LEARNING OUTCOMES:
By the end of the lecture you should be able to:
1. Define imagery and describe the main ways it enhances performance for athletes
2. Use a sport specific example to explain how athletes can effectively image

RECOMMENDED FURTHER READINGS:
Further information about imagery and athletes’ imagery use can be found in the following text books:


Defining Imagery
“Imagery is an experience that mimics real experience. We can be aware of ‘seeing’ an image, feeling movements as an image, or experiencing an image of smell, taste or sounds without experiencing the real thing. It differs from dreams in that we are awake and conscious when we form an image.” (White & Hardy, 1998)

1. Imagery is an experience that mimics real experience

Imagery _____________ the part of the brain that is used when we plan and execute movements.
As a result imagery can be used to ______________ skills and ______________ performance.
Athletes should use imagery ______________ to their regular physical practice.
When injured athletes can use imagery as a substitute to physical practice to ______________ their skill levels.

IMAGERY + PHYSICAL PRACTICE > PHYSICAL PRACTICE ONLY
2. Perception without sensation
As well as seeing an image, we can experience images of:

1. ________________
2. ________________
3. ________________
4. ________________

3. Deliberate and conscious
Athletes can use imagery...

Imagery will enhance performance in different ways...

1. Learn and develop skills
   e.g. ___________________________________________________________________

2. Learn and develop strategies
   e.g. ___________________________________________________________________

3. Motivation
   e.g. ___________________________________________________________________

4. Manage emotions and intensity levels
   e.g. ___________________________________________________________________

5. Manage thoughts and beliefs
   e.g. ___________________________________________________________________
How to effectively image using the PETTLEP Model (Holmes & Collins, 2001; 2002)

Aim of model: ______________________________________________________________

- ■ ______________ involve athlete in imagery experience
  - Using sport equipment
  - Move as ______________ for skill
  
  E.g. __________________________________________________________

- ■ Include relevant ______________ of the environment:
  - Training vs. competition
  - Unfamiliar environment?
  
  E.g. __________________________________________________________

- ■ Key components of task to image:
  - Imagined situation = actual situation for attentional demands and situation changes

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<tr>
<td>e.g. ______________</td>
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  Direction

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Image in “____________”
Adjust image speed to work on other aspects of performance

Slow motion imagery e.g. ________________________________________________
Fast motion imagery e.g. ________________________________________________

Imagery content should change with learning & practice
Imagery content = _____________________________
– Content should be regularly reviewed and revised

Include appropriate emotions
E.g._______________________________________________

Visual perspective = demands of task (Hardy, 1997)
Incorporate kinaesthetic sensations regardless of perspective
External imagery → ________________________________________________
Internal imagery → ________________________________________________
PETTLEP evidence

Study 1 of Smith, Wright, Allsopp, & Westhead, 2007.

Results summary

All groups ______________ but only the ______________ imagery group improved more than the control group.

Imagery must be done ______________ in order to improve performance.

Conclusion

A definition for imagery was provided which was broken down into three sections and discussed during the lecture.

The main ways imagery can be used to enhance athletic performance were then described.

Finally a hockey hit was used as a sport specific example to explain how athletes can effectively image using the PETTLEP model as a 7-point checklist.