EXHIBITION FROM 23 NOVEMBER 2006 TO 2 SEPTEMBER 2007

EDUCATIONAL KIT: PART 1
Visit information
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Daily from 9 a.m. to 6 p.m.

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www.olympic.org/education
INTRODUCTION

Are we aware on a daily basis of how our minds impact on our actions? Do we pay sufficient attention to our mind's influence on our decisions, our behaviour and our achievements?

The exhibition *The Mind Makes a Champion* (Olympic Museum, 23 November 2006 – 2 September 2007) offers a chance to look inside the minds of top-level athletes and find out more about the mechanisms which govern the mind and often influence performance.

How is this subject relevant to schools? Modern society is built on the cult of performance. "Everyone has to succeed; everyone wants to win." At the same time, we are increasingly duped by the illusion that we can get everything we want quickly and without effort. Today, we all want to be Ronaldinho or Madonna rather than just a footballer or a singer. Spectacular images in our heads, less and less inclination to take risks or make an effort: these are the contradictions of our time!

Studying the mind in the context of high level sport illustrates the difficulties we have to face if we want to achieve our goals. The athlete's journey is, to varying degrees, a metaphor for the journey a young person makes each day. To achieve their goals, athletes cannot afford to zap. They have to undertake personal research, get to know themselves, reflect on their relationship to effort, highlight their strong points, manage stress and develop concentration. It is knowing not only their bodies, but also their minds, which helps athletes enter the arena and "let go". In the school environment, young people must learn to control similar phenomena so that they too can give their best. The reference to sport can help them in this learning process.

In the framework of the exhibition *The Mind Makes a Champion*, the Olympic Museum has developed a two-part educational kit. Part I is to be used during the visit. It aims to help the teacher become familiar with the exhibition, then work independently with his or her pupils once at the Museum.

Part II is independent of the exhibition. To be published in February 2007, it will be a document produced in collaboration with various authors from the fields of sport, health promotion, teaching and the performance arts. It aims to broaden the subject of mental preparation by exploring the role the mind plays, not only in sport, but also in theatre, music, dance, circus performance, and so on. While at first sight these fields might seem unrelated, this approach is intended to shed light on their similarities. In the school environment, such examples may help to raise pupils' awareness of the need to develop both their bodies and their minds.
SUMMARY

I. **The exhibition**
   - Its objectives
   - Its tools
   - Its pedagogical aim

II. **Sports psychology, some pointers**

III. **Exhibition layout**

IV. **Express visit – Three zones = 18 stations**

V. **Selected bibliography**

**Activities**

“**My roadmap**” worksheet (individual use)

“**Our discussions about the mind**” worksheet (group discussion)
I. THE EXHIBITION

The objectives of the exhibition *The Mind Makes a Champion* are:

- to illustrate the mental journey of an athlete
- to stress the mental dimension of their preparation and performance.

How does it achieve this?

By using athletes' stories (films, interviews, photos and reports) which raise a number of questions:

<table>
<thead>
<tr>
<th>Question</th>
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<tr>
<td><strong>What motivates athletes to devote a large part of their lives to a sport?</strong></td>
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<tr>
<td><strong>What goals do they set themselves? What means do they use to progress and overcome obstacles (repeated training, pressure, disappointments, loss of confidence, etc.)?</strong></td>
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<tr>
<td><strong>What is going through athletes' minds when they “perform”? What mental resources do they use to manage their thought patterns and stress and to focus their attention?</strong></td>
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<tr>
<td><strong>What is the “zone”?</strong></td>
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Its pedagogical aim is to understand the role and function of the mind in an athlete's career, through the stories told in the exhibition.

Is it an exhibition for you and your pupils?

Yes! Sport is an area in which humans can be observed as they struggle with themselves. It offers a good opportunity to think about how we behave and how we manage mentally when faced with situations of effort, stress, discouragement or excitement, which can reveal contrasting aspects of our personality! Pupils are invited to regard top-level sports performances as example of human experience, made up of varying emotions and contradictory feelings. They can then think about the parallels with their own journeys in life, and, in particular, their experiences at school.

At the end of the kit, you will find activities based on the exhibition:

- the **My roadmap** sheet invites each pupil to answer questions individually about his or her own journey;
- the **Our discussions about the mind** sheet gets pupils to work in groups to look more closely at certain subjects.
II. SPORTS PSYCHOLOGY, SOME POINTERS

The mental dimension is inherent to all sports practice. As well as considerable physical resources, an athlete has to use specific mental processes in order to cope with and manage the difficult situations he encounters.

