




# MINDSET TRAINING FOR TEAMS

36 Lessons Consisting of:  39 Videos  43 Worksheets  36 Quizzes  45 Activities

## Training Requirements

*Delivered in group setting  
Video playback capabilities  
Writing surface to fill out worksheets  
Whiteboard is helpful but not necessary*

## Delivered in Lessons

*Applicable to all sports  
Typically 25-45 minutes in length  
Most lessons are part of topical courses but can be conducted stand-alone  
Consist of videos, worksheets, quizzes and activities*



**Ryzer's Mindset Training and goal setting process took our players' confidence to new heights entering the 2024 season.**



**Mike White, D1 College Softball Coach**

*2024 season resulted in 55-10 record and National Championship appearance  
7 WCWS Appearances | 6 Conf Championships | 4x Conf Coach of the Year*

# DIRECTORY

## Navigation Links

*\*click on the arrows and use the left navigation to navigate through the catalog\**

## MENTAL TOUGHNESS

### P.4 - Composure

**Lesson 1:** *Controlling Emotional Composure in Sports (30-45 mins)*

**Lesson 2:** *Finding Your Optimal Performance Zone (30 mins)*

### P.5 - Confidence

**Lesson 1:** *Positive Self-Talk (25-45 mins)*

**Lesson 2:** *Instructional Self-Talk (20-45 mins)*

**Lesson 3:** *Advanced Self-Talk - Countering Mental Landmines (35-45 mins)*

### P.6 - Grit

**Lesson 1:** *What is Grit & Why it's Important (20-40 mins)*

**Lesson 2:** *Growing Your Grit Through the 4 Psychological Assets (25-40 mins)*

**Lesson 3:** *Growing Your Grit Through Added Effort (25-45 mins)*

**Lesson 4:** *Raise Your Standards, Raise Your Grit (30-60 mins)*

### P.7 - Mental Toughness

**Lesson 1:** *Essence of Mental Toughness + Workout (30-60 mins)*

**Lesson 2:** *Interpreting & Reacting to Situations (25-40 mins)*

**Lesson 3:** *Techniques & Tactics for Managing Your Thoughts (30-60 mins)*

### P.8 - Motivational Drive

**Lesson 1:** *Key Motivators for Athletes (20-30 mins)*

**Lesson 2:** *Discovering Your "Motivational Why" (30-45 mins)*

**Lesson 3:** *OPP Goal Reaching Process (30-60 mins)*

## COACHABILITY

### P.10 - Attention to Detail

**Lesson 1:** *What is Attention to Detail and Why is it Important? (25-35 mins)*

**Lesson 2:** *Building Habits that Stick (30-60 mins)*

**Lesson 3:** *Adopting "Champions Time" in your Life (30-45 mins)*

### P.11 - Coachability

**Lesson 1:** *What is Coachability and Why is it Important? (15-20 mins)*

**Lesson 2:** *Athlete Attributes 1-5 That Coaches Look For (25-30 mins)*

**Lesson 3:** *Athlete Attributes 6-10, Team Member Value & Improvement Plan (30-50 mins)*

## COACHABILITY (continued)

### P.12 - Conventionality

**Lesson 1:** *What is Conventionality and Why is it Important? (15-20 mins)*

**Lesson 2:** *Optimizing Your Conventionality (20-50 mins)*

### P.13 - Growth Mindset

**Lesson 1:** *Growth Mindset vs. Fixed Mindset (30-40 mins)*

**Lesson 2:** *Growth Mindset in Elite Athletes (30-40 mins)*

**Lesson 3:** *Overcoming Mistakes & Setbacks (30-40 mins)*

## MENTAL EXECUTION

### P.15 - Adaptability

**Lesson 1:** *What is Adaptability? (25-35 mins)*

**Lesson 2:** *Benefits of Adaptability and How to Improve It (30-60 mins)*

### P.16 - Decisiveness

**Lesson 1:** *Introduction to Decisiveness & the OPC Decision-Making Method (35-45 mins)*

**Lesson 2:** *Premack Principle & Decision-Making for Competing Tasks (30-40 mins)*

### P.17 - Focus Speed

**Lesson 1:** *Introduction and Focus Tips for Athletes (25-30 mins)*

**Lesson 2:** *Quiet Eye Technique for Athletes (30-40 mins)*

**Lesson 3:** *Practice with Distractions (30-60 mins)*

### P.18 - Mental Execution

**Lesson 1:** *Introduction & Preparation for Visualization (25-30 mins)*

**Lesson 2:** *Performing Visualization (30-45 mins)*

## OTHER LESSONS

**P.19 - Lesson:** *Control the Controllables (25-35 mins)*

## Contact

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**Navigation Links**

# MENTAL TOUGHNESS

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# COMPOSURE

Athlete Management of Composure & Emotions in Sports

Navigation Links

 2 Videos

 3 Worksheets

 2 Quizzes

 3 Activities

 1 Final Exam

## Lesson 1: *Controlling Emotional Composure in Sports* (30-45 mins)

**Teaches:** (i) The importance of controlling one's emotional composure for athletic performance; (ii) A 5-step technique for Controlling Emotions in Sports;

**Worksheets:** (i) Course Outline & Key Learnings (ii) Controlling Your Emotions in Sports

**Expected Outcome:** Athlete understands the importance of maintaining emotional composure and can better control their emotional composure in sports through a learned technique.

## Lesson 2: *Finding Your Optimal Performance Zone* (30 mins)

**Teaches:** (i) Athletes have an "optimal performance zone" where they feel just the right amount of pressure (arousal + anxiety) to perform at their best; (ii) An activity to discover one's personal Optimal Performance Zone; (iii) A technique to conduct a pre-game assessment of pressure felt (iv.) An activity to create a Pre-game Pressure Playbook to get the athlete into their Zone of Optimal Performance.

**Worksheet:** Finding Your Optimal Performance Zone

**Expected Outcome:** Athlete develops a pre-game process for assessment of pressure felt and moving themselves into their preferred mindset for optimal performance.



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# CONFIDENCE

## Improving Athlete Confidence Through Self-Talk

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 3 Videos

 5 Worksheets

 3 Quizzes

 6 Activities

 1 Final Exam

### Lesson 1: *Positive Self-Talk* (25-45 mins)

**Teaches:** (i) The definition and importance of Self-Talk for athletes; (ii) The differences between Positive and Negative Self-Talk; (iii) A technique to deal with negative thoughts that pop into one's head.

**Worksheets:** (i) Course Outline & Key Learnings (ii) Positive Self-Talk

**Expected Outcome:** Athlete can effectively use Positive Self-Talk to improve their confidence in sports and life.

### Lesson 2: *Instructional Self-Talk* (20-45 mins)

**Teaches:** (i) The definition of Instructional Self-Talk and difference from Positive Self-Talk; (ii) How to perform Instructional Self-Talk; (iii) An activity to construct, test, and finalize instructional self-talk phrases to use for each athlete's sport(s) and position(s).

**Worksheet:** Instructional Self-Talk

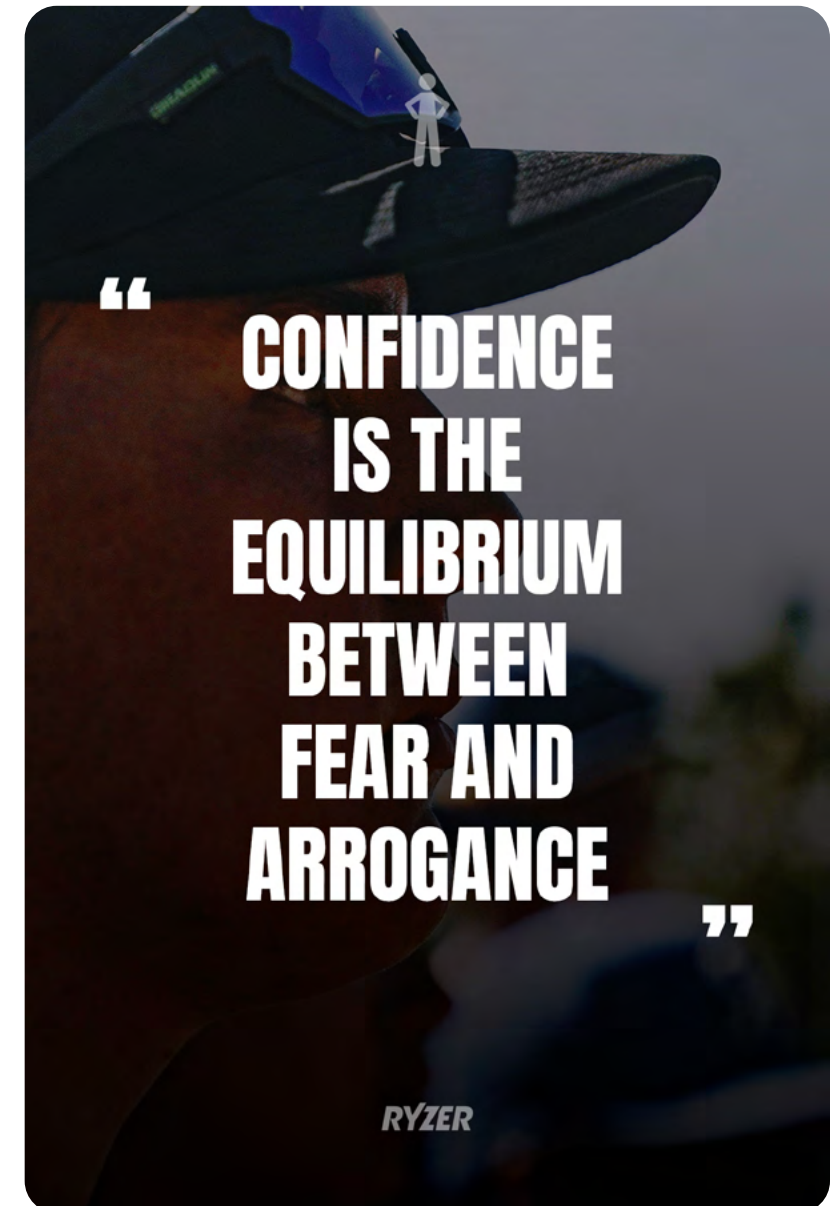
**Expected Outcome:** Athlete can effectively use Instructional Self-Talk to improve their performance in sports.

### Lesson 3: *Advanced Self-Talk - Countering Mental Landmines* (20-45 mins)

**Teaches:** (i) The frequency and volume on negative thoughts we need to combat daily; (ii) The 14 most common "mental landmines" encountered by athletes; (iii) An activity to assess the frequency each mental landmine is encountered to learn one's Mental Landmine Danger Zone; (iv) An activity to journal daily encounters of mental landmines and countering methods used.

**Worksheets:** (i) Advanced Self-Talk - Countering Mental Landmines (ii) 7-Day Mental Landmine Countering Journal

**Expected Outcome:** Athlete is able to effectively neutralize negative self-talk, bolstering their confidence and mental resilience.



# GRIT

## Developing & Growing Grit for Athletes

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### Lesson 1: *What is Grit & Why it's Important* (20-40 mins)

**Teaches:** (i) The definition and importance of Grit for athletes; (ii) Delayed gratification is an important aspect of Grit; (iii) Resilience is an important aspect of Grit; (iv) Passion is an important aspect of Grit.

**Worksheet:** Course Outline & Key Learnings

**Expected Outcome:** Athlete understands the foundational aspects and importance of having Grit.

### Lesson 2: *Growing Your Grit Through the 4 Psychological Assets* (25-40 mins)

**Teaches:** (i) The 4 psychological reasons people quit things; (ii) Grit is a trait that can be cultivated and grown by developing 4 psychological assets; (iii) An activity to identify opportunities to grow Grit in various topics using the 4 psychological assets.

**Worksheet:** Growing Your Grit

**Expected Outcome:** Athlete is able to grow their Grit in any given topic by creating and following a plan to develop the 4 psychological assets of Grit in the given topic.

### Lesson 3: *Growing Your Grit Through Added Effort* (25-45 mins)

**Teaches:** (i) Among talent, skill, and effort, one's effort contributes the most to achievement; (ii) There are 3 categories of effort applicable to an athlete's impact: Practice, Conditioning, and Athletic Optimization; (iii) An activity to measure one's current athletic impact; (iv) An activity to develop a personal and practical plan to increase one's athletic impact through added effort.

**Worksheet:** Athletic Impact Predictor

**Expected Outcome:** Athlete is able to increase their athletic impact in their sport by following a personally created plan to increase their overall effort across many aspects.

### Lesson 4: *Raise Your Standards, Raise Your Grit* (30-60 mins)

**Teaches:** (i) Personal standards produce the behaviors that we choose to consistently engage in to reach results within our acceptable range; (ii) Raising one's standards is a mindset technique to help change behaviors to naturally raise effort, which raises Grit and ultimately improves results; (iii) An activity to follow the 4 steps to setting standards and identifying the behaviors that impact whether one meets, exceeds, or misses the standard.

**Worksheet:** Raise Your Standards, Raise Your Grit

**Expected Outcome:** Athlete is able to set and maintain higher standards for themselves to naturally raise effort and Grit.



“ GRIT PROVIDES THE COURAGE AND RESOLVE TO PERSEVERE THROUGH ADVERSITY ”

RYZER

# MENTAL TOUGHNESS

Managing Your Thoughts:  
The Foundation of Athlete Mental Toughness

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## Lesson 1: *Essence of Mental Toughness + Workout* (30-60 mins)

**Teaches:** (i) The definition and components of mental toughness for athletes; (ii) An activity to create a personal and custom 5-step Mental Toughness Workout to perform pre-practice and pre-competition.

**Worksheets:** (i) Course Outline & Key Learnings (ii) Mental Toughness Workout

**Expected Outcome:** Athlete uses a pre-competition “mental workout” to improve their mindset and performance.

## Lesson 2: *Interpreting & Reacting to Situations* (25-40 mins)

**Teaches:** (i) An important way Mental Toughness is exhibited is how one reacts and responds to situations; (ii) How we interpret situations controls our downstream thoughts, emotions, behaviors and ultimately our outcomes; (iii) Our Thought Filters, shaped by our experiences and beliefs, helps us interpret situations.

**Expected Outcome:** Athlete understands the relationship between how they interpret situations and outcomes and can better control their downstream flow of thoughts, emotions, and behaviors leading to more successful outcomes.

## Lesson 3: *Techniques & Tactics for Managing Your Thoughts* (30-60 mins)

**Teaches:** (i) Thousands of Automatic Negative Thoughts (ANTs) appear in our heads daily; (ii) A 3-Step ANT Stomping Technique to eliminate ANTs; (iii) An activity to shape one's Thought Filter from negative to positive; (iv) Affirmations are one way to help program or train your brain to think positively and improve self-esteem; (v) An activity to draft personal affirmations that should be said daily; (vi) An activity to journal their thought management technique over 7-days.

**Worksheets:** (i) Influencing Your Thought Filter (ii) 7-Day Thinking; Emotions Journal

**Expected Outcome:** Athlete more positively interprets and reacts to situations to increase success in sports and life.





# MOTIVATIONAL DRIVE

Motivation & OPP Goal Reaching Process for Athletes

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 3 Worksheets

 3 Quizzes

 4 Activities

 1 Final Exam

## Lesson 1: Key Motivators for Athletes (20-30 mins)

**Teaches:** (i) The importance of motivation and how it can be leveraged to improve athletic performance; (ii) The 5 key motivational drivers of athletes.

**Worksheet:** Course Outline & Key Learnings

**Expected Outcome:** Athlete understands the importance of motivation and the key motivational drivers that can be leveraged for athlete success.

## Lesson 2: Discovering Your “Motivational Why” (30-45 mins)

**Teaches:** (i) An athlete’s Motivational Why can be leveraged to fuel motivation for certain activities, competitions, and reaching goals; (ii) An activity to discover and systematically develop one’s Motivational Why for a variety of activities / goals.

**Worksheet:** Discovering Your Motivators & “Motivational Why”

**Expected Outcome:** Athlete creates a “Motivational Why” for important activities / goals that increases motivation and consequently increases the likelihood of success for each activity / goal.

## Lesson 3: OPP Goal Reaching Process (30-60 mins)

**Teaches:** (i) The process for setting Outcome Goals, Performance Goals and Process Goals and the relationship between these 3 types of goals; (ii) Best practices for setting each of the 3 types of goals in the OPP Goal Reaching Process; (iii) An activity to draft OPP Goals for the team and the individual athletes; (iv) An activity to monitor and make adjustments to OPP Goals as needed based upon performance results.

**Worksheet:** OPP Goal Reaching

**Expected Outcome:** Athlete uses the OPP Goal Reaching process to set, monitor progress, and ultimately reach team outcome goal(s), personal athletic outcome goal(s), and personal life outcome goal(s).



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# COACHABILITY



# ATTENTION TO DETAIL

The Power of Habits for Athletes

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## Lesson 1: *What is Attention to Detail and Why is it Important?* (25-35 mins)

**Teaches:** (i) Attention to Detail in this context means one's level of natural inclination to focus on and tend to details; (ii) Attention to Detail is important for athletes because the difference between success and failure can be razor thin.

**Worksheet:** Course Outline & Key Learnings

**Expected Outcome:** Athlete understands the concept of Attention to Detail and that it alone can make the difference between success and failure in athletic competition.

## Lesson 2: *Building Habits that Stick* (30-60 mins)

**Teaches:** (i) Most people have challenges building or changing habits, but the problem isn't them, it's their system (or lack thereof); (ii) The Atomic Habits 4-step scientific process for building a new good habit (and breaking a bad habit); (iii) An activity to map out the process for personally building a new good habit and breaking an existing bad habit.

**Worksheet:** Building Habits that Stick

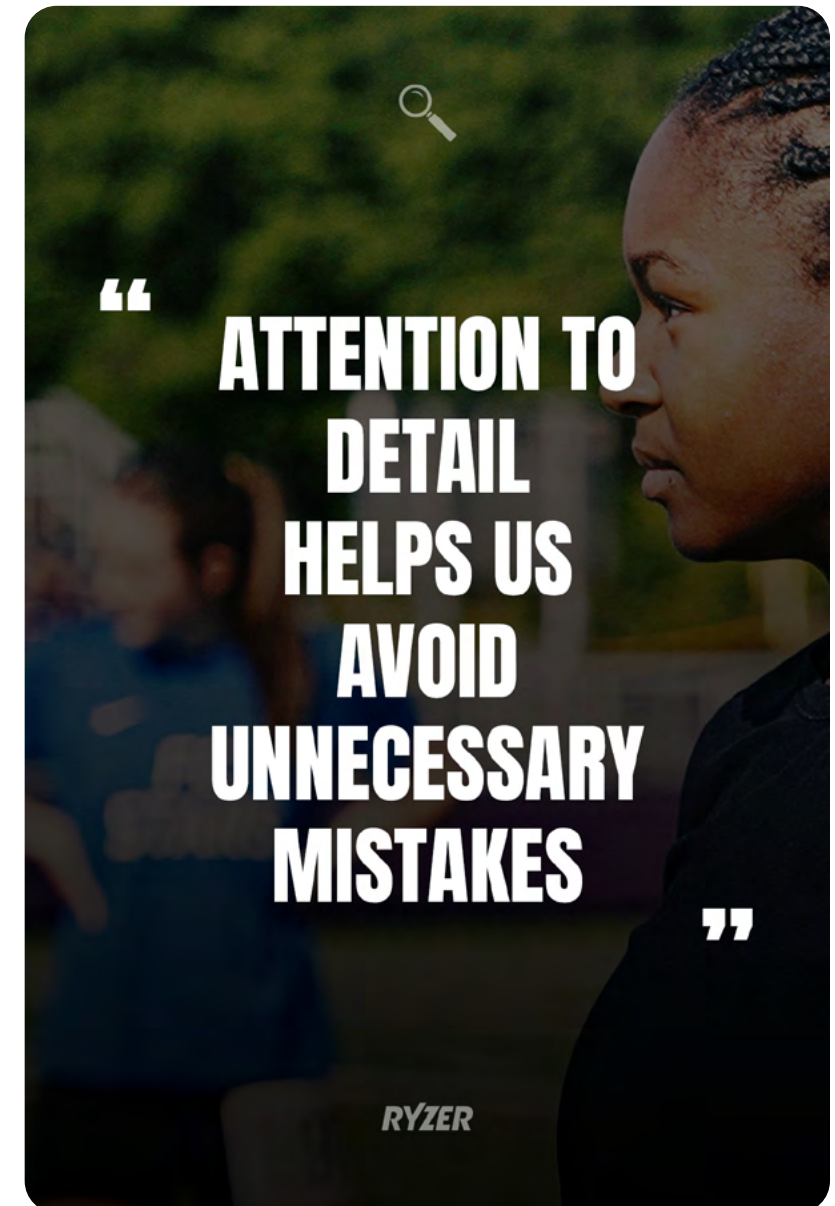
**Expected Outcome:** Athlete knows the 4-step habit building process and can effectively build new good habits and break existing bad habits.

## Lesson 3: *Adopting "Champions Time" in your Life* (30-45 mins)

**Teaches:** (i) Punctuality is highly important in athletics and life; (ii) "Champions Time" is a higher standard and new way of approaching punctuality regarding the events and appointments in one's life; (iii) Arriving early is the only way to satisfy Champions Time; (iv) An activity to apply the 4-step habit building process to one's adoption of Champions Time.

**Worksheet:** Adopting "Champions Time" in your Life

**Expected Outcome:** Athlete adopts the "Champions Time" mindset and system to arrive early for all events and appointments.





# COACHABILITY

The 10 Attributes of Athletes That Coaches Look For

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 1 Final Exam

## Lesson 1: *What is Coachability and Why is it Important?* (15-20 mins)

**Teaches:** (i) Coachability is more of a concept than a trait - made up of many traits & characteristics; (ii) Overachieving teams tend to be higher in coachability, comprising a common set of 10 attributes.

**Worksheet:** Course Outline & Key Learnings

**Expected Outcome:** Athlete understands the concept of Coachability and that there are 10 common attributes of athletes that make them more coachable and more attractive to coaches in building their teams.

## Lesson 2: *Athlete Attributes 1-5 That Coaches Look For* (25-30 mins)

**Teaches:** (i) Details on attributes 1-5 that coaches look for in athletes; (ii) An activity of performing a self-assessment on attributes 1-5 to understand current value provided to the team.

**Worksheet:** 10 Attributes of Athletes That Coaches Look For

**Expected Outcome:** Athlete has deeper understanding of the first 5 of the 10 attributes of coachability that coaches look for in building their teams as well as how they rate on each of them.

## Lesson 3: *Athlete Attributes 6-10, Team Member Value & Improvement Plan* (30-50 mins)

**Teaches:** (i) Details on attributes 6-10 that coaches look for in athletes; (ii) An activity of performing a self-assessment on attributes 6-10 to understand current value provided to the team; (iii) An activity to develop a personal Team Member Improvement Plan to increase their value to the team.

**Worksheet:** 10 Attributes of Athletes That Coaches Look For

**Expected Outcome:** Athlete has deeper understanding of the second 5 of the 10 attributes of coachability that coaches look for in building their teams, how they rate on each of them, and has a personal plan to improve their value to their team.



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# CONVENTIONALITY

How Rules Can Help or Hurt Athletes

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 1 Final Exam

## Lesson 1: *What is Conventionalty and Why is it Important?* (15-20 mins)

**Teaches:** (i) Rules serve a useful, indeed essential purpose of guidelines – allowing everyone to know what conduct and behaviors are expected; (ii) One’s level of Conventionalty controls the level of importance one places on following societal norms, traditions and rules; (iii) Conventionalty is an athlete trait desired by coaches and it plays an important role in team cohesion.

**Worksheet:** Course Outline & Key Learnings

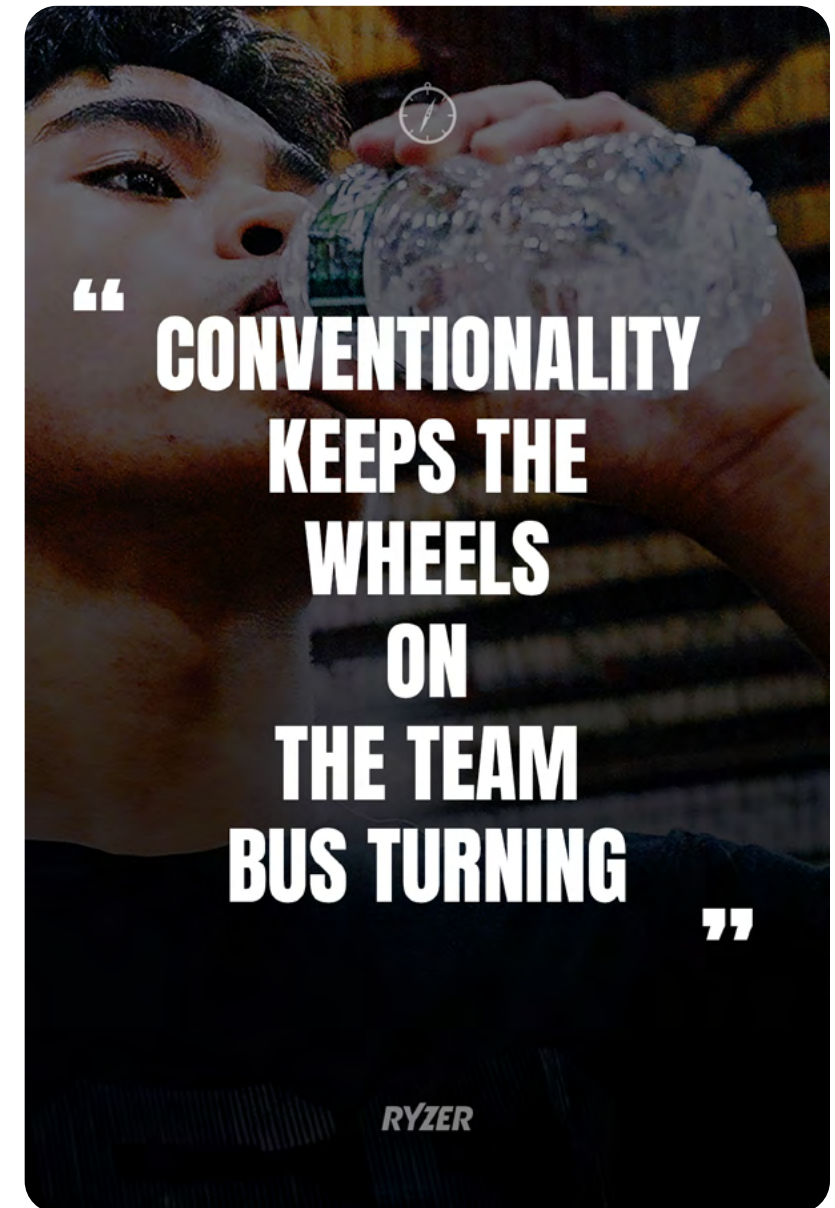
**Expected Outcome:** Athlete understands how one’s level of Conventionalty affects their attitude and conduct, especially in the context of team rules.

## Lesson 2: *Optimizing Your Conventionalty* (20-50 mins)

**Teaches:** (i) An activity to assess one’s current level of Conventionalty; (ii) Mild Conventionalty is the “just right” level of being a good team player that goes with the flow - but not to the point when it might result in harm to oneself or others; (iii) To adjust one’s level of Conventionalty on a given topic, one needs to adjust their feelings/beliefs on the topic and take actions to support the new perspective; (iv) An activity to create one’s personal Conventionalty Optimization Plan to help them reach their optimal level of Conventionalty.

**Worksheet:** Optimizing Your Level of Conventionalty

**Expected Outcome:** Athlete develops a plan to move themselves towards a more optimal level of Conventionalty to improve their Coachability and cohesion with their team.



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# GROWTH MINDSET

Adopting a Growth Mindset for Athlete Success

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## Lesson 1: *Growth Mindset vs. Fixed Mindset* (30-40 mins)

**Teaches:** (i) Origination, definition and details of what makes up Growth Mindset; (ii) Differences between the Growth and Fixed Mindsets and how they affect us in different aspects of life.

**Worksheets:** (i) Course Outline & Key Learnings (ii) Growth Mindset vs. Fixed Mindset

**Expected Outcome:** Athlete understands the key differences between the Growth & Fixed Mindsets as well as the importance of adopting a Growth Mindset for success in life.

## Lesson 2: *Growth Mindset in Elite Athletes* (30-40 mins)

**Teaches:** (i) The 2 core beliefs of Growth Mindset athletes: Athletes are made, not born; and Athletes should focus on the process of getting better; (ii) An important aspect the Growth Mindset is believing that effort contributes to success; (iii) Growth Mindset athletes view mistakes and failure as an opportunity to improve that will ultimately lead to success.

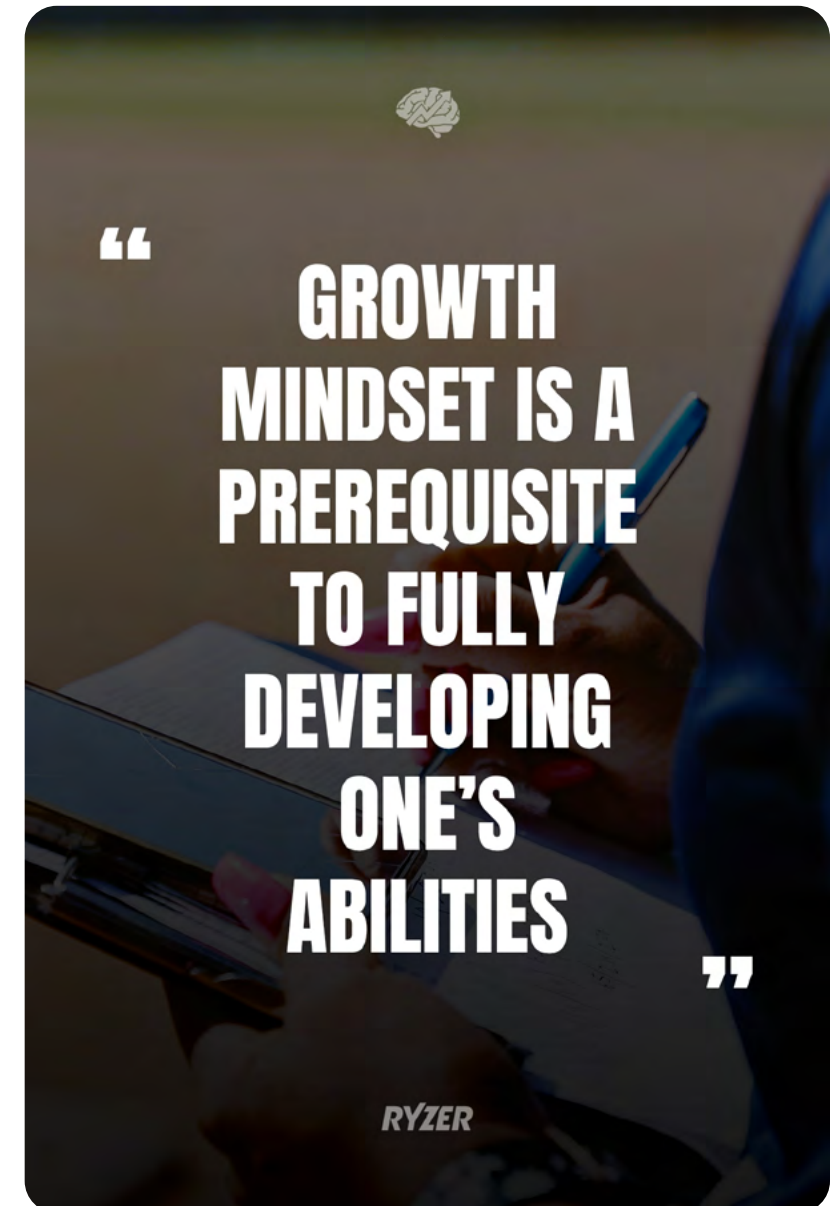
**Expected Outcome:** Athlete has deeper understanding and appreciation for the Growth Mindset and how adoption of it can lead to becoming elite.

## Lesson 3: *Overcoming Mistakes & Setbacks* (30-40 mins)

**Teaches:** (i) Importance of managing mistakes & setbacks versus reacting to them; (ii) A 3-step technique to quickly overcome mistakes & setbacks during competition.

**Worksheets:** (i) Overcoming Setbacks with the 3 R's (ii) Growth Mindset Thinking & Behaviors Journal

**Expected Outcome:** Athlete can quickly overcome mistakes & setbacks that happen during competition using the 3 R's technique.



Navigation Links

# MENTAL EXECUTION

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# ADAPTABILITY

## Becoming a More Adaptable Athlete

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 1 Final Exam

### Lesson 1: *What is Adaptability?* (25-35 mins)

**Teaches:** (i) What is Adaptability and why it is important for athletes; (ii) An activity to conduct a self-assessment of one's level of Athlete Adaptability.

**Worksheets:** (i) Course Outline & Key Learnings (ii) Becoming a More Adaptable Athlete

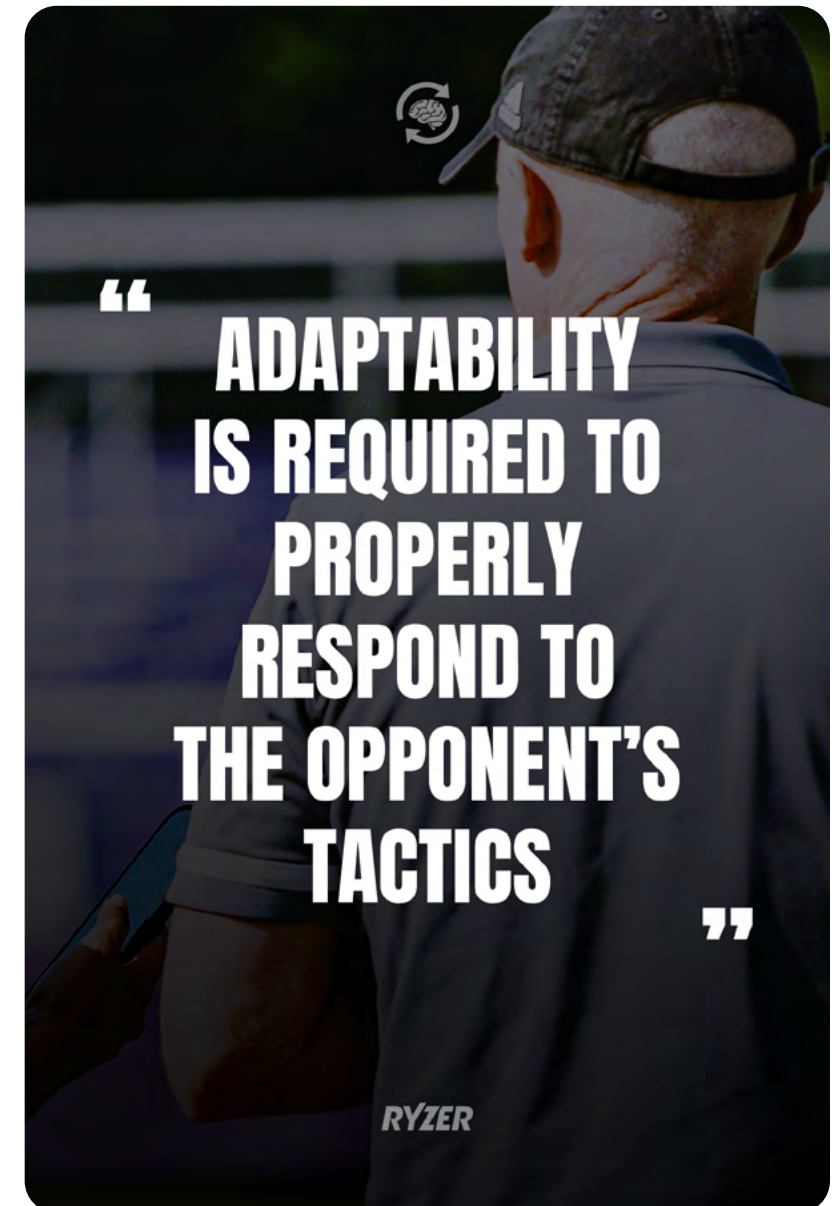
**Expected Outcome:** Athlete understands what it means to be an Adaptable Athlete and where they currently stand on the Adaptability spectrum.

### Lesson 2: *Benefits of Adaptability and How to Improve It* (30-60 mins)

**Teaches:** (i) Benefits of becoming a more Adaptable athlete; (ii) Tips and actions to take to become a more Adaptable athlete; (iii) An activity to build out a personal plan to become a more Adaptable athlete.

**Worksheet:** Becoming a More Adaptable Athlete

**Expected Outcome:** Athlete becomes more Adaptable leading to better success in athletics and life.



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# DECISIVENESS

## Decisiveness for Athletes

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### Lesson 1: Introduction to Decisiveness & the OPC Decision-Making Method

(35-45 mins)

**Teaches:** (i) What is meant by Decisiveness and how it applies to one's decision making style; (ii) Becoming more Decisive allows athletes to play their sport more instinctively; (iii) OPC Decision-Making Method to help make better decisions; (iv) An activity to go through the OPC Decision-Making Method to help make an upcoming decision.

**Worksheets:** (i) Course Outline & Key Learnings (ii) OPC Decision-Making Method

**Expected Outcome:** Athlete understands how Decisiveness relates to playing instinctive in sports and is able to use the OPC Decision-Making Method to become more Decisive and make better decisions in life.

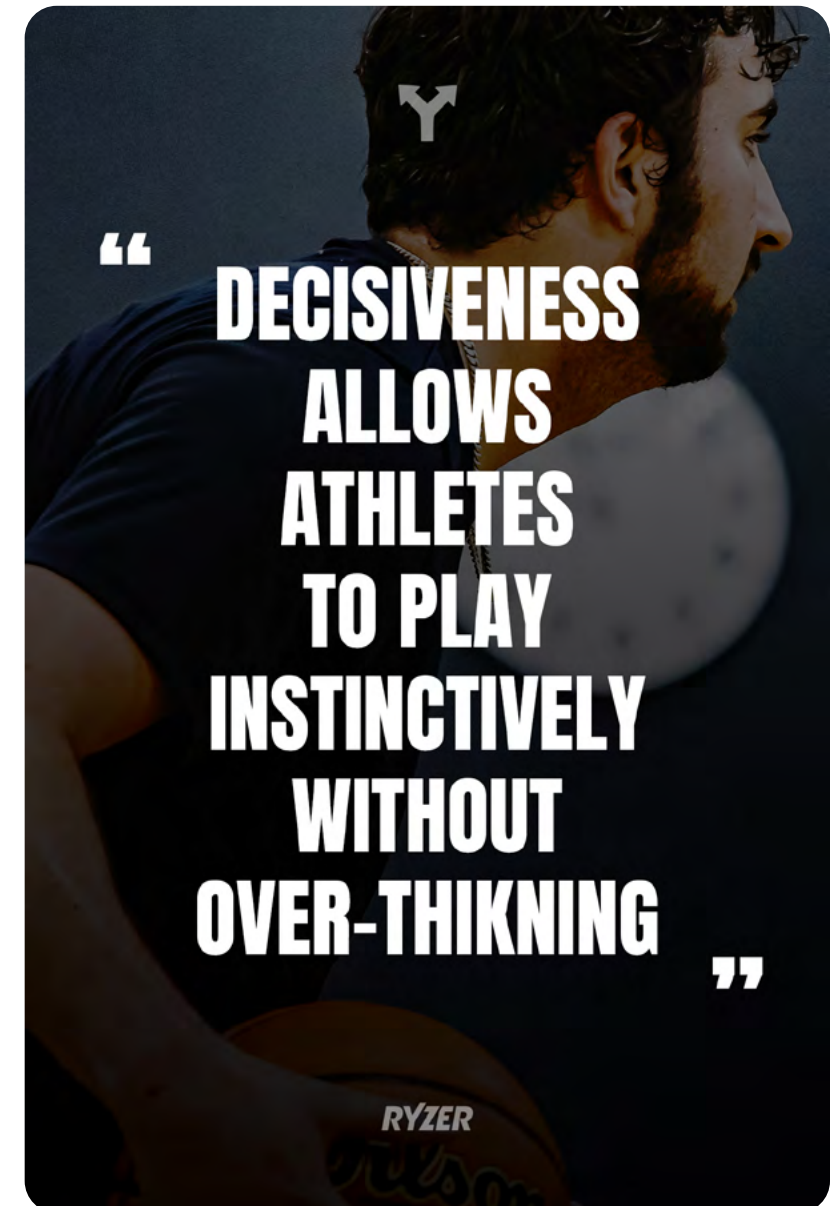
### Lesson 2: Premack Principle & Decision-Making for Competing Tasks

(30-40 mins)

**Teaches:** (i) How to use the Premack Principle to help prioritize tasks and get them completed; (ii) An activity to practice using the Premack Principle to prioritize one's current to-do list; (iii) A 4-Criteria Scoring Technique to make decisions on competing tasks or activities.

**Worksheets:** (i) Using the Premack Principle for To-Do Lists (ii) Decision Making for Competing Tasks & Activities

**Expected Outcome:** Athlete becomes more effective and efficient in making decisions and completing tasks involved in their sports, school and life.



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# FOCUS SPEED

Improving Athlete Focus for Added Success

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## Lesson 1: Introduction and Focus Tips for Athletes (25-30 mins)

**Teaches:** (i) Why and how athlete focus contributes to success in sports; (ii) Tips on how to increase one's focus.

**Worksheets:** (i) Course Outline & Key Learnings (ii) 5 Focus Tips for Athletes

**Expected Outcome:** Athlete understands the important role focus plays in athletics and uses proven strategies to increase their focus skills going forward.

## Lesson 2: Quiet Eye Technique for Athletes (30-40 mins)

**Teaches:** (i) The Quiet Eye Technique and how it can improve athletic performance; (ii) An activity to design a personal Quiet Eye Technique for a relevant skill(s) in the athlete's sport and position.

**Worksheets:** Quiet Eye Technique for Athletes

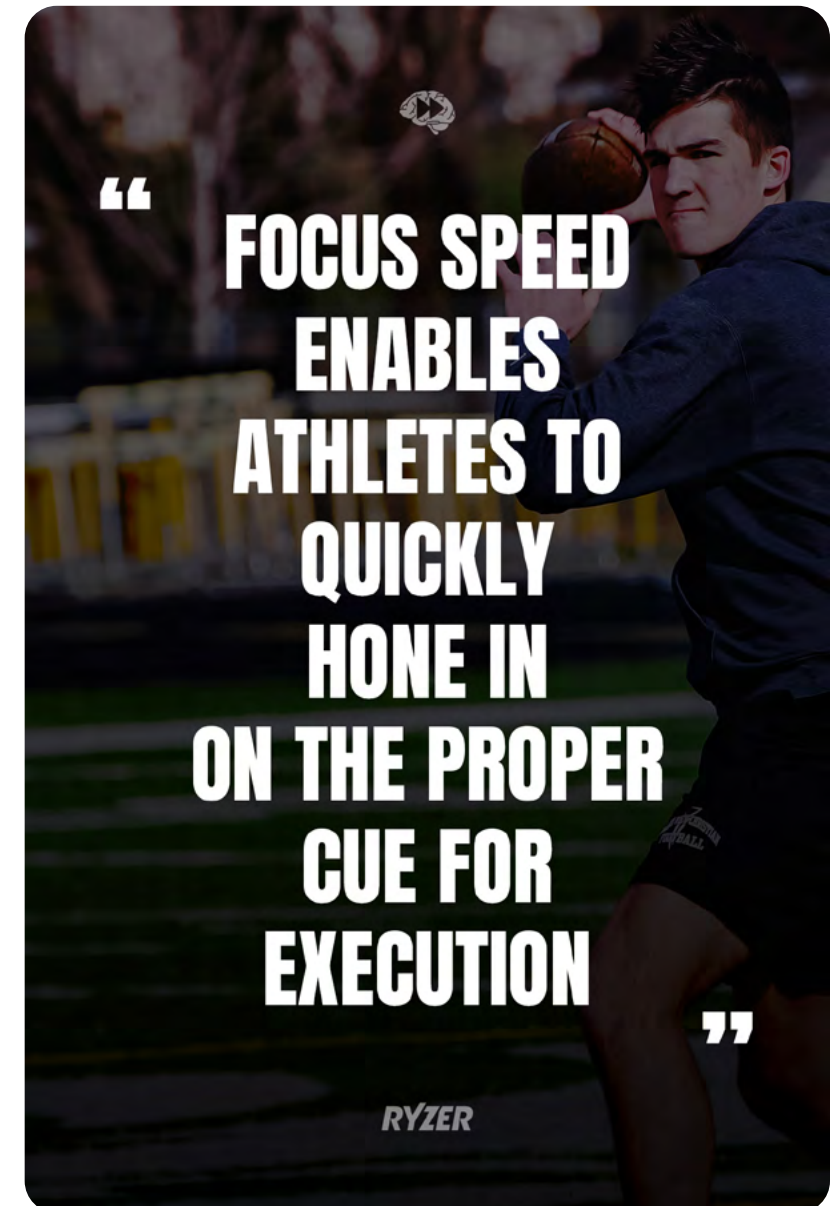
**Expected Outcome:** Athlete is able to use the Quiet Eye Technique to increase their performance in a relevant athletic skill(s).

## Lesson 3: Practice with Distractions (30-60 mins)

**Teaches:** (i) The role distractions play in affecting athletic performance; (ii) Athletes and teams can practice facing distractions to reduce/eliminate their impact in distracting; (iii) An activity to design a Distractions Practice Plan to reduce the impact of expected distractions in the future.

**Worksheets:** Practice with Distractions

**Expected Outcome:** Athlete practices expected distractions in advance of competition to reduce/eliminate their impact on athletic performance.



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# MENTAL EXECUTION

Using Visualization to  
Improve Mental Execution of Athletes

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## Lesson 1: Introduction & Preparation for Visualization (25-30 mins)

**Teaches:** (i) What is Visualization and how it can help boost athletic performance; (ii) Types of Visualization and how to prepare to conduct it.

**Worksheets:** (i) Course Outline & Key Learnings (ii) Visualization for Athletes

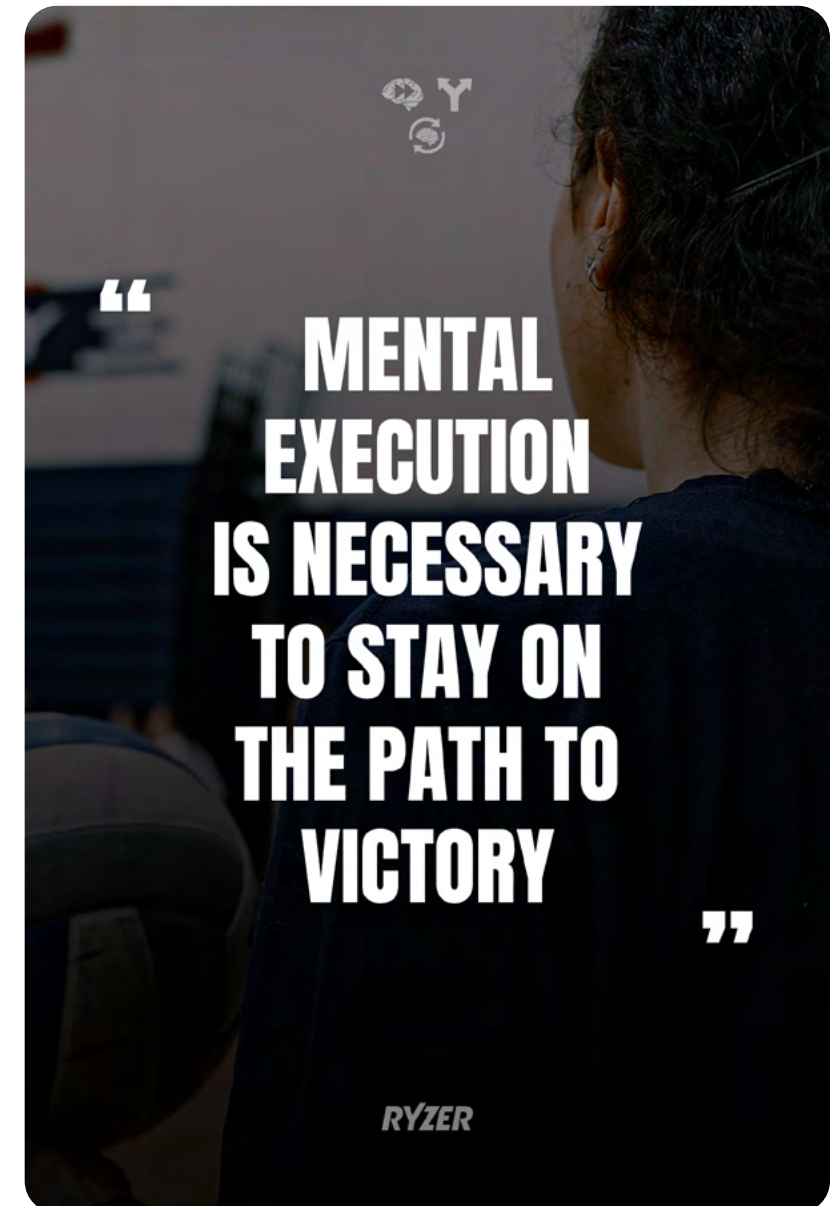
**Expected Outcome:** Athlete understands that Visualization can boost their athletic performance and how to prepare for performing it correctly.

## Lesson 2: Performing Visualization (30-45 mins)

**Teaches:** (i) The 5 steps for performing Visualization; (ii) Activity to create a Visualization Script for an upcoming scenario.

**Worksheets:** Visualization for Athletes

**Expected Outcome:** Athlete can effectively perform Visualization techniques to improve their athletic performance.





# OTHER LESSONS

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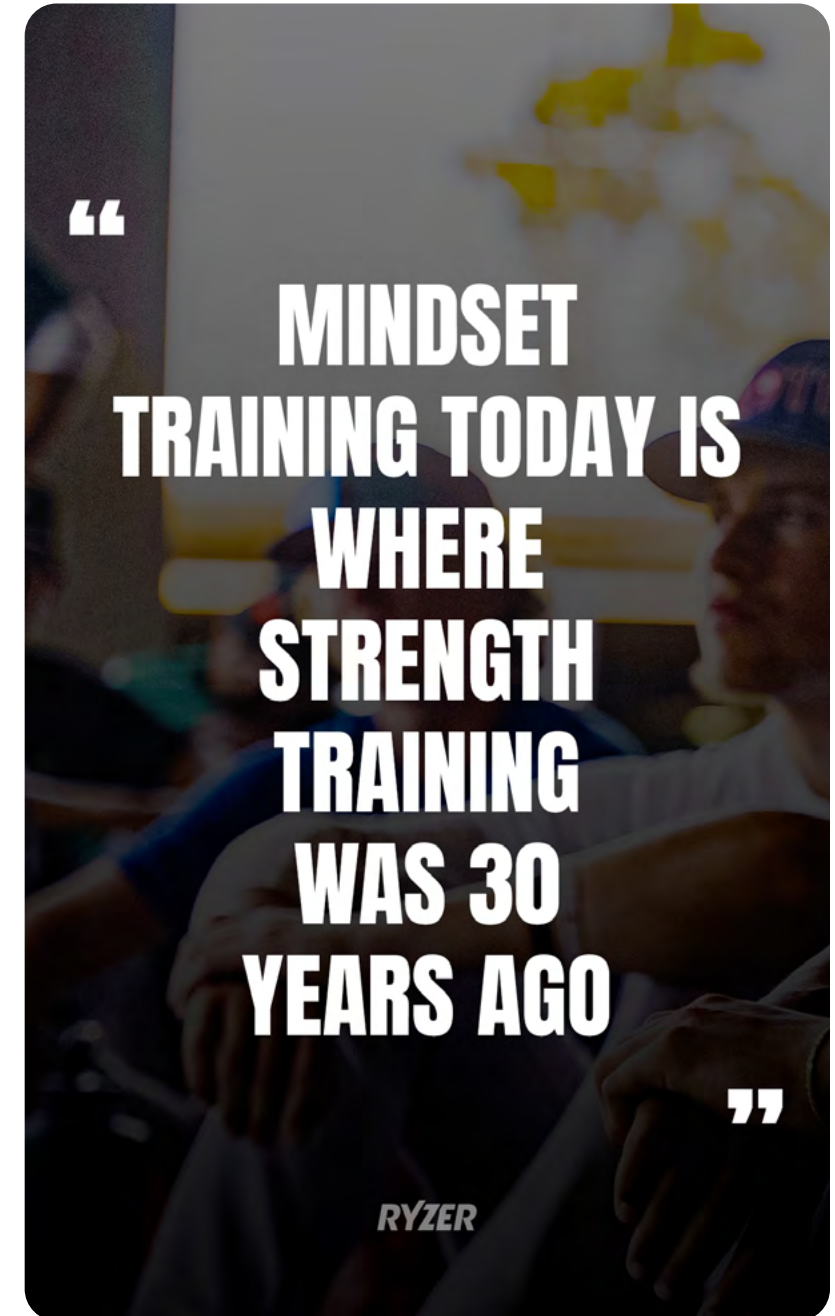
 1 Activity

### **Lesson:** *Control the Controllables* (25-30 mins)

**Teaches:** (i) How to identify aspects of an event/situation that are Controllable, Influenceable or Non-Controllable; (ii) A US Navy SEAL technique on how to take immediate control of the controllables in a situation; (iii) An activity to categorize all the aspects of an upcoming event/situation into the categories of Controllable, Influenceable, and Non-Controllable to allow the athlete a simple visual to focus only on what they can control or influence that will improve their odds of success.

**Worksheet:** Control the Controllables

**Expected Outcome:** Athlete understands the concept of Controlling the Controllables and is able to identify and focus on the most important aspects of an upcoming event that are in the athlete's control or influence.



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