In the Mind's Eye: Effective Sport Imagery Training

Lecture Handout

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:

- Cumming, J., & Ramsey, R. (2008). Sport imagery interventions. In S.Mellalieu & S. Hanton (Eds.), *Advances in Applied Sport Psychology: A Review*. (pp. 5-36) London: Routledge.
- Murphy, S., Nordin, S. M., & Cumming, J. (2008). Imagery in sport, exercise and dance. In T.Horn (Ed.), *Advances in sport and exercise psychology* (3rd ed., pp. 297-324). Champagne, IL: Human Kinetics.
- Weinberg, R.S., & Gould, D. (2005). Imagery. In *Foundations of Sport & Exercise Psychology* (4th ed., pp. 295-321). Champaign, IL: Human Kinetics.

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

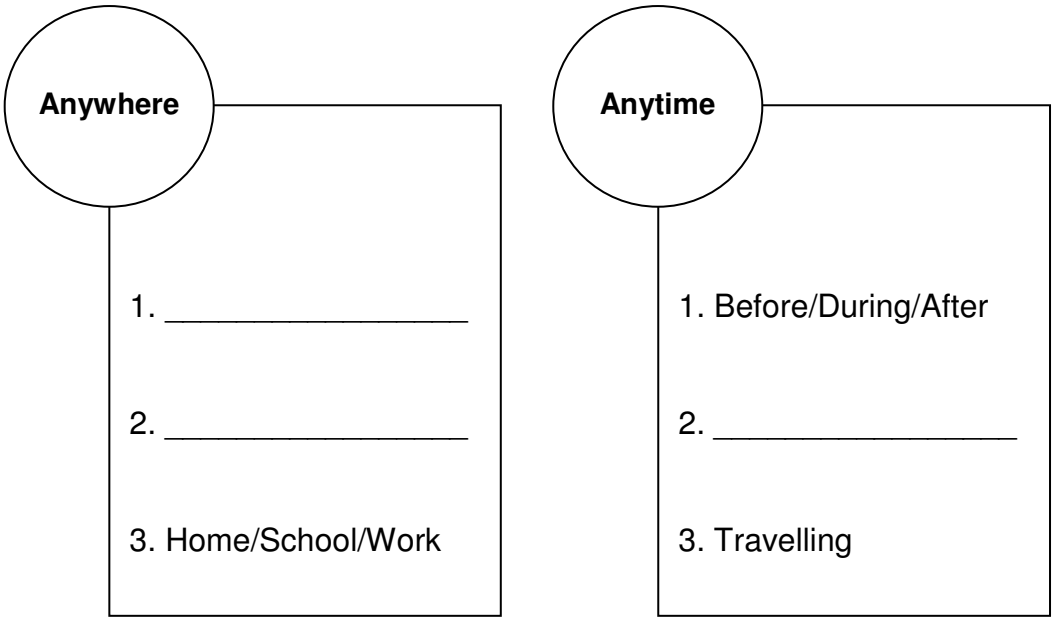
2. Perception without sensation

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

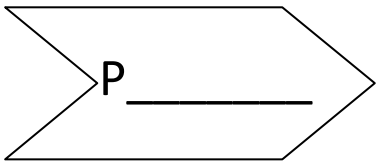
   e.g. _____

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._____

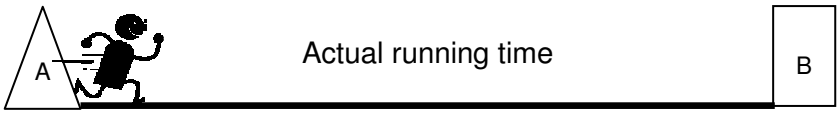
- Key components of task to image:
  - Imagined situation = actual situation for attentional demands and situation changes

Broad	e.g. _____	e.g. _____
Narrow	e.g. _____	e.g. _____
	External	**Internal**

Width (vertical) — **Direction** (horizontal)

T_____

- Image in "_____"
- Adjust image speed to work on other aspects of performance



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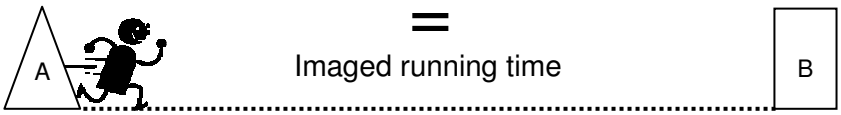


Slow motion imagery e.g. _____

Fast motion imagery e.g. _____

L_____

- Imagery content should change with learning & practice
- Imagery content = _____
  - Content should be regularly reviewed and revised

E_____

- Include appropriate emotions

E.g._____

P_____

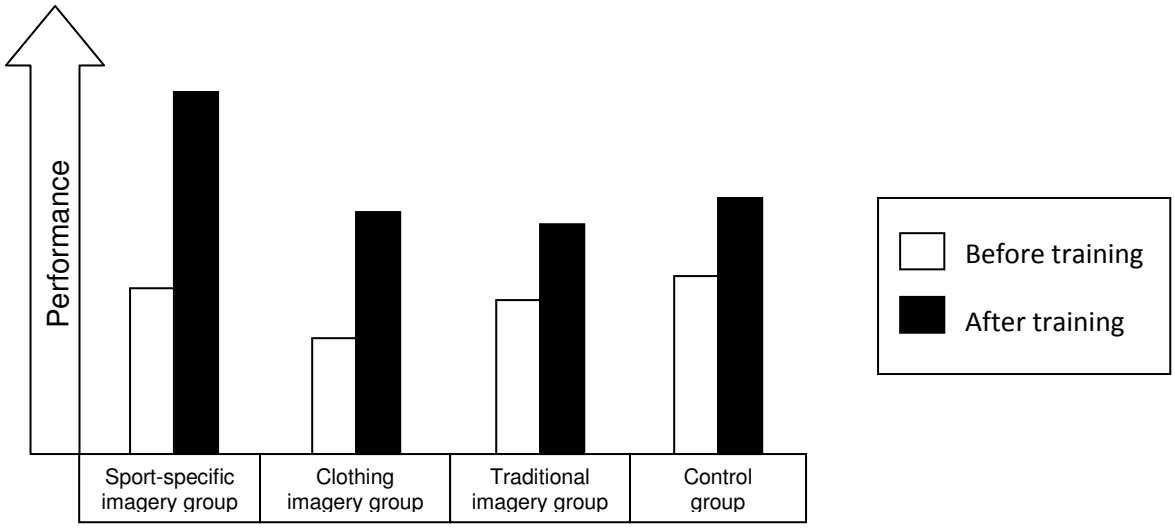
- Visual perspective = demands of task (Hardy, 1997)
- Incorporate kinaesthetic sensations regardless of perspective

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.