> When people comment on a sports performance, they rarely look for a biomechanical explanation! More often than not, they opt for a psychological explanation. They may, for example, refer to an athlete’s mental toughness, to how he copes with stress or to his strength of character.

There is a science which describes and works on these mental processes: sports psychology. Sports psychology applies the principles of psychology to sport and physical activity, often with a view to improving performance. However, according to Richard H. Cox (see bibliography), the aim of this discipline is not just the quest for victory at all costs; sports psychology seeks primarily to help athletes to exploit their potential by enabling them to develop cool-headedness, motivation and self confidence. This implies studying the effects of psychological and emotional factors on sports practice, so as to teach the athlete to modulate and deal with them. Conversely, it also looks at how sports practice can affect an individual’s psychological and emotional baggage.

Sports psychology developed towards the end of the 19th century, in the USA, Germany and Russia. Seeing the science of psychology develop, some practitioners began looking for new areas of study. Sport seemed a promising field, as it allowed the study of psychological factors linked to motor performance.

Sports psychology then underwent a major expansion in the 1950s; it split into different schools, influenced by psychology and orientated towards theory or by physical education, orientated towards practical applications.

As of 1965 (1st World Congress on Sports Psychology in Rome), it was recognised as a structured, autonomous and scientific discipline. The 1980s consolidated its recognition as a university discipline and a profession. The end of the 20th century saw the confirmation of its role in the sports world, and made it an important player in top-level competition sport.
III. EXHIBITION LAYOUT

The exhibition is designed as a journey, from initial motivation though to performance, via the period of athletes’ mental preparation. It is divided into three zones, entitled Motivation (ground floor), Preparation and Creation (1st floor). In each of these zones, stations illustrate a particular aspect of the experience of a particular athlete.

Ground floor
The pioneer spirit
Build your identity
Exceptional goals
Mental training techniques
The coach-athlete relationship
Overcoming difficulty
Mental training techniques
Preparation rituals
Losing your nerve
Intrusive thoughts/Protective thoughts
The zone
Victory
The currents of the new dream
WHAT IS MOTIVATION?

Etymologically, the term motivation comes from the Latin "motus" (movement). Indeed, motivation is what drives or moves a person, the thing that acts as a motor. Motivation obviously has an effect on the sporting commitment of athletes and their level of performance.

Some athletes dream of becoming champions from an early age, of breaking records and standing on the podium. Others become involved in competition to escape from a difficult life situation, to develop particular talents or to please their parents...

There are many different kinds of motivation!

IV. EXPRESS VISIT
THREE ZONES = 18 STATIONS

The description of the exhibition below gives a rapid idea of the communication objectives of each station.
The stations which deal with a group activity are indicated by a dialog box

Ground floor

Station 00
Inside the mind of a champion – Think like a champion
Visitors enter the exhibition and immediately face a bobsleigh track. They are carried “virtually” in the bob and speed down a twisting icy track which leads them to the heart of the exhibition theme: the mind of a champion.

MOTIVATION ZONE (Stations 01-05)

Entering this first zone, visitors pass through stations which describe different types of motivation. They discover what may make an athlete devote a major part of his life to pursuing a sporting goal.

Initial enthusiasm:
a childhood dream (station 01)
The quest for recognition (station 02)
The desire for emancipation (station 04)
Station 01
Initial enthusiasm – Build on your ambitions
A first series of film extracts shows the beginnings of top athletes. Interviews then recount what influenced them, and who their role models were.

- **Initial enthusiasm**
  - Edgar Grospiron (France, skiing, moguls)
  - Martina Hingis (Switzerland, tennis)
  - Bjørn Daehlie (Norway, cross country skiing)
  - Carl Lewis (USA, athletics)
  - Justin Huish (USA, archery)
  - Lu Chen (China, figure skating)
  - Jonathan Edwards (Great Britain, athletics)
  - Stéphane Lambiel (Switzerland, figure skating)
  - Nadia Comaneci (Romania, gymnastics)

- **Role models, heroes**
  - Anton Sailer (Austria, skiing) / Franz Klammer (Austria, skiing)
  - Zeno Colo (Italy, skiing) / Anton Sailer
  - Donald Quarrie (Jamaica, athletics) / Merlene Ottey (Jamaica, athletics)
  - Carl Lewis (USA, athletics) / Linford Christie (Great Britain, athletics)
  - Jesse Owens (USA, athletics) / Carl Lewis
  - Jackie Joyner-Kersee (USA, athletics) / Ghada Shouaa (Syria, athletics)

Station 02
The quest for recognition – Dream of recognition
Photos show athletes carrying the flag of their country: being recognised and valued by their compatriots is a source of pride and a motivating factor.

Station 03
What is your dream? – Identify your motivations
Visitors press a button to change the whole décor of the zone. There are three possibilities:

- **Excellence** – constantly improving, the wish to achieve perfection.
- **Solidarity** – being part of a team, joining the family of sport.
- **Emotion** – giving free rein to your passion, striving, believing in yourself.

Visitors choose their world according to their own motivation, then find themselves centre stage.

Station 04
The desire for emancipation – Give meaning to your actions
Film extracts show athletes who use their time in the spotlight to stand up for their rights or to speak out against racial, sexual and political discrimination. Others explain how they persevered with their sport despite a precarious economic situation.
Female emancipation
A film tells of the difficulties faced by women taking part in the Games, including:
Nawal El Moutawakel (Morocco, athletics) and Hassiba Boulmerka (Algeria, athletics).

Economic emancipation
Merlene Ottey (Jamaica, athletics)
Janica Kostelic (Croatia, Alpine skiing)

Political emancipation
Jesse Owens (USA, athletics)
Tommie Smith and John Carlos (USA, athletics)
Cathy Freeman (Australia, athletics)
Afghan athletes

Station 05
Hindrances and obstacles – Reach beyond your horizons
The first sporting experiences have a decisive effect on the rest of a career. Motivation can be influenced by the lack of time for leisure and friends; pressure due to the expectations of parents or coaches; failure to improve; difficulties combining sport and education; moving from one category to another, with poorer results; loss of self-confidence.

The hindrances and obstacles faced by a young athlete are represented by panels which prevent the visitor from moving forward smoothly. These symbolise the difficulties facing young sportspeople at the start of their career.

If they do not find the means to overcome them, fears can prevent athletes from pursuing their goals and making their dreams come true.

A series of photos with captions offers suggested answers, “solutions” to the obstacles encountered.
Motivation alone is not sufficient. Once fears have been conquered, considerable preparation is still required. This is described on the 1st floor in the form of various stations.

> WHAT IS MENTAL PREPARATION?
> To achieve their goals, athletes use different mental strategies. First, they have to set goals, then decide which means they will use and make a plan to put them into action.

The athlete wants to improve…

...I question what I am doing (station 06)

...I assess my strengths and weaknesses (station 07)

...I work on my mental approach (station 11)

...I set myself targets (station 08)

... I work on my relationship with my coach (station 09)

...I overcome any difficulties (station 10)

When you want to become a top-level athlete, you train physically first of all. But you also have to develop your mental skills. How do you prepare mentally? How do you move from the dream of the perfect movement to the real thing?
Station 06
The pioneer spirit – Start a revolution!
To move forward, athletes must constantly question their technique and strategies. Such questioning enables them to innovate, sometimes even to revolutionise a discipline, and perhaps achieve victory...

Photos present seven of these innovations.

Jan Bokloev (Sweden, ski jumping)
Mitchell Jay Gaylord (USA, gymnastics)
Jean-Claude Killy (France, Alpine skiing)
Johnny Weissmüller (USA, swimming)
Richard “Dick” Button (USA, figure skating)
Richard Douglas Fosbury (USA, athletics)
Jean Vuarnet (France, Alpine skiing)

Station 07
Build your identity – Assess your predispositions
To gain respect or to build up their personality, athletes create an image. They have to find their own style, their “thing”, the attitude that will see them through moments of pressure. They have to work out how to capitalise on their potential.
The characteristics of some athletes are highlighted by their nicknames, often invented by journalists or the public.
The visitor can see some examples in a list of nicknames.

Further on, in the form of interviews, athletes reveal their strengths. Sports psychologists (Daniel Birrer and Jörg Wetzel, Swiss Federal Sports Office in Macolin) talk about their weaknesses, a subject that athletes prefer not to talk about publicly...

Audley Harrison (Great Britain, boxing)
Heike Drechsler (Germany, athletics)
Anton Sailer (Austria, Alpine skiing)
Carl Lewis (USA, athletics)
Alexander Popov (Russia, swimming)
Gunda Niemann (Germany, speed skating)
Station 08
Exceptional goals – Aim for the uncommon
Clear, diverse and precise goals are the guiding elements of sports practice. They also have to be relevant in terms of difficulty. If they are unrealistic, they will be a source of stress. Because nobody becomes a world champion overnight (!), goals are:

- short-term: for a training session, a competition or a few days (in volleyball: create a rhythm in attack; in golf: incorporate relaxation into your swing; in basketball: apply a particular defence, etc.)
- mid-term: for a few weeks to six months (improve your mental approach to a competition, climb two places in the ranking, build stronger quadriceps, etc.)
- long-term: from a few months to several years (play in the Superleague, win the national league).

A series of films and stories illustrates the decisions that athletes must take and the constraints they must live with in order to improve. A montage shows the repetition needed to perfect a movement.

Exceptional constraints
Chiharu Igaya (Japan, skiing)
Emil Zatopek (Czechoslovakia, athletics)
French biathlon team

Station 09
The coach-athlete relationship – Build good relations
Four types of athlete/coach relationships are presented here in the form of photos (friendly, parental, fusional and distant).

We see Martina Hingis (Switzerland, tennis) trained by her mother, Melanie Molitor, or the Williams sisters (USA, tennis) trained by their father, Richard Williams.

Station 10
Overcoming difficulty – Create new conditions
A series of accounts and films presents certain athletes who have had to face an obstacle which jeopardised their sports career.

Janica Kostelić (Croatia, Alpine skiing)
Sébastien Froucras (France, aerials)
Alexander Popov (Russia, swimming)
Station 11
Mental training techniques – Maximise your preparation
A number of methods are explained here. Athletes choose the most relevant ones according to the skills they wish to develop.
In the exhibition, the first section is devoted to relaxation. Visitors are invited to test a long relaxation, a short relaxation and deep breathing. Other techniques are also described:

- **Biofeedback** = Making the biological processes at work in the body visible to provide an objective way of measuring the effects of stress on the body. Being aware of these processes enables you to understand and influence them.
- **Meditation** = relaxation technique
- **NLP (Neuro-linguistic Programming)** = method combining psychological approaches orientated towards language, behaviour, hypnosis and the body.
- **Progressive muscle relaxation** = become aware of muscle tension in order to reduce it.
- **Sophrology** = relaxation technique aimed at altering the state of consciousness.
- **Autogenic training** = relaxation technique based on autosuggestion

The second section is devoted to visualisation. This is a means of representing the movement or action to be performed, using visual, auditory or kinaesthetic images.

Visitors watch a video clip showing a downhill ski run. The aim is to concentrate on the course in order to memorise the important details. Then, put on a blindfold and try to visualise as accurately as possible the sequence just seen. When the visualisation begins, start the stopwatch. Stop it when you think you have reached the finishing line...

> WHAT IS MENTAL TRAINING?

> It is a collection of methods, techniques and means aimed at optimising performance. It supplements physical, technical and tactical training, and uses the same stages and general principles: needs assessment, acquisition, repetition, application in competition. It sets out to teach or fine tune effective “mental movements” identified in all performance situations (such as relaxation or visualisation). Undertaken with a coach or sports psychologist, mental preparation plays an important role, as it enables athletes to optimise their results in competition, where, for the same physical abilities, mental skills will make the difference.
CREATION ZONE (Stations 12-18)

Using the experience acquired during his preparation period, the athlete now has to face the decisive moments before he enters the arena. He may be subject to stress, superstition, a loss of confidence or negative thoughts (stations 12-15).

The visitor discovers the final stations leading the athlete to creation.

> WHAT IS CREATION?

Creation is the moment of performance when athletes put into practice everything they have worked on during their preparation: they have to achieve an optimum level of activation, be capable of visualising the task in hand, managing stress and negative thoughts and devoting their whole attention to their performance.

The "zone" or the ideal performance state
Station 12
Pressure – Cope with tension
In the sporting context, stress is defined as awareness of an imbalance between the physical and/or psychological demands of a situation and the capacity one feels to be able to deal with these. It is a process, a sequence of specific events, in circumstances where the stakes are regarded as important. Sports competition often combines such characteristics: the expectations of parents or coaches, personal goals, the presence of spectators and what is at stake (winning or losing, selection or rejection, points needed, etc.) bring about an imbalance. The signs of stress are then likely to appear, and strategies for dealing with these are indispensable.

Several quotations by athletes show the pressure they feel when in a competition situation.

Station 13
Preparation rituals – Prepare for action
Rituals constitute sequences of previously defined, ordered actions, aimed at combating anxiety and focusing the athlete’s attention. From Zidane’s famous “the left sock first – always” to the pre-competition routines of skiers (visualisation of difficult spots on the course, activation exercises, last-minute goggles check, etc.), rituals give structure to the final moments before a competition and help to ward off distractions...

A series of photos show typical reassuring gestures before a race or before a match. Checking shoe laces or kissing a pendant, for example, help focus attention solely on the performance to be accomplished.

Station 14
Losing your nerve – Master your emotions
A montage of video clips shows the moments when athletes lose their self-control.
Station 15
Intrusive thoughts/Protective thoughts – Maintain concentration

In a competition, thoughts can sometimes turn towards fears, limits or doubts. These hold athletes back and penalise them: “The other team are all giants!”; “Raining again!”; “I didn’t train well this week.”, “I have to win!”. Being aware of such thoughts should make athletes react, so that instead of suffering, they can turn them into constructive thoughts. Negative thoughts can be countered by positive ones: “I’m going to rely on my qualities!”; “It’s wet for everyone!”, “He’s got more to lose than I have…”, “I’ll rely on my match strategy”. Positive anchoring, visualisation and auto-suggestion have all demonstrated their effectiveness at times like these.

If visitors stand facing the two terminals explaining intrusive thoughts and protective thoughts, they will be able to see the word “zone” clearly in front of them. Repetitive, hypnotic music helps them to look inwards and concentrate. If visitors move away from the terminals, irregular sounds will be heard, and the word “zone” will no longer be visible...

> see activity
“Our negative thoughts/our protective thoughts”
Station 16
The zone – Achieve perfection
Known as the “flow” or the “zone”, the ideal state of peak performance is one in which everything goes perfectly: the mind is centred on the task at hand, the motivation is total, the feeling is one of being in perfect control of one’s thoughts, movements and surroundings. It can also manifest itself as a feeling of things moving in slow motion, giving the time to react appropriately to any event or circumstance. It’s an extraordinary experience, a coming-together of the different strands of performance, which makes the moment unforgettable.

A 180° projection immerses the visitor in a series of perfectly-executed movements, the result of gestures repeated countless times until fully mastered.

Station 17
Victory – Savouring the passion
Three TV screens illustrate the moment of victory: the athlete crosses the finish line (finish); he does not immediately realise what he has accomplished (disconnection phase); then he is recognised as the winner (emotion and reward).

Station 18
The currents of the new dream
After a competition, athletes set new targets. To illustrate this new departure, visitors automatically set off a film as they walk: a swimmer invites them to follow her, to go with her... towards new dreams!
V. SELECTED BIBLIOGRAPHY

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www.sportpsychologie.ch

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www.cdpsport.ch

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www.baspo.admin.ch
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This document is also available in French and in German.
MY MENTAL JOURNEY
As you move around the exhibition, answer the questions below and create a roadmap of your mental journey.

**Station 01**
Did I have a dream when I was a child?  
Do I have a dream today? What is it?  
What should I do to achieve it?  
Do I have a hero? A role model? Why?

**Station 02**
Who would I like to acknowledge me for what I do?

**Station 03**
What is the motivation for me to achieve my dream?

**Station 04**
If I were famous, for what cause would I like to be the spokesperson?

**Station 05**
What are the obstacles I face in my activities?

**Station 06**
In order to move forward, what do I need to change about the way I work?

**Station 07**
What are my strengths and weaknesses in what I do?  
My strengths:  
My weaknesses:

**Station 08**
Today, I shall set myself a goal. How will I work to achieve it?

**Station 09**
Who helps me to improve? Who are the people I rely on?

**Station 10**
What obstacle(s) have I already overcome?

**Station 11**
When do I feel stressed?

**Station 12**
What methods do I use to combat stress?

**Station 13**
Do I have a ritual or a lucky charm I use to reassure myself? Why do I use this specific ritual or object?

**Station 14**
Have I ever gone to pieces? If so, what were the circumstances?

**Station 15**
When I am stressed, what do I tell myself? In future, what will I tell myself?

**Station 16**
Have I already experienced "the zone"? When did this happen?
Our discussions about

Station 01 - Let’s talk about talent!
After watching the films on the childhood (or adolescence) of the athletes, answer the following questions with a partner. Then discuss your answers as a group.

> What surprised you in these film extracts?
> Do you think that talent exists? If so, how would you define it?
> Do you think that all you need is ability to become a top level athlete? What other conditions have to be met?

What is talent?
Some young athletes are called “talents”. According to Joch (1997), a “talent” is a person with the (essentially genetic) qualities needed to achieve great sports performances, who is prepared to develop them to this end, who lives in a social environment which offers him this possibility and who proves his abilities through the results he achieves. As such, motor talent (ability to learn movements) and sporting talent (predisposition to achieve in a given sport) are not enough; the athlete also needs a supportive environment and mental abilities, and to be able to prove what he can do through the results he achieves!

Station 04 - Do we all have the same chances?
After watching the films on women’s emancipation, discuss as a group the comments by the Moroccan athlete Nawal El Moutawakel:

“I refuse to remain forever a barefoot little African woman who has just discovered sport.”
> Think of some of the stereotypes which she challenges in this comment.

“My medal is for all those who are not able to speak for themselves.”
> Who do you think she is talking about here? Why are these people not able to speak for themselves?

The video in the exhibition shows how difficult it is for Muslim women to practise competitive sport. But they are certainly not the only ones to have faced obstacles:

> Why do you think that it was so difficult for women to enter the sports world?
> Do you think that female athletes still have to face resistance and prejudice even today? If so, what kind?

Watch the films on economic emancipation and discuss the conditions in which Merlene Ottey (Jamaica, athletics) and Janica Kostelic (Croatia, skiing) started their careers.

> What means did they use to compensate for the lack of money?
> What do you think were the reasons that led these athletes to carry on in spite of the obstacles they faced?

In the films on political emancipation, pay attention to the words of Jesse Owens (USA, athletics).

> At the 1936 Games in Berlin, what was the political situation in Germany? What were the policies advocated by Hitler?
> In what context did Jesse Owens have to compete, and how did he manage to concentrate on his performance? Imagine what he was feeling at that moment.

> For Cathy Freeman (Australia, athletics), what kind of pressure was she under before her race at the Sydney Games in 2000? What were people expecting of her? What does she symbolise?
> Do you think that these expectations influenced her performance? If so, how?
THE MIND

This double page is intended to develop discussion. First of all, read through the questions, then visit the exhibition, thinking carefully about what you are asked to do. Take notes and then, as a group, share your points of view.

You do not have to answer all the questions – choose the stations of particular interest to you!

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ZONE 2 – PREPARATION

Station 06 – Why do we decide to change?
Look at the photos illustrating the innovations imagined by athletes.
> For what reason(s) do you think these athletes decided to change their technique?
> Do you think that this was an easy decision? What stages did they have to go through?

Station 07 – Our strong points, our weak points
Look at the film extracts on the strengths and weaknesses of athletes.
> What are the strengths that the athletes refer to? Do any of them surprise you? If so, why?
> Why do you think they do not wish to talk about their weak points? State your reasons.
> What are the weaknesses that the sports psychologists refer to?

Station 08 – Do we all have the same discipline?
See what the athletes have to say about the constraints they chose to face in order to improve.
> Describe the training methods of Chiharu Igaya (Japan, Alpine skiing), Emil Zatopek (Czechoslovakia, athletics) and the French biathlon team.
> What were they seeking to achieve by using these methods?
> Do you think that these constraints were effective?

Station 10 – Our reactions after an accident
Watch the films describing the injuries to Janica Kostelic (Croatia, skiing), Sébastien Foucras (France, aerials) and Alexander Popov (Russia, swimming).
> What were the athletes’ first thoughts after their accident?
> What vocabulary does the journalist use to describe this rehabilitation period?
> How do you think these athletes felt during their first competition after the accident?
> What enabled them to overcome their handicap?

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ZONE 3 – CREATION

Station 12 – Stress
Read the quotations given in this station.
> What are the stress factors the athletes talk about? Can you think of any others?
> What other people might experience similar kinds of stress?
> How do you think athletes deal with their stress?

Station 15 – Our intrusive thoughts/Our protective thoughts
> In stressful situations, what are the negative things that athletes think about?
> What effect does this have?
> What do athletes do to overcome negative thoughts and stay focused?

Station 16 – The zone
Look at the pictures at station 16 and, in your own words, describe what being “in the zone” means for an athlete.