

WORKBOOK



High Performance Mindfulness



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HELLO – WE'RE GLAD YOU'RE HERE!

You're at the pointy end... the final years of school.

You're probably feeling the pressure mount. You might be worrying about not getting the ATAR you need to get into the course you want or letting your parents down ... or maybe you're overwhelmed with everything on your plate ... or can't stop procrastinating. Your mind is probably filled with all the things that could go wrong.

But what if there was a way to overcome the thoughts that threaten to sabotage you?
And not just 'get through' your final years of school, but REALLY excel?

Here's the good news... this short online course will help you do just that.

HOW WILL THIS COURSE HELP ME?

This High Performance Mindfulness course will help you:

- Identify and apply your strengths when it matters most
- Build mental resilience, to feel more confident and capable
- Bounce-back from mistakes
- Tackle procrastination
- Regain focus
- Improve study and exam performance
- Improve emotional awareness and presence ...

and much, much more...

MEET YOUR COACH EMMA MURRAY

Emma Murray is the founder of High Performance Mindfulness (HPM) – a practice she has used to guide the Richmond Football Club to three AFL premierships, motorsport drivers to championships, cricketers to Test debuts and Olympic athletes to the podium.

Her practice is grounded in the science and art of mindfulness and high performance psychology, and tried and tested in life.

Emma's relatable strategies, exercises and daily practices can very quickly help you to execute at your best no matter how tough the situation - through advanced self-awareness, improved emotional regulation and enhanced focus.



GETTING STARTED

In this course, there are eight e-learning modules - each module brings to life a High Performance Mindfulness lesson... with brief exercises to complete in this workbook.

If you are an individual completing the HPM course in your own time, you will be completing each numbered activity in this workbook in-line with watching the corresponding e-learning module.

If you are completing the course with a school group, you will be completing the same activities in this workbook as part of your class activity.

The most important part of the course is the daily practice exercises that you complete in your own time between modules.

These exercises don't take time out of your day... they don't add to your 'to-do' list... they are simple exercises about changing the way you think and feel in 'performance moments'. You will be asked to pay attention to certain things you are thinking and doing, or shift your focus in a particular way, or use your breath to change your feelings. Sometimes you will get a new exercise every module - sometimes you will repeat an exercise just so that you really get the most benefit.

This is the 'doing' bit of the course... without this work it's like being told how to run a marathon but never actually going for a training run... you just won't get the mind fitness and changes in energy, productivity and performance without doing these daily exercises.

You'll also have access to:

- Short 'Help Me' videos – tackling the most common challenges faced by senior school students with step-by-step actions to overcome them.
- Interview library with AFL players, Olympians, motorsport champions and cricketers on how they apply HPM to navigate the challenges of elite pressure.
- And finally, there's a resource library filled with auditory downloads of guided meditations, visualisations and breathing exercises, that are specific to you as a senior student and that you can use to enhance the learnings that are being taught to you in the HPM course.

So what do you need to bring to the table?

You need to bring a deliberate and purposeful attention and intention... attention on the content and the daily exercises and intention around bringing your best.

And what can you expect? Well, you can expect to get a new understanding of how your mind works under the pressures of years 11 and 12 and the pressures of life. And once you start to really understand how your mind works, you can expect step-by-step tools on how to then control your mind. And once you've got that nailed, you can expect to be able to choose your focus and choose your mindset so that you start taking control of performing at your best.

Are you ready?

SUPPORT

This course is all about giving you the tools to bring about a high performance mindset. Whilst this is awesome, it's important to recognise that we can't always do this on our own, especially when we are faced with bigger challenges.

We encourage you to think about those who can support you during year 11 and 12 when you need it most. Your network might include your peers, some of your most trusted teachers or your parents or caregiver. You might also find it helpful to access additional support from a school counsellor, your doctor, or services like [Kids Helpline](#), [Headspace](#) or [Beyond Blue](#) if required.

If you need to contact us with a course-related query, please email us at hello@highperformancemindfulness.com.au

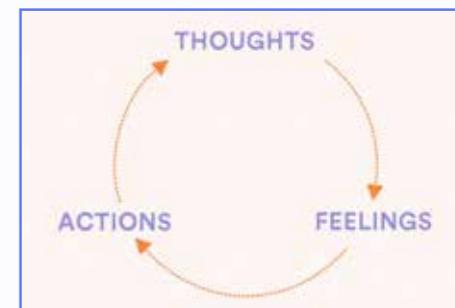
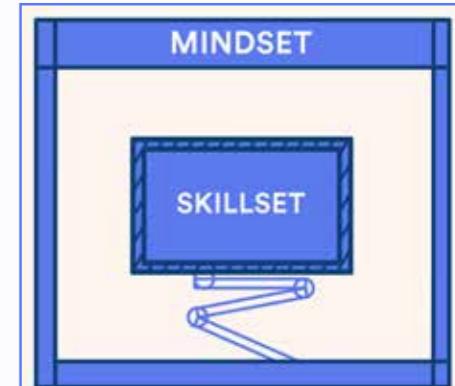


MODULE 1

CONTROL YOUR MINDSET TO OWN YOUR SKILLSET

In this module you have learnt about the relationship between your 'skillset' and your 'mindset'... Think of your 'skillset' like it's in a box, and we are constantly building and strengthening the contents of this box every time we go to class, read a book, practice or train... But our 'skillset' sits inside a bigger box... a box that we call 'mindset'. And the most fundamental piece of information that you need to know, is that it is our 'mindset' box that determines the efficiency and effectiveness of how we deliver our 'skillset'.

We also learnt that our thoughts determine our feelings... and sometimes our feelings determine our thoughts... whichever comes first, it does not matter, but together, these thoughts and feelings always determine our actions.



ACTIVITY 1.1

Take a moment now to think about your current mindset with regards to school. What thoughts or stories are you telling yourself? Are you focussed on how hard it's going to be? Worried about your ATAR score or letting people down?

Ask yourself - What feelings am I having about year 11 or 12, and all of the extra things that I'm trying to juggle - the pressure, the expectation. Is it stress, anxiousness, am I unmotivated?

Let thoughts come to your mind. Don't judge them - just be curious as to where you're at.

1. When I think about school and all of the things that I am trying to achieve and trying to do, my dominant thoughts are:

2. This makes me feel:

3. Give yourself a score out of 10 – where 10 is a mindset that makes you feel energised, and confident but 1 represents anxiousness, doubt, or fear. Simply note where you're at right now.

4. What is one thing you think you could do or learn to improve your mindset score?

DEFINITIONS

In High Performance Mindfulness, we say that we each have an 'A-Game' and a 'B-Game'.

It is your ability to shift from your B-Game - suboptimal performance - to your A-Game - best execution, where you will find your gains, that is where you will find your extra marks.

A-Game

- When you are focussed on your strengths and assets that you can control
- Best Execution

B-Game

- When you are focussed on all of the stuff out of your control
- Sub-optimal Performance

DAILY PRACTICE

CATCH YOUR ATTENTION

Try and notice and catch where your attention is, in moments during the day when your mind likes to wander - like sitting in class, walking the dog, having a shower, sitting in the car or on the train, cleaning your teeth, lying in bed or scrolling through social media. Whenever you can, 'Catch Your Attention' once it wanders off, and notice where it's gone, and simply bring it back to the present moment with one or two conscious breaths.

Think of your mind like it is a muscle that can get stronger and this game is like going to the gym and doing weight training for your mind. As your attention leaves the present moment you catch it and bring it back to that breath... just like a bicep curl...



WRAP-UP

The more you can 'Catch Your Attention' throughout the day, the more that you start to strengthen that mind, building your mental fitness. And once we understand what our mind is doing, and where our mind is going, that is when we can start to control our mind. And once we can control our mind, that is when we can choose how we want to focus it.... and that is the secret to best performance.

MODULE RESOURCES

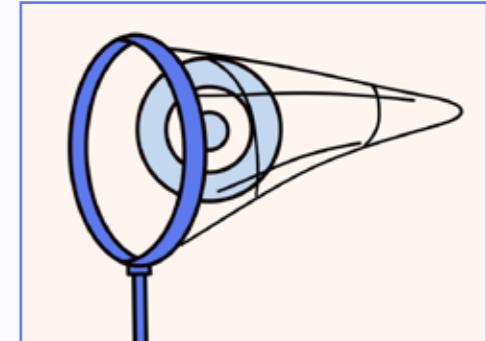
In the online course you will find many resources to help you. For this module, checkout:

- Skillset/Mindset box diagram and explanation
- A-Game/B-Game Definitions
- Sleep guided visualisation - sleep is the most critical tool in building a strong and healthy mindset box. If you are having difficulty falling asleep and staying asleep, or you'd just like your sleep to be more effective, then this visualisation will definitely help. It's designed for you to listen to as you are falling asleep, so we recommend you listen to it on a device placed near your bed without wearing headphones.

MODULE 2

IT'S ALL ABOUT AWARENESS

Some people just seem to be so consistently awesome at performing under pressure – right? What's their secret? Well, it's that they spend less time in their B-Game and more time in their A-Game - being fully focused on bringing their strengths to each moment and trusting that this will deliver their best results.



ACTIVITY 2.1

REFLECTION – CATCH YOUR ATTENTION

Reflect on your practice exercise from the last module - 'Catch Your Attention' because it's fundamental in determining what mindset we sit in... and in starting to actually catch our mind out and shine a light on the habitual places it wanders to.

1. When does your attention most wander?

For example? In class, while you're studying, in bed?



2. Where does your mind wander to?

For example? Imaginary conversations that you haven't yet had? Replaying things you've said or mistakes you've made?



3. How does it make you feel when your mind wanders off to negative or stressful stories in your mind?

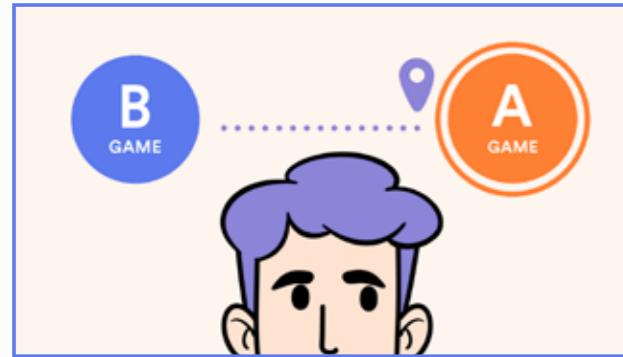


DEFINITIONS

MINDSET - a SET of thoughts, feelings and actions.

To learn how to 'shift' our mindset from our B-Game to our A-Game, we must first have **AWARENESS** of what we're thinking, feeling and doing when we are in each of these states.

So let's start building your own personal A-Game and B-Game profile.



ACTIVITY 2.2

MY A-GAME PROFILE

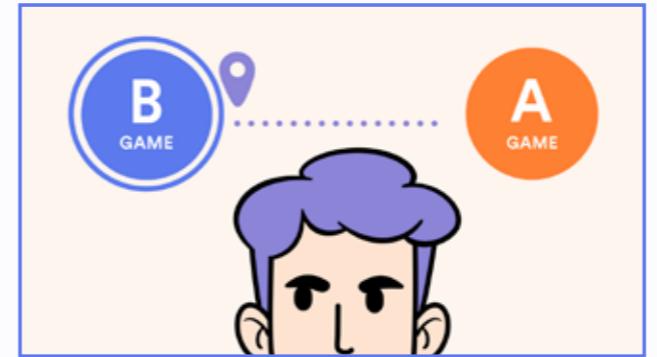
When I'm at school or studying and I am performing at my best in my A-Game what am I:

Thinking? For example; "I'm good at this subject", "I'll be able to get through this work quickly", "this is going to be easy".

Feeling? For example; relaxed, confident, aware of what's going on in the classroom.

Doing? For example; taking notes, working to a time schedule, organised desk space.

What am I focussed on? For example; the question I am studying, listening to the teacher.



ACTIVITY 2.3

MY B-GAME PROFILE

When I am at school or studying and I am NOT performing at my best in my B-Game what am I:

Thinking? For example; "I have too much to do", "I'm so tired", "I can't focus", "my parents and teachers don't understand".

Feeling? For example; tight in my shoulders, unconfident, exhausted, absent.

Doing? For example; slumped in my chair, not listening, not asking questions, looking at my phone.

What am I focussed on? For example; my phone, my exhaustion, not wanting to study.

ACTIVITY 2.4

A-GAME/B-GAME REFLECTION

So now you have the beginnings of your A-Game and B-Game profiles - well done! This is a task that we will keep refining throughout the course because the clearer we are on what our A-Game and B-Game looks like, feels like and sounds like, the easier it is to shift mindset states.

Take another look at your responses above and answer the questions below:

1. **What is different between my A-Game and B-Game?** For example - am I sitting up in class in my A-Game but am slouched and looking down in my B-Game?

2. **Is something missing when I'm in my B-Game?** For example - in my A-Game I am laughing and having fun... but this goes missing when I'm stuck in my B-Game.

3. **What is my most dominant B-Game thought when I am at school or studying?** For example - everyday do you think to yourself "I'm so tired".

DAILY PRACTICE

You guessed it... we are going to keep exploring your A-Game and B-Game as part of our daily practice exercise for this module.

'Catch Your Attention' and notice what you're doing when you're at your best and when you're not at your best. Use your observations to add to or refine your A-Game/B-Game personal profile in this workbook – your answers will 'pre-populate' into the My Mind Map at the end of the course.

WRAP-UP

Paying attention to your A-Game and B-Game mindset profiles over the next few days could be the most important thing you do to ensure your success in year 11 and 12. Because self-awareness is critical in understanding and controlling our mind.... And the more we can control our mind, the more we can focus it onto where we need to be to perform at our best... and that's the secret to delivering our best results.

MODULE RESOURCES

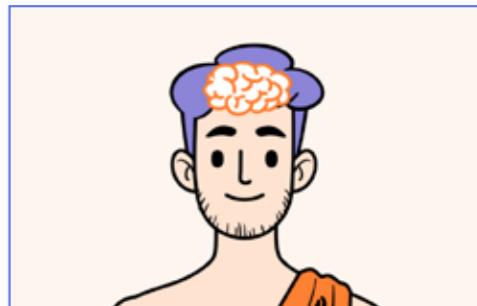
In the HPM course you will find many resources to help you. For this module, checkout:

- **Bodyscan meditation** - Research suggests that the Bodyscan is one of the most effective mindfulness exercises to improve your self-awareness. This gentle and relaxing meditation will instantly calm down stress whilst also strengthening the mind body connection.
- **A-Game/B-Game guided visualisation** - if you are interested in working out your A-Game/B-Game profile for another performance area of your life such as your sport, music, theatre, public speaking, business or hobby, this is a generic recording of the A-Game/B-Game profile building exercise from this module.

MODULE 3

THE CAVEMAN MIND

To truly understand why your mind keeps going to the B-Game and getting trapped there, we need to understand the science behind how our mind works and it's all to do with our survival wiring!



ACTIVITY 3.1

WHAT STRESSES YOU OUT ABOUT SCHOOL?

What are your danger, danger, danger triggers?

1. **What activities, tasks or situations trigger your stress response?**



2. **What happens to you physically when you get stressed?**

ACTIVITY 3.2

WHAT ARE YOU LOOKING FORWARD TO?

What is all the good stuff that you're doing or looking forward to?

1. **What am I most looking forward to in year 11 and/or 12?**

2. **What opportunities am I excited to make the most of?**

3. **What is fun and brings you joy in year 11 and/or 12?**

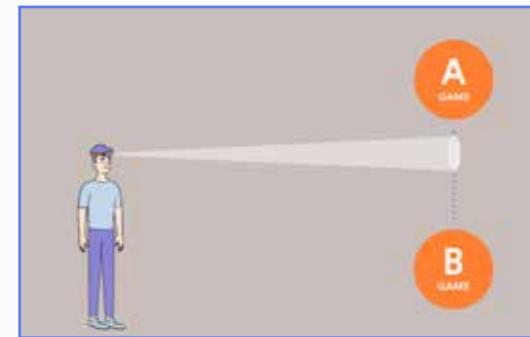
ACTIVITY 3.3

REFINE YOUR A-GAME/B-GAME PERSONAL PROFILE

Re-read your A-Game/B-Game profiles from module 2, Activity 2.2 and 2.3.

Reflect on your answers and ask yourself:

Are my A-Game/B-Game profiles clear and specific?



Do they capture exactly what is going on for me when I'm at my best in a study/learning environment and when I'm not at my best in a study/learning environment?

Could I catch myself in what I have written down for my B-Game... Would what I have written be clear and effective B-Game warning signs?

Could I actually step into what I have identified as my A-Game... can I easily recreate my A-Game profile in any study/learning environment?

Using your reflections, re-write your A-Game/B-Game profiles trying to capture the top 3-6 thoughts, feelings and actions and the top 1-2 focus points.

When I am in my A-Game:

I am thinking:

I am feeling:

I am doing:

I am focussed on:

When I am in my B-Game:

I am thinking:

I am feeling:

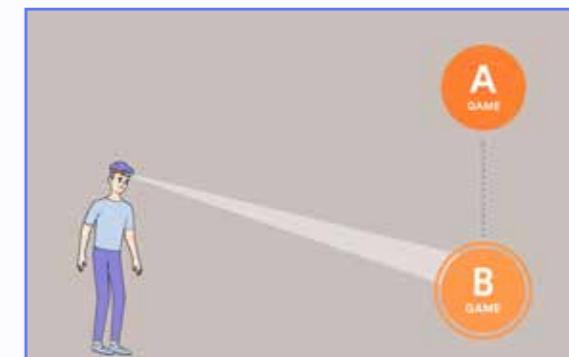
I am doing:

I am focussed on:

DAILY PRACTICE

Using the skills developed in 'Catch Your Attention', now practice 'Catch Your B-Game'. Consciously notice when you slip into the 3-6 B-Game things that you have documented... pay attention to these behaviours and actions and the thoughts and feelings that surround them and try and catch them early.

And as soon as you catch yourself in that B-Game - come back to the conscious breath - like you've been practicing.



WRAP-UP

You've now learnt that your mind is wired to go to the B-Game and get stuck on the B-Game more than it goes to the A-Game. The better you get at catching your B-Game, the better you get at understanding your mind and controlling your mind, then you can choose your best focus and truly use your mind to perform at your best.

MODULE RESOURCES

In the online course you will find many resources to help you. For this module, checkout:

- **B-Game warning sign checklist.**
- **5 senses recorded mindfulness activity** - this is a quick and calming recording to not only improve awareness, but to also calm you down and ground you back into the present moment when you are struggling to 'Catch Your B-Game'. It's a great exercise to try when your B-Game is stopping you from focussing or studying effectively.

MODULE 4

STOPPING THE B GAME LOOP

To really perform at your best consistently and deliberately, no matter how much stress you're under, you need to be able to shift from your B-Game into your A-Game. In this module, we will start to build the process that will help you do just that. And it all starts with 'STOP'!

DEFINITION

ACCEPTANCE STATEMENT - a statement we say to ourselves to acknowledge, accept and calm the struggle, challenge or fight that we are experiencing.



ACTIVITY 4.1

CREATE AN ACCEPTANCE STATEMENT

1. Think about one of the most dominant, B-Game thoughts that triggers you or worries you in your schooling life (if you can't think of one, reflect on some of the major B-Games that you wrote in your personal profile).

For example: "I've got so much on. I can't do it all".

Write that dominant thought down:

2. Write an acceptance statement to calm that B-Game response down (remember - accept the struggle or accept your own imperfections... don't try and fix the struggle or create a plan for fixing the struggle in this exercise).

For example: "I accept that I have a lot on right now and that it's making me feel worried and overwhelmed ... it's very normal to feel like that."

Trying to fix it would sound like:

"I accept that I have a lot on right now but if I get more organised and stay up later tonight I will be able to get my assignment done."

Have a go at writing an acceptance statement for the challenging, dominant thought you identified:

DAILY PRACTICE

As humans we're pretty good at firing off negative thoughts so as soon as you get those B-Game warning signs (unhelpful thoughts, feelings and actions)... you must call 'STOP' - and then you must 'accept' the situation - to reassure your mind that there's no danger and it can stop shining your flashlight on the bad stuff.

So... continue honing your awareness to catch your B-Game, when you catch it - say 'STOP' and add-in your acceptance statement. Practice this over and over again.



WRAP-UP

In this module, you learnt about the mind body connection and how we can end-up in an unhelpful B-Game loop. We started to build the 'STOP' process that will help you move from your B-Game to your A-Game ... and while we're not at the point of propelling you into your best performance just yet, you're getting closer and it all starts with stopping and accepting.

MODULE RESOURCES

In the HPM course you will find many resources to help you. For this module, checkout:

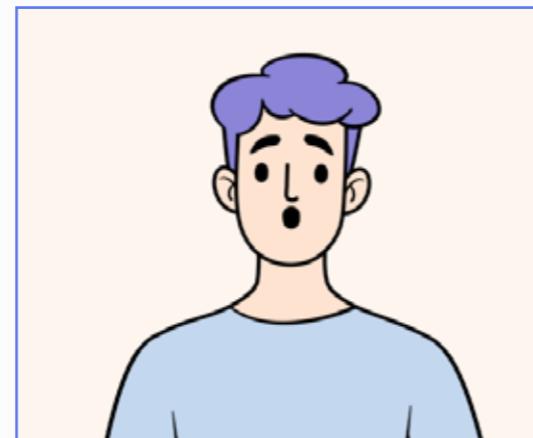
- **Example Acceptance Statements**
- **Acceptance Mind and Body guided visualisation** - if there is something that continues to challenge you (a thought, a person, a situation) then give this Acceptance visualisation a go. Even if you do not have something obvious that you are struggling with - this visualisation will feel like you are cleaning out your mind and releasing your body.

MODULE 5

IT'S TIME TO B R E A T H E!

In the last module we introduced the STOP tool and now we will start to build the process that will help you move from your B-Game to your A-Game - which is where you will find your performance edge.

Let's look at the 'T' in STOP - it stands for 'Take a Breath' and it is one of the most effective tools in shutting off your stress response.



ACTIVITY 5.1

So now that you've learnt why to control your breath, you need to raise awareness of when you need to control your breath.

1. **Ask yourself, "What situations trigger a physical stress response in me – eg: pre-exams, going to a social event, pre-competition, public speaking?"... And what are the signs of this physical stress response? Write them down here:**

2. **How could you use your breath to switch off your stress response in these situations? For example, before you go on stage for a performance you could go into a private room or the bathroom and do some box breathing. Or, the morning of an exam while you're in the shower you could do a 'Take 5' breath session to keep your body in a calm and relaxed state. Write them down here:**

3. **What are some ideal and consistent times and opportunities in your daily schedule that you could build the habit of doing a breath session? For example, in the morning before getting out of bed, on the way to school, between classes... and how could you create a reminder to help you keep on track with your breath routine? For example, setting a daily alarm, writing a reminder on your bathroom mirror:**

DAILY PRACTICE

Developing your own breathing practice is a game changer when it comes to anxiety, performance nerves, exam day jitters, pre-game fear, asking someone out on a date, panic attacks and much, much more.

When you find yourself in the situations that trigger a physical stress response for you, practice the STOP tool - stop and accept and now add deliberate and conscious deep breaths.

Try the different breathing routines and see which one works for you.

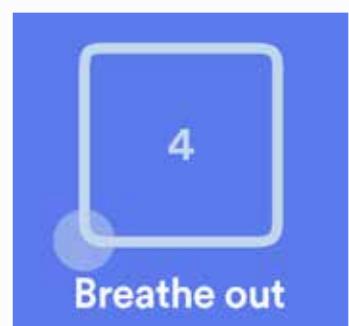
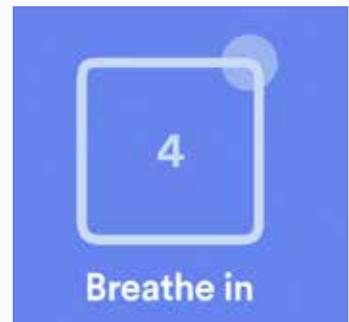
WRAP-UP

When we take the right type of breath we take back control of the stress response and the mind body connection... and once we build this control that's when we can start to choose how we then focus our mind and once we can choose how to focus our mind, that's when we can choose our best performance.

MODULE RESOURCES

In this course you will find many resources to help you. For this module, checkout:

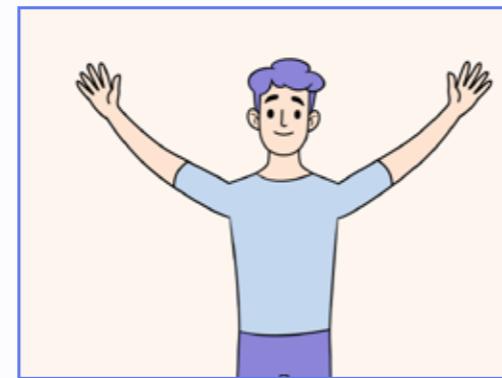
- [Box Breathing guided exercise](#)
- [3, 4, 5 guided exercise](#)
- [4, 7, 8 guided exercise](#)
- [Take 5 guided exercise.](#)



MODULE 6

WHERE'S YOUR FOCUS?

So you've now learnt the first two parts of the STOP process. The first part is catching and calling STOP on your unhelpful B-Game loops, accepting the struggle and calming the mind down. And the second part is picking up your flashlight and putting it back onto your breath so you can shift off that stress response and come into the present moment.



So now it's time to learn about the 'O' in STOP.

The 'O' in STOP stands for 'Observe' and there are 2 things specifically that we are observing - the '2 Fs'... you are observing your 'focus' and observing your 'physical'.

ACTIVITY 6.1

IDENTIFY YOUR PHYSICAL SHIFT

As you've just learnt, 'motion changes emotion' – movement is an important part of taking your attention off your B-Game unhelpful actions and focusing it on your A-Game strengths.

Look back at your A-Game profile. Ask yourself what are the physical signs that are consistent when I'm in my A-Game? Is my posture relaxed, open, up tall, strong? What's my facial expression? Do I use my hands a lot or smile?

Pick something that you can physically do that will best shut off that B-Game loop and take you into the physiology of your personal A-Game - in other words identify your 'physical shift'.

1. Write down a physical shift that would work for helping you to get into your A-Game – this could be as simple as wriggling your toes to consciously feel your feet, or pulling your shoulders back and smiling:



2. Make a list of the places, scenarios, tasks where you know you could use the physical shift to get you into an A-Game mindset for the moment – for example about to start an exam, or walking on stage:



If you are in a group, break into smaller groups of 2-4 and share and discuss your answers.

DEFINITION

CAN-DO MANTRA - a pre-rehearsed sentence or phrase that we already have tucked away in our pocket ready to pull out when we need it. And when we say it, our mind and our body instantly feel better.

ACTIVITY 6.2

CREATE YOUR CAN-DO MANTRA

1. When you are creating your Can-do Mantra, it's important that you reflect on your own A-Game profile and really identify something that you can say to yourself that instantly takes you into those powerful feelings, your A-Game thoughts, into your best actions.

Have a think now - trust what feels right - write down a Can-do Mantra that will work for you:



2. Think about moments, scenarios and tasks where you need to be alert and focused, in your A-Game and write down when you could use your Can-do Mantra consistently to help anchor it to your best performance:



DAILY PRACTICE

Practice using your physical shift and repeating your Can-do Mantra in as many performance moments as possible - for example, in class, at sports training, before rehearsal, starting your shift at work, sitting down to study, or walking into a teacher's office to have a conversation.



WRAP-UP

The more we shift the '2 Fs' as we go into a performance moment, the more we re-wire our mind to jump into our A-Game whenever we need to bring our best.

Getting into your A-Game is a whole new way of thinking and feeling - and you must practice it and train it like any new skill.

MODULE RESOURCES

In the HPM course you will find many resources to help you. For this module, checkout:

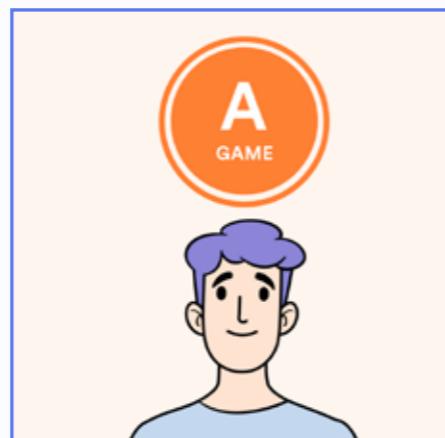
- **Example physical shifts**
- **Example Can-do Mantras**
- **Physical anchor guided visualisation** - this visualisation is designed to anchor your physical shift to feeling ready to deliver your best performance. By listening to this visualisation in the weeks/days leading up to an important event, it means when the event arrives your physical shift will be powerful and effective in propelling you into your A-Game
- **Can-do Mantra guided visualisation** - this visualisation is designed to anchor your Can-do Mantra to feeling ready to deliver your best performance. By listening to this visualisation during the lead up to an important event, it means when the event arrives your Can-do Mantra will be powerful and effective in propelling you into your A-Game.

MODULE 7

OVERCOMING OVERWHELM

In High Performance Mindfulness, we say our A-Game action is when we are best executing in the moment. And we don't ever just have one A-Game action - we should have a whole bank of them for all of the different pursuits in our life – school, sport, work, relationships etc.

Which leads us to the 'P' in STOP - Progress with A-Game action.



ACTIVITY 7.1

CHUNKING DOWN

In the top box below, write down something in your life that currently feels overwhelming.

In the bottom boxes, write the first 1-3 achievable actions you can take to start progressing in your A-Game.

Remember the rules: Pick actions that play to your strengths, that you can't fail at and that you've had success with before.

A large orange rectangular box containing four smaller orange rectangular boxes arranged in a stepped, overlapping pattern. The top box is the largest, followed by three smaller boxes stacked vertically below it.

ACTIVITY 7.2

CHUNKING DOWN A NEW HABIT

What's a habit that you feel would help you perform better at school?

Write this new habit in the top box - have a go at filling in the bottom 3 boxes – outlining the small actionable steps you could take towards achieving this habit.

A large orange rectangular box containing four smaller orange rectangular boxes arranged in a stepped, overlapping pattern. The top box is the largest, followed by three smaller boxes stacked vertically below it.

Is there a person who could keep you accountable for implementing this habit? If so, who is that and what action do you need to take to get them on board?

Note - an accountability partner is someone who keeps you accountable to your actions.

Perhaps you set up some agreements with this person around what actions you'll take to build this new habit and what rewards you'll put in place for when you tick off each chunked down action.

DAILY PRACTICE

You guessed it, take the habit and the steps you just built in your workbook and action them.

This exercise serves two purposes:

1. it helps you create a new daily habit that will benefit your school performance, your energy, your joy in years 11 and 12
2. it will re-enforce the power of progressing with A-Game action.

WRAP-UP

When you use the High Performance Mindfulness tools we've been learning to stop, accept, take a breath, choose 'can-do' thoughts and shift our physical – we are preparing ourselves to progress with our best actions... our A-Game.

In this module you learnt the 'Chunking Down' tool that can help you - particularly when you are feeling overwhelmed by the situation.

MODULE RESOURCES

In the HPM course you will find many resources to help you. For this module, checkout:

- **Chunking Down boxes/example and the rules of Chunking Down**
- **Overcoming Overwhelm guided meditation** - this meditation has been designed to calm an overwhelmed mind. Anytime you are feeling overwhelmed, in addition to Chunking Down, we encourage you to find a quiet space and take some time to try this visualisation. The effects will be instant!
- **Using Gratitude to Create Your Best Day guided visualisation** - one of the most powerful antidotes to stress and overwhelm is gratitude. This uplifting and energising guided visualisation will effectively put you in an emotional state of gratitude and set you up to have your best day.



MODULE 8

SETTING YOURSELF UP FOR SUCCESS

Congratulations! You've made it... you've been committed enough to see this course through to the last module.



But that doesn't mean this mindset stuff is easy... As you've learnt it's human nature to get stuck in B-Game thoughts, feelings and actions.

The important thing to remember is that best performance is not about never going to the B-Game... it's about catching those unhelpful loops in all parts of your life as quickly as you can, shifting off them as effectively as you can and then staying in your A-Game as long as you can.

And now you have the tools to help you do that!

So now let's set you up for success before a performance moment even begins.

ACTIVITY 8.1

A-GAME STUDY PLAN

Take a moment now to reflect on your current approach to your study. Do you have a clear and consistent routine? If you do, great - write it down so that you can formalise it. If not - let's take some time to create one now (taking into account all of the important things you've learnt in the course). First, you may want to read over the details of the HPM recommended 45 minute study plan:

MY 45 MIN STUDY PLAN

Chunk down your homework load for the night/weekend/week into 45min blocks.

Plan where to complete those blocks in your weekly schedule.

- Remove distractions from your study space
- Write an agenda for what you want to work on in your 45min block
- Set a 45min timer
- Use your 3,4,5 breathing to bring your attention into the present moment (or complete the pre study, memory enhancing visualisation)
- Finish question or task you are working on when timer goes off
- Stay off screens for 2-3 min to allow for neural pathways to file away information.

1. Where are 1-3 designated study areas that you will use for year 11 and/or 12?

1.
2.
3.

2. What distractions could interrupt you in each of these areas and how could you minimise these or remove them entirely?

3. Where will you place your phone during your study time?

4. How will you manage social media/YouTube/internet during your study time?

5. How will you keep track of the time of your study sessions so that you can work to the recommended 45 minutes?

6. Where will you place your My Mind Map in each of your study areas so that it's visible and can keep you on track with your mindset?

1.
2.
3.

7. What are 3-5 things that are important in helping you, personally, be productive and effective when you study. For example - always have a full drink bottle with me, never study hungry, never study in my pyjamas.

1.
2.
3.
4.
5.

8. At random times, for no particular reason, we get into a stubborn study B-Game loop that keeps holding us back from our study no matter how many times we STOP, catch and shift. Think about something that brings you high energy and joy and immediately changes how you feel that can act as an emergency stubborn study B-Game loop breaker and write it down. For example - wrestling with your dog, putting on your favourite music and singing and dancing to it, taking a shower, jumping on the trampoline.

NEXT STEPS

Now that you've finished the online modules in this course, there are some things we'd encourage you to do to refine and sustain your new High Performance Mindfulness habits:

MY MIND MAP

At the end of your workbook you will find your My Mind Map. This has been pre-populated with your A-Game/B-Game personal profile, your Can-do Mantra, your physical shift and other helpful information to help you cope with the pressures of year 11 and 12 and deliver your best.

Check over the content and make sure you are happy with it. Make any changes you feel are necessary and then print a copy, stick it near your study desk, on your bathroom mirror, take a photo of it and leave it as the background on your phone.

Your My Mind Map will help you get into the mindset to enable your best execution.

WRAP UP

Well done! You are finishing this course with a deeper and clearer understanding of your mind. And not only do you have a greater understanding of your mind and your mind under pressure, but you now know how to control your mind so that you can choose where to place your focus and actually choose your best performance.

Put simply - you've been given the secret to delivering your best. You are in control. It's your mind. It's your flashlight. It's your A-Game. It's your performance. Go and be A-mazing.

MODULE RESOURCES

In the HPM course you will find many resources to help you. For this module, checkout:

- **Pre-performance guided visualisation** - there are many performance moments in our life both in and out of school. This pre-performance guided visualisation is a generic tool that you can use in the minutes and hour leading into any important moment in order to put you in an A-Game state and set you up to bring your best. Use this uplifting and centering recording before, or during, warm-up for a sporting competition, backstage before a performance or in the lead-up to an important meeting or presentation to both visualise and feel the upcoming performance moment being a success.
- **Pre-study block 2-3min guided visualisation** - this short and effective visualisation is designed to be used at the commencement of your 45min study blocks. It has been recorded in a way which enhances information retention and recall of the subject that you are about to study. It is best to listen to whilst sitting upright at your place of study with everything organised, ready to begin work.
- **Pre-exam guided visualisation** - this visualisation is best to be used in the lead up to an exam. Whenever you feel the stress and nerves of an exam kick in - this will instantly calm those feelings down and set you up to perform at your best. We would recommend you use it the night before an exam or morning of an exam.
- **Memory enhancing guided visualisation** - this visualisation is specifically designed to enhance your memory. It can be used at any point throughout year 11 and 12 and will create a belief system within your mind that you're great at information retention and recall. It will also re-enforce to your sub-conscious mind the importance of paying attention so that you will be more aware of the moments that require you to be switched on and engaged in order to learn and remember.

STAY IN TOUCH

If you would like to stay in the loop on all things High Performance Mindfulness, please follow us on Instagram [@highperformancemindfulness](#) or register on our website www.highperformancemindfulness.com.au for news and updates.

A-GAME PROFILE

When I am at my best, I am:

Thinking

Feeling

Doing

Focussed on

MY PHYSICAL ANCHOR SHIFT

To give me confidence and get me into my A-Game, I do the following:

MY CAN-DO MANTRA

MY BEST THING TO DO WHEN I WANT TO BREAK A STUBBORN STUDY B-GAME LOOP IS:

MY B-GAME PROFILE

When I'm not delivering my best, I am:

Thinking

Feeling

Doing

Focussed on

KNOW YOUR B-GAME WARNING SIGNS

Catch these quickly to shift from my B-Game to my A-Game. How do I shift?

S Stop and accept the situation

T Take a breath

O Observe and shift your physical and your focus

P Progress in your A-Game

MY MIND MAP



CHUNKING DOWN

THE RULES: Play to your Strengths.
Achievable Actions. Evidence of Success

MY 45 MINUTE STUDY PLAN

Chunk down your homework load for the night/weekend/week into 45min blocks. Plan where to complete those blocks in your weekly schedule.

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- Stay off screens for 2-3 min to allow for neural pathways to file away information.



YOU DID IT!

You've made it to the end of the course.



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