem and self efficacy. As the more rocks are put into our identity, the harder it is to stay focussed on the task at hand. Many areas of an individual's life can be affected, and it most definitely can affect how the team performs as a whole.

Age group: 12yrs+

Time: 20 minutes

Space requirement: A small space is sufficient. Can be done in the team's dressing room.

Number of Participants: 7+

Materials:

- ✓ Medium sized rocks that words can be written on (one for every team member)
- ✓ Felts that can write on rocks
- ✓ Ringette stick
- ✓ Ring
- ✓ 2 pylons (to make a net)
- ✓ A sturdy bag with handles (i.e. a cloth grocery bag)

Instructions: The team sits in a circle with one person in the middle. The 2 pylons are set up to form a net off to the side. Each team member gets a rock that the facilitator/coach has already been written on with negative labels such as "weak player", "slow skater", "stupid", etc. One at a time each member in the circle reads the label on their rock and puts it into the bag that the person in the middle is holding. Each time a rock is placed in the bag the person in the middle has to attempt to shoot the ring on net with their stick while holding the bag of rocks. As the bag gets more full, it will be more difficult to shoot the ring. Once all the rocks are in the bag the players that make up the circle can empty the bag by giving positive feedback to the player in the middle. Shooting on net will become easier as the rocks are taken out. It is important that the player in the middle is talked to before hand to inform her that the negative labels are not about her, and to make sure he/she is comfortable with the contents of the activity. It is also important to debrief with this player after the activity.

Debrief questions:

- How did it feel for the player in middle? As the rocks were being added? Taken away?
- What do the weight of the rocks represent?
- What effect does it have on performance, such as during a game?
- Do these labels stay with us? How might they stay with us?
- As a team how do we contribute to these labels?
- What can you do as a team to lessen the weight? As an individual?
- What did it feel like to be able to take some of the weight away for the player in the middle?
- How would it feel for others to help lessen the weight for you?

Circles of Control

Purpose: This is an activity to help develop mental toughness by getting players to recognize which factors are within their control and which are not. They will realize that by trying to control things that are out of our control can lead to stress and frustration, and ultimately decreased performance levels.

Age group: 12yrs+

Time: 20-25 minutes

Space requirement: Team dressing room

Number of Participants: 8+

Materials:

- ✓ Ringette tape or ropes to make two circles
- ✓ Prizes for winners (there may be more than one winner)

Instructions: A circle of control and a circle of no control are put on the floor with the circle of control smaller and inside the circle of no control. The coach reads a factor from the examples below and the players have 5 seconds to stand in the correct circle. They can choose to stand with a foot in both circles if they think the factor might be in both. Ask a player from each circle to justify their choice. The coach gives the correct answer and the players standing in the correct circle each get a point. The activity continues until the coach has read out all of the factors. The player with the most points wins.

Some possible factors: Parent's comments, referee's calls, intensity during practice, broken stick, amount of sleep, etc.

Debrief questions:

- What are some commonalities among the factors that we can control? The factors we can't control?
- Was anyone surprised with some of the factors?
- How does it feel to try and control factors that are not within our control?
- What can we do with the factors we can't control? (let go, or do our best with what we can control within it)
- How can we let go of the factors that are out of our control? (make the choice to let them go, focus on what we can control, recognize that we can't control them, etc.)
- How would dwelling on factors that are out of our control effect our performance?
- Why is the circle of control smaller than the circle of no control? (there are a lot more things that are out of our control)

In the Zone

Purpose: This exercise provides a few tools to build mental toughness and get players into 'the zone' before a game. It is designed so that players can choose which tool(s) are more suited to them because every individual is different. Players will learn techniques to change their thought, visualize their performance, learn how to work with distractions, look at fear with a new perspective, and how to be problem free. This exercise is more of a discussion than a physical activity. This discussion can be followed by a mental toughness activity.

Age group: 14yrs+

Time: 25 minutes

Space requirement: Team dressing room

Number of participants: Any number

Materials:

- ✓ Flip chart paper
- ✓ Markers
- ✓ Clicker pens
- ✓ Elastic bands

Instructions:

The Fear Trap: First ask players what fears they have, then discuss the fear trap. Fear and excitement illicit the same feeling in our bodies, but it is how we perceive the feeling that make us look at fear as a negative concept. If we are presented with an opportunity and we take the risk, then despite the outcome we have already won because we can learn from the outcome. If we do not take the risk due to fear and avoid the situation, then we never challenge ourselves, which leads to boredom. In the latter scenario the fear trap cycle continues and the next time an opportunity comes up we will be even less likely to take the risk. The more we take risks the more likely we are to push ourselves to take more, and as a result we grow as a person.

Make peace with mistakes: First ask players what they say to themselves when they make a mistake, then discuss the following. Maintaining a competitive edge is less about keeping it honed to perfection at all times than realizing that you can lose your edge once in a while and still get it back. The secret is to make peace with your mistake/failure because what we resist persists. The harder you are on yourself, the worse your slump will get. Ask yourself "Why did I not perform well today?"

Take command of self-talk/Thought-stopping: You are always in control of your thoughts even if you have to "fake it to make it." You can choose from 3 channels of self-talk: the positive, the negative, and the escape channels. When a negative thought comes up (i.e. "We are down 3-0,

what's the point?") we can change it into a positive by saying the opposite thought (i.e. "We are down 3-0, all the more to work harder and give it my best."). If you are having difficulty switching quickly from the negative to the positive, you can use the "escape" channel, which consists of asking yourself "what would your role model would do or say in this situation?" A tangible system of thought-stopping is to use a clicker pen or have an elastic band around your wrist. Click your pen or snap the elastic band after you recognize a negative thought to prompt you to switch to the positive or the escape channel. Give players a click pen and practice thought-stopping.

Visualization/Relaxation: Do a visualization exercise with your team: imagine competing, getting into their own groove, feeling it, tasting it, smelling it, reminding themselves of that feeling of flow, or how they felt when they experienced a peak performance. Have the players do a breathing exercise where they inhale deeply first filling up their stomach and then their chest cavity, holding their breath at full lung capacity for a few seconds, and then exhaling first out of their chest and then their stomach. Do deep breathing before a visualization exercise for 3-4 breaths